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| 1.  | <u>Introductions of Senate members and Chair's Opening Remarks</u>   |                    |
| 2.  | <u>Adoption of the Agenda</u>  |                    |
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| 5.  | <u>President's Report</u><br>(Peter Stoicheff, President)  | <i>pp. 40-51</i>   |
| 6.  | <u>Report on Undergraduate Student Activities</u><br>(Jack Saddleback, President, USSU, verbal report)   |                    |
| 7.  | <u>Report on Graduate Student Activities</u><br>(Rajat Chakravarty, President, GSA, verbal report)   |                    |
| 8.  | <u>Report on Board of Governors Activities</u><br>(Senate-elected Board Member, Joy Crawford, verbal report)   |                    |
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|     | 9.2.1 Addition of the Graduate Record Examinations (GRE) as an Admissions<br>Qualification to the Master of Arts (M.A.) in Economics                             | <i>pp. 56-68</i>   |
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| 10. | <u>Senate Committee Reports</u>  |                    |
|     | 10.1 <b>CONFIDENTIAL: For approval:</b> Honorary Degrees Committee Report ( <i>materials removed</i> )   |                    |
|     | 10.2 Joint Nomination Committee for Chancellor   |                    |
|     | 10.2.1 Report of the Joint Nomination Committee for Chancellor (to be distributed)   |                    |
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|     | 10.3 Senate Executive Committee  |                    |
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|     | 10.5.4 Report to the Plenary on the Break-out Session  |                    |

Lunch break: 12:00 – 1:00 p.m.

11. Presentations

- 11.1 Global Institute for Food Security  
(Maurice Moloney, Executive Director, GIFS)

12. Items for Information

- 12.1 Student Enrolment Report  
(Patti McDougall, Vice-Provost, Teaching and Learning)
- 12.2 Senate Elections update  
(Elizabeth Williamson, University Secretary)

13. Other Business

- 13.1 Length of Meeting
- 13.2 Engagement of Senate Electorate

14. Question Period

15. Adjournment and Dates of Future Convocation and Senate Meetings

Spring Convocation: May 30 – June 2, 2016

Fall Senate: October 15, 2016

Fall Convocation: October 22, 2016

Spring Senate: April 22, 2017

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

The chair called the meeting to order at 9:35 am, observing that quorum had been attained.

1. Opening remarks

The chair welcomed everyone in English and Cree. The chair noted that he has been asked by Senate Executive to maintain more decorum at meetings, and requested members to limit their questions to one question per item. The chair welcomed incoming president Peter Stoicheff and shared the news that the College of Medicine has had its probation lifted and offered congratulations to Dean Preston Smith.

Introductions were made by all Senators present.

2. Adoption of the agenda

Senator Sandra Finley proposed adding a motion to the agenda within agenda item 16 "Other Business," that the university community work together to immediately adopt the new economics. This motion and a supporting explanation for the request, was circulated by Ms. Finley before the Senate meeting and is attached to these minutes as Appendix B. The university secretary noted that an item to be added to the agenda from the floor requires a two-thirds vote to be approved.

FINLEY/LEE: That the motion, "That Senators, working with faculty, students, governors and administrators make it a priority of the University to adopt, as expeditiously as possible, the new economics," be added to the agenda within item 16, Other Business.  
CARRIED (50 for/15 against)

FLATEN/KRISMER: That the agenda be adopted as amended with the addition of the motion: "That Senators, working with faculty, students, governors and administrators make it a priority of the University to adopt, as expeditiously as possible, the new economics." to agenda item 16, Other Business.

CARRIED

3. Minutes of the meeting of April 25, 2015

The chair invited consideration of the minutes of the April 25, 2015 meeting.

KRISMER/FLATEN: That the minutes of the meeting of April 25, 2015 be approved as circulated.

CARRIED

4. Business arising from the minutes

A Senator commented on the president's report in the minutes noting that the Kenderdine campus was closed four years ago due to economics. He noted he has asked at the last two Senate meetings and that the university secretary said this would be dealt with in the fall. He

understood that the university put out an invitation to take applications to an entity to run Kenderdine campus with an application deadline of May 7 and an announcement supposedly coming June 23. Patti McDougall, vice-provost, teaching and learning, responded that the university has entered into an RFP process to look into contracting with someone to work with the university to allow for the continued use of the Kenderdine campus for teaching and research. She noted that the university has been conducting due diligence before entering into the next stage. Greg Fowler, vice-president finance and resources, explained that the reason there was no announcement in June was a delay in the negotiation process and he expected to have negotiations conclude this fall.

##### 5. President's report

The chair welcomed and introduced incoming President Peter Stoicheff to the meeting. Dr. Stoicheff remarked that Senate is an important body representing the country and the province with membership encompassing professions, alumni, students and faculty, wherein there is an opportunity for excellent dialogue and informed discussion. He noted that he started at the University of Saskatchewan as an English professor in 1986 and viewed the presidency as his opportunity to pay back the University for 29 wonderful years of feeling supported and being able to contribute to the discipline of English literature studies and the College of Arts and Science. He remarked that the University of Saskatchewan has a tradition of excellence; is research intensive; and is proud to be a member of the U15. The College of Arts and Science is the only college in the country with the humanities, social sciences, fine arts and sciences all under one roof and it will be in good hands with Peta Bonham-Smith taking on the role of Acting Dean.

Dr. Stoicheff reported that over the last three months he has been engaged in the formal transition process set up by the Presidential Advisory Transition Committee that has been introducing him to all of the stakeholders of the university. He noted the committee is chaired by former provost Michael Atkinson who has been a significant help and that the experience has been fascinating and informative. He concluded by noting his excitement about stepping in as the 11<sup>th</sup> President of the University of Saskatchewan.

Provost and Vice-President Academic Ernie Barber, spoke to the interim president's report as Interim President Gordon Barnhart was in China. Dr. Barber thanked Dr. Barnhart for his confident down-to-earth leadership that grounded the university in its mission of learning and discovery. Dr. Barber then summarized some of the outcomes of the university's commitments noted in the report, highlighting the College of Medicine and the recent lifting of its probation of accreditation and thanking Dean Preston Smith and his team for their expedient work accomplish this sooner than expected. There were no questions for Dr. Barber.

The chair noted that the Senate Executive asked that the following motion be brought forward for approval:

PULFER/HOBACK: That Senate acknowledges and thanks Dr. Gordon Barnhart for his exemplary service as Interim President of the University of Saskatchewan from May 21, 2014 to October 24, 2015.

CARRIED

6. Report on undergraduate student activities

Jack Saddleback, president of the University of Saskatchewan Students' Union (USSU), reported on the activities of the USSU and undergraduate students, first thanking Dr. Barnhart and acknowledging Dr. Stoicheff as incoming president. Mr. Saddleback and the Graduate Students' Association president along with others were working on the Presidential Advisory Transition Committee to assist with Peter Stoicheff's and the university's success, and this work was going well.

Mr. Saddleback reported that on May 1, 2015, the new USSU executive took office and began with a portfolio review and strategic planning, laying the groundwork for their initiatives and goals. He noted that senior administration has been very willing to educate the new USSU executive on the vastness of the university. The USSU has been networking with other student unions at events such as the student union development summit.

Mr. Saddleback advised Senate that the USSU is geared to the success of all students and that September's activities included orientation and welcome week and attending Huskie and academic events. He reported that there has been a lot of interest in the 'Know Your Rights' seminar focusing on a student bill of rights. Also, the USSU has been working closely with Vice-Provost Patti MacDougall on the Sexual Assault Policy; and has done a lot to encourage student voting in the federal election.

Mr. Saddleback concluded by reporting on the activities of the USSU Student Council noting that the committees started their work earlier than usual to allow them to work on their goals more quickly, one of which is to look at gender neutral issues including gender neutral washrooms. He added that you can follow the USSU executive on Twitter at #US4U.

7. Report on graduate student activities

Rajat Chakravarty, president of the Graduate Students' Association (GSA) began his report by acknowledging Dr. Barnhart's contributions to the university. He continued by advising that: over 1800 graduate students attended fall orientation; international cultural performances were held; and the Indigenous Graduate Students' Council held its own orientation.

Mr. Chakravarty spoke of a broad theme of transparency at the GSA as the last three years have been audited and now all books are open, they have also engaged police and a law firm. The GSA is trying to divest leadership from its executive to the students by holding open calls for all students to be involved on different committees.

Mr. Chakravarty noted that the GSA has: been encouraging graduate students to vote in the upcoming federal election and collaborated with the USSU and brought a number of graduate students to the candidate forum. The GSA has contacted Elections Canada to ask that election materials be provided on how to register as many graduate students do not originate from Saskatchewan. On the issue of student health, which he felt had been neglected in the past, monthly talks have been held by Student Health on how to handle stress and other critical conversations and this has been well-received so these monthly talks will continue.

A Senator asked for clarification of when the tuition consultations will be occurring. Mr. Chakravarty replied that within the next two or three months the GSA will approach colleges and ask them to meet with graduate students and prepare a report. This report will then be presented to members of the GSA, administration and University Council. Adam Baxter Jones,

acting dean of the College of Graduate Studies and Research, added that tuition within the colleges is under discussion and he will be meeting with the student body to get their input.

#### 8. Report on Board of Governors Activities

Joy Crawford, Senate-elected Board member, presented this report to Senate noting that she was also speaking on behalf of Grit McCreath and Daphne Arnason. Ms. McCreath asked her to pass on her sincere thanks as she has cherished her three years as a Senator and six years as a member of the Board of Governors and to announce that she will be continuing in an honorary position at the University of Saskatchewan as the honorary ambassador.

Ms. Crawford reported that four regular meetings of the Board had occurred since the last Senate meeting and the following items were to update Senators on activities since last reporting:

- On May 1, 2015, Jack Saddleback joined the board and on July 1, 2015, Daphne Arnason joined as the newly Senate-elected Board member.
- Board approved changes to undergraduate student assistant hourly rates
- Awards of renewal of probation, tenure and promotion were approved
- Board approved changes to servicing required to accommodate development of a hotel
- A Presidential Transition Advisory Committee was formed to assist in supporting the incoming president
- Financial reserves policy was approved
- Received an update on 2014-15 financial projections
- Carried out its annual review of senior compensation
- Relocation and development of the Beef Cattle Research and Teaching Unit from the campus in Saskatoon to the Clavet Farm was approved
- Several search committees were struck to which the Board appointed its representatives
- Named Grit McCreath as the first honorary university ambassador

Ms. Crawford reported that the October Board meeting also included the annual strategy session.

#### 9. Senate Committee Reports

##### 9.1 For Information: Education Committee Report

Lenore Swystun, chair of the education committee, directed Senators to the agenda materials noting that the education committee has provided a follow-up from management to some of the questions that came out of the tuition discussion. She advised that the committee will continue with this process, asking for responses to questions that arise during the Senate sessions, and circulating those responses.

##### 9.2 For Information: Honorary Degree Committee Report and Amendments to Honorary Degree Guidelines

Elizabeth Williamson, university secretary, reported that Honorary Degree Guidelines were amended by the Honorary Degree committee and these amendments were included in the agenda materials. There were no comments or questions.

### 9.3 For Approval: Nominations Committee Report

Chancellor Favel left the meeting for this item.

Mairin Loewen, chair of the nominations committee, directed Senators to the report in the agenda materials highlighting information about appointments made between Senate meetings.

Nominations from the floor were called three times.

LOEWEN/ISINGER: That Senate approve the appointment of the President of the University, Gary Gullickson and Joyce Wells to the Joint Nomination Committee for Chancellor.

CARRIED

## 10. Items from University Council

### 10.1 For Confirmation of Council Decision: English Proficiency Policy

Kevin Flynn, chair of the academic programs committee of Council, noted that this item is before Senate because the English Proficiency Policy would mark a change to an admission qualification. It was presented to University Council for input almost one month ago. There was one question but no substantive concerns raised. The new policy did not represent a change or alteration to the standard for English proficiency but rather a change to the instruments by which the standards of proficiency are measured. Professor Flynn clarified that the TOEFL minimum score noted in the materials that is moving from 80 to 86 is not a higher score but an equivalent score with the new base comparators.

A Senator indicated his support for this policy giving an example of a situation at Royal University Hospital regarding the death of a woman's child, when there was difficulty due to the nurse's insufficient proficiency in English. Professor Flynn acknowledged the need to be able to have students in the work force who can speak well enough to help their clients and that the standard for nursing is slightly higher than the general standard. Regarding the policing of the policy, Professor Flynn noted that the academic programs committee realized there will be some students who will fall through the cracks in some incidents; but it is not the intention of this policy to set up policing of its implementation as this will be done at a professor to student level and at the college level.

A Senator, who had experience working at the university's language centre raised concerns that after students pass the language proficiency exams and enter the university, there are insufficient supports for them causing their level of language capability to decline rapidly. She inquired as to whether the necessary supports will be provided. Professor Flynn noted that the policy is not designed to address support; however, one of the minor changes in the policy has been an adjustment of the score to reach 19 in all four components of demonstrated sufficiency which will hopefully improve proficiency on the intake side. Karen Chad, vice president research also advised that the university has the intent to create a formal or informal process for colleges, departments and professors to use if they are having a problem with a student's language proficiency.

A Senator asked if there was a minimum language standard for professors and was advised that this policy does not address that question. Adam Baxter-Jones, dean of the College of Graduate Studies and Research noted that one third of all graduate students are international students so English proficiency is taken very seriously and the college works closely with the language centre. Dr. McDougall also advised that there is a graduate certificate on professional skills.

A Senator noted that for many northern students their first language is not English, so they come into the system lagging in English and acknowledged that part of the problem is the training in K to 12. He raised the question of how this problem could be eliminated so the northern students can come to school feeling good about themselves. Professor Flynn commented that there are services in place to help students out and individual instructors do that work as well.

ADAM/PULFER: That Senate confirm the English Proficiency Policy effective for admissions to Fall 2016 term, conditional upon University Council approval of the policy at its meeting on October 22, 2015.

CARRIED

## 11. Presentations

### 11.1 Alumni Association Centennial

Judy MacMillan, Senate member representing the University of Saskatchewan Alumni Association, provided a brief overview on the Alumni Association Centennial '100 years...let's celebrate' activities for 2016-17. She noted the centennial celebration is a broad opportunity to increase engagement with alumni throughout the world. She listed a number of potential local, national and international events that are tentatively planned to occur in Saskatoon, Calgary, Edmonton, Vancouver, Victoria, Ottawa, Toronto and a U.S. location to be determined. She stated that alumni volunteers will be required for the key locations and that the U of S Alumni Office has committed staff members to lead the planning of activities. Ms. MacMillan concluded her report by announcing the approval to add a two-year term position, 'Alumni Centennial Coordinator', to the Alumni Office and that this person will be the central contact for the event.

A Senator noted that during the last Senate election she was aware of a number of alumni who found it difficult to participate in the election because the online voting was not accessible to them. She asked that this concern be brought to the Alumni Association Board as a priority for alumni engagement. Ms. MacMillan assured the Senator the comment would be forwarded to the director of Alumni Relations.

### 11.2 Gordon Oakes Red Bear Student Centre

Graeme Joseph, team leader, First Nations, Metis and Inuit Student Success, reported on the Gordon Oakes Red Bear Student Centre noting it will be a home for Aboriginal students with the main theme being intercultural education. A copy of his presentation is attached to these minutes as Appendix C.

Mr. Joseph spoke to the cultural diversity of Saskatchewan – home to over 76 different Aboriginal communities – and that Aboriginal enrolment at the university is growing. The majority of Aboriginal students are women with a median age of 24 and the most



common age of 20. The majority of these students are enrolled in the College of Arts and Science and the College of Nursing, but are represented in eight other colleges. He noted a large projected population growth in the Aboriginal community highlighting the need to have an increase in Aboriginal enrolment.

Mr. Joseph reported on the vision, mandate, principles and governance of the Gordon Oakes Red Bear Student Centre. Regarding the vision, Mr. Joseph spoke of a story that Gordon Oakes would tell of a team of horses working together for a common purpose – a metaphor for Aboriginal and non-Aboriginal people working together. The student Centre is to be a safe and welcoming place that is respectful of the diversity of all Indigenous and non-Aboriginal people. This will be done by grounding the Centre in the teachings of relationship, collaboration, cooperation, humility, reciprocity and sharing.

The mandate of the Centre is to facilitate the coordination of student services for Aboriginal students together with relationship building within and outside the university, to provide a home for Aboriginal undergraduate and graduate student leadership, and to be the home for on-campus Aboriginal engagement to facilitate the coordination and communication of Aboriginal initiatives.

Mr. Joseph explained that the Centre will honour traditions and teachings of the ancestral lands of the people of Treaty Six and the Metis who teach that our relationships with the land and with each other are sacred. He noted the Centre will continue to work with the Gordon Oakes family in the sharing of his cultural teachings to assist students in reaching their own aspirations and objectives toward personal success.

Mr. Joseph reported that the governance of the Centre will be within the Office of the Provost and Vice-President Academic's portfolio, and will be managed by the Aboriginal Students' Centre. An advisory committee will also provide support and will include faculty, staff, student leadership, community leaders, knowledge keepers and Elders.

Mr. Joseph concluded by stating that the Aboriginal Students' Centre is currently dedicated to Aboriginal students' academic and personal success by providing personal, social and academic support including career aspiration assistance. The Centre also looks at Aboriginal ceremonies and bringing in Elders and others. In the future the Centre will become more focused on Strategic Enrolment Management in their effort to support Aboriginal student transition, retention and graduation. He hoped staff would be moving into the new building in the next few weeks.

A Senator asked if any steps are being taken to implement a buddy system as has been done with much success in a Papua New Guinea university. Mr. Joseph replied that academic support is provided by colleges through college advisors to provide personalized support in the specific academic area.

### 11.3 Draft Sexual Assault Prevention Policy

The chair advised that the Senate has authority over non-academic discipline and nothing in this policy changes that. He noted that Senators were being asked to provide input, but not approve the policy.

Patti MacDougall, vice-provost teaching and learning, provided Senators with background on the draft Sexual Assault Prevention Policy. When work began on the policy, about one

year ago, the objective was to: formalize a stand-alone policy with procedures; build on education, awareness and training; and evaluate available support. This policy has had extensive consultation and benefited from work occurring at other universities across Canada, using templates and models from other groups. The draft in the materials has a broader scope than just application to students. There are currently 20 individuals actively working on this document including students, faculty and staff. Senators are being asked for input and then the policy will be moved into the approval stage.

Dr. MacDougall reviewed the individual areas of the policy noting that the procedures document will be available once the policy is finalized and approved. The procedure is being developed based on three phases of what can occur: an individual can disclose and the university can support them; the individual can then determine if they will report formally at the university, and the process that will follow; and the individual can determine if they will report to the police. When it comes to discipline of a student the Senate determines this using the university's student non-academic misconduct procedures. Any changes to those regulations will result from a working group with members of Senate who will consult and come back to Senate for approval of any recommended changes.

Dr. MacDougall advised that one of the changes may be the addition of an appendix that deals specifically with hearings that involve sexual misconduct. She noted the procedures will include: supports on campus and off campus; response protocol; providing information to campus; reporting steps and supports; and direction to internal complaint processes. There will be coordination and communication across units on campus including awareness, education and training on disclosure and response, creating an atmosphere of no tolerance, moving to a consent culture and prevention activities. Dr. McDougall added that in April she will report back to Senate on the progress of the policy and procedures.

A Senator noted the importance of Senate considering the draft Sexual Assault Prevention Policy and was pleased to see that it covered all members of the university community. The Senator felt it was important that this matter come to Senate with a motion to consider the draft pursuant to S. 23(f) of *The University of Saskatchewan Act, 1995*. This matter also falls under Senate's jurisdiction through Senate Bylaw 4.5.

The following concerns were raised by Senators: that the policy would not be applied equitably to all members of campus as out of scope employees are not mentioned and members of unions could be excluded under the collective bargaining agreements and other policies of the university; that there is a lack of procedural fairness; that an ombudsman, as recommended by the Graduate Student Association, be put in place; that procedures should be put in place for reputational risk; and that the use of social media for sexual misconduct be addressed.

Dr. McDougall replied that all of the feedback including Senator Mitten's written feedback will be taken into consideration. She also noted that the Sexual Assault Prevention Policy applies to everyone on campus including all out of scope leaders and all bargaining units and that the university will ensure there are no gaps of scope in the document. She also noted that labour law is applicable for those who are not under a collective agreement.

A Senator asked if it is the decision of the complainant alone to proceed through all three stages or if anyone on campus decides whether a formal complaint is lodged. Dr.

McDougall responded that anyone can bring a complaint forward, not just the person themselves and that it is up to the individual how they would like to proceed.

Dr. McDougall responded to a question regarding the procedures noting they will be seen by an internal ad hoc group, then an external ad hoc group. She added that although policy documents require approval by a governing body, the procedures will be overseen by herself and the AVP Human Resources so they can be updated as needed to ensure they are working.

MITTEN/MIHALICZ: That the Senate should consider the draft "University of Saskatchewan Sexual Assault Policy" at its October 17, 2015 meeting, pursuant to its powers under s. 23(f) of *The University of Saskatchewan Act, 1995* to deal with student discipline other than academic dishonesty.

CARRIED

The chair called for a lunch break at 12:05 p.m. and asked that the meeting reconvene at 12:45 p.m.

#### 11.4 Sylvia Fedoruk Canadian Centre for Nuclear Innovation

Neil Alexander, Executive Director of the Sylvia Fedoruk Canadian Centre for Nuclear Innovation presented this item to Senate. His presentation is attached to these minutes as Appendix D. The University of Saskatchewan is the birthplace of nuclear medicine as Sylvia Fedoruk was involved in the first cancer treatment using cobalt 60. The university has since been a part of the Linear Accelerator and contributed leading researchers in the LINAC field. The university campus is home to several related resources, such as: a nuclear reactor (SlowPoke) in the Saskatchewan Research Council; and the Canadian Light Source.

Dr. Alexander reported that The Fedoruk Centre's vision is to place Saskatchewan among global leaders in nuclear research and training and to establish education and research to allow the Centre to support a nuclear industry. He noted that the Centre does not lobby for one thing in particular, but to keep people aware of the breadth of nuclear contributions and to inform and correct misinformation. He noted the many uses of the nuclear industry: byproducts such as smoke detectors and compact fluorescent lightbulbs; hospital equipment sterilization; nuclear imaging; nuclear beams used in materials research; nuclear energy program (managing the cyclotron); and plant imaging that may result in huge contributions to feeding the world and information about efficiency of use of fertilizers.

Dr. Alexander explained that the Fedoruk Centre is a subsidiary of the university funded by the Government of Saskatchewan. He noted they are a small team promoting openness and communication with the public by providing opportunities such as open days where the public can learn about what the Centre has sponsored and results of research.

A Senator expressed concern with the byproducts of reactors and felt that Dr. Alexander should not be able to push his nuclear agenda as a representative of the university. The chair clarified that Dr. Alexander was invited to speak to Senate by the Senate executive committee to inform Senators of the work being done at the university. Dr. Alexander noted that radioactivity exists in all of us and that toxic materials come from all industries. He also noted that sustainability and management of radioactive waste are

important areas to focus on and that there is a lot of misinformation in the public about this.

A Senator asked Dr. Alexander if he was aware that a judge ruled that Cameco is not subject to treaty law or the international policy on Indigenous peoples. Dr. Alexander replied that he was not aware of that but that the comment raises the importance of the Centre developing policies on nuclear matters. The Senator invited Dr. Alexander to study the effects that the nuclear industry has had on Indigenous peoples.

## 12. Education Committee Topic

Lenore Swystun, chair of the education committee explained that the committee polled Senators and consulted with the executive committee. The committee invited Dr. Ivar Mendez of the college of Medicine and representatives of the colleges of Medicine, Nursing and the Western College of Veterinary Medicine. Dr. Mendez began with a 30 minute presentation. Drs. Kent Stobart of the College of Medicine and Lorna Butler of the College of Nursing each provided mini-presentations to break-out groups followed by Senators reporting back to the plenary on what they heard. *[Secretary's note: Although Dr. Baljit Singh of the Western College of Veterinary Medicine attended the Senate meeting, he was unable to stay to provide his presentation as it occurred later than originally scheduled.]*

### 12.1 Dr. Ivar Mendez, Fred H. Wigmore Professor and Unified Head of the Department of Surgery

Dr. Mendez began by acknowledging the patients who have allowed him to present their cases today, and to the University of Saskatchewan that will play a key part in the three areas of his research: stem cell repair, where the brain is able to be repaired by introducing a new cell in it; machine brain interface, the ability for a computer to interact with the brain to improve function; and remote presence technology, used to improve care for the people who need it at remote locations.

Regarding stem cell repair, Dr. Mendez explained that they have the technology to take a biopsy of the skin and expand it into millions of cells and transplant that into the brain and spinal cord to reconstruct the circuitry and improve function. An MRI Scan of the brain is transmitted to computer and then the surgery is conducted in a virtual reality environment from the computer to the patient's brain. They have the first computerized humanized injector in the world. This work began a few years ago. Dr. Mendez showed a video of one of the first patients to receive this operation.

Dr. Mendez noted that recently researchers at the Saskatchewan Brain Repair Program at the University of Saskatchewan entered into a partnership with the Center for Neuro-regeneration Research at McLean Hospital in Boston, an affiliate of Harvard Medical School, to collaborate on basic research and explore opportunities for clinical programs and trials in areas such as surgery and nerve cell transplantation—work that could prove beneficial to patients with brain diseases ranging from Parkinson's to Alzheimer's.

Regarding implantable devices, Dr. Mendez told Senate that they can program an implanted internal computer for specific electrical stimulation of the brain. The patient wears a belt that recharges the battery of the internal computer for about one week. At the Royal University Hospital we have state of the art technology in our operating rooms

to allow us to do this in Saskatchewan. He also received assistance from the Engineering College, which printed the first 3D brain that helps with this technology.

Regarding remote presence technology, Dr. Mendez explained that they are now able to instruct robots to provide medical assistance. Dr. Mendez emphasized that the real usefulness of the system is how we can take care of the under-serviced communities in the province. The province incurs a cost of \$53 million per year in transportation alone for patients coming to Saskatoon or Regina. This now allows us to care for patients away from the bigger centers and change the centralized model of our patient care.

Dr. Mendez illustrated the “Doctor in a Box” which brings expertise to the patient, wherever they are. From a computer, iPad or iPhone a doctor can see a patient at a remote location where there is a robot. There is currently one at Pelican Narrows and Dr. Mendez can activate the robot and see his patients remotely. The Remote Medicine Centre at the U of S is the only centre of its kind in Canada. A physician can be trained to use the system in approximately one hour.

Nursing also uses this remote technology – and it is being used to provide the technology for the community care paramedic program. Dr. Mendez explained that there is a great need for a pediatric expertise program in rural communities. The remote presence technology can provide more timely care as waiting for transportation affects the ability to react and treat quickly which can result in permanent damage. This technology will also allow issues to be addressed immediately, such as coaches being able to identify issues with concussions.

## 12.2 Break-out sessions

Senators joined two break-out sessions led by Kent Stobart, Vice-Dean Education, College of Medicine and Dean Lorna Butler, College of Nursing. They provided information on the work being done in each of their colleges.

## 12.3 Report to the plenary on the break-out sessions

Lenore Swystun called upon Tenielle McLeod to report on the College of Nursing presentation. Ms. MacLeod reported that the College of Nursing presented an update on the robots used in education in remote communities and how this remote learning increases the number of trained people in a community without those people having to leave the community. She also noted that the robots have navigation technology, and have medical peripherals on them such as ultrasound, stethoscope and inter-oral camera for dentistry. And the same faculty that teach on campus can be utilized to teach in remote areas so the same level of expertise is shared across the various program locations. Ms. MacLeod reported that the next phase is to move from education to service delivery, and from health care to other industries such as mining, and for use by police for those in facilities who have mental health patients. During the presentation, Dr. Butler moved the robot in real time in a hospital in Yorkton.

Gabe Senecal reported on the College of Medicine presentation noting that Dr. Stobart spoke of distributed medical education for medical students and of his experience with this at the University of Alberta. Dr. Stobart noted there has been some success in combining medical education with other health experiences such as Pharmacy.

Distributed medical education, is valuable because it increases medical professionals' interest in staying local and in rural areas.

Ms. Swystun noted that if there were any questions on the presentations that they will be collected and a response provided.

13. Report on Non-academic Student Discipline Cases for 2014/2015

Elizabeth Williamson, university secretary, presented this report to Senate noting that after hearing from a Senator regarding the sparseness of the report, her office will move to a report with five years of data to provide trend analysis. There were no questions.

14. Policy Oversight Committee Year-End Report 2014/2015

The university secretary directed Senators to the materials in the agenda and called for any questions. A Senator asked how feedback would be provided regarding the tuition policy changes at the next Senate meeting. The university secretary advised that the tuition policy is within the Board's jurisdiction. A Senator asked for information on the Tuition, Conflict of Interest and Gift Acceptance policies.

*[Secretary's Note: the requested policies can be found on the Usask website at the following URLs:*

*Tuition and Fees Policy - <http://policies.usask.ca/policies/operations-and-general-administration/tuition-and-fees-authorization.php>*

*Conflict of Interest Policy - <http://policies.usask.ca/policies/operations-and-general-administration/conflict-of-interest.php>*

*Gift Acceptance Policy - <http://policies.usask.ca/policies/advancement/gift-acceptance.php>*

15. Items for Information

15.1 Senate Elections

In compliance with Section 40 of *The University of Saskatchewan Act, 1995*, the university secretary reported the results of the Senate election (which had already been communicated to Senate by email):

The five members-at-large who were elected for a three-year term from July 1, 2015 to June 30, 2018 are: Gary Gullickson, Deborah Mihalicz, Chandran (Bud) Sambasivam, Lenore Swystun and Christine Wesolowski. The district representatives elected for a three-year term from July 1, 2015 to June 30, 2018 are: Rae Mitten (District 1 – Weyburn-Esterhazy-Carlyle), Russell McPherson (District 5 – Kindersley-Delisle-Lucky Lake), Adelle Kopp-McKay (District 6 – Wynyard- Esterhazy), Allan Adam (District 10 – Sandy Bay-Creighton-Stony Rapids), and Jim Pulfer (District 13 – Saskatoon).

The university secretary also gave notice of the upcoming elections and named those Senators whose terms were expiring June 30, 2016 who were eligible for re-election.

16. Other Business

16.1 Motion brought by Sandra Finley regarding New Economics

Materials regarding this motion were circulated at the beginning of the meeting. Senator Finley was provided an opportunity to slightly revise the wording of the motion, which she did. Senator Finley spoke to the motion recommending that the university quit using and teaching economic measurements such as the GDP that do not provide the feedback we need in order to make intelligent decisions.

FINLEY/LEE: That Senate recommend to the Board of Governors, Faculty Council, Graduate Students' Association and University of Saskatchewan Students' Union that the University adopt, expeditiously, pedagogy and research based on new economics.

DEFEATED (15 for/21 against)

#### 17. Question Period

A Senator raised a question related to the October 3, 2015 article in the StarPhoenix outlining concerns about the link between Monsanto and the U of S. A professor from the U of S was one of a number of academics who wrote articles at the request of Monsanto and their marketing firm advised them of due dates and how the articles would be marketed. The article quoted Provost Barber saying that this would be unethical, as researchers can research what they want but they need to clarify to the public. The Senator asked Provost Barber what policies or protocols these issues related to at the U of S? Was there research at the U of S solicited by corporations and merchandized by corporations that have not been disclosed as such? And how does this relate to ethical protocol at the U of S?

Provost Barber noted that in the particular case Monsanto did not commission the research, but rather Monsanto asked a number of scientists who had done research in genetic engineering to develop a compendium of information that Monsanto could have available to readers. Provost Barber advised that providing a compilation of research and taking it to an industry happens often. It is also not unusual for industry to pay for research at the U of S. It is good practice to indicate who funded the research, although this might not be indicated in the Responsible Conduct of Research Policy. The Senator asked that the university consider amending the research policy to represent this.

A Senator asked whether the Senate Executive Committee would invite other sources of information, such as elders from northern Saskatchewan, to bring a different viewpoint than Dr. Alexander on the nuclear collaboration of the university. The Chancellor invited the Senator to bring this request to the Senate Executive Committee.

A Senator asked the university secretary if the Senate could have more time for its meetings. The university secretary advised that Friday evenings were tried in the past, and that did not work. So instead, we have been providing elective tours on Fridays to attempt to deliver more information to Senate.

A Senator commented that the reactor on campus was past its operative life and should be retired, and although it was cheaper to keep it running it was dangerous because it was past its useful life. She asked what the decommissioning plan was and who would finance it. Dr. Alexander advised that the reactor was within the jurisdiction of the Saskatchewan Research Council and that he did not know the cost to decommission it, and could not comment on the condition of the facility.

A Senator noted that he thought Dr. Alexander's presentation was really good. He also commented on the length of the meeting and recommended that people who were asking

questions should state their piece and move on. The Chancellor noted that it is a balancing act in respecting everyone's time and also their opinions.

A Senator followed-up on an earlier question, asking that any changes to the Responsible Conduct of Research Policy be reported back to Senate at its next meeting – to which the Provost agreed.

18. Dates of Convocations and Future Senate Meetings

Fall Convocation, Saturday, October 24, 2015

Installation of Peter Stoicheff as president at the morning ceremony and honorary doctor of letters degrees being awarded to Brian Gable and Gerald Finley at the afternoon ceremony.

Spring Senate meeting Saturday, April 23, 2016

Spring Convocation May 30 –June 2, 2016

The chair closed the meeting by thanking all Senators who asked questions and the presenters.

BINNIE/STUMBORG: Motion for adjournment at 3:20 p.m.



## SENATE ATTENDANCE OCTOBER 17, 2015

APPOINTED MEMBERS		DISTRICT MEMBERSHIP		EX-OFFICIO	
Acton, Pamela	P	Adam, Allan	P	Barber, Ernie	P
Albritton, William	P	Binnie, Sarah	P	Barnhart, Gordon	R
Alexander, Jeanne	R	Hoback, Jerri	P	Baxter-Jones, Adam	P
Ashley, Linda	P	Kopp-McKay, Adelle	A	Bilson, Beth	R
Baker, Carey	P	Krismer, Robert	P	Buhr, Mary	P
Bear, Elwin	A	McLeod, Tenielle	P	Butler, Lorna	P
Brandt, Arlene	P	McPherson, Russ	P	Calvert, Lorne	R
Braaten, Lee	P	Michalenko, Richard	A	Chad, Karen	P
Christensen, Helen	P	Mitten, Rae	P	Downey, Terrence	P
Danyliw, Adrienne	R	Nicol, Jim	P	Favel, Blaine	P
Derdall, Michele	P	Pulfer, Jim	P	Fowler, Greg	P
Dutchak, Dave	P	Schriml, Ron	P	Freeman, Douglas	R
Enoch, Simon	A	Stevenson, Corinna	P	Germida, Jim	A
Ferhatoglu, Yurda	P	Stumborg, Mark	P	Greenberg, Louise	R
Flaten, Patricia	P	<b>ELECTED MEMBERS-AT-LARGE</b>		Harasmychuk, Robert	P
Forbes, Richard	P			Isinger, Russell	P
Fyfe, Ryan	P	Antony, Jenalene	R	Kipouros, Georges	A
Gable, Kathleen	P	Bentham, Davida	P	Martini, Jeromey	A
Gerwing, Karen	P	Cole, Evan	P	Martz, Diane	A
Gjetvaj, Branimir*	R	Finley, Sandra	P	McCaffrey, Geordy	A
Greschner, Toby	A	Gullickson, Gary	P	McDougall, Patti	P
Hidlebaugh, Murray	P	Hande, Mary Jean	P	McKercher, Peggy	R
Hollick, Barry	A	Mihalicz, Deborah	P	Moe, Scott	R
Hryniw, Crandall	P	Rempel, Richard	R	Molloy, Tom	R
Hubich, Larry	P	Sambasivam, Chandran (Bud)	P	Ogilvie, Kevin	A
Isinger, Lori	P	Swystun, Lenore	P	Pawelke, Michael	A
Kies, Richard	P	Thompson, Michelle	P	Pezer, Vera	R
Lanigan, Dennis	P	Wells, Joyce	P	Prytula, Michelle	P
Lavoie, Armand	A	Wesolowski, Christine	P	Rodgers, Carol	R
Lee, Bryan	P	Wickenhauser, Joe	P	Smith, Preston	R
Loewen, Mairin	P	<b>STUDENTS</b>		Taras, Daphne	P
MacArthur, Sandra	P	Chakravarty, Rajat GSA	P	Turner, Ted	R
MacMillan, Judy	P	Daniels, Kristen	P	Uswak, Gerry	R
Martin, Stephanie	P	Iron, Monica	P	Wasan, Kishor	R
Menzies, Craig	P	Robertson, Jordan	P	Williamson, Vicki	R
Morrison, Karen	P	Senacal, Gabe	P		
Mushinski, Valerie	P	Sieffert, Jon	P	<b>NON-VOTING</b>	
Neufeldt, Victoria	P	Tan, Mark	A	Williamson, Elizabeth	
Olfert, Charles	P	<b>P=present</b>			
Olfert, Ernest	P	<b>R=regrets</b>			
Prisciak, Karen	p	<b>A=absent</b>			
Prokopchuk, Nadia**	R				
Spitzig, Doug	A				
Thibodeau, Lisa	A				
Toye, Colleen	P	*Mr. Gjetvaj sent representative Vladimir Kricsfalusy			
Wiens, Rod	P	**Ms. Prokopchuk sent representative Bill Gulka			
Yee, Tim	R				

## UNIVERSITY SENATE AGENDA Oct 2015

PROPOSED, UNDER ITEM #16, OTHER BUSINESS (dependent upon vote to add to Agenda)

Submitted by Sandra Finley, Senate Elected Member-At-Large

Climate change is a most pressing issue. The world needs to do everything that can be done, and urgently. Individuals, especially leaders, need to be innovative and step up.

Economics that do not account for resource depletion and degradation are a major impediment to progress on climate change.

PROPOSE: Senators assist the University in replacing obsolete economic pedagogy with teaching and research on the new economics.

Economic indicators, the monitors by which we measure progress, give us feedback that we are doing just fine. But we know we are destroying the supports required by human beings to live on this Earth.

The holy grail of economic growth, measured by GDP, is leading us to a place no rational person would want to go. Our flawed indicators of success (GDP, economic development) measure the consumption of resources and attendant production of waste.

The mindless pursuit of a goal rooted in destruction has drastic consequences for those who come behind us, Our Children.

Oct 1- 4 **CANUSSEE Conference**, Canada U.S. International Society for Ecological Economics in Vancouver. I attended.

Ecological-economics is a way for Senators to make a needed contribution while others travel **The Road to Paris** (the Paris Climate Talks in December).

MAY: Pope Francis' encyclical on climate change

*“Every effort to protect and improve our world entails profound changes in lifestyles, **models of production and consumption**, and the established structures of power which today govern societies.”*

JULY: the **Dutch Government was Ordered to Cut Carbon Emissions in Landmark Ruling**

*“This ruling is of enormous significance, and beyond our expectations,” he told the Guardian. “We had thought the legal system would not want to interfere in the political debate. But **the scientific case is so strong, and the dangers so high** that the court has*

*ruled that the state is failing to adequately protect its citizens from the effects of climate change.” The judges ordered the Dutch government to pay all of Urgenda’s costs.*

AUGUST: **American Youths File Landmark Climate Lawsuit Against President Obama & U.S. Government** NASA climate scientist Dr. James Hansen and his grand-daughter are part of Our Children’s Trust that filed the lawsuit.

What can the U of S Senate do? Be informed and find innovative ways to advocate.

Research presented at CANUSSEE tells that **economics textbooks** for introductory courses at Canadian Universities largely continue the curriculum taught when I attended the U of S College of Commerce 1967 - 71, almost half-a-century ago!

The teaching of mythology has a place, but not in economics.

Students should receive value for their money.

Three youtubes cover the ground on ecological economics very well. UBC is represented (Bill Rees) and the University of Vermont (Jon Erickson):

<https://www.youtube.com/watch?v=d05jEprJxtE> **"CRASH COURSE" in Ecological Economics (Jon Erickson)**

<https://www.youtube.com/watch?v=EhHH5meSLZI> **Nate Hagens // From Wall St. to Ecological Economics // Part 1 ]**

<https://www.youtube.com/watch?v=uxfGcwfyIAg> **Interview, William Rees - The Dangerous Disconnect Between Economics and Ecology. Institute for New Economic Thinking**

It behooves us to determine what is being taught in the various economics classes, whether through Arts & Science, Ag Econ or Business Econ. Is the pedagogy sound?

**Roy Romanow**, June 2012 Star Phoenix:

*“The preoccupation with the GDP, which has become the all-encompassing surrogate for everything with respect to well-being, **is wrong**,” he said.*

*GDP does nothing to measure things like whether the quality of education meets current requirements, whether the environment matters or whether people are so busy they can’t spend time with their families, he said.*

Taking an example close to home, the South Saskatchewan River: I noticed when the volume of water measured at Saskatoon was 20% of a hundred years ago. A small number of years later it was 16%. Today's actions ensure that it will hit 10%, after which comes 5%. All because we do not have any economic measurements or goals that require the volume of water in the River to stabilize. All we have is mindless language around "economic development", MORE withdrawals and demands. Always MORE is progress. The pervasive economic mythology assumes unlimited resources, even for example, when climate change is a known reality, even when the American West is running out of water. Even when the South Saskatchewan River is rated as the most endangered River in Canada.

Mobilizations are at the community level, you can see that in Saskatchewan in the Committee for Future Generations, in Idle No More, in the March Against Monsanto, in the Blue Dot movement.

Senate can help mobilize the University community to make an important contribution through changing our economic models of production and consumption.

*Excerpt from World Happiness Report:*

We live in an age of stark contradictions. The world enjoys technologies of unimaginable sophistication; yet has at least one billion people without enough to eat each day. The world economy is propelled to soaring new heights of productivity through ongoing technological and organizational advance; yet is relentlessly destroying the natural environment in the process. Countries achieve great progress in economic development as conventionally measured; yet along the way succumb to new crises of obesity, smoking, diabetes, depression, and other ills of modern life.

These contradictions would not come as a shock to the greatest sages of humanity, including Aristotle and the Buddha. The sages taught humanity, time and again, that material gain alone will not fulfill our deepest needs. Material life must be harnessed to meet these human needs, most importantly to promote the end of suffering, social justice, and the attainment of happiness. The challenge is real for all parts of the world.

. . . The realities of poverty, anxiety, environmental degradation, and unhappiness in the midst of great plenty should not be regarded as mere curiosities. They require our urgent attention, and especially so at this juncture in human history. If we continue mindlessly along the current economic trajectory, we risk undermining the Earth's life support systems – food supplies, clean water, and stable climate – necessary for human health and even survival in some places. On the other hand, if we act wisely, we can protect the Earth while raising quality of life broadly around the world. We can do this by adopting lifestyles and technologies that improve happiness (or life satisfaction) while reducing human damage to the environment. "Sustainable Development" is the term given to the combination of human well-being, social inclusion, and environmental sustainability. We can say that the quest for happiness is intimately linked to the quest for sustainable development."

Prince Charles . . . said: *"The grim reality is that our planet has reached a point of crisis. The time for us to act is rapidly running out. We are facing what could be described as a 'perfect storm': the combination of pollution and over-consumption of finite natural resources; the very real risk of catastrophic climate*

*change; unprecedented levels of financial indebtedness, and a population of seven billion that is rising fast.”*

There is a pressing need to change our economic indicators. We have ***economic measurements that do not provide the feedback we need in order to make intelligent decisions. These false indicators allow us to blissfully destroy the things we are dependent upon for life. They tell us we are making “progress”, which is anything but the truth.***

Another example: The economic activity generated by a child with cancer or asthma involves drugs, radiation treatment, inhalers, nurses and doctors’ salaries, hotel accommodations for family and parents whose child is in hospital, ambulance rides, funerals – – altogether a lot of economic activity. The way in which we measure the economic activity generated by treating the 25% increase in childhood cancers and 40% increase in asthma in children tells us that we are doing just great! We have a thriving economy! We turn a blind eye to the poisons that are going into the environment to create the 25% increase in cancers and 40% increase in asthma in children (figures from the Canadian Institute of Child Health in about 1992). . . . And we simultaneously congratulate ourselves on the quality of our educational institutions. ***No thinking person would TEACH these economic indicators. They’d work hard with other people to make sure that we stopped deluding ourselves.***

What looms ahead for your children is a much-degraded and more violent world if we are incapable of change.

The university is our knowledge base, it is responsible for helping the society to find solutions. If it does not help to address the fundamental problems of our society, the University is a significant part of the problem.

I propose that senators, working with faculty, students, governors and administrators make it a priority of the University to adopt, as expeditiously as possible, the new economics.

Respectfully submitted,

Sandra Finley



# Gordon Oakes Redbear Student Centre

Senate

University of Saskatchewan

Saturday, October 16, 2015



## Graeme Joseph

Team Leader of First Nations, Métis,  
and Inuit Student Success  
Aboriginal Students' Centre

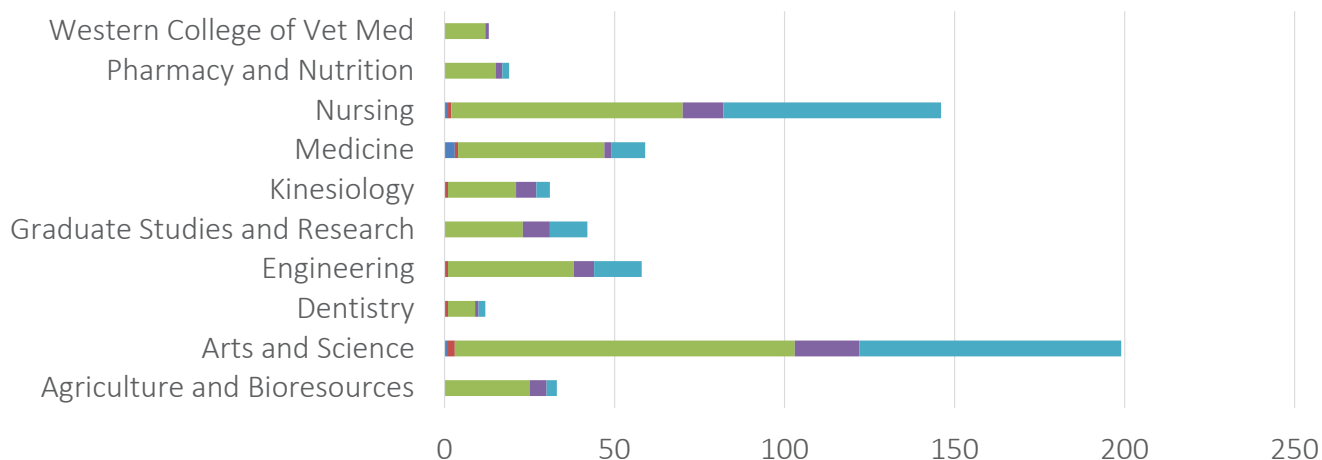




- **Saskatchewan is culturally diverse** and is home to over 76 Cree, Saulteaux, Dakota, Nakota, Lakota, and Dene communities. It is also part of the Métis homeland.
- The university is located within Treaty 6 territory. The province is home to Treaties 4, 5, 6, 8, 10, and 2.
- In 2011, 157,740 people self-identified as Aboriginal in Saskatchewan (15.6%); 103,205 as First Nations (65%), 52,450 as Métis (33%), and 240 as Inuit.
- In 2011, the median age was 20 years. Statistics Canada projects 1 in 5 people in Saskatchewan to be Aboriginal by 2036.

- **Aboriginal enrolment is growing.** In December of 2014, there were 2,113 self-declared Aboriginal students at the university.
- Roughly 56% of Aboriginal students self-declared as First Nations, 42% as Métis, and 1% as Inuit.
- Female Aboriginal students outnumbered male students 2.6 to 1. Status Indian females outnumbered males 3.5 to 1.
- The median age of Aboriginal students was 24. The mode was 20. The youngest student was 16 and the oldest was 64.

### Aboriginal Students by College







## Vision:

- The Gordon Oakes Redbear Student Centre brings together the teachings, traditions, and cultures of First Nations, Métis, and non-Aboriginal peoples of Saskatchewan with the principles and values of the university in a respectful, inclusive, and mutually beneficial way to enhance First Nation, Inuit, and Métis student success.
- By grounding the Centre in the teachings of relationship, collaboration, cooperation, humility, reciprocity, and sharing, the Centre is a safe and welcoming place that is respectful of the diversity of all Indigenous and non-Aboriginal people.

### **Mandate:**

- The Gordon Oakes Redbear Student Centre facilitates the coordination of effective student services for First Nation (Status and Non-Status Indians), Inuit, and Métis students together in relationship building within and outside the university with First Nations, Inuit and Métis people.
- It provides a home for Aboriginal undergraduate and graduate student leadership and allows for opportunities to learn from, about, and with Aboriginal peoples in Canada.
- The Centre will also be the home of on-campus Aboriginal engagement and will facilitate the coordination and communication of Aboriginal initiatives at the university.

### **Principles:**

- There are five principles guiding the centre.
- The Gordon Oakes Redbear Student Centre will honour the traditions and teachings of the ancestral lands of the peoples of Treaty Six and the Métis who teach that our relationships with the land and with each other are sacred.
- The Centre will continue to work with the Gordon Oakes family in the sharing of his cultural teachings to assist students in reaching their own aspirations and objectives toward personal success.





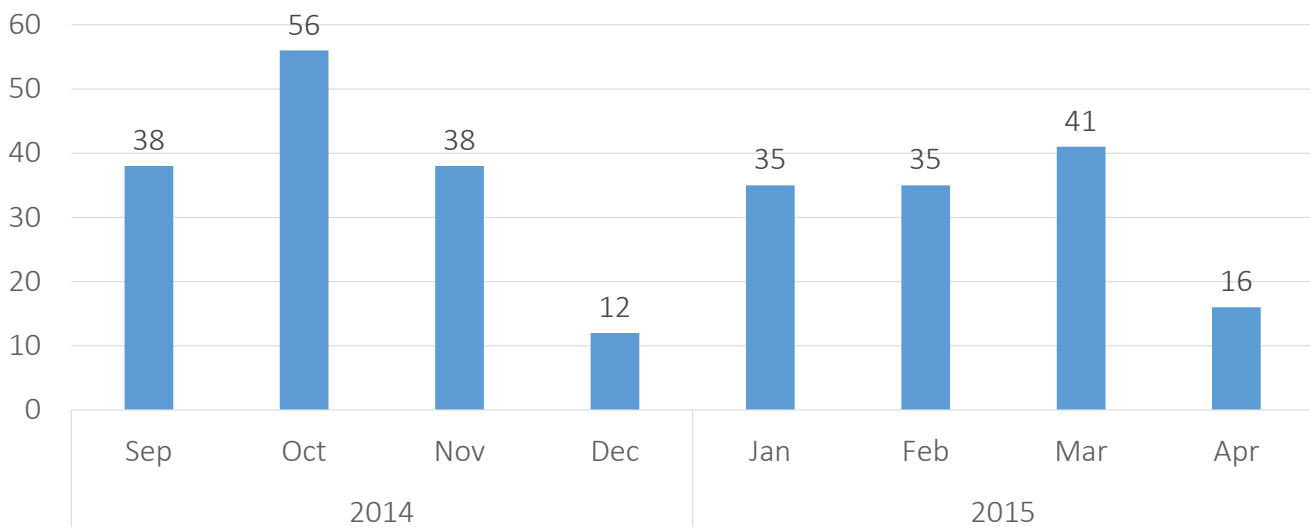
### Governance:

- The Gordon Oakes Redbear Student Centre will be under the auspices of the Office of the Provost and Vice President Academic's portfolio.
- It will be managed by the Aboriginal Students' Centre and will provide space to Aboriginal student leadership.
- The center will receive advisory support from an advisory committee that will be comprised of faculty, staff, student leadership, community leaders, knowledge keepers and Elders.



- **Aboriginal Students' Centre (ASC)** is dedicated to Aboriginal student academic and personal success.
- The centre provides students with personal, social, cultural and academic support in close collaboration with partners across campus.
- During the last Regular Session, the centre offered over 271 activities to support students (including orientation, tutoring, presentations, seasonal celebrations, ceremonies, elders, inter-cultural education, etc.).

### Regular Session Activities



- Over 835 students participated in 22 soup and bannock luncheons over the Regular Session. 216 unique students attended the luncheons throughout the Regular Session – roughly 1 in 9.
- The centre also plays a lead roll in organization of Aboriginal Achievement Week and the Annual Graduation Powwow.
- The ASC team is comprised of the Team Leader, Coordinator Student Services, Student Development Coordinator, Administrative Assistant, Student Assistants, and Student Ambassadors.

- **Moving forward**, the center will become more focused on Strategic Enrolment Management in our effort to support Aboriginal student transition, retention, and graduation.
- Working in close partnership with stakeholders, the center will take a lead role in the development of an integrated and effective system of personalized student services across campus.
- Finally, support Aboriginal Student leadership and engaging them to identify effective ways to encourage and support Aboriginal student academic and personal success at the university.



# Thank-you

Graeme Joseph  
graeme.joseph@usask.ca  
306-966-7287

# The Fedoruk Centre & the Nuclear Agenda

Neil Alexander, Executive Director

Medicine.  
Materials.  
Energy.  
Environment.

# Drivers of Change

Electrification and Development

Population Growth & Urbanisation



# Global warming: 2015 and 2016 will be hottest years ever as climate change grips Earth



By Callum Paton

September 14, 2015 08:53 BST

f 55 | t 13 | g+ | reddit



30 July 2015 An Iraqi man shows off a thermometer indicating a temperature of more than 50 degrees Celsius in Baghdad (Ahmad Al-Rubaye/AFP)

SAFEGUARD THEIR SCHOOL YEAR WITH  
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2015 and 2016 could be the hottest years on record according to the Met office, as changes to climate systems, particularly in the Pacific and the Atlantic, increase the effects of global warming. The Earth's surface temperature already looks set to break records for 2015 and is running well over the global average for 1981-2010. The predictions are in keeping with the Met office's forecast in 2014, the hottest on record, of temperatures looking set to increase.

The rising temperatures are being fuelled in part by an El Nino in the Pacific, a dramatic warming of sea surface temperatures which occurs every few years. Changes in the flow of the Atlantic have also taken effect.

The two phenomenon together have already led to a weak Indian monsoon and relatively inactive Atlantic hurricane season this year. They will affect regional temperature and rainfall worldwide in coming years.



A dog suns itself in central London (Getty)

Head of the Met Office Hadley Centre, Professor Stephen Belcher said: "We know natural patterns contribute to global temperature in any given year, but the very warm temperatures so far this year indicate the continued impact of increasing greenhouse gases. With the potential that next year could be similarly warm, it's clear that our climate continues to change."

According to Reuters, a 2013 UN report observed that temperatures had increased at a slower rate in the years since 1998 than the preceding 50 years. Professor Adam Scaife, who led the Met Office analysis, said these changes are consistent with a return of rapid warming in the near term: "Although we can't say for sure that the slowdown in global warming is over, global temperatures are now rising again... Decadal warming rates are likely to reach late 20<sup>th</sup> century levels within two years."

#### More about the weather:

- Japan floods: Houses swept away as wall of water from Kinugawa River hits town of Joso
- Notting Hill Carnival weather: Rain won't dampen spirits at London street party [Photos]
- August bank holiday weather: Rain forecast for Reading and Leeds festivals during grim weekend
- Global warming: July 2015 was the hottest month ever recorded

## Pea Shooters or Wet Sponges?



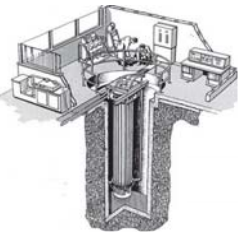
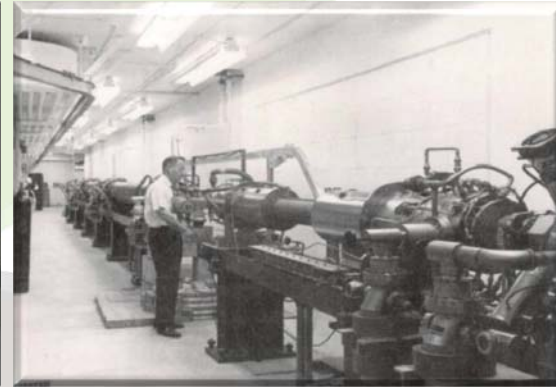
Too much of our time is spent proposing solutions that do not address the challenges we face

The noise this creates inhibits the good policy making that we need.

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# History of Nuclear R&D In Saskatchewan



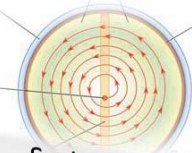
SRC SASKATCHEWAN RESEARCH COUNCIL



Canadian Centre canadien  
Light de rayonnement  
Source synchrotron



SASKATCHEWAN  
CANCER AGENCY



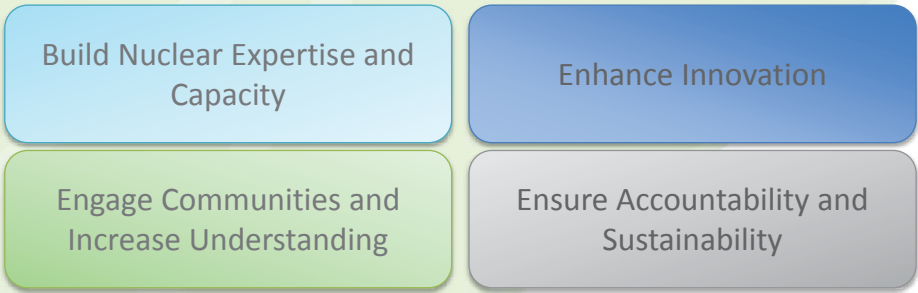
Saskatchewan  
Centre for  
Cyclotron Sciences

STOR-M Tokamak



# Vision, Goals, Outcome

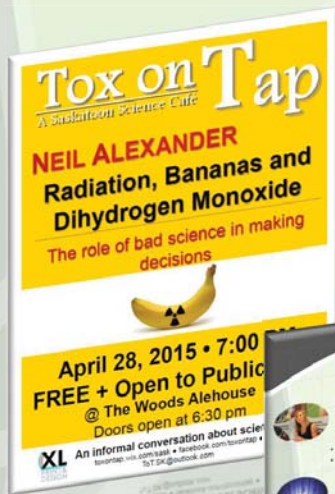
**VISION:** To place Saskatchewan among global leaders in nuclear research, development and training through investment in partnerships with academia and industry, for maximum societal and economic benefit.



**OUTCOME:** Establish a research and innovation capacity to support a vibrant nuclear sector.

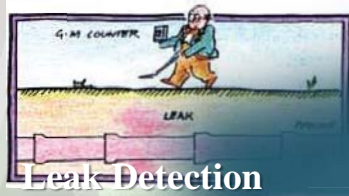
## Communications and Outreach-

- Breadth of nuclear contribution,
- inform and correct misinformation





# Every day in every way Nuclear Technology is making us safer and healthier



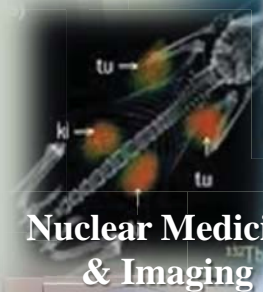
Leak Detection



Compact Fluorescents



Materials Research



Nuclear Medicine & Imaging



Preserving Foods

## DNA Sequencing



Sterilizing Medical Equipment



Quality and Safety Inspections



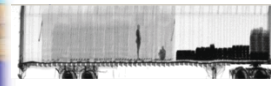
Emergency Lighting



Smoke detectors



Fracking Tracers



Detecting stowaways!

## Programs



# Fedoruk Centre Project & Program Funding

\$3.9 million in 25 projects and \$5.2 million in committed programs



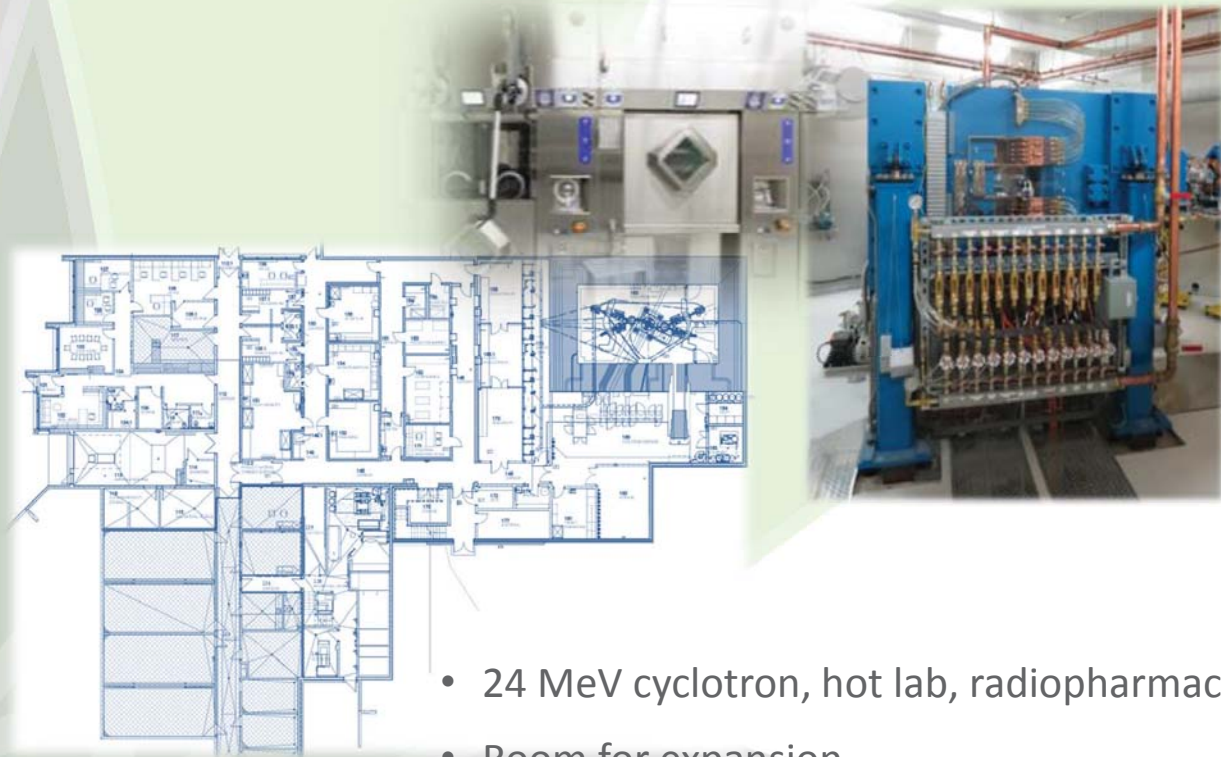
# Fedoruk Centre Project Funding

\$3.9 Million to 25 projects





# Saskatchewan Centre for Cyclotron Sciences



- 24 MeV cyclotron, hot lab, radiopharmacy
- Room for expansion

## PET CT Imaging

2-fluoro-2-deoxy

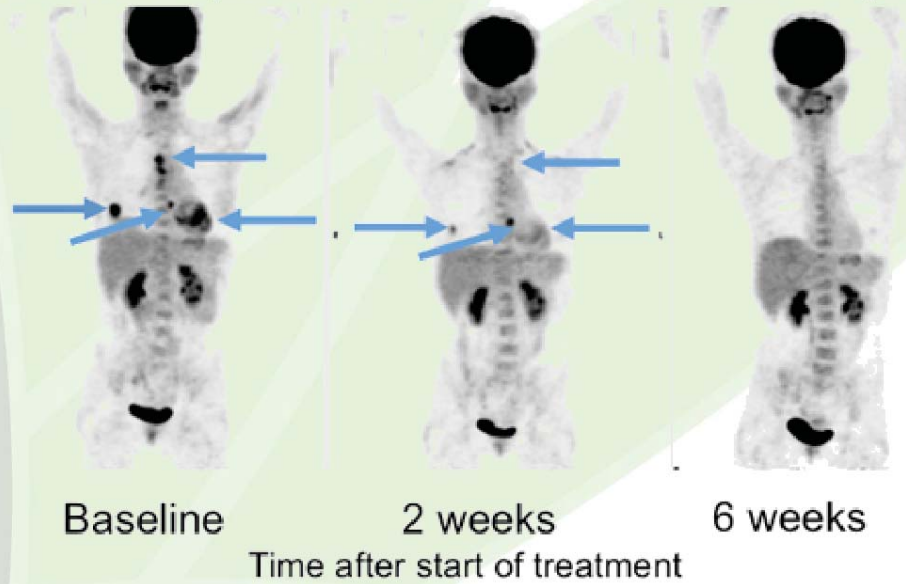
Flourine-18  
 Hydrogen  
 Oxygen  
 Carbon

neutron

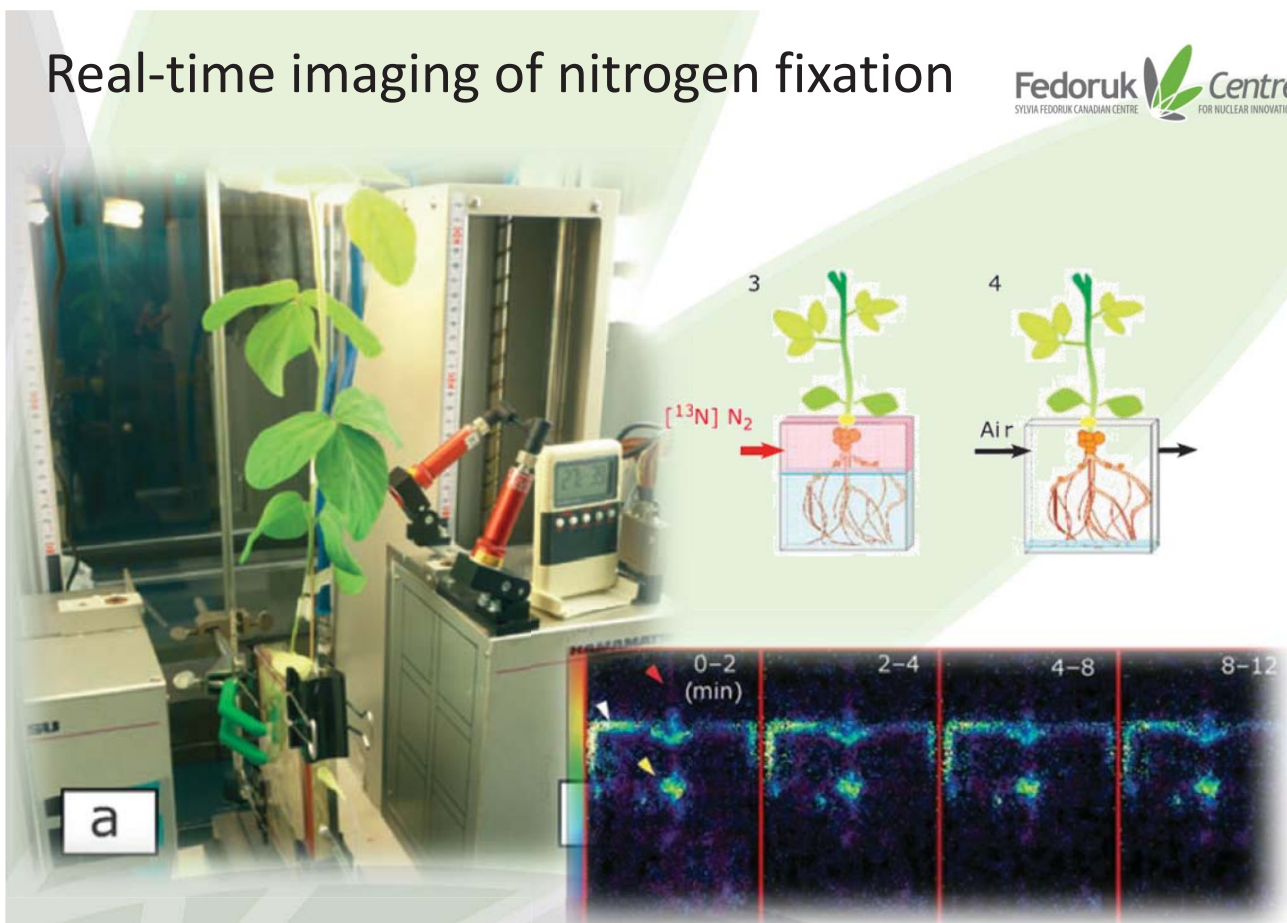
Proton beam Oxygen-18 Fluorine-18

8 protons, 10 neutrons      9 protons, 9 neutrons

### Treatment response with PET FDG in non-small cell lung cancer



### Real-time imaging of nitrogen fixation





# Policy Innovation: The Canadian Institute of Science and Innovation Policy (CISIP)

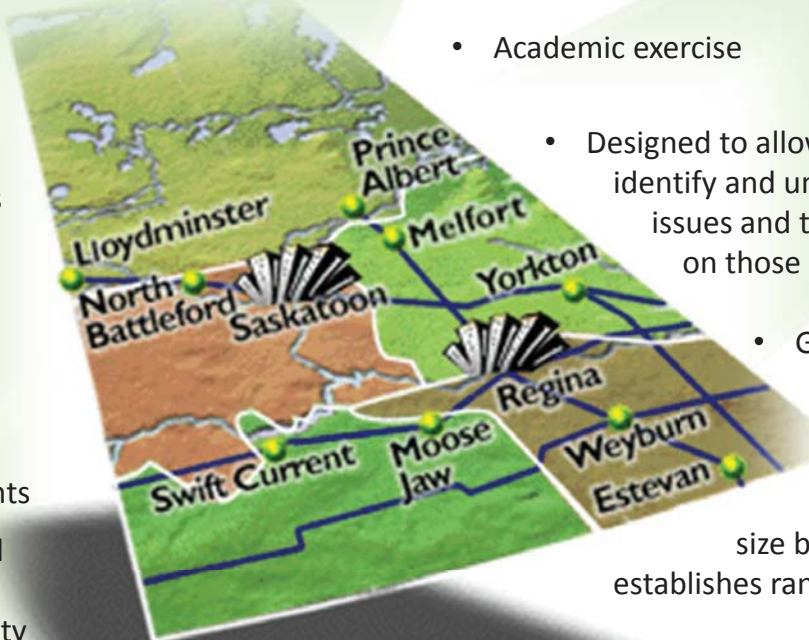


- Understand how to have a successful discussion about a technically complex issue
- Understand what information people need in order to have an informed discussion
- Understand how to convey that information to those people in a constructive way

## Feasibility Study

Establish safety and licensing criteria in a real environment considering issues such as:

- Geology
- Cooling water availability
- Treaties and legal agreements
- Power demand and grid interconnectivity



- Academic exercise
- Designed to allow researchers to identify and understand the issues and to train students on those issues.
- Generic..... does not consider any particular reactor type or size but rather establishes ranges of relevance

It will **NOT** either identify a site or study a real site in Saskatchewan. No reactor vendors or operators are providing any support to the program.

# The Fedoruk Centre

**Informs**.....it does not decide

**Is open**.....there is no secret agenda

**Enables**.....it does not do

**Is focused on innovation**.....not on technology

**Covers all applications of nuclear**.....not just power



**Join the conversation.**

## *nuclear*FACTS Science Café

**Thursday, October 22, 7 p.m.**

TCU Place Arts and Convention Centre,  
 35-22nd Street East, Saskatoon  
**FREE ADMISSION**



- Meet researchers supported by the Fedoruk Centre
- Learn more about what they are doing to advance nuclear research, development and training in Saskatchewan in nuclear medicine, nuclear energy and safety, materials research, and social and environmental studies.

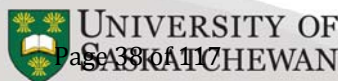


Part of Nuclear Science Week October 18-24, 2015



Medicine.  
 Materials.  
 Energy.  
 Environment.

Register Now on 





*“Since in order to speak,  
one must first listen,  
learn to speak by listening.”*

*- Mevlana Rumi*

Thank you



@FedorukCentre



Medicine.  
Materials.  
Energy.  
Environment.

## President's Report to Senate – April 2016

### *Highlights of Presidential Activity*

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#### President's Committee on Vision, Mission and Values

One of the first acts of my presidency was to put together a process that will provide the University of Saskatchewan with a proposed new vision, mission and values document building on the history of conversation and dialogue that has shaped the institution's aspirations over the past twenty-two years.

As some members of Senate may remember, in May 1993 the Board of Governors authorized a "University of Saskatchewan Mission Statement" that articulated the University's mission, vision, heritage, values and goals. Although it has served the university well and contains much that is arguably still appropriate to our aspirations, it is now twenty-two years old. During that time, the University has changed on many fronts. Our total student population has increased significantly in diversity and size. Graduate student numbers have gone up by almost 70%. Several colleges have changed missions and names, and three graduate schools have been added. Many academic programs have been introduced, many others concluded. The 2002 "Renewing the Dream" strategic directions document, updated in 2010, pointed us toward international standards, academic excellence and sense of place. We now have six signature areas of pre-eminence in research, scholarly and artistic work, and are a member of Canada's U15 group of research-intensive universities. Perhaps most significantly, over three-quarters of our current faculty members have been hired since we developed our 1993 document.

In response to this evolution in our size, scope and identity, it is time collectively to express what our mission and values now are, and a vision for our future. As our university makes decisions in response to the challenges that lie ahead for the post-secondary sector in Canada and beyond, we require consensus on who we are and what we want to achieve. To continue attracting and retaining outstanding faculty, students and staff, we must offer a coherent and compelling vision for our, and thus their, futures. To ensure our continued autonomy and sense of purpose we must be clear to governments, media, donors and partners about our mission and our goals. To continue to deserve and receive the support of our almost 150,000 alumni, and our many stakeholders both local and world-wide, we owe them an aspirational expression of our values and our commitments to future excellence. I, and the University community to whom I am responsible, must be certain I am representing us accurately at local, national and international levels, and I require consensus on these matters as I begin my term as President.

A recent attempt to produce a new vision, mission and values for the University sparked considerable constructive debate but failed to culminate in a new document. I have struck a Vision Committee to revisit and complete the task in an efficient and consultative manner. A small, dedicated group, co-chaired by two senior faculty members, that gathers and is informed by the University's planning efforts since 1993, will avoid a cumbersome and otherwise potentially repetitive process and is most likely to achieve the goal in a timely manner.

Drawing from and building on previous documents, the Committee will suggest new vision, mission and values language that honours our earlier efforts and provides strong direction for the future of our University.

The committee first met in January and has made significant progress. Work to date has focused on informing our internal and external community, developing processes, identifying a consultation strategy and conducting consultations with several audiences. To provide the university's internal community and external partners with the opportunity to have a voice in what they see for the future of our university, the following consultation methods are being used:

**1) Presidential transition activities:** Planned transition activities have been leveraged to connect with internal and external audiences. To date, these activities have included dinners with faculty, meetings with colleges and schools (faculty, staff and students), and meetings with student leadership. Upcoming activities include dinners with donors and the president's provincial tour. In addition to providing valuable information to inform a new vision, mission and values statement, these activities have assisted in informing key audiences.

**2) Online survey:** An online survey was launched on February 4 and resulted in 2,699 responses in three weeks. Faculty, staff, students, alumni and governing bodies were all invited to complete the survey.

**3) Vision committee consultation meetings:** To date, consultation meetings have been held with senior leaders of the university, University Council (through the planning and priorities committee), provincial government officials, the Regina Qu'Appelle Health Region, and the Alumni Association Board and Centennial Committee. The committee is scheduled to host a workshop as part of the April 23 University Senate meeting to gather input from senators on what to include in the vision, mission and values statement, as well as feedback on the initial draft. Upcoming consultations currently being scheduled focus on the Aboriginal community and community partners from various sectors.

As president I am a resource in this exercise, but am not a member of the Committee. Once the Committee has agreed upon a draft statement, it will be shared with me and, assuming I believe the Committee's work has met the high standard expected, I will share the

draft with the Board of Governors, the University Council and the Senate. After fulsome discussion and feedback, all three bodies will be invited to endorse the new statement. The committee membership is as follows:

- Co-chairs drawn from the permanent academic staff: **Brent Cotter (Law) and Liz Harrison (Physical Therapy)**
- A senior member of the University's administrative staff: **Tom Crosson (Risk Management, Manger)**
- A student: **Scott Adams (3<sup>rd</sup> Year Medicine)**
- An Aboriginal member of the administration or faculty: **Liz Duret (Human Resources, Diversity and Inclusion Consultant)**
- A member of the Board of Governors: **Lee Ahenakew (Vice-Chair)**
- A member of University Council: **Wendy Roy (English)**
- A member of University Senate: **Karen Prisciak (Law Society of Saskatchewan, Senate Representative)**
- An Elder from the community: **Harry LaFond**

#### **NEXT STEPS AND TIMELINE:**

- February-March 2016: initial (pre-draft) consultation through meetings and online survey, development of a framework for analysis of consultation
- April 1, 2016: draft of document complete
- April-May 2016: consultation on draft document through meetings, email feedback and online survey (includes governing bodies)
- May 2016: revisions to document based on feedback
- June 2016: presented to Board of Governors and University Council for approval
- October 2016: presented to University Senate for approval

#### **Update on Advancement and Community Engagement**

As many Senators know, relating to our external constituents is a top priority for a president. The unit that has traditionally assisted the president and the university-as-a-whole in this regard has been known as Advancement and Community Engagement (ACE). Beginning under interim president Barnhart's term, a review of ACE was initiated to determine how to better serve the needs of the institution. Given the importance of the work of the unit, I have made the continued review of ACE, and the functions within, an early priority.

For the U of S to achieve its goals we will need a strong presence in all the functional areas that currently make up what we call ACE (Aboriginal engagement, community engagement, alumni relations, development and marketing and communications). With the review now complete, I have begun a search for a new vice-president of a newly named unit – University Relations. This unit will be home to fundraising, marketing & communications, and alumni & community

relations. It is the last function that I see providing a significant benefit to the work of our Senate. I am putting in place an associate vice-president who is responsible for not only alumni, but community relations as well. A key aspect of the job and the unit will be to work with Senate and other community-linked aspects of the University of Saskatchewan to ensure strong ties and strong communication with our community partners.

With the search for a new vice-president underway, I hope to have the entire leadership team of University Relations in place before the fall of this year.

### **Search for the Provost and Vice-President Academic**

As of the writing of this report we are in the process of searching for a provost and vice-president academic. This position is a critical member of the university administration as it provides leadership to the heads of seventeen of our colleges and schools, is responsible for resource allocation and planning, and plays a critical part of the president's executive.

### **Government Relations**

This is an interesting time for government relations at the University of Saskatchewan. We have had recent federal and provincial elections, each bringing opportunities for change in the post-secondary education sector.

Provincially, I meet regularly with the Minister and Deputy Minister of Advanced Education. Vice-presidents, other senior administrators, deans and I meet frequently with Deputy Ministers and Assistant Deputy Ministers of Health, Agriculture and Education as well. These discussions range from providing updates and exchanging information to dialogue regarding long-term plans and associated funding required to make those plans a reality.

In conjunction with these connections with government officials, I have met with my counterparts at the U of R (Vianne Timmons), SaskPolytech (Larry Rosia), First Nations University of Canada (Mark Dochstater) and the Regional Colleges to discuss issues of mutual interest. Government relations is a frequent topic of these discussions and I continue to work with our provincial PSE partners for our mutual benefit.

On the national stage, we've been working on strategies to engage with the federal government as well. In addition to working with our advocacy organizations, the U15 and Universities Canada, it is important for our institution itself to develop relationships with our federal officials. I have been to Ottawa multiple times to meet with federal ministers and key leaders in the administration. These interactions are important and lay the groundwork for future support.

## *Highlights of Indigenous Engagement*

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### **Building Reconciliation Forum**

Our forum, titled “Building Reconciliation: universities answering the TRC’s Calls to Action” was highly successful, well attended, and well covered. We had the good fortune to have 50 universities represented, 14 presidents there, 20 Aboriginal leaders, and many students. The first day of plenary discussions included Justice Murray Sinclair, National AFN Chief Perry Bellegarde, Chancellor Favel, USSU president Saddleback and me, and remarks by Minister of Indigenous and Northern Affairs, Caroline Bennett.

University Affairs interviewed Chancellor Favel and me for a large article coming out soon and we both took the opportunity to write an op-ed piece for the Globe and Mail which ran on Nov. 27<sup>th</sup>. I did many interviews with local and national media outlets and the coverage was extensive.

The University of Alberta will be hosting the next national forum in 2016. As well, we are in the midst of designing what internal discussions within the University of Saskatchewan will look like. An internal forum in the fall of 2016 will give faculty, staff and students the opportunity to discuss what the U of S can specifically do to bring the TRC’s *Calls to Action* to life.

Just prior to the forum the University of Saskatchewan obtained consensus from all 24 post-secondary institutions in the province regarding a statement, the first of its kind in a province in Canada, to ‘close the education gap for Aboriginal people.’ The entire statement is as follows:

*We, the presidents and executive heads of all Saskatchewan post-secondary institutions, acknowledge the importance of building reconciliation. While honouring the unique missions and mandates of each of our institutions, we will seek opportunities to collaborate, in consultation with Aboriginal communities, to close the education gap for Aboriginal people.*

This statement will set the stage for future inter-institutional partnerships as we move forward with indigenizing and reconciliation issues.

### **Opening of the Gordon Oakes Red Bear Student Centre**

Due the work of many people over the life of the project, the Gordon Oakes Red Bear Student Centre is now open. The Centre opened for staff and students in early January with the official opening ceremonies taking place in February.

The centre is a part of the university's community of supports promoting First Nations, Métis and Inuit student success. The centre helps facilitate on-campus Aboriginal engagement and the coordination and communication of Aboriginal initiatives throughout the university. The building also provides a home for Indigenous undergraduate and graduate student leadership. I hope you all have the opportunity to visit the space over the coming weeks and months.

## Inclusion of Indigenous Knowledge

At the Jan. 21 meeting, University Council passed a motion supporting the inclusion of Indigenous knowledges and experiences in all degree programs. The motion specifically stated:

*University Council emphatically endorses the inclusion of Indigenous (First Nations, Inuit, Métis) knowledges and experiences for the purpose of achieving meaningful and relevant learning outcomes, in all degree programs at the University of Saskatchewan.*

The motion supports the university's commitment to building reconciliation and is in line with the calls to action from the recent Truth and Reconciliation Commission's report. This motion is akin to the University of Saskatchewan Students' Union motion passed in November.

There are important steps that need to be taken to bring this motion to action. The first step is to develop learning outcomes tied to Indigenous content that we will embed within the Learning Charter, which is a foundational document at the U of S and guides degree expectations.

The university is doing a good job in a number of areas in this regard and needs to take inventory of academic programs to determine best practices moving forward so that success in one college will help build success in other colleges. This will help us determine how best to support the implementation of Indigenous content in our curriculum within different colleges, but this won't include making every student at the U of S take the same Indigenous studies course. This won't be a single course model; that would not be a suitable fit for our university. We need to look at a number of options, including courses, modules, or other ways of achieving learning outcomes, to determine the best fit for disciplines, degrees and programs.

## Aboriginal Achievement Week

Once again, we had a very successful Aboriginal Achievement week this year. Many activities were planned by students, staff and faculty alike – all in celebration of Aboriginal achievement. These activities, combined with the grand opening of the Gordon Oakes Red Bear Student Centre the week prior, created a positive and powerful atmosphere on campus.

I had the pleasure to participate in a number of the activities with a highlight being the signing of our memorandum of understanding with the National Centre for Truth and Reconciliation (NCTR) at the University of Manitoba. Ry Moran, Director of the NCTR was this year's

University Library Dean's Research Lecturer and joined me in this historic signing. The partnership will provide opportunities for researchers and students at the U of S and beyond to access the vast resources and programs of the NCTR.

## Indigenous Naming

A new initiative at the University of Saskatchewan is aiming to indigenize facilities and better reflect the diverse students, staff and faculty who come together on campus. We have taken steps to rename the Arts Court, a small turnaround nestled between the College of Law and the Arts and Science Building, as Elders Court.

The initiative helps to identify the university as an institution that celebrates its Indigenous Peoples. The ultimate goal is to make the university a more welcoming and receptive place.

Elders Court is the first step in a larger move toward altering the names of structures, roadways and walking paths to better reflect the larger campus community. Though the long-term goal is to better represent all cultures on campus, for now a focus is being placed on doing more to make the university indicative of the diverse people who walk through its halls and grounds.

The new name for Arts Court was chosen both as a way honouring leaders within the Aboriginal community and because of the location's frequent use by Elders coming to and from the U of S.

We aim to create a balance in naming facilities, and to introduce other icons or symbols. We're looking to introduce artifacts and artwork into, on and in front of buildings that reflect a range of cultures. Of course, the Aboriginal cultures on these lands are extremely important and will feature in what we do.



## Highlights of our Research Activity

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### Major Science Initiatives Fund

Since its inception in 1997, the Canada Foundation for Innovation (CFI) has supported the creation of a select number of key national research facilities facing particular challenges in terms of their operations and maintenance, management and governance. Owned by one or more institutions, these world-class facilities serve communities of researchers from across the country and internationally. Such facilities are increasingly complex and international in scope and require robust governance, management and stewardship mechanisms to ensure that they are funded, managed and operated for success, and ultimately contribute to the Canadian economy and society-at-large.

In 2010, the CFI was mandated to design a systematic approach for evaluating and addressing the operating and maintenance (O&M) funding needs of such national research facilities as well as their scientific performance, and to ensure they have in place robust management and governance policies and practices. The CFI created a funding mechanism called the Major Science Initiatives (MSI) Fund. The CFI has adopted a funding and oversight approach that balances general principles of scientific excellence, responsible stewardship and accountability tailored to the particular situation of each funded facility.

CFI has launched the next competition of the Major Science Initiatives Fund with a Call for Proposals. The U of S has been invited to the full proposal stage for four proposals for the CFI-MSI competition. The MSI competition provides "ongoing operations and maintenance needs of national research facilities for which the loss or absence of support would represent a serious setback for Canada."

The four proposals going forward for the U of S are: InterVAC, CLS, SuperDarn, and Changing Cold Regions Network (led by GIWS)

### Canada First Excellence Research Fund

The Government of Canada's Economic Action Plan 2014 announced the creation of the Canada First Research Excellence Fund, offering \$1.5 billion over seven years to support Canada's postsecondary institutions in their efforts to become global research leaders in areas that will create long-term economic advantages for Canada.

The U of S was one of five successful universities in the first of two competitions, with an award of \$37.2 million for *Designing Crops for Global Food Security*. With this award, the University will fundamentally change the plant-breeding process, and make it possible to develop new varieties with specific desired traits—all at a previously unimaginable speed and scale. Led by the Global Institute for Food Security, the research team will build on the university's internationally renowned strengths in crop development, imaging technology and high-

performance computing. Through a revolutionary “by-design” approach, the team’s innovations will transform plant-breeding.

I am proud to report that the U of S also passed the LOI stage of the next competition and was invited to submit a full proposal, just completed: *Global Water Futures: Solutions to Water Threats in an Era of Global Change*.

## **New Fellows Named to the Royal Society**

The University of Saskatchewan had two fellows elected to the Royal Society in 2015 and I and Karen Chad had the opportunity to go to Victoria to see this honour bestowed. The University of Saskatchewan’s new Fellows are:

*Jeffrey McDonnell, Professor of Hydrology, School of Environment and Sustainability and Associate Director, Global Institute for Water Security*

Jeffrey McDonnell is Professor of Hydrology at the University of Saskatchewan and Canada’s most-cited catchment hydrologist. His research has fundamentally advanced our understanding of how landscapes store and release water, impacting related fields of water resource engineering, soil science, biogeochemistry and ecohydrology. He has received awards and medals from the American Geophysical Union, the European Geophysical Union, the British Geomorphological Research Group, the Association of American Geographers, the British Hydrological Society and the Canadian Geophysical Union.

*Ken Coates, Canada Research Chair in Regional Innovation, Professor, Johnson Shoyama School of Public Policy, and Director, International Centre for Northern Governance and Development*  
Ken Coates is one of Canada’s most diverse scholars, whose research and commentary helps inform many national debates. He is one of Canada’s leading researchers on Indigenous rights, and his Canada Research Chair at the University of Saskatchewan has also seen him focus on the future of innovation, skills training and entrepreneurship in rural areas. A prolific author, Coates has also written 25 books and edited 12 others.

The Royal Society of Canada was established in 1882 as the senior Canadian collegium of distinguished scholars, artists and scientists. It is Canada’s National Academy. The primary objective of the society is to promote learning and research in the arts, the humanities and the natural and social sciences.

## *Highlights of our Teaching and Student Activity*

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### Emma Lake Kenderine Campus

The Emma Lake Kenderine Campus (ELKC) has been an important part of the university's commitment to learning, discovery and the arts. In 2012, the university suspended operations at ELKC. The financial sustainability of the campus and the safety conditions of the facilities were two major concerns at that time. Through a request for proposal process, the university was not able to find a partner to invest in and operate the facility consistent with our academic mission and financial sustainability. However, the university remains committed to finding a solution for the future of ELKC.

### Ice Facility

A replacement ice facility for Rutherford Rink remains a high priority of the university, and we are working diligently on a proposal to move forward with our preferred partners who were identified in a Request for Proposal process. Financing a major project like this is a challenge, and we are exploring all avenues; to that end we have requested a capital contribution of \$1 million from the City of Saskatoon. No final decisions on the project have been made yet.

### University Library

For close to a decade the University Library has been proactively responding to a dramatically changing information landscape through refurbishment and revitalization of library collections, services, and facilities across the library system – examples include renovations to the first and ground floors of the Murray Library (2009), the new Leslie and Irene Dubé Health Sciences Library (2013), and refurbished spaces in the Veterinary Medicine Library (2014). The University Library must continue to evolve to meet changing student and faculty needs and expectations. Over the last year or so, a capital steering committee under my leadership has been planning for the next stages of the University Library Transformation Project (ULTP).

In November, a draft high level vision for the University Library was developed by a working group of the steering committee to establish principles and general attributes for transformed library spaces. Since that date the Associate Deans of the University Library have attended TLARC, University Student Council, and a number of faculty councils to discuss the draft vision. Those visits continue. The steering committee has also endorsed the development of a master plan for the University Library spaces that builds on the extensive Murray Library master plan developed in 2013. This master planning process will occur over the next number of months, with an anticipated completion date of October 2016.

While planning at the broad University Library level progresses, work is happening on the ground. This work is primarily focused on collections – looking at duplicates, utilizing alternative

shelving options, and continuing collaboration with our library partners in western Canada – in order to create the space to allow for library transformation. Libraries are at the heart of a university experience, helping to build communities on campus and beyond. The vision of library transformation is of inspiring physical spaces where students and faculty learn, collaborate, explore, and engage in scholarly discourse. The transformed library will deliver the collections, services, and physical space that meet the needs of faculty and students and align with the educational and research mission of the university.

## **Student Gender Reporting and Name Preference**

Registrarial Services began working with the Provost’s Advisory Committee on Gender and Sexual Diversity and the Pride Centre about a year ago in response to

- 1) indications that other universities and colleges were planning to make changes to their information systems, in some cases as the results of legal or human rights cases, regarding gender reporting and name preference, and
- 2) student and instructor feedback indicating a high level of interest in changing our forms and processes to make our University a more welcome and safe place for students.

We are pleased that, as of September this year, we were able to implement changes to various information systems to use a preferred name instead of legal name (these changes actually apply to the name display of everyone on campus - students, instructors, advisors and staff - within these systems, and not just students). Printed documents that require the legal name such as tax forms, parchments, and transcripts will continue to use the legal name for the time being, though we are investigating this further as several universities have also announced they are allowing preferred name on some official documents. We have also made changes to the options for gender identification that is initially collected on the online admissions application form (for those colleges that utilize Banner central admissions forms). It is our understanding that provincial and federal governments are already planning for use of these options for reporting purposes.

## **Building a Healthier Campus**

The University of Saskatchewan recently started the process to come up with a vision for the recreation and athletic spaces and facilities on campus for the next 2 years.

With the help of Cal Brook—an architect and planning consultant who led the development of U of S campus master plan in 2006, the College Quarter master plan in 2009, and Vision 2057, a plan that guides the development of the university’s land within Saskatoon—the university is attempting to map out the ideal mix of space and facilities to enhance the student experience at the U of S.

The development of a plan for recreation facilities and spaces will take place in two phases, with a final report with recommendations to be completed. The first phase is the technical part, a review of the state of repair of existing facilities like pools and gyms at the Education Building and the PAC, and Griffiths Stadiums.

The second phase has to do with a visioning exercise with the entire campus community. Taking the ideas of active lifestyle, wellness and athletics and figuring out what the university could be in the future to embrace those themes.

The plan, aspirational in nature, requires people to think about how wellness and active engagement can be strengthened and be a focus of the campus experience. It's fascinating to see what's happening across North American campuses with an increasing emphasis on the qualities of student life that reinforce a sense of belonging and wellbeing.

## REPORT TO SENATE ON UNIVERSITY COUNCIL ACTIVITIES 2015/2016

### Jay Kalra, Chair, University Council

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

The 2015-16 academic year marks the 21st year of the representative University Council.

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

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

This year, Council extended a warm welcome to President Stoicheff upon his installation as university president and vice-chancellor. The president reports to Council each month. In addition to reporting on his overall activities, President Stoicheff apprised Council of significant events, including the national forum held on campus in November in response to the Truth and Reconciliation Commission’s calls to action for post-secondary institutions; the signing of an agreement among the province’s post-secondary institutions to work together to close the education gap for Aboriginal peoples; the historic opening of the Gordon Oakes Red Bear Centre; and the development of a new vision, mission, and values statement for the University of Saskatchewan.

I am pleased to report on the activities of the Council from April 1, 2015 to March 31, 2016. Council agendas and minutes are posted at: <http://www.usask.ca/secretariat/governing-bodies/council/agendas.php>.

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

### University Council approvals

#### University

- That University Council emphatically endorses the inclusion of Indigenous (First Nations, Inuit, and Métis) knowledges and experiences for the purpose of achieving meaningful and relevant learning outcomes, in all degree programs at the University of Saskatchewan.

#### Agriculture and Bioresources

- Renaming of the Indigenous Peoples Resource Management certificate program to the Certificate in Kanawayihetaytan Askiy (*Let us Take Care of the Land*)

#### Edwards School of Business

- Termination of the International Business Administration Certificate

## **Education**

New programs:

- Direct entry for the Bachelor of Education (B.Ed) program (*admission qualification changes confirmed by Senate in April 2015*)
- Certificate in Career and Guidance Studies
- Certificate in English as an Additional Language Education
- Certificate in Leadership in Post-secondary Education

## **Engineering**

New programs:

- Certificate in Professional Communication

## **Graduate Studies & Research**

New programs:

- Cross-Departmental Ph.D. in Education
- Master of Water Security (M.W.S.)
- Master of Governance and Entrepreneurship in Northern and Indigenous Areas (M.G.E.N.I.A.)
- Master of Arts (M.A.) in Teaching English as a Second Language
- Master of Education (M.Ed.) in Leadership in Post-secondary Education
- Addition of project option for Master of Arts (M.A.) in Political Studies
- Addition of thesis option for the Master of Public Health (M.P.H.) program
- Addition of the Graduate Record Examination as admissions qualification for the Master of Arts (M.A.) in Economics (*presented for Senate confirmation April 23, 2016*)

Program Terminations:

- Project Option in the Master of Public Administration (M.P.A.) Program
- Veterinary Microbiology Field of Study in the Master of Veterinary Science (M.Sc.) project program

## **Kinesiology**

- Termination of Physical Education Stream for the Bachelor of Science Kinesiology (B.Sc.(Kin)) program

## **Western College of Veterinary Medicine**

- Certificate in One Health (undergraduate level)

## **Policy approvals**

The *Academic Courses Policy* was revised in response to concerns regarding invigilation of exams, scheduling of midterm examinations and alternative accommodation, and course outlines and was approved by Council in June 2016. A new *English Proficiency Policy* was approved in October 2016 to outline the required minimum standards of English proficiency for admission to the University of Saskatchewan and to clarify acceptable proofs of proficiency.

## **New Chairs and Professorships**

The joint committee on chairs and professorships submitted the LaBorde Chair in Engineering Entrepreneurship to Council and the Board of Governors for approval.



## Reports

As well as its regular monthly reports from the president and the provost and from the University of Saskatchewan Students Union (USS) and from the Graduate Students' Association (GSA), Council received an enrolment report and a report from the vice-president research.

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

**Academic Programs Committee** (Chair: Roy Dobson, Pharmacy and Nutrition and Kevin Flynn, English): As well as reviewing the program proposals and admission qualification changes listed above, the committee reviewed the English Proficiency Policy document and procedures, updated their forms for submission of curricular changes to reflect the TABBS budgeting model, and worked with the planning and priorities committee to investigate the recent increase in development of certificates of proficiency. The committee also reported to Council on those changes in admission selection criteria approved by colleges.

**Governance Committee** (Chair: Louise Racine, Nursing): In accordance with its role relative to University Council bylaws, regulations, rules and procedures, the governance committee focused on revisions to Council's *Regulations on Student Academic Misconduct*, undertaking a comprehensive revision to the regulations, recently submitted to Council for input. The committee recommended that Council modify its bylaws to change the time period of student member terms to coincide with the terms of other Council members; to have all members of Council, other than *ex officio* members, serve on the student academic hearing and appeals committee to broaden the pool of Council members eligible to serve on student disciplinary and appeal boards; and changes to the terms of reference for the scholarship and awards committee, the nominations committee, scholarships and awards committee, and the planning and priorities committee.

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

**International Activities Committee** (Chairs: Gap Soo Chang, Physics and Engineering Physics and Hongming Cheng, Sociology): The committee received reports from several colleges highlighting their international activities to gain a better understanding of strengths, challenges, and common themes across campus. The international activities committee continued their discussion of the Confucius Institute and worked with the Office of the Vice-President Research on the forthcoming *Blueprint for Internationalization*.

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

**Research, Scholarly and Artistic Work Committee** (Chairs: Caroline Tait, Psychiatry and Rainer Dick, Physics and Engineering Physics): The committee submitted the university research ethics boards' annual reports and a report on policy breaches under the *Responsible Conduct of Research Policy* to Council. A report on Artistic Works at the University of Saskatchewan was submitted which identified areas for further consideration. The committee also occupied themselves with review of a proposal for the new Canadian Institute for Science and Innovation Policy (CISIP) and presentations from the U of S representatives for the tri-agency research funding agencies.

**Planning and Priorities Committee** (Chair: Lisa Kalynchuk, Medicine-Neurology): The committee reviewed several notices of intent to create new degree programs, including the possibility of housing a new degree program in architecture in a School of Architecture and Design. Relative to its role to report on the main elements of the university's operating and capital budgets, the committee reported to Council on the annual Operations Forecast submission to the provinc, and on the update to the *Vision 2057* report on the use of university lands. As part of its mandate related to academic structures, the committee presented several changes of name for academic units to Council for approval, reported on the reorganization of centrally administered teaching and learning units, and submitted the Canadian Institute for Science and Innovation Policy to Council for approval. Other topics engaging the committee including the university's resource centre management budget model, tuition, and institutional rankings and their relevance. The committee also considered and submitted to Council the motion carried by the USSU to require Indigenous content in every degree program for information. Council then subsequently carried a motion to endorse the USSU motion.

**Scholarships and Awards Committee** (Chair: Frank Klaassen): In accordance with its mandate, the committee reviewed and authorized fund allocations for a variety of student awards. In addition, the committee received information on and discussed Aboriginal student financial aid and the university's policy on acceptance of student awards.

**Teaching, Learning and Academic Resources Committee** (Chair: Jay Wilson, Curriculum Studies): The teaching, learning and academic resources committee continues its work on identifying and promoting experiential learning opportunities, drafting a policy and related procedures around teaching evaluations, and investigating an evaluation instrument that will meet the needs of all units on campus. The committee, through extensive consultation with the community and with elders, has developed standard wording to use to acknowledge that the Saskatoon campus of the University of Saskatchewan is on Treaty 6 territory and the homeland of the Métis.

The committee has also been engaged in assessing how to ensure Indigenous content, knowledge and/or ways of knowing are included in every degree program offered at the University of Saskatchewan. This work has involved reviewing the *Learning Charter* and determining how to best represent an institutional commitment to Indigenous knowledge, culture, and ways of knowing.

### **Council engagement**

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

Respectfully submitted,



Jay Kalra, Chair

**UNIVERSITY SENATE  
ITEM FOR CONFIRMATION**

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

**DATE OF MEETING:** April 23, 2016

**SUBJECT:** Addition of the Graduate Record Examination (GRE) as an Admissions Qualification to the Master of Arts (M.A.) in Economics

**DECISION REQUESTED:**

*It is recommended*

**That Senate confirm the addition of the Graduate Record Examination GRE as an Admissions Qualification to the Master of Arts (M.A.) in Economics, effective for students who have not completed university degrees in Canada or the United States of America and who are entering the program in or after September 2017.**

**PURPOSE:**

The *University of Saskatchewan Act* states that decisions regarding admission qualifications and enrolment quotas for university programs are to be approved by Council and confirmed by University Senate.

**CONTEXT AND BACKGROUND:**

The Department of Economics has proposed a new admission qualification for their Master of Arts (M.A.) program—the submission of the Graduate Record Examination (GRE)—for students who have not completed their university degrees in Canada or the United States of America. By implementing this new requirement, the department will be better informed when recommending students be admitted to the program.

With the substantial differences in student evaluation systems used at international post-secondary institutions, the Department of Economics seeks to implement this new

admission qualification to help identify and recruit top students from the large pool of international applicants.

Though the department recommends the submission of the GRE for all applicants, this proposal seeks only to require the submission of the GRE by applicants who have not completed university degrees in Canada or the United States of America. The department will be using the GRE in conjunction with other indicators of potential academic success, and thus will not be indicating a minimum GRE score for admission. GRE scores will simply be considered as one factor among many when considering students for admission.

By adding this admission requirement, the U of S's admissions qualifications will be consistent with other Canadian departments of Economics.

University Council approved the addition of this admissions qualification at the January 21, 2016 meeting.

**DISCUSSION SUMMARY:**

The addition of the admissions qualification was supported by the Graduate Programs Committee of the College of Graduate Studies and Research at its November 2, 2015 meeting.

The addition of the GRE as an admissions qualification at the U of S brings our institution in line with the University of Toronto, Queen's University, McGill University, the University of Western Ontario, and the University of Victoria.

**ATTACHMENTS:**

1. Proposal for Additional Admission Requirement for M.A. in Economics

# Memorandum

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

**CC:** Dr. Nazmi Sari, Graduate Chair, Department of Economics  
Dr. Don Gilchrist, Head, Department of Economics

**From:** Dr. Trevor Crowe, Associate Dean, College of Graduate Studies and Research (CGSR)

**Date:** December 7, 2015

**Re:** Request to implement a new admission requirement in the Master of Arts in Economics

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The Department of Economics would like to implement a new admission requirement in the Master of Arts (MA) program; submission of the Graduate Record Examination (GRE). The proposal is to require submission of the GRE by students that have not completed university degrees in Canada or the United States of America, though submission of the GRE will be recommended for all students. The Department of Economics receives many applications from students who have earned undergraduate degrees from institutions where the quality of preparation is difficult to assess. The proposal for implementing this requirement uses language consistent with other comparator institutions in Canada. By implementing this new requirement, the Department will be better informed when recommending students be admitted to the program.

Attached please find:

- A memo from the Executive Committee of CGSR recommending implementation of the GRE admission requirement
- A copy of the memo from the Graduate Programs Committee recommending implementation of the GRE
- The Proposal Form for Curricular Change
- Documentation of the GRE admission requirement in comparator Economics graduate programs

If there are any questions, I would be happy to respond.

TC:kc



# UNIVERSITY OF SASKATCHEWAN

*College of Graduate Studies and Research*

## MEMORANDUM

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

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

**Copies:** Dr. Don Gilchrist, Head, Department of Economics  
Dr. Nazmi Sari, Graduate Chair, Department of Economics  
Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research

**Date:** November 27, 2015

**Re:** Master of Arts in Economics – new admission requirement: Graduate Record Examinations (GRE)

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Members of the Executive Committee of the College of Graduate Studies and Research met on November 19, 2015, to consider the recommendation from the Graduate Programs Committee that a new admission requirement, submission of a GRE score, be implemented in the Master of Arts in Economics.

Members of the Committee were satisfied with responses from the members of the Graduate Programs Committee that the quality of the applicants would be better assessed by implementing this new admission requirement. It was noted that this proposed change was in-line with comparator institutions.

The following motion was carried:

***“Approve the implementation of an admission requirement in the Master of Arts degree in Economics.”***  
Pohler/Crowe Carried

If questions or concerns arise during the review by the Academic Programs Committee, Associate Dean Crowe would be happy to respond.

ABJ:br  
Attachments

## Memorandum

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

**CC:** Dr. Dionne Pohler, Chair, Graduate Programs Committee

**From:** Graduate Programs Committee of CGSR

**Date:** November 12, 2015

**Re:** Master of Arts in Economics – new admission requirement: Graduate Record Examinations (GRE)

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The Graduate Programs Committee met on November 2, 2015, to consider implementing a new admission requirement, submission of a GRE score, in the Master of Arts in Economics.

The proposal is to allow the department to better assess the quality of applicants. It was noted that the language in the proposal was consistent with comparator institutions' requirements for admission to graduate programs in economics.

**Motion: *To recommend approval of the GRE as an admission requirement for the Master of Arts in Economics.* Waldner/Eglington CARRIED**

If you have any questions, please contact Kelly Clement at [Kelly.clement@usask.ca](mailto:Kelly.clement@usask.ca) or 306-966-2229.

:kc





## PROPOSAL IDENTIFICATION

**Title of proposal: Additional Admission Requirement for MA in economics**

Degree(s): MA

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

Level(s) of Concentration:

Option(s):

Degree College: **Graduate Studies and Research**

Contact person(s) (name, telephone, fax, e-mail): **Nazmi Sari; 306-9665216; 306-9661641;  
Nazmi.Sari@usask.ca**

Proposed date of implementation: **May 1, 2016**

## Proposal Document

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

### 1. Academic justification:

- a. *Describe why the program would be a useful addition to the university, from an academic programming perspective.*
- b. *Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.*
- c. *Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*
- d. *What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?*

## 2. Admissions

For applicants without a degree from a Canadian or U.S. university, the Department of Economics would like to require Graduate Record Examination (GRE) scores as an additional admission requirement for the M.A. in Economics program. We would like to recommend (but not require) that applicants from a Canadian or U.S. university submit their GRE scores if available. There is no minimum cutoff score for the GRE as it will be used only in conjunction with other indicators of potential academic success.

Note that the language in the proposed requirement above is consistent with the language in admission requirements at comparator institutions. Several Canadian universities (UBC, Simon Fraser, Calgary, Alberta, Toronto, Queen's, McGill, Western, Dalhousie) also require the GRE from the students without a degree from a Canadian university. I appended a separate document describing the GRE requirement in other Canadian economics department.

Each year the Department receives more than 100 applications from students without a degree from a Canadian or U.S. university. With the substantial heterogeneities in student evaluation systems across countries around the world, this new requirement will help us to identify and recruit top students from this large pool of applicants. With this additional requirement, our admission criteria will also be consistent with other Canadian economics departments.

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

The admission requirements, as indicated in the program catalogue, would be as follows:

- a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- a minimum 70% average (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units) including courses in Advanced Micro and Macro Economic Theory, Econometrics, and Mathematical Economics
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. See the College of Graduate Studies and Research Academic Information and Policies in this Catalogue for more information
- Graduate Record Examination (GRE): Submission of the GRE is recommended for all applicants. Applicants who have not earned a degree from Canada or the USA are required to submit a GRE.

## 3. Description of the program

- a. *What are the curricular objectives, and how are these accomplished?*
- b. *Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.*
- c. *Provide an overview of the curriculum mapping.*

- d. *Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.*
- e. *Explain the comprehensive breadth of the program.*
- f. *Referring to the university “Learning Charter”, explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.*
- g. *Describe how students can enter this program from other programs (program transferability).*
- h. *Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.*
- i. *If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.*

#### **4. Consultation**

- a. *Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?*
- b. *List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*
- c. *Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*
- d. *List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*

#### **5. Budget**

- a. *How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).*
- b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*
- c. *How are the teaching assignments of each unit and instructor affected by this proposal?*
- d. *Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, class room availability, studio/practice rooms laboratory/clinical or other instructional space requirements).*
- e. *If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.*
- f. *If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*

- g. *What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?*
- h. *What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).*
- i. *What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)*
- j. *What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?*
- k. *What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?*
- l. *At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?*
- m. *Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).*
- n. *List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicated any anticipated surpluses/deficits associated with the new program*

## **College Statement**

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

- Recommendation from the College regarding the program
- Description of the College process used to arrive at that recommendation
- Summary of issues that the College discussed and how they were resolved

## **Related Documentation**

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

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

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

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

Required for all submissions:

- Consultation with the Registrar form

Required for all new courses:

- Course proposal forms
- OR Calendar-draft list of new and revised courses

Required if resources needed:

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

## GRE requirement in other Canadian economics departments

### University of Calgary

International applicants who have obtained their undergraduate or graduate degrees from a Canadian University are not required to provide the TOEFL or the GRE.

There are no substitutions for the GRE. Applicants should score at least 155 in the Quantitative Section and at least 3.5 in the Analytical Writing Section.

### University of Alberta

Applicants whose most recent degree is from a non-Canadian university are required to write the verbal, quantitative and analytical sections of the Graduate Record Examinations (GRE) administered by the Educational Testing Service (Princeton, NJ). The examinations should be written early enough for scores to be available at the same time as the applicant's other supporting documents. No minimum cutoff score is specified as GRE results are used only in conjunction with other indicators of potential academic success. No substitutions for the GRE (such as the GMAT) will be accepted.

**The GRE requirement will not be waived.**

### Simon Fraser University

A copy of unofficial scores. Applicants who have completed or are currently completing their post-secondary studies at an institution outside of Canada are required to take the Graduate Record Examination General Test (GRE). There is no minimum requirement however, please note that the GMAT cannot be substituted for the GRE. To have the test results sent to Simon Fraser University, use Institution Code 0999 and Department Code 1801.

### UBC

The GRE (General) is required for all applicants **except those graduating from a Canadian university**. The GRE is optional for applicants graduating from Canadian universities.

A minimum score of 156 or higher in the Quantitative section is required.

The GRE must have been written in the last 2 years. Score reports that are more than two years old are not accepted. A photocopy of your GRE test scores is acceptable at the time of application. We must receive official scores directly from ETS before commencement of the M.A. program. When ordering your GRE score, use 0965 as the institution code for UBC, and identify "Economics" (1801) as the department.

Note that we require your scores on the GRE and not the GMAT. Scores on the GMAT are **not** a substitute for GRE scores.



### **Dalhousie University**

PhD applicants from non-Canadian universities are required to submit the results of the Graduate Record Examination with their applications.

### **University of Waterloo**

GRE Score (recommended for all international applicants)

### **Carleton University**

You can apply for the M.A. program without submitting Graduate Record Examination (GRE) scores. However, it is recommended that applicants with degrees from universities outside Canada (especially from very different university systems) take the GRE so as to enable a more accurate assessment of their backgrounds. A copy of the *GRE® Information and Registration Bulletin* can be found at [www.ets.org/gre/subject/about/bulletin](http://www.ets.org/gre/subject/about/bulletin). GREs are required for application to the Ph.D. program.

### **University of Toronto**

All applicants are strongly encouraged to submit official GRE test scores, and applicants without a degree from a Canadian university are **required** to submit these scores. Applicants without a degree from a Canadian university **may** also be required to submit official test scores for English Language Facility tests acceptable by the University of Toronto. Be sure to read the GRE and English Language Facility information for important details on test score requirements. **Note:** The GMAT *cannot* be substituted for the GRE test score.

### **Queen's University**

Applicants whose previous degree is not from a Canadian or U.S. university, are **required** to submit the GRE.

### **McGill University**

If your education has been interrupted or **if you do not have an undergraduate or graduate degree in Economics from a Canadian university, you must take the Graduate Record Examination** (General Test). The Graduate Management Admission Test (GMAT) cannot be substituted for the GRE. McGill University's institutional code is 0935. The Department of Economics' code is 1801.

### **Western Ontario**

All candidates are encouraged to take the Graduate Record Examination General test and submit their scores. **Applicants whose previous degree is not from a Canadian university are required to submit the GRE.** Others who feel that their academic record may not provide an accurate measure of their promise for graduate work in economics, as well as for those who do not have an Honours Economics degree, will find it in their interest to take these tests also.

### **Concordia University**

It should be noted that especially for non North American students, a strong case for admission and, in particular, funding, depends not only on your transcripts and letters of recommendation but also on your GRE scores. While writing the GRE is NOT required, such scores certainly enhance an application for admission and especially for funding.

### **University of Victoria**

All applicants coming from a university outside North America are expected to complete the Graduate Record Examinations (GRE).

### **University of Guelph**

GRE/GMAT scores are not required but will be considered if submitted

UNIVERSITY SENATE  
ITEM FOR CONFIRMATION

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**PRESENTED BY:** Kevin Flynn; Chair, Academic Program Committee of Council

**DATE OF MEETING:** April 23, 2016

**SUBJECT:** Doctor of Pharmacy (Pharm. D.) program

**DECISION REQUESTED:**

*It is recommended*

**That Senate confirm the admission changes in the College of Pharmacy and Nutrition with the introduction of the Doctor of Pharmacy (Pharm. D.) program, effective September 2017.**

**PURPOSE:**

The *University of Saskatchewan Act* states that decisions regarding admission qualifications and enrolment quotas for university programs are to be approved by Council and confirmed by University Senate.

**CONTEXT AND BACKGROUND:**

The College of Pharmacy and Nutrition has proposed replacing the Bachelor of Science in Pharmacy (B.S.P.) degree program with an entry-to-practice Doctor of Pharmacy (Pharm.D.) degree program. The Pharm.D. is the undergraduate entry-to-practice professional degree in pharmacy now offered at five universities in Canada (of 10 universities offering a Pharmacy program), at all U.S. schools of pharmacy, and in several other countries. The first class of the Pharm.D. program at the University of Saskatchewan will begin their studies in September 2017, and will graduate in June of 2021.

In its more than 100-year timespan, the pharmacy program at the University of Saskatchewan has evolved from a 2-year certificate program, to a 4-year direct-entry Bachelor of Science in Pharmacy program, and then to its current format as a '1+4' B.S.P. program, which requires one year of prerequisites followed by 4 years in the Pharmacy program. The College of Pharmacy and Nutrition is proposing the introduction

of the Doctor of Pharmacy (Pharm.D.) program to replace the current Bachelor of Science in Pharmacy (B.S.P.). This undergraduate professional doctoral degree is similar in designation to the Doctor of Medicine (M.D.), Doctor of Veterinary Medicine (D.V.M.), or Juris Doctorate (J.D.) degrees currently offered at the University of Saskatchewan.

There will be no duplication of programming for the undergraduate professional degree in pharmacy at the U of S. As the Pharm.D. program is being implemented, the B.S.P. will be phased out. Because some program requirements and instructional methods of the Pharm.D. will differ from the current B.S.P., the College will not be offering opportunities for current B.S.P. students to transition into the Pharm.D. program. Students in the B.S.P. program who are unable to complete the program with their cohort will be supported by faculty on a case-by-case basis to complete the B.S.P. once the new Pharm.D. program has begun in September 2017. After the entry-to-practice Pharm.D. program has been implemented, it is the College's intention to offer a "flexible Pharm.D." program to B.S.P. graduates who wish to achieve the Pharm.D. credential.

In introducing the Pharm. D. program, the tuition model is changing from a "per credit unit" based tuition to a program-based tuition. The annual tuition for the Pharm.D. will be \$17,000, as compared to approximately \$9,700 per year for the current B.S.P.

University Council approved the Pharm. D. program at its December 17, 2015 meeting.

#### **DISCUSSION SUMMARY:**

In introducing the Pharm. D. the College of Pharmacy and Nutrition is required to change its program from a 1+ 4 program (one year of pre-Pharmacy + 4 years of study in the Pharmacy program) to a 2+4 program (a minimum of 2 years of pre-Pharmacy + 4 years in the Pharmacy program). This structure is consistent with most Canadian and U.S. Pharm.D. programs. Though this represents a change in the admissions qualifications for students applying to the pharmacy program at the U of S, it is not expected to seriously impact prospective applicants to the program as approximately 80% of students entering the pharmacy program now have two or more years of post-secondary education.

#### **ATTACHMENTS:**

1. Proposal for Pharm D. Program.

## PROPOSAL IDENTIFICATION

Title of proposal: **Introduction of an Entry-to-Practice Doctor of Pharmacy (PharmD) Program**

Degree(s): **Doctor of Pharmacy (PharmD)**

Field(s) of Specialization: Pharmacy

Level(s) of Concentration: NA

Option(s): NA

Degree College: **Pharmacy and Nutrition**

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

Dr. Yvonne Shevchuk  
Associate Dean (Academic)  
College of Pharmacy and Nutrition  
306-966-6330 (phone)  
306-966-6377 (fax)  
[Yvonne.shevchuk@usask.ca](mailto:Yvonne.shevchuk@usask.ca)

Dr. Kishor Wasan, Dean  
College of Pharmacy and Nutrition  
306-966-6328 (phone)  
306-966-6173 (fax)  
[Kishor.wasan@usask.ca](mailto:Kishor.wasan@usask.ca)

Proposed date of implementation: **September 2017**

## EXECUTIVE SUMMARY

The College of Pharmacy and Nutrition is proposing to replace the Bachelor of Science in Pharmacy (BSP) degree program with an entry-to-practice Doctor of Pharmacy (PharmD) degree program. The PharmD is the undergraduate entry-to-practice professional degree in pharmacy now offered at five universities in Canada (of 10 universities offering a Pharmacy program), at all U.S. schools of pharmacy, and in several other countries. The first class of the PharmD program at the University of Saskatchewan will begin their studies in September 2017, and will graduate in June of 2021.

The major goal of the new PharmD program is to prepare graduates who are medication therapy experts and who have the competencies to undertake the new and expanding patient care roles in the Canadian health care system and to collaborate with patients and other health care providers to ensure optimum outcomes of drug therapy for Canadians

Development of the program began in 2013 with the formation of a steering committee and working groups. Pharmacy faculty also participated in six 'retreats' in 2013-15 to discuss the program's development at various stages. Highlights of the proposed program include:

- Guiding Principles outline a patient-focussed, fully integrated active learning curriculum,
- The program structure will be a '2+4' program requiring 2 years (60 credit units) of prerequisite courses, including basic and biomedical sciences and electives,
- Selection of candidates for admission will be based on a combination of academic average, a satisfactory score on a test of critical skills, and a satisfactory interview score.
- The program is designed to meet CCAPP accreditation criteria for entry-to-practice PharmD programs,
- The program is designed to meet learning outcomes defined by the Association of Faculties of Pharmacy, and graduates will be able to meet the competencies to enter practice defined by the National Association of Regulatory Authorities,
- Specific learning outcomes were developed for the curriculum, and include detailed outcomes for each 'stream' of knowledge (Pharmacotherapeutics, Practice Skills, Pharmaceutical Sciences, Socio-behavioral and Administrative Sciences),
- The curriculum includes patient contact throughout the program, and integration of material from all pharmacy disciplines,
- The program includes 40 weeks of structured practice experience, with two early 4-week experiences between years 1 and 2 and years 2 and 3, and 32 weeks of advanced practice experience in the final year. Students will experience patient care throughout the program through simulations and weekly practice experiences throughout years 1 to 3; students will also participate in 'service learning' in year 1.

Tuition for the Saskatchewan PharmD program (\$17,000 per year) will be similar to other Canadian entry-to-practice PharmD programs. This level of tuition reflects the significant increase in experiential education and planned changes to course delivery (e.g., use of simulations in professional skills development activities), both of which require investment to develop appropriate resources and experiential sites, including expansion of the preceptor development program.

After the entry-to-practice PharmD program has been implemented, it is the College's intention to offer a 'flexible PharmD' program to BSP graduates who wish to achieve the PharmD credential.



## INTRODUCTION and BACKGROUND

The University of Saskatchewan has had a pharmacy program since 1913. In the over 100-year time span from then until today, the program has evolved from a 2-year certificate program, to a 4-year direct entry Bachelor of Science in Pharmacy (BSP) program, and to its current format of a '1+4' BSP program which requires one year of prerequisites, followed by 4 years in the Pharmacy program. Pharmacy graduates from the University of Saskatchewan are well-respected and have had a major impact on the pharmacy and health care needs of people in Saskatchewan, in Canada and in many other areas. Now, as patient care and the health system have evolved, it is time for a further evolution of the pharmacy program to prepare graduates for new roles and to meet the needs of Canadians.

The College of Pharmacy and Nutrition is proposing the introduction of the Doctor of Pharmacy (PharmD) program to replace the current Bachelor of Science in Pharmacy (BSP). The PharmD is the undergraduate entry-to-practice professional degree in pharmacy now offered at several universities in Canada, at all U.S. schools of pharmacy, and in several other countries. This undergraduate professional doctoral degree is similar in designation to the Doctor of Medicine (MD), Doctor of Veterinary Medicine (DVM) or Juris Doctorate (JD) degrees currently offered at the University of Saskatchewan.

The Association of Faculties of Pharmacy of Canada has established a goal of 2020 for all pharmacy programs in Canada to begin offering the PharmD as the first professional degree in pharmacy<sup>1</sup>. As of 2015, five of the ten schools in Canada now only offer the PharmD as the first professional degree in pharmacy, and the remaining 5 schools are in various stages of development of their programs. It is the intent of the College of Pharmacy and Nutrition at the University of Saskatchewan to implement the PharmD program in the fall term of 2017.

Preparation for the development and implementation of the PharmD program began in 2012 under the direction of Dean David Hill. A *Pharmacy Curriculum Renewal Steering Committee* was established, with membership from faculty, students, practitioners and external partners. The Committee held a faculty retreat which resulted in the development of a set of 'guiding principles' for the PharmD program (available on request). Several student 'town hall' meetings were also held, and consultations with the Government of Saskatchewan ministries of Health and Advanced Education, professional organizations, employer groups and several health regions were initiated. The Planning and Priorities Committee of Council considered our *Notice of Intent* early in 2014 and gave their approval to proceed with development of a full proposal for the new program.

When Dean Kishor Wasan was appointed in August of 2014, he made the development and implementation of the PharmD program a priority, and development activities intensified. To accomplish the development of the program, the following have occurred:

- Faculty held 6 'retreats' (7 days) in the past 11 months,
- A consultant familiar with pharmacy education and curricula (L Suveges) was hired,
- Various working groups of faculty, students and preceptors worked diligently to write learning outcomes and identify knowledge areas,
- A curriculum framework was developed, including recommendations for prerequisite coursework and other admission criteria,

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<sup>1</sup> [http://afpc.info/sites/default/files/AFPC\\_ADPC\\_PharmD\\_Position\\_Statement\\_Resolution\\_Sept\\_2010.pdf](http://afpc.info/sites/default/files/AFPC_ADPC_PharmD_Position_Statement_Resolution_Sept_2010.pdf)

- College representatives consulted with other University departments and units about prerequisites (Biochemistry, Chemistry, Mathematics and Statistics, Nutrition, Physiology, Microbiology), proposed content changes (Pharmacology and Pathology), and requirements for the program (Library, ICT, FMD, FSD),
- The Dean and other College representatives have held frequent consultations with community pharmacy partners and health regions, government departments, alumni, and professional associations, and
- Staff established a website and blog to disseminate information about the new program, and to provide a forum for interested individuals (mainly alumni) to communicate with the College.

During this process, faculty were ably assisted by Susan Bens from the Gwenna Moss Centre for Teaching Effectiveness (GMTCE). Funds were also received from the Curriculum Innovation Fund to provide for the secondment of Shauna Gerwing to assist with work on the development of the PharmD program.

## RATIONALE

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

The primary motivation for developing the PharmD program is connected to the significant changes in the nature of pharmacy practice and the increasing complexity of pharmaceuticals that have been introduced since the original BSP curriculum at the University of Saskatchewan was put in place in the late 1940's, and more recently, since the last major curriculum revisions were made in the early 2000's.

Quite simply, the explosive growth of the modern era of pharmaceutical development in the last quarter of the 20<sup>th</sup> century, the refinement of contemporary practice skills and societal expectations for pharmacists, and Canadian health care system challenges with respect to the safe and effective use of medications have created conditions for pharmacy graduates entering practice that can no longer be met with a baccalaureate curriculum structure. The principal objectives for the new PharmD curriculum in its replacement of the present BSP program therefore, will be the following:

- To educate students who are skilled in the safe and effective use of pharmaceuticals with increasingly complex characteristics related to their indication for use; pharmacology; administration, distribution, metabolism, and excretion; and dosage form and delivery technology,
- To prepare graduates who are medication therapy experts and who have the competencies to undertake the new and expanding patient care roles in the Canadian health care system that are now required of pharmacists as a result of greatly enhanced legislated scope of practice changes<sup>2,3,4</sup> and to collaborate with patients and other health care providers to ensure optimum outcomes of drug therapy for Canadians,

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<sup>2</sup> Chart of Expanded Scope of Practice: [http://199.103.61.199/docs/resource-items/expandedscopechart\\_june2015\\_en.pdf](http://199.103.61.199/docs/resource-items/expandedscopechart_june2015_en.pdf)

<sup>3</sup> Environmental scan: <http://blueprintforpharmacy.ca/docs/kt-tools/environmental-scan---pharmacy-practice-legislation-and-policy-changes-may-2014.pdf>

<sup>4</sup> Proposed Pan-Canadian Services: [http://blueprintforpharmacy.ca/docs/resource-items/hciwg-pharmacy-practice-change-services\\_cpha\\_june10-2013final.pdf](http://blueprintforpharmacy.ca/docs/resource-items/hciwg-pharmacy-practice-change-services_cpha_june10-2013final.pdf)

- To prepare graduates who are expected to be increasingly accountable for patient outcomes related to medication use in the Canadian health care system – to improve poor patient adherence, to identify preventable adverse drug reactions, to reduce drug-implicated hospitalization, to ensure effective chronic disease management with medications, to increase patient safety, to reduce non-evidence informed prescribing practices, to increase patient convenience and access to pharmacotherapy when care is required, to collaborate more closely with other health professionals in patient care, to be an advocate for patients and to increase taxpayers' value for money in provincial and 3<sup>rd</sup> party prescription drug insurance benefit programs,
- To ensure that the undergraduate pharmacy program at the University of Saskatchewan continues to meet accreditation requirements for pharmacy programs in Canada. It is expected that the next revision to the accreditation standards for the professional degree in pharmacy set by the Canadian Council for Accreditation of Pharmacy Programs will require a PharmD curriculum structure (accreditation standards for such programs already exist), and
- To provide the opportunity for University of Saskatchewan pharmacy graduates to consider advanced and specialty residency or fellowship training programs in Canada and the US for graduates from PharmD programs.

In addition to these overarching objectives for the replacement of the BSP program with a PharmD structure, the new curriculum redesign process will permit the College to blend traditionally delivered disciplinary subject content into more integrated learning units and modules; to ensure the entire program has a purposeful framework with coherent horizontal and vertical integration of content; to require more self-directed student learning; to introduce more contemporary teaching and learning technologies into the delivery of the program; to identify a number of features for the U of S pharmacy program that will distinguish it from other pharmacy programs in the country, thus permitting the U of S to promote a unique reputational quality; and to introduce other innovations such as changes to the usual timeline sequencing for presentation of subject/content areas in the program (i.e. more therapeutics earlier in the program with complex pharmaceutical sciences content moved to a latter phase), elective options focused on the practice or career interests of students, and the inclusion of a distinctive entrepreneurship philosophy to the program for students intending on practicing in community pharmacy.

The need for greater use of pharmacists' skills in providing health care to Canadians has been previously identified<sup>5</sup>. The 2011 *Blueprint for Pharmacy*<sup>6</sup> describes the vision of what pharmacists in Canada can and should be doing as members of health care teams and as providers of primary care as: "*optimal drug therapy outcomes for Canadians through patient-centered care.*" All national<sup>7</sup> and provincial pharmacy associations supported this vision and have been working toward it for the past four years. Recommendations within the *Blueprint* related to pharmacy education include expanded experiential training and interprofessional teamwork opportunities for students and graduates. In addition, the educational outcomes for pharmacy programs in Canada have recently been revised by the Association of Faculties of Pharmacy of Canada (AFPC) to focus on producing graduates who can function as 'medication therapy experts'. At a College faculty retreat in June 2013, our faculty reaffirmed the intent

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<sup>5</sup> Building on Values: The Future of Health Care in Canada, R. Romanow, accessed October 7, 2015 at: <http://publications.gc.ca/collections/Collection/CP32-85-2002E.pdf>

<sup>6</sup> See (accessed October 7, 2015): <http://www.blueprintforpharmacy.ca/> and <http://blueprintforpharmacy.ca/docs/pdfs/blueprint-priorities---our-way-forward-2013---june-2013.pdf>

<sup>7</sup> Canadian Pharmacists Association Position Paper on PharmD (accessed October 7, 2015): <http://www.pharmacists.ca/cpha-ca/assets/File/cpha-on-the-issues/PharmD%20Entry%20Level.pdf>

outlined in the College's contribution to the University's 3<sup>rd</sup> Integrated Plan (*Promise and Potential*) to develop a PharmD program based on these educational outcomes.<sup>8</sup>

The *Blueprint Vision for Pharmacy* and its recommendations also align well with the four pillars of the Saskatchewan Ministry of Health's strategic plan: better care, better teams, better value, and better health. All of these factors have stimulated the desire by the pharmacy faculty to review and redesign the undergraduate pharmacy curriculum to ensure our graduates are able to work with patients for better health care outcomes now and in the future.

## Accreditation

The site visit team for the College's most recent (2012) accreditation by the Canadian Council of Accreditation for Pharmacy Programs (CCAPP) indicated that our current pharmacy program is solid but in need of a major update to align it with educational and training needs of pharmacy graduates to meet current patient care responsibilities for pharmacists. CCAPP has recently released new accreditation standards for undergraduate pharmacy programs that, while still permitting accreditation of baccalaureate programs, are now based on the PharmD as the first professional degree curriculum structure. It is fully expected that the next revision to the CCAPP accreditation standards will remove its acceptance of the baccalaureate option and require all pharmacy programs in Canada to meet these standards at the PharmD level or risk loss of accreditation.

The current accreditation standards include increased requirements for interprofessional education and experiential training than that presently provided in the BSP program, especially in the final year. The accreditation standards also require programs to retain a strong foundation in pharmaceutical, clinical, and social/administrative sciences that limits the College's options to reduce curricular emphasis in these areas in order to provide additional time for experiential training. Therefore, to incorporate the required experiences, our program will need to have a major re-organization. The College feels the best way to accomplish this is to change the program from a 1 (pre-pharmacy) + 4 year program into a minimum of a 2 year (pre-pharmacy) + 4 year professional program. This is the structure in place for most Canadian and US PharmD programs. The two-year pre-pharmacy requirement is not expected to seriously impact prospective applicants to the program as approximately 80%<sup>9</sup> of students entering the pharmacy program now have two or more years of postsecondary education.

By requiring students to complete foundational courses (e.g., biomedical sciences and other introductory courses) before entry into the pharmacy program, we can fully develop students' knowledge, skills and abilities with three years of coursework in the other pharmacy specific required curricular areas prior to a full year (32 weeks) of advanced experiential training in year 4 (currently 15 weeks in term 2 of year 4).

With this expansion in experiential training, students will have more sustained time to develop the judgement, confidence and proficiency necessary to be more competent care providers at the completion of the program, and to also consider opportunities to engage in various types of practice beyond the current clerkship selections in traditional community and hospital practices. These innovative or specialty experiences may include clinical rotations with primary care teams, providing

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<sup>8</sup> <http://afpc.info/sites/default/files/AFPC%20Educational%20Outcomes.pdf>

<sup>9</sup> Average of years 2013-15 (2013: 80%, 2014: 79%, 2015: 81%)

pharmacy services in rural and remote areas of the province, international health care placements, or working on health promotion/disease prevention projects.

### **Demand for the Program**

The current pharmacy program receives an average of 550<sup>10</sup> applications each year for 90 positions in the admission class. This figure has been constant over the past 10 years, and we do not anticipate any change in demand. National and provincial employment data indicate the supply and demand for pharmacists is a stable market where the demand for pharmacists is largely determined by national population changes, age demographics, and the number of prescriptions consumed.

The need for pharmacists to fill vacant positions is somewhat less acute than a few years ago when serious shortages were apparent. Interestingly, Canada still licenses a large number of international pharmacy graduates (IPGs) equal to the number of pharmacists graduating from Canadian universities each year. The need is still great in rural and remote areas, including parts of Saskatchewan and in hospitals<sup>11</sup>.

The College's quota of 90 entering students was found to be the 'right size' for our program during Workforce Planning discussions with the Saskatchewan Ministry of Health. To ensure the health human resource for pharmacists in Canada has remained in balance over the past ten years, class size increases have occurred in the pharmacy programs at UBC, Toronto, Montreal and Memorial. A new pharmacy school opened during this period at Waterloo. No further class size increases are expected at any of the other universities (including Saskatchewan) in the foreseeable future.

During the past 3-4 years, the College has noted a 'buzz' among current students and students applying for admission – they are aware of the proposed change to the PharmD degree, and some have expressed interest in attaining the degree, either by waiting to apply in 2017, or by completing additional training after graduation. Some indicate they will apply to schools currently offering the PharmD rather than applying to U of S. At a recent 'town hall' meeting with students, much discussion surrounded the need for a program (e.g., through distance education) to be developed concurrently with the new 'in class' program whereby recent graduates and existing pharmacists in the province can also earn the PharmD credential. There appears to be substantial interest from practitioners in the province and recent graduates working elsewhere for a 'flexible' PharmD program where they can achieve the PharmD credential while continuing to work.

As mentioned earlier, all pharmacy programs in Canada are in various stages of active planning for implementation of PharmD programs (Table 1). If the University of Saskatchewan delays offering the degree (i.e. later than our U15 competitor pharmacy schools), we may see a drop in applications as students go elsewhere to attain the credential.

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<sup>10</sup> Average of 2007-2015 application numbers

<sup>11</sup> Personal communication, Andy Churko, Director, Workforce Planning, Saskatchewan Ministry of Health

**Table 1: Doctor of Pharmacy (PharmD) Programs in Canada**

Faculty/School of Pharmacy	PharmD Implemented	Proposed Implementation
British Columbia	2015	
Alberta		2017
Saskatchewan		2017
Manitoba		? unknown
Toronto	2011	
Waterloo	2011	
Montreal	2007	
Laval	2009	
Dalhousie		2017
Memorial		2017

A reduction in numbers of applicants may also mean that the ‘pool’ of applicants will contain fewer numbers of students with high academic standing because they will be accepted elsewhere, requiring the U of S to consider lower admission standards to fill the 90 seats. A drop in the number of graduates or a reduction in quality would also impact the quality of health care provided by pharmacists in the province because 91% of the practising pharmacists in Saskatchewan are graduates of the U of S program<sup>12</sup>.

In addition to the documentation required by University Council concerning the background rationale for the proposed new PharmD program, the structure of its curriculum, evidence of internal and external support from relevant stakeholder consultations, and confirmation of the resources that will be necessary to implement and deliver the new program, the College will also share documentation with the Government of Saskatchewan ministries of Advanced Education and Health for information and feedback. Senior representatives of the College’s project team for the new curriculum have had regular meetings with representatives from the two ministries to keep them apprised of the development of the PharmD program.

### **Relationship to the College Plan and Planning Parameters**

The development of the PharmD program as the entry-to-practice credential was outlined in the College’s strategic plan and was referenced in the University’s 3<sup>rd</sup> integrated plan<sup>13</sup>. The implementation of this degree program is essential for the University of Saskatchewan to maintain full accreditation of the undergraduate pharmacy program, and to graduate pharmacists able to offer optimum pharmacy care to the citizens of Saskatchewan.

As noted in the College of Pharmacy and Nutrition’s strategic plan, the implementation of a new PharmD program will also support the University’s goal for innovation in academic programs by increasing delivery of innovative experiential, interprofessional and student-oriented/driven components (such as distance learning) of the pharmacy degree program and aligning our program with directions and practice competencies for the profession of pharmacy.

<sup>12</sup> Personal communication, J. Eriksen, Assistant Registrar, Saskatchewan College of Pharmacy Professionals, October 6, 2015.

<sup>13</sup> <http://www.usask.ca/pharmacy-nutrition/documents/Strategic%20Plan%20Pharmacy%20and%20Nutrition%202012-16.pdf>



Along with expansion of training in cultural competency, it is expected that the program will incorporate additional opportunities for students to participate in experiential training outside Canada and to maintain service learning with diverse communities. This initiative will also support the University’s goal for aboriginal engagement by increasing curricular content of First Nations, Métis and Inuit cultures and health in the undergraduate pharmacy program.

### Uniqueness

The Pharmacy program at the University of Saskatchewan is the only one in the province. As previously mentioned, 91% of pharmacists practising today in the province are graduates from this program. Each year, the majority of new pharmacists registering for licensure with the Saskatchewan College of Pharmacy Professionals (formerly Saskatchewan College of Pharmacists or SCP) are from the University of Saskatchewan (Table 2).

**Table 2: New Pharmacists Registered in Saskatchewan 2010-14<sup>14</sup>**

Year	U of S Grads	From Other Provinces	International Pharmacy Graduates (IPGs)	Total
2014	74	24	19	117
2013	76	17	9	102
2012	67	23	8	98
2011	70	18	2	90
2010	80	19	0	99

### Expertise of Sponsoring Unit

Faculty within the College of Pharmacy and Nutrition continually update curriculum content of the BSP program to ensure it is current and relevant. Many faculty are leaders in their field with respect to content areas (examples: Dr. D. Jorgenson in pharmaceutical care, Dr. J. Perepelkin in entrepreneurship, Dr. D. Blackburn in adherence, Dr. J. Taylor in self-care) and have been recognized nationally. Faculty are also involved in practice change locally. Therefore, faculty within the College of Pharmacy and Nutrition remain the appropriate experts in the province and nationally to determine curricular content for the PharmD program. With respect to curriculum design, we have used the expertise of Susan Bens from the Gwenna Moss Centre as well as the College’s own recent hire in Assessment and Evaluation (Stephanie Mullhal) throughout the process.

<sup>14</sup> Data from SCP Annual Reports found at: <http://scp.in1touch.org/client/document/documents.html?accountId=58&categoryId=50>

## DESCRIPTION OF PROGRAM CHARACTERISTICS

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

### Guiding Principles

In June 2013, faculty developed *Guiding Principles for the PharmD Program at the University of Saskatchewan* (available on request). Highlights of these principles include:

- Graduates will be **medication therapy experts**,
- Students will experience interaction with patients throughout the program, moving from simple to complex patient care examples,
- Knowledge-based material will be integrated (e.g., pharmaceutical sciences and pharmacotherapeutics), and
- Curriculum delivery will be learner-centred.

### Admission Requirements: Proposed Prerequisite Coursework

The current BSP program requires 30 CU (one year) of pre-pharmacy coursework prior to admission. This means that some basic science and biomedical science courses must be included in the 4-year Pharmacy program to provide students with the appropriate background knowledge (e.g., human physiology, biochemistry, organic chemistry) for pharmacy coursework. However, this also limits the time available for students to assimilate knowledge and to practice the skills now required for them to practice as medication therapy experts. Consequently, the PharmD program moves these biomedical and basic science courses into a pre-pharmacy requirement of 60 CU (2 years) of coursework, taken prior to April 30 of the year admission is desired. The coursework must include 24 credit units taken at least one academic year. The proposed pre-pharmacy requirements are summarized in Table 3.

**Table 3: Proposed Pre-Pharmacy Coursework for the PharmD Program**

Topic	Credit Units	USask Courses
Biology	6	BIOL 120.3 & 121.3
Chemistry	3 (General) 6 (Organic)	CHEM 112.3 CHEM 250.3 CHEM 255.3
English	6 (English and Composition)	ENG 110.6, or two of 111.3, 112.3, 113.3, 114.3
Biochemistry	3 (Biomolecules) 3 (Metabolism)	BMSC 200.3 BMSC 230.3
Physiology	6 (Human Body Systems)	PHSI 208.6
Mathematics	3 (Calculus)	MATH 125.3
Statistics	3 (Biostatistics)	STAT 246.3
Microbiology	3	BMSC 210.3
Nutrition	3	NUTR 120.3
<b>TOTAL</b>	<b>45</b>	
Electives	15	6 CU from Psych, Soc, NS, Phil 9 CU – any electives
<b>TOTAL</b>	<b>60</b>	

When developing the proposed list of prerequisites, the Admissions and Recruitment Working Group reviewed the prerequisites and determined that “there should be sufficient flexibility in prerequisite courses to:

- allow students to apply to different programs OR apply here from different universities,
- complete an alternate degree if they are not admitted to Pharmacy, or
- transfer courses from other universities.”

This principle was added to the Guiding Principles for the program.

To determine appropriate prerequisite courses, the Working Group reviewed other PharmD programs in Canada and a sample of US PharmD programs, a study undertaken at the University of Alberta<sup>15</sup>, and the BMSC 2-year core program requirements. Although other courses were suggested as prerequisites (e.g., introductory economics, bioethics), the working group felt that it would be best to keep the requirements for 6 CU of Social Sciences and Humanities electives from the BSP program, but to allow the remainder of the elective CU to be filled by any other coursework. This will allow students to take science courses or physics, which could be used for admission to other programs.

As shown in Table 4, the recommended prerequisites are similar to other PharmD programs in Canada. If students are considering applying to several PharmD programs and complete their prerequisites elsewhere, they should not have difficulty meeting the prerequisite requirements. At present, we receive approximately 235 applications<sup>16</sup> from nonresidents of Saskatchewan to the BSP program, and we work closely with the Transfer Credit unit to consider coursework from other universities, to determine equivalency and give credit where appropriate. We do not anticipate any difficulty in assessing similar numbers of applications to the PharmD program.

If students complete the PharmD prerequisites and are not accepted into the program, we strongly encourage them to have an alternate degree program in mind. Many choose to enter the U of SBMSC degree program, and they would meet most of the requirements of the BMSC common core platform (Table 5).

All departments affected by the changes in prerequisites are supportive of the proposed changes. Letters of support were provided and are available on request.

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<sup>15</sup> Personal communication, T Schindel, Faculty of Pharmacy, University of Alberta

<sup>16</sup> Average of 2007-2015 applications received

**Table 4: Comparison of Canadian PharmD Prerequisites**

Pre-Pharmacy Courses	Toronto	British Columbia	Alberta (proposed)	Saskatchewan (proposed)
Biology	6	9	3	6
Biochemistry	3	3	3	6
Chemistry	6	6	6	3
Chemistry, Organic	6	6	6	6
English or Writing	3	6	6	6 (must be Literature and Composition)
Math: Calculus	6	6	3	3
Microbiology	-	3	3	3
Nutrition	-	-	-	3
Physics	6	-	-	-
Physiology	6	-	-	6
Statistics	3	3	3	3
Social Sciences or Humanities	6	6	18	6
Other Electives	9	12	9	9
TOTAL	60 CU	60 CU	60 CU	60 CU

**Table 5: Comparison of PharmD Prerequisites with BMSC Core Platform**

Course	PharmD Prerequisites	BMSC Core Platform
BIOL 120.3	√	√
BIOL 121.3	√	X
BMSC 200.3	√	√
BMSC 210.3	√	√
BMSC 220.3	X	√
BMSC 230.3	√	√
BMSC 240.3	X	√
PHSI 208.6	√	BMSC/BIOL 224.3
CHEM 112.3	√	√
CHEM 115.3	X	√
CHEM 250.3	√	√
CHEM 255.3	√	X
ENGL 110.6	√	X (could be 6 cu of Type C elective)
MATH 125.3	√	√
STAT 246.3	√	√ (PLSC 314.3)
NUTR 120.3	√	X
PHYS 115.3 & PHSY 117.3	X	√
Electives (type C)	6 CU (Psych, Soc, NS, Phil)	18 CU
Electives (unspecified)	9 CU	X
TOTAL	60 CU	60 CU

### Other Admission Requirements

The Admissions and Recruitment Working Group also reviewed other admission requirements and policies for the transition to the PharmD program. Accreditation standards require that other criteria besides an academic average be considered for admission to pharmacy programs. The BSP program has employed a ‘test of critical skills (TCS)’ (a written, timed essay based on a reading and proposition)

based on the SOLO Taxonomy<sup>17</sup> and a 'personal profile (PP)' (a written response to three interview-type questions) since 1999. Admission scores are calculated using a weighing of 60% academic average, 30% TCS and 10% PP. While the faculty have been pleased with these mechanisms for selection of candidates for admission, the College has received many comments from applicants, parents and pharmacists which suggested some form of personal interview be added to the admission process. Therefore, the Admissions WG conducted a literature review and interviewed personnel from other programs on campus and across Canada about their experience with various interview methods. In particular, the WG reviewed information about the 'multiple mini-interview (MMI)' format that has been adopted by several other Canadian pharmacy programs and by programs in Medicine and Physical Therapy at the U of S. Although there were some reports in the literature describing the MMI process, there was little evidence of its effectiveness in selecting the 'best' candidates. (A recent article in the Pharmacy literature has provided some evidence for support of the MMI process<sup>18</sup>.) While all interviewees supported the MMI as 'adding something' to their selection process, they all warned of the expense involved, and the problems of updating the interview situations and assessor burn-out (i.e., it is difficult to attract assessors for the process).

Although there is no strong evidence of effectiveness for the 'personal interview' in an admission process, the WG recognized the need and desire of stakeholders and applicants for some interactive process where candidates could demonstrate their oral communication skills. Therefore, the WG was intrigued by reports of a videotaped interview process where candidates used computer technology to respond to several interview questions posed by a taped interviewer. The WG noted that this process might overcome some of the issues with personal interviews, namely assessor bias and difficulty in standardizing the assessment process. By using a taped interview, we could also overcome the issue of having to have large numbers of candidates and assessors come to one place on one day. Rather, candidates could complete their interview at a convenient time (within a certain time frame) and assessors could also complete assessments when convenient. Videotaping also offers the significant advantage of confirming assessors' work via additional review of tapes to ensure rater reliability. Several firms offer this type of interview process (one is used by the University of Alberta Pharmacy program). After approval by faculty (February 2015), the College's admissions staff have begun working with Kira Academics to pilot this technique for admission to the BSP and BSc (Nutr) programs in 2016. If successful, it will be employed for admission to the PharmD program, and for the Nutrition program.

The WG also reviewed other measures of 'critical skills' but did not find anything that was felt to be better than the current process. Therefore, the WG recommended that we continue to employ the TCS as part of the PharmD admission process.

In summary, using similar weighting as the current BSP program, admission to the PharmD program will be based on:

- academic average
- test of critical skills
- Personal interview.

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<sup>17</sup> Biggs, J. and Collis, K.F. (1982). *Evaluating the Quality of Learning: The SOLO Taxonomy (Structure of the Observed Learning Outcome)*. New York: Academic Press.

Biggs, J. and Collis, K.F. (1989). "Toward a Model of School-Based Curriculum Development and Assessment Using the SOLO Taxonomy". *Australian Journal of Education*, 33, 151-163.

<sup>18</sup> <http://www.ajpe.org/doi/pdf/10.5688/ajpe79453>

## Program Structure and Learning Outcomes

The Doctor of Pharmacy (PharmD) is an undergraduate professional doctorate degree. As previously discussed, this degree is the new standard for professional education in pharmacy. The curriculum leading to the PharmD is designed to better prepare graduates to be competent and highly skilled medication therapy experts. The proposed program will replace the current Bachelor of Science in Pharmacy (BSP) degree program.

The PharmD **program structure** (Table 6) will include three years of university-based coursework, followed by a final year of advanced practice experiences. Didactic courses will be supported by a series of 'practice skills' courses throughout the program where students can integrate and apply their knowledge to various simulated practice situations. Moving away from the traditional format of individual 'labs' attached to each course, and eliminating some labs altogether, is a significant pedagogical step for faculty. It will require significant work to adapt and integrate activities into this format. However, faculty members generally agree that this is an important step to take, to improve student learning and competency. The College recognizes that faculty development activities will be needed, as well as additional resources for course development. This structure is similar to other PharmD programs in Canada and is designed to meet all accreditation requirements. Therefore, we may also be able to learn from and collaborate with other programs during the implementation phase of the program.

For Years 1, 2 and 3 of the PharmD program, the students in each cohort will be required to participate in developmental programming that focuses on self-regulated learning and career development. This will occur the week prior to Term 1 classes commencing. While PharmD students will typically have more undergraduate experience at admission than the BSP group, the expectations for study in pharmacy and for development as a medication therapy expert will be new.

The program's **learning outcomes** are aligned with the Association of Faculties of Pharmacy (AFPC) *Educational Outcomes for First Professional Degree Programs in Pharmacy in Canada* (2010).<sup>19</sup> In addition, the program will prepare graduates to meet the National Association of Pharmacy Regulatory Authorities (NAPRA) *Professional Competencies for Canadian Pharmacists at Entry to Practice* (March 2014).<sup>20</sup>

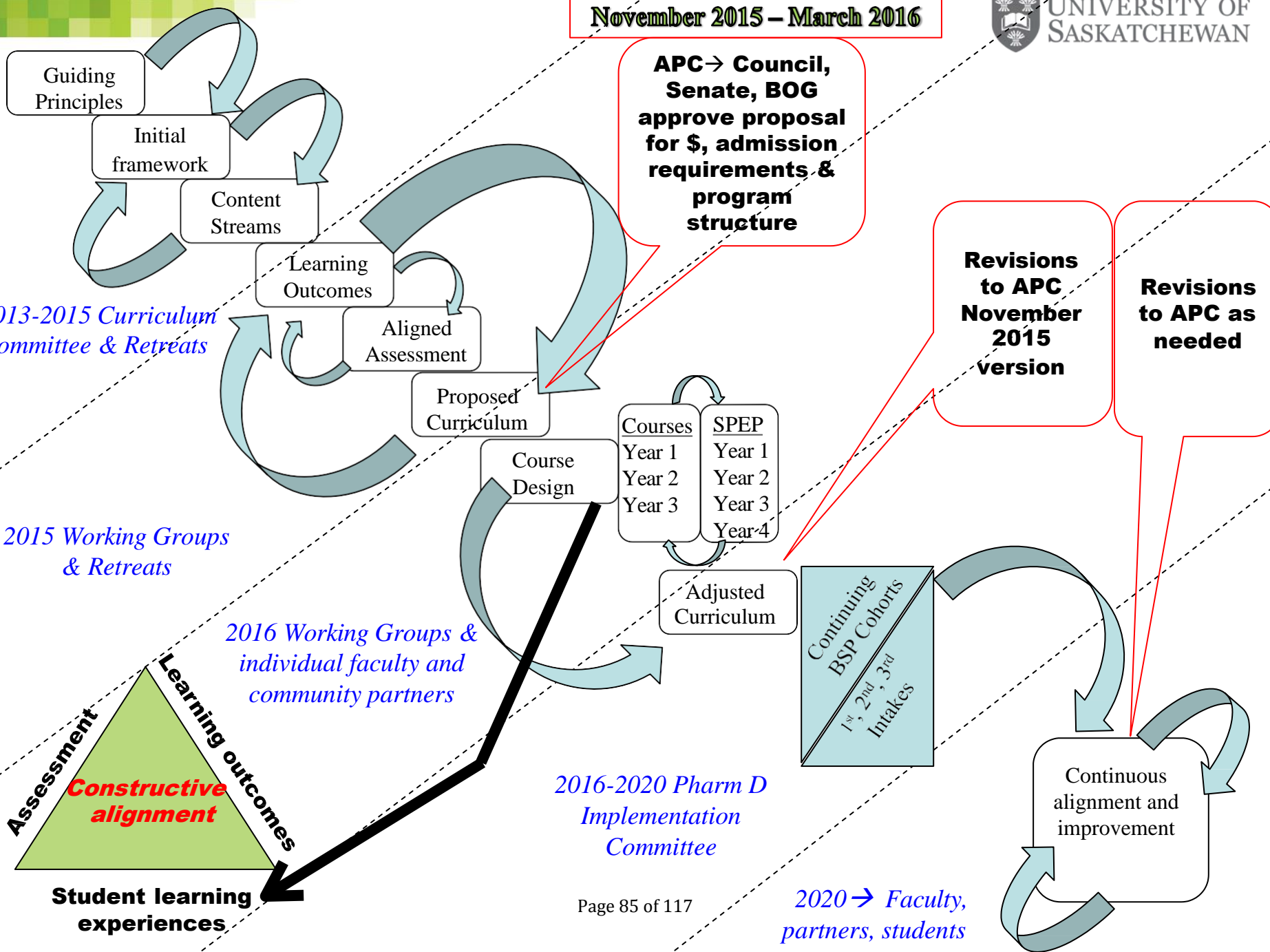
Using both these documents, working groups composed of faculty, students and preceptors developed specific learning outcomes for 'streams' within the PharmD curriculum: Pharmacotherapeutics, Foundational Pharmaceutical Sciences, Behavioral, Social and Administrative Sciences, Pharmacy Practice Skills and Experiential Education. These groups also developed lists of the knowledge areas that are required of pharmacy graduates. Using the defined learning outcomes and knowledge areas, a curriculum framework was drafted (Tables 6 and 7). This framework will serve as the basis for future development of detailed course outlines and teaching materials as faculty prepare for implementation of each year of the program. The process used for program development is summarized in this figure.

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<sup>19</sup> <http://afpc.info/sites/default/files/AFPC%20Educational%20Outcomes.pdf> accessed October 7, 2015

<sup>20</sup> [http://napra.ca/Content\\_Files/Files/Comp\\_for\\_Cdn\\_PHARMACISTS\\_at\\_EntrytoPractice\\_March2014\\_b.pdf](http://napra.ca/Content_Files/Files/Comp_for_Cdn_PHARMACISTS_at_EntrytoPractice_March2014_b.pdf)

November 2015 – March 2016





**Table 6: PharmD Program Overview**

	Spring/Summer	Fall	Winter	
<b>Pre 1</b>		Biology, Chemistry, Biochemistry, English, Elective (3 CU Psych, Soc, NS, Phil)	Biology, Organic Chemistry, English, Mathematics, Elective (3 CU Psych, Soc, NS, Phil)	
<b>Pre 2</b>		Physiology, Microbiology, Nutrition, Electives (6 CU any)	Physiology, Organic Chemistry, Statistics, Biochemistry, Elective (3 CU any)	
<b>Y1</b>		Orientation (Bootcamp) Year 1		Interprofessional Education
		Foundational Sciences (Pharmacology and Pathophysiology)		
		Foundational Pharmaceutical Sciences (Pharmaceutics, Medicinal Chemistry, Physical Pharmacy)		
		Behavioral, Social, Administrative Sciences (Introduction to Pharmacy, Law & Ethics)		
		Patient Care Process	Pharmacotherapeutics	
		Self Care Pharmacotherapeutics	Self Care Pharmacotherapeutics	
		Pharmacy Skills Development		
		Introductory Structured Experiential Education		
<b>Y2</b>	Introductory Structured Experiential Education Community Pharmacy Practice (4 weeks)	Orientation (Bootcamp) Year 2	Elective	Interprofessional Education
		Foundational Sciences )Pharmaceutical Biotechnology, Pharmacokinetics, Pharmaceutics)		
		Evidence-Based Medicine	Behavioral, Social, Administrative Sciences (Management)	
		Patient Care / Pharmacy Practice (includes Communications)		
		Pharmacotherapeutics		
		Pharmacy Skills Development		
		Introductory Structured Experiential Education		
		<b>Y3</b>	Introductory Structured Experiential Education Institutional Pharmacy Practice (4 weeks)	
Foundational Sciences (Toxicology, Pharmaceutics)				
Behavioral, Social, Administrative Sciences (Management, Health Care Issues)				
Patient Care / Pharmacy Practice (includes Communications)				
Pharmacotherapeutics				
Pharmacy Skills Development				
	Capstone (Preparation for Practice)			
Introductory Structured Experiential Education				
<b>Y4</b>	Advanced Experiential Education (32 weeks over three terms)			Interprofessional Education
	Integrating Seminar			

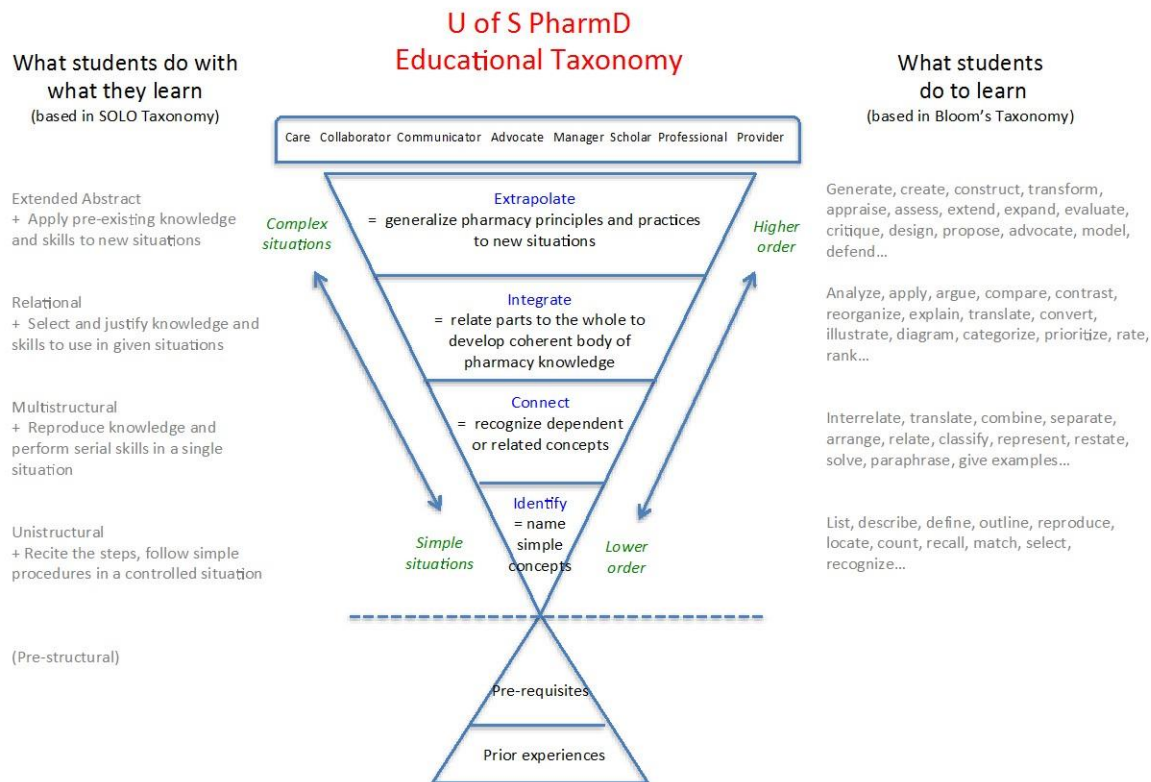
Table 7 summarizes the proposed courses and credit units for each course and year. Preliminary course descriptions have been developed and are available on request. While we feel that the majority of knowledge areas have been identified, it is expected that there may be minor changes to courses and movement of material within the program, as faculty undertake in-depth course development (January – August 2016) and implementation of the program (September 2017). Complete course outlines and course creation forms will be submitted to the University in the fall of 2016 for inclusion in the 2017-18 Calendar.

**Table 7: PharmD Program**

<b>Year 1 TERM 1</b>	<b>Year 1 TERM 2</b>
PHAR 190.0: Introduction to the College/Program/Year 1	
PHAR 121.3: Foundational Sciences 1: Foundational Pathophysiology & Pharmacology 1	PHAR 123.3: Foundational Sciences 3: Foundational Pathophysiology & Pharmacology 2
PHAR 122.3: Foundational Sciences 2: Medicinal Chemistry and Physical Pharmacy	PHAR 124.3: Foundational Sciences 4: Introduction to Pharmaceutics
PHAR 151.1: Pharmacotherapy: Foundations and general medicine	PHAR 152.6: Pharmacotherapeutics 1
PHAR 153.3: Self Care I: Non-prescription pharmaceuticals and supplies	PHAR 154.3: Self Care II: Non-prescription Pharmaceuticals and supplies
PHAR 110.3: Introduction to Pharmacy and the Health Care System	PHAR 112.1: Pharmacy Law and Introduction to Ethics
PHAR 162.3: Pharmacy Practice 1: The Patient Care Process	PHAR 111.1: Foundations for Practice: Pharmacy Mathematics & Calculations
PHAR 170.3: Pharmacy Skills Development 1	PHAR 171.3: Pharmacy Skills Development 2
PHAR 181.1: Introductory SPEP 1	PHAR 182.1: Introductory SPEP 2
PHAR 183.1: Service Learning 1	PHAR 184.1: Service Learning 2
PHAR 191.1: IPE activities	PHAR 192.1: IPE activities
<b>Total Credit Units: 22</b>	<b>Total Credit units: 23</b>
(Spring Summer) PHAR 185.4: Introductory Community Pharmacy Practice Experience	<b>Total Credit Units: 4</b>
<b>Year 2 TERM 1</b>	<b>Year 2 TERM 2</b>
PHAR 290.0: Introduction to year 2	
PHAR 224.3: Science of Pharmacotherapy 1: Pharmaceutics and Pharmaceutical Biotechnology	PHAR 225.3: Science of Pharmacotherapy 2: Clinical Applications
PHAR 226.3: Foundational Sciences 5: Pharmacokinetics	Elective.3
PHAR 253.6: Pharmacotherapeutics 2	PHAR 255.6: Pharmacotherapeutics 3
PHAR 271.3: Evidence Based Medicine	PHAR 213.3: Management 1
PHAR 262.1: Pharmacy Practice 2	PHAR 263.1: Pharmacy Practice 3
PHAR 272.3: Pharmacy Skills Development 3	PHAR 273.3: Pharmacy Skills Development 4
PHAR 281.1: SPEP 4	PHAR 282.1: SPEP 5
PHAR 291.1: IPE activities	PHAR 292.1: IPE activities
<b>TOTAL CU: 21</b>	<b>TOTAL CU: 21</b>
(Spring Summer) PHAR 283.4: Introductory SPEP: Hospital Pharmacy Practice Experience	<b>Total Credit Units: 4</b>
<b>Year 3 Term 1</b>	<b>Year 3 Term 2</b>
PHAR 390.0: Introduction to year 3	
PHAR 324.3: Science of Pharmacotherapy 3: Toxicology	PHAR 395.3: Preparing for Patient Care/Complex cases (Capstone)
PHAR 358.6: Pharmacotherapeutics 5	PHAR 359.6: Pharmacotherapeutics 6
PHAR 314.3: Management 2/Issues in Health Care and Pharmacy	PHAR 315.3: Issues in Health Care and Pharmacy Practice
PHAR 367.1: Pharmacy Practice 5	PHAR 368.1: Pharmacy Practice 6
PHAR 374.3: Pharmacy Skills Development 5	PHAR 375.3: Pharmacy Skills Development
Elective.3	Elective.3
PHAR 384.1: SPEP 7	PHAR 385.1: SPEP 8
PHAR 391.1: IPE activities	PHAR 392.1: IPE activities
<b>TOTAL CU: 21</b>	<b>TOTAL CU: 21</b>
<b>Year 4 (32 weeks over 3 terms: Spring &amp; Summer, Fall and Winter)</b>	
PHAR 490.0: Introduction to Year 4	
PHAR 481.8: Advanced Practice Experience 1: Acute Care (Hospital) Experience (8 weeks)	
PHAR 482.8: Advanced Practice Experience 2: Community Pharmacy Experience (8 weeks)	
PHAR 483.8: Advanced Practice Experience 3: Other Direct Patient Care Experience (8 weeks)	
PHAR 484.8: Advanced Practice Experience 4: Elective Practice Experience (8 weeks) (or both PHAR 485.4 and 486.4; 2 x 4 weeks))	
PHAR 487.1, PHAR 488.1, and PHAR 489.1: Integrating Seminar (1 in each term)	
<b>TOTAL CU: 34</b>	
<b>TOTAL Program CU: 171</b>	

## Educational Taxonomy

During a program development retreat in June 2015, faculty reviewed various taxonomies of teaching and learning. Such schemes are often used to describe a teaching philosophy, develop a series of learning outcomes or provide a structure for program and course development. Faculty were drawn to two taxonomies: the SOLO taxonomy<sup>21</sup> for describing skills development (what students do with what they learn) and Bloom's Taxonomy<sup>22</sup> for describing what students do to learn. These were combined into one 'Educational Taxonomy' for the U of S PharmD program (Figure 1).



**Figure 1: PharmD Educational Taxonomy**

## Aboriginal Education

A set of learning outcomes related to aboriginal knowledge and skills was also developed. The faculty intends to incorporate and embed these learning outcomes throughout the program. To do so, we will

<sup>21</sup> Biggs, J. and Collis, K.F. (1982). *Evaluating the Quality of Learning: The SOLO Taxonomy (Structure of the Observed Learning Outcome)*. New York: Academic Press.

Biggs, J. and Collis, K.F. (1989). "Toward a Model of School-Based Curriculum Development and Assessment Using the SOLO Taxonomy". *Australian Journal of Education*, 33, 151-163.

<sup>22</sup> Anderson, L.W. and Krathwohl, D.R. (Eds.). (2001). *A Taxonomy for Learning, Teaching and Assessing (Based on Bloom's Taxonomy)*.

consult with the educational developers at the Gwenna Moss Centre and indigenous faculty in related areas.

### **Interprofessional Education**

Interprofessional education (IPE) is an important part of all health professional programs today. Specific accreditation standards exist for IPE and competency statements have been adopted<sup>23</sup>. We have indicated that IPE will occur throughout the program (Table 6) and have blocked off one afternoon each week for IPE activities in the draft timetables for the program. (draft timetables are available on request). In the current BSP program, students participate in several IPE activities (e.g., interprofessional problem-based learning [i-PBL]) throughout their programs. It is our intent that, at the minimum, these activities will be incorporated into the PharmD program. However, we look forward to continued collaboration with colleagues in the other health science programs, and with the IPE coordinator hired by the Council of Health Science Deans (CSHD), to further develop IPE at the U of S.

### **Experiential Education**

In the BSP program, year 1 students complete 60 hours of 'service learning' at various facilities in and around Saskatoon (e.g., seniors' residences, nursing homes, hospitals). While CCAPP accreditation standards do not consider service learning to be part of 'structured practice experiences', we feel it is an important aspect of students' learning how to become professionals able to provide 'care' for others. Consequently this experience will remain a part of experiential education in the PharmD program.

As mentioned previously, one of the 'guiding principles' of the new PharmD program is to have students interact with patients throughout their program, starting in term 1 of year 1. Therefore, with the assistance of partners in the Saskatoon Health Region, we have designed an introductory practice experience which will see students participating in patient care activities weekly, in SHR facilities, community pharmacies, the medSask Drug Information Service, the Medication Assessment Centre, and other sites. Students will have ongoing experiential opportunities throughout the first three years of the program. It is our intent to schedule some of these to allow senior students to act as mentors for junior colleagues, thus developing important skills for future roles as preceptors and employers. We believe this weekly experiential education component will be unique to the U of S PharmD program.

The PharmD experiential program will also include two 4-week introductory experiences between years 1 and 2 (community pharmacy practice) and years 2 and 3 (hospital pharmacy practice), and 32 weeks of advanced experiences in year 4. Year 4 will begin in May following year 3 and end April 30 the following year. During this time, each student will complete 32 weeks of training, including 3 'core' 8-week rotations ('acute care', 'community pharmacy' and 'other patient care' such as specialty experiences in psychiatry, geriatrics, infectious diseases). In addition, each student will complete 8 weeks of one or 4 weeks each of two 'elective' rotations such as working with a professional association or with faculty on a research project. During the year (3 separate terms), 'core' practice sites will host one or more students every 8 weeks for 48 weeks (there will be a 3-week vacation period in December and a one-week orientation in May). This continued presence of students will help preceptors at these sites who wish to involve senior students in specialized services year-round, and it will benefit students because such sites will be well-developed with qualified preceptors.

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<sup>23</sup> [http://www.cihc.ca/files/CIHC\\_IPCompetencies\\_Feb1210.pdf](http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf)

To accommodate 90 students, using a reasonable number of practice sites, student schedules will be staggered, such that two-thirds of the class will be in rotations at any given time. The remainder will be 'off'. Example schedules are available on request. Each has pros and cons associated with it, and these will be reviewed and discussed with students, preceptors, experiential sites, health regions, etc. as we implement the program. Representatives from several health regions including our largest partners, the Saskatoon Health Region and the Regina Qu'Appelle Health Region, community pharmacies and faculty have been working together on the experiential plan through the Experiential Education (EE) Working Group. In addition, the College will be conducting a survey of preceptors, and holding meetings and focus groups with preceptors and other practitioners to fully develop the EE plan.

The College recognizes the importance of preceptor development as we move forward, and is therefore committing resources towards this initiative by hiring a 'preceptor development coordinator' and providing preceptors and students with appropriate access to resources such as on-line training modules and the library. These are discussed in the budget section.

### Comparison to Other PharmD Programs

The University of Saskatchewan PharmD program will be similar to other programs currently being offered at the University of UBC, Toronto and Waterloo, and proposed in Alberta (Table 8). All must meet CCAPP accreditation standards and must prepare graduates to meet entry-to-practice competencies, although internal organization of coursework and course delivery mechanisms may differ to accommodate individual requirements at our various universities. Because of the difference in preparatory education (i.e., CGEP programs), the Quebec programs are not included in the comparison. The Waterloo program is a co-op program, meaning some of the experiential program is offered as work placements. Therefore it is a bit difficult to make an exact comparison with it. However, the prerequisites are similar (60 Credits), and the didactic coursework is also comparable (137 CU)

**Table 8: Comparison of PharmD Programs**

Program Component	UBC	Alberta (proposed)	Toronto	Saskatchewan (proposed)
Credential	Doctor of Pharmacy (PharmD)	Doctor of Pharmacy (PharmD)	Doctor of Pharmacy (PharmD)	Doctor of Pharmacy (PharmD)
Entrance Course Requirements (CU)	60	60	60	60
Duration	4 years	4 years	4 years	4 years
Required didactic courses	109 CU	98 CU	*	114
Electives	15 CU	3 CU	9 CU	9 CU
Introductory practice experiences	11 CU	8 CU	8 weeks	16 CU
Advanced practice experiences	31 CU	32 CU	36 weeks	32 CU
Total pharmacy practice experiences	42 weeks	40 weeks	44 weeks	40 weeks plus weekly experiences in y1-3
Total credits	166	141	*	171

\* Credit units are not used for PharmD courses

## RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

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

There will be no duplication of programming for the undergraduate professional degree in pharmacy at the U of S. As the PharmD program is implemented, the Bachelor's program will be phased out (Table 9). The last BSP class will be admitted in 2016, and will graduate in 2020; the first PharmD class will be admitted in 2017 and our first graduates will receive their PharmD degrees in 2021. The College will not be offering any opportunities for BSP students to transition into the PharmD program.

**Table 9: Transition to PharmD by Year**

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Year 1</b>	BSP	PharmD	PharmD	PharmD	PharmD
<b>Year 2</b>	BSP	BSP	PharmD	PharmD	PharmD
<b>Year 3</b>	BSP	BSP	BSP	PharmD	PharmD
<b>Year 4</b>	BSP	BSP	BSP	BSP	PharmD

If any BSP students are unable to complete their programs with the appropriate cohort, they will not be able to transfer to the PharmD program (the organization of course material is too different). Rather, faculty will ensure these few students can complete the BSP. Suggested mechanisms include video-capture of all lectures the last time they are given in the BSP program, and setting up 'independent study' courses if needed. Lab-based activities could easily be accommodated during the Spring / Summer sessions, as would any experiential requirements. Each student situation will be different and will require a specific solution. In the past few years there have been anywhere between 0 to 2 students unable to complete their programs with the appropriate cohort.

It is important to note that the PharmD credential will not be required for individuals to practice in Saskatchewan or other Canadian jurisdictions. Both BSP and PharmD graduates who pass the Pharmacy Examining Board of Canada (PEBC) Qualifying Exam, and who meet other provincially set criteria, will be able to apply for licensure. However, all Canadian pharmacy schools offering the PharmD feel that a cohort of practitioners will be interested in receiving the PharmD credential (similar interest occurred in the US when the PharmD was introduced, with most post-BSc Pharm programs being offered for about 10 years after the entry-to-practice PharmD was introduced).

To meet the anticipated demand for a 'non-traditional' or 'flexible' program from pre-2021 U of S BSP graduates who wish to attain the PharmD degree, the College will also develop a 'flexible' PharmD program via distance education, based on the new entry-to-practice PharmD program. All pharmacy schools in Canada intend to offer opportunities for licensed pharmacists within their provincial catchment areas to earn the PharmD credential through programs of this type. We anticipate submission of additional information about the structure of such a program to the Planning and Priorities and Academic Programs committees of Council within the next three years.

It is possible that the College of Pharmacy and Nutrition will be able to share some aspects of curriculum delivery of its PharmD program with other health science programs, especially now that many

undergraduate programs have moved to the new health sciences building. This will be most likely in the clinical learning resources centre in E wing, for example, in simulated patient care scenarios. As mentioned, the College also supports the need for expanded interprofessional learning opportunities for all health professional students and will actively seek to include these opportunities in the PharmD curriculum at all levels from introductory skills to advanced practice.

There will be no impact on admission to our graduate programs (M.Sc. or Ph.D.). Graduates of the PharmD program who may be interested in further research-based training in the professional discipline (or in one of the pharmaceutical sciences) will be well qualified to apply here or anywhere to enter a graduate program. Graduates will also be eligible to apply for post-graduate general practice or specialty residencies in Canada or the United States, to clinical fellowship programs in either country, or to clinical pharmacy graduate programs in the United States.

### **Consultations**

As previously discussed, the College consulted with all departments who offer courses which will become prerequisites to the PharmD program. All are supportive of the proposed new program (letters of support available on request). We also consulted with departments whose course content will be integrated into the curriculum (pathology and pharmacology) (letters of support available on request).

The Dean has been in frequent contact with the Ministries of Health and Advanced Education, and personnel in Workforce Planning in the Saskatchewan government, and colleagues in health regions, community practice and professional associations, and alumni. Letters of support have been received from professional associations in Saskatchewan, health regions, and students (letters available on request).

### **RESOURCES**

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

A new professional program based on a PharmD curriculum structure will require greater per student funding from operating funds than is provided to the College for its current BSP pharmacy program. Resource needs are described below and on the required forms (forms available on request). Funding for these resource needs is described in the Budget section.

### **Library Resource Requirements**

Library resources are generally adequate, although additional titles would be useful, if acquisition costs can be reduced and library funds are available. Such resources as 'Up-to-date' and 'Pharmacists' Letter' would be useful to students and preceptors, but we understand that the Library will be receiving an update to a similar product (Dynamed Plus) which may work well. On-line resources such as eCPS, LexiComp and Dynamed are invaluable resources for students and preceptors. We anticipate continued need for downloadable and mobile resources for enhanced student learning and patient care.



Library staff have worked with faculty to develop a series of training sessions to prepare BSP students to use medical and pharmacy information resources. We look forward to the continuation of this training for PharmD students. Because there will be no change in the number of students admitted, there should be no extra resources required after the PharmD program is completely implemented. However, there may be some duplication of teaching required when both programs are being offered because the training modules may occur in different years of the programs. This is not anticipated to require extra Library personnel.

The College is very pleased that access to Library resources is given to our preceptors to support experiential education. This service is valued highly by preceptors, and we look forward to continuation of this process in the PharmD program.

We do not anticipate any major impact of this program change on the Library, but we will work with our Library Liaison to monitor the impact during program implementation and delivery.

### **ICT Resource Requirements**

Additional ICT resources will be required for the PharmD program. These are described below.

**Desktop and Faculty and Staff Support:** The College has an established connection with the ICT unit on campus to support faculty and staff with their ICT needs such as setting up new computers and devices, trouble-shooting and problem-solving of technological issues, and support for the Professional Skills Lab and computer lab (112 THORV). This type of support will continue to be required.

Additional support may be needed if the former professional skills lab in THORV (G11) is re-established for 2-3 years to cover any double-teaching that may be required as the BSP program is phased out. Additional support will also be required for staff and faculty to set up and utilize software to support the experiential education program (scheduling and monitoring the experiential rotations), and to support the set up and use of curriculum mapping software. Faculty development programs may also be needed, especially as these resources are implemented.

**ICT and Gwenna Moss Centre Support for Teaching:** To date, the College has had limited resources or university infrastructure support to take advantage of opportunities to incorporate teaching and learning techniques involving simulations, interprofessional education activities, standardized patients or other technologies in our current BSP program, but we feel these kinds of instructional approaches must be included in the PharmD program. Faculty development programs will also be needed, to support faculty and staff as they incorporate new technology into their courses.

**Access to computer lab / use of "Virtual Lab":** As described in the Library section, the BSP and PharmD programs will need access to a computer lab for groups of students (24-30) to receive training in the use of medical and pharmacy information resources. We understand that such a facility will be available once renovations to the A wing of HSC are completed and that interim arrangements to increase current HSC computer lab space are occurring. Although this lab is used extensively for various exams and by various groups, if Pharmacy students can have access to this space and if it can be booked for training sessions, then the computer lab in 112 THORV could be repurposed sooner than anticipated.

If all students have personal laptops, such training could occur using the 'Virtual Lab', and therefore access to a room with Wi-Fi capabilities would be all that would be required. The College has an

agreement with the publishers of 'Micromedex' for access to this database for Pharmacy students only. This exclusive access can be continued for PharmD students, through the Virtual Lab as well.

***Distributed Learning:*** We anticipate a need for greater access to ICT resources for some distributed learning activities, for preceptor training activities, and for interaction among students during experiential training. During year 4, students will participate in an 'integrated seminar' course which will allow continued interaction with faculty and with fellow students. Therefore we will need access to, and user support for, something like WebX, with training sessions for faculty and staff to accompany it.

We plan to develop some on-line course material (e.g., pharmacy law and pharmacy calculations), and therefore would need support to develop these materials, which presumably could then be hosted via BlackBoard.

***Video Capture Technology:*** While Pharmacy has an excellent Professional Skills facility in the HSC building, we also require access to the CLRC for both training and assessment of students' skills in patient interactions. This includes a need to use video-capture technology, to record interactions and subsequent review of them by faculty and students. The College would also be interested in collaborating with ICT and other health science programs in the development of additional capacity for simulations and other technologies such as 'remote presence systems (i.e. robots)'.

***Summary of ICT Resources Needed:*** To meet ICT needs, the budget includes additional ICT staff support of 1.0 FTE (in addition to the 0.3 FTE already in the budget), funds to develop on-line course material, funds to support the CLRC, and funds for video capture technology.

## **Personnel Requirements**

Additional personnel will be required for the PharmD program as follows:

***Faculty:*** Three new faculty positions in the pharmacy practice area will be required for the PharmD program, due to increased teaching in this area. We propose to add one position each year from 2018-2021).

Additional term faculty will be needed as the PharmD program is implemented and the BSP program is phased out, due to the differences in program structure which will require some 'double-teaching'. This double-teaching will occur in the same term to different groups, or material will need to be repeated in a second term, also to different groups (i.e. BSP and PharmD cohorts). We are proposing a total of 1.0 FTE over two years (2017-19) but this may be made up of several part-time or sessional appointments. In addition, some teaching may also be undertaken by pharmacists appointed to positions in other parts of the program such as experiential education coordinators, depending on their expertise.

Additional personnel may also be needed in the professional skills lab to accommodate skills development activities in both programs, and on-going to support skills development activities in the PharmD program.

Additional temporary resources such as more lab instructors or standardized patients may be needed as the PharmD program is implemented and the BSP program is phased out, due to the differences in program structure which will require some 'double-teaching'.

**Experiential Education / Program Evaluation:** We anticipate a much greater need for resources to develop high quality, contemporary practice experiential education placements in institutional practice sites, community pharmacies (especially in rural and remote areas), and primary care practices. These needs have been captured in the budget. Funding currently received from the Ministry of Health to support clinical placement sites in the health regions will be phased out, based on discussions with the Ministry of Health.

The need for additional personnel to organize and manage experiential education and program evaluation and assessment functions in our current program has been identified during accreditation reviews and in College strategic planning and planning parameters assessments. To meet these needs a program evaluation and assessment coordinator was hired and has begun work on an evaluation plan for the program. She has also begun working with faculty on current assessment strategies and will continue to help them develop appropriate strategies to support the PharmD program.

We currently have 1.0 FTE personnel working on the experiential program. We propose to expand the Office of Experiential Education over 3 years (2016-2019) to include a total of 5 staff (1 Director who is a faculty member, 2 experiential coordinators, 1 preceptor development coordinator and 1 secretary).

**Administrative Support:** As a result of differences in the admission process, double teaching and introduction of a new program, additional administrative support, and support for professional skills development activities may be required, at least temporarily. Although difficult to predict, the budget includes additional administrative support for these purposes.

### **Physical Resource Requirements**

Although most Pharmacy faculty and staff are accommodated in the HSC building, we require additional physical resources, such as faculty offices, for the PharmD program, especially during the next 3 years until the completion of renovations to the A and B wings of HSC. Additional temporary physical resources may be needed as the PharmD program is implemented and the BSP program is phased out, due to the differences in program structure which will require some 'double-teaching'. These are described below.

**Office Space:** The need for additional personnel to organize and manage experiential education in our current program has been identified during accreditation reviews and in College strategic planning and planning parameters assessments. We currently have 2 individuals working on the experiential program who are housed in THORV. We propose to expand the Office of Experiential Education over 3 years (2016-2019 to include a total of 5 staff (1 Director who is a faculty member, 2 experiential coordinators, 1 preceptor development coordinator and 1 secretary). We understand that space in A-wing will be developed for this office, but temporary quarters will be required in E-wing until this occurs.

We have also identified a need for additional pharmacy practice faculty members to deliver the PharmD program. Three additional positions are proposed in the budget, to be added in 2018-21. They will need offices in E-wing close to other pharmacy faculty.

**Teaching Space:** The additional classroom spaces opening in A/B in 2016 will fit the size of PharmD classes. Access to classrooms in the HSC building may be an issue at certain times of the day, but we are

prepared to work with our colleagues in the building and with Classroom Scheduling to develop timetables which can effectively use the spaces available.

While the area of 'sterile products' will continue to be taught in the PharmD program, the degree of students' exposure to the actual preparation of sterile products may change as pharmacy technicians become licensed. However, we understand that the BSP program will have access to a newly renovated lab space in A/B wings in 2016, and continued access to biohazard hoods in another lab. These facilities will both be adequate for the PharmD program.

***Special Requirements / Equipment:*** Access to biohazard hoods and use of video capture technology in the CLRC and Skills Lab will be required as described above.

Additional office furniture may be required for temporary office spaces. Computer hardware will be required for new faculty and staff. Additional computers and printers will be required if G11 THORV is re-established as a professional skills facility for 3 years (older equipment removed from other labs and offices may be available for this short-term purpose).

#### **Impact on Other Departments/Units and Programs**

A positive impact of moving basic science and biomedical science courses to the prerequisite years for the PharmD program will be increased enrolment in those courses. Increased enrolment will mean increased resources from tuition for those departments. There may also be a temporary negative impact on some departments such as Chemistry for the year(s) that we require them to reserve spaces for students in the BSP program. The College is prepared to work with affected departments if additional resources are required for course delivery or laboratory instruction. Introduction of the PharmD program may have a positive impact on the Nutrition program because Nutrition faculty will be included in faculty development activities that are offered in the College.

#### **BUDGET**

Information on the budget was included in the final proposal that was approved by University Council.

UNIVERSITY SENATE  
JOINT NOMINATION COMMITTEE FOR THE CHANCELLOR  
ITEM FOR APPROVAL

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- PRESENTED BY:** Peter Stoicheff, Chair  
Joint Nomination Committee for the Chancellor
- DATE OF MEETING:** April 23, 2016
- SUBJECT:** Formation of an *ad hoc* Senate Bylaws Review committee
- DECISION REQUESTED:** **That on the recommendation of the Joint Nomination Committee for the Chancellor, an ad hoc Senate Bylaws Review Committee be formed to bring forward the following amendments to the Senate Bylaws:**
- a) a reappointment process for the Chancellor that is more carefully thought out and articulated in the Bylaws, and
  - b) to consider whether Section V.7(b) should be amended to indicate the Joint Nominations Committee for Chancellor be formed in the spring of the second year of the Chancellor's first term.

**CONTEXT AND BACKGROUND:**

The Joint Nomination committee for the Chancellor met on November 30, 2015 to consider the process provided by the Senate Bylaws in regards to appointment or reappointment of the chancellor. The committee recommended that the process in Section III.2, of the Senate Bylaws be reviewed as there is no reference in the document regarding renewing the term of a current chancellor who is interested in a second term, and that a mechanism needs to be in place for feedback and reappointment.

The committee recommended that an ad hoc Bylaws Committee be struck to determine and bring forward to Senate a reappointment process for the chancellor position and to consider whether Section V. 7. (b) of the Bylaws should be amended to allow for the Joint Nomination Committee to be formed in the spring of the second year of the chancellor's first term.

**ATTACHMENTS:**

1. Excerpt from Senate Bylaws III. 2. – Appointment or Reappointment of Chancellor
2. Excerpt from Senate Bylaws V.7 - Terms of Reference, Joint Nomination Committee for Chancellor
3. Excerpt from *The University of Saskatchewan Act, 1995*, Section 17

## **1. Excerpt from Senate Bylaws III. 2.**

### 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.

## **2. Excerpt from Senate Bylaws V.7 - Terms of Reference, Joint Nomination Committee for Chancellor**

### 7. Joint Nomination Committee for Chancellor

#### (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.

### **3. Excerpt from *The University of Saskatchewan Act, 1995,* Section 17**

Appointment of chancellor

17

- (1) The senate shall appoint the chancellor in accordance with this section.
- (2) A nomination committee composed of three members of the senate and two members of the board shall nominate a person as chancellor.
- (3) The senate may request an alternative nomination from the nomination committee mentioned in subsection (2).
- (4) Only persons who have been members of the convocation for at least 10 years before nomination are eligible to be appointed as chancellor.
- (5) The chancellor holds office for a term of three years and until his or her successor is appointed.
- (6) The chancellor may be appointed to serve office for a second term, but no person may serve more than two consecutive terms as chancellor.

2009, c.31, s.5



**UNIVERSITY SENATE  
SENATE EXECUTIVE COMMITTEE  
FOR INFORMATION ONLY**

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**PRESENTED BY:** Peter Stoicheff  
**DATE OF MEETING:** April 23, 2016  
**SUBJECT:** Report of the Senate Executive Committee  
**SENATE ACTION:** For information only

**CONTEXT AND BACKGROUND:**

The Senate executive committee met on March 24, 2016. The following information is a report on the work of the Senate Executive Committee.

**DISCUSSION SUMMARY:**

**Proposed Discussion Items from Senate Education**

The Senate Education committee proposed two items to the Senate Executive committee to be added to the Senate agenda. The Senate Executive committee decided that one of these items, an update on Indigenous engagement on campus, would be better addressed as part of the President's Report to Senate and was taken off of the Senate agenda. The other item, a breakout group discussion on the new mission, vision and values statement, was added to the Senate agenda.

**Nomination to Senate Nominations committee**

One of the Senate Executive Committee's responsibilities is to nominate individuals to the Senate Nominations committee. The committee nominated the existing members who continue to be Senators and nominated Christine Wesoloski to fill the one vacancy, all for one-year terms beginning July 1, 2016 and ending June 30, 2017.

**Requests Received by Senate Executive:**

- 1) The committee received and considered a request by a senate member to invite a speaker to present a different view on Neil Alexander's nuclear presentation. This item was not added to the Senate agenda as the committee believes that Senate is not an open forum for debate but rather a place to hear information relating to the work of the University of Saskatchewan.

- 2) The committee received a request from two senators that, "*The University of Saskatchewan Senate address options for allocating sufficient time and structuring meetings in such a way that meaningful debate and discussion of agenda items is possible.*" The Senate Executive committee agreed a discussion should take place regarding the time and structure of meetings as well as the role of Senate and its priorities, and placed this item on the Senate agenda under 'Other Business'.
- 3) There was a request from a senator raising concerns regarding: improving the process of elections of district senators; low voter turnout in the district elections; and concerns about Senate's rules of procedures by Kerr and King based on its availability.

The Senate Executive committee agreed that election reform should be discussed at the Senate meeting and will be placed on the Senate agenda under 'Other Business'. Concerns about Senate's rules of procedures were not added to the Senate agenda; however, a copy of Kerr and King rules of procedure was loaned to the Senator who raised this request.

UNIVERSITY SENATE  
**SENATE EXECUTIVE COMMITTEE**  
**ITEM FOR APPROVAL**

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**PRESENTED BY:** Peter Stoicheff

**DATE OF MEETING:** April 23, 2016

**SUBJECT:** Nominations to the Senate Nominations Committee

**DECISION REQUESTED:** That Senate approve the following Senators to the Senate Nominations Committee for one-year terms beginning July 1, 2016 and ending June 30, 2017: Lori Isinger, Vera Pezer, Colleen Toye and Christine Wesolowski; and that Senate approve Lori Isinger as chair of the Senate Nominations Committee.

**BACKGROUND:**

The Senate Executive Committee met on March 24, 2016. The Senate Executive Committee is responsible for the nomination of members to Senate Nominations committee. Membership of the nominations committee is composed of the chair of the executive committee (Chancellor) or a designate from the executive committee, four members of Senate, and the university secretary as a non-voting member. 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.

**SUMMARY:**

The committee nominated the existing members who continue to be Senators (Lori Isinger, Vera Pezer, and Colleen Toye) and nominated Christine Wesolowski to fill the one vacancy, all for one-year terms beginning July 1, 2016 and ending June 30, 2017. The committee also nominated Lori Isinger as the chair of the nominations committee.

**PROPOSED MEMBERSHIP FOR 2016/17:**

Chancellor as chair of the executive committee  
Four members of Senate:  
Lori Isinger  
Vera Pezer  
Colleen Toye  
Christine Wesolowski  
University Secretary (non-voting member)

UNIVERSITY SENATE

SENATE NOMINATIONS COMMITTEE

ITEM FOR APPROVAL

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**PRESENTED BY:** Vera Pezer, Acting Chair  
Nominations Committee

**DATE OF MEETING:** April 23, 2016

**SUBJECT:** Appointments to Senate committees for 2016/17

**DECISION REQUESTED:** **That Senate approve the appointments to Senate committees and positions as indicated in the attached schedule for 2016/17, effective July 1, 2016.**

**BACKGROUND AND SUMMARY:**

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

The Senate Nominations Committee met on January 22, 2016 to appoint a member to fill a vacancy on the Senate Honorary Degrees Committee that became vacant when Peter Stoicheff became president and vacated his ex-officio position on the committee to take on the role of Chair. Pursuant to Senate Bylaws Section V.1.(d)(iii), the Senate Nominations Committee's duties include: "to make appointments to standing committees of Senate and for Senate representation on other committees when vacancies arise between meetings of the Senate, and to report these to Senate at its next meeting." The committee appointed Adam Baxter Jones, Interim Dean, College of Graduate Studies and Research as an ex-officio member of the Honorary Degrees Committee. Appointments made between meetings of Senate do not require Senate approval and therefore this item is for information.

The Senate Nominations Committee also met on March 7, 2016 to recommend individuals to standing Senate committees. The recommendations made are shown in the attached proposed Senate committee membership list for 2016/17.

**ATTACHMENT:**

1. Proposed Senate Committee Membership List 2016/17

## SENATE COMMITTEE MEMBERSHIP 2016/17

**New members are indicated in bold type.**

*Re-appointed members are in italic type.*

### Executive Committee

Chancellor (Chair): Blaine Favel

President or designate: Peter Stoicheff

Two ex officio members: **Kishor Wasan**, *Mary Buhr*

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

Three elected members: **Allan Adam, Jim Pulfer, Corinna Stevenson**

One student member: TBA

Secretary (non-voting): Elizabeth Williamson

### Honorary Degrees Committee

President (Chair): Peter Stoicheff

Chancellor (Vice Chair): Blaine Favel

Provost and Vice President (Academic): Ernie Barber

Two ex officio members: *Lorne Calvert*, **Louise Greenberg**

Two appointed members: *Nadia Prokopchuk*, **Sandra MacArthur**

Two elected members: *Tenielle McLeod*, **Gary Gullickson**

One student member: TBA

Secretary (non-voting): Elizabeth Williamson

### Membership Committee

Chair of committee: TBA

Chair of executive committee or designate: Blaine Favel

Four elected members of Senate: *Davida Bentham, Joyce Wells*, **Rae Mitten, Michelle Thompson**

Secretary (non-voting): Elizabeth Williamson

### Education Committee

Chair of committee: Lenore Swystun

Two ex-officio members: **Terrence Downey**, *Michelle Prytula*

Two appointed members: **Nadia Prokopchuk, Pamela Acton**

Two elected members: *Lenore Swystun, Richard Remple*

One student elected by student members of Senate: TBA

Secretary (non-voting): Elizabeth Williamson

### Round Table on Outreach and Engagement

Four district Senators: **Corinna Stevenson, Adelle Kopp-McKay, Russ McPherson, Allan Adam**

### University Council

**Gary Gullickson** and *Jim Pulfer*

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

Six members of Senate: Armand Lavoie, Ernest Olfert, Nadia Prokopchuk, **Dennis Lanigan**, Lenore Swystun, Valerie Mushinski

UNIVERSITY SENATE  
SENATE EDUCATION COMMITTEE REPORT  
ITEM FOR INFORMATION

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**PRESENTED BY:** Lenore Swystun, Chair  
Senate Education Committee

**DATE OF MEETING:** April 23, 2016

**SUBJECT:** Education Topics for April 2016 Senate Meeting

**BACKGROUND:**

The education committee is to provide at each Senate meeting an opportunity for education or exploration of issues relating to the University. This is to be done by first polling Senators and then consulting with the executive committee respecting formation of the agenda.

**SUMMARY REPORT:**

The education met on February 8, 2016, and later agreed by email to recommend the proposed topics and format to the Senate Executive Committee for its meeting of March 24, 2016.

The education committee recommended the following topics:

- A discussion regarding the work being carried out on campus towards Indigenous engagement.
- The Vision Committee be invited to facilitate breakout groups to discuss the mission, vision, value statement and its development.

The Senate Executive Committee met and decided the Indigenous engagement topic would best be delivered as part of the President's Report. The visioning committee will be in attendance at the Senate meeting to facilitate breakout groups, then there will be a sharing of discussion points at the plenary session.