

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

The chair called the meeting to order at 8:35 a.m., observing that quorum had been attained.

1. Opening remarks

The chair welcomed everyone and introductions were made by all senators present.

2. Adoption of the agenda

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

CARRIED

3. Minutes of the meeting of October 19, 2013

ALEXANDER/AGEMA: That the minutes of the meeting of October 19, 2013 be approved as circulated.

CARRIED

4. Business from the minutes

There was no business arising from the minutes.

5. President's report

President Busch-Vishniac reported on the *Vision 2025: From Spirit to Action* document. She noted the transformative documents that have been produced at the university in the past year including: College of Medicine's document, *The Way Forward*; reports from the TransformUS Academic and Support Services Task Forces; and now a new vision for the University. She noted that the Vision document honours the university's past, but focuses on its future.

The president described the consultative processes undertaken in gathering the information that informed her writing of the first draft of the Vision document and in developing further drafts. She advised that revisions focused on the values within the document – speaking to the university's history, collective experience, culture and what makes us unique in the post-secondary sector. The president elaborated on the six core values in the document, providing examples of all of the values in action. She noted that they reflect who we are as members of the university community and are a common thread for the people who come to study here.

Discussion of the motion to approve the *Vision 2025: From Spirit to Action* document ensued. A senator noted that he was disappointed with the writing style and drew attention to a very long sentence in the document.

Another senator advised that in her role as a window to the university from her community she had shared the Vision document with a number of members of her district and the community, who disagreed with the university's direction with respect to Aboriginal communities. She advised that feedback from some members of the English River First Nation was that the

direction impacts the traditional territories of our First Nations peoples and places their cultural values under constant threat. Government funding to English River has been reduced while the government funds university training for uranium mine employees. Individuals from the community of Pinehouse have indicated that they would like to see the traditional land rights of Aboriginal peoples recognized. Members of the Métis community of Beauville expressed that the deception and secrecy with which businesses deal with the university is passed on in the dealings of these businesses with Aboriginal communities. She indicated that her concern was that the First Nations communities in Saskatchewan are being pushed to the sidelines and the university is aiding this through its increasing collaboration with businesses..

The chancellor replied noting that the English River community does receive money for post-secondary education as all First Nations communities receive money for post-secondary education. There is a conflict between Indigenous peoples and the users of the land as there is an impact on treaty rights of First Nations peoples; but the work that the university is doing is far ahead of the rest of the country in furthering the Aboriginal communities in Saskatchewan. The chancellor specifically noted the U15 conference he attended where he spoke about the work the University of Saskatchewan is doing with Aboriginal students. He also noted that he had met with leaders of both the Métis Nation and the Federation of Saskatchewan Indian Nations (FSIN) and they are happy with what is being done at the University of Saskatchewan.

A senator noted that materials were missing from the Senate meeting package. The secretary noted that this would be reviewed. *[Secretary's note: It was later determined that both the President's report and the submission regarding the Vision document were not included in the package. Copies of these documents were distributed to the senators at the meeting and copies are included as Appendix B to these minutes for future reference.]*

A senator referred to the discussion at the October 2013 Senate meeting of the Vision document and advised that although some of the feedback provided was reflected in the revised document, some important themes suggested were not incorporated into the new draft. He asked whether there would be an opportunity for members of Senate and others to provide further feedback on this draft of the document. The president explained that she personally spoke with over 700 people, met with organizations throughout the province, and received over 100 emails and letters offering feedback on the document. All of the comments received were considered. Sometimes the comments were diametrically opposed to each other. The president advised that Senate is not being asked to provide alternate wording suggestions or for additional comments as the version of the document before Senate has been approved by University Council. However, if there are any changes made by Senate the revised document would need to go back to Council for further approval. If the document is approved by Senate without amendment, it will then be submitted to the Board for consideration of approval.

A senator noted that it is important that we not only look at where we are at and going, but also where we came from. She noted many conversations and discussions regarding the university as she grew up, from 1940 until she left her parents' home and then received three degrees from the university. The University of Saskatchewan has been a prestigious university from its beginning. She noted that the university's plans for the future will continue to put the university in the forefront of education and research. She commented that she was proud of this university and it disturbed her to read in the *StarPhoenix* about the problems at present, and she specifically thanked Pauline Melis, assistant vice-provost, for the article she submitted to the *StarPhoenix* in response to criticisms. The senator also noted that there are now international students throughout the university and far more Aboriginal students than previously, and the university is benefiting as it becomes more diverse.

A senator noted that one of the items not incorporated from the Senate's feedback in October 2013 was wording around the university being a university of the people of Saskatchewan. Also, she did not see language around: students being stakeholders of the university; the incredible importance of fostering relationships between people and the land; and respect for people in the Indigenous ways of knowing and stewardship. She also wanted to echo some of the comments of previous senators regarding the importance of fostering a relationship between people and the land and the Aboriginal heritage of Saskatchewan and the treaties of Saskatchewan. Finally, she noted her concern that she did not see alumni reflected well in the Vision document as there were only two mentions of the important role alumni play— one as a source of revenue and the other to recognize that the university plays an important role in the lives of alumni.

The president responded to these comments advising that consultation had occurred in response to every issue that Senate raised. The president advised that follow-up meetings were held with alumni and the executive of the alumni association, and with the USSU and GSA student executives. These groups signaled their satisfaction with the changes made to the document. The Aboriginal portion was re-written by Aboriginal students, faculty, and staff. Regarding the mission belonging to someone, the president advised that this would be akin to a definition of slavery and that is not where we want to be. The president advised that given the diversity of opinion that exists, it would be impossible to present a document where every reader was satisfied with every word.

A senator noted that after a long career in education in Saskatchewan working alongside many elementary and high school students, she saw the voices and faces of Saskatchewan's young people in the words of the Vision statement. The senator advised that one critical piece of note was to make sure all of our students are flourishing, most particularly our First Nations, Métis and Inuit students. The school divisions have recently passed a sector strategic plan that places these students as a priority. The senator noted she sees this priority reflected in the words of the Vision document. She agreed that consultation and engagement with over 700 people is critical to this process and complimented all who had been part of this process. She thanked the university on behalf of the young people who have been served in the past and who will be served in the future.

A senator commented on the question of the ownership of the university noting that in today's world the tragedy of the commons is a tragedy about water, air and the earth. It is also about the knowledge base of the university, which is critical to sustainability and effective problem solving. The intent behind clarifying the ownership of the university is that it is part of the commons. The university is intended for the citizens and there is tension between this inherent intent and corporate ownership. The senator noted that once there is a knowledge economy, corporations will seek to take hold of that part of the commons. The university should belong to the people of Saskatchewan so that they may assert responsibility for the university's knowledge base.

The president responded noting that the operating budget of the university is funded 70% by the government, 23% by students, and most of the remainder through investments and philanthropic gifts. Where corporations have a chance to influence is through supporting research and there the university has a well-developed infrastructure to ensure corporations can fund research but not fund the answers that they want to have.

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BUSCH-VISHNIAC/WHITTLES: It is recommended that Senate approve the document *Vision 2025: From Spirit to Action* as the new institutional vision document of the University of Saskatchewan.

CARRIED (8 opposed)

6. Report on undergraduate student activities

Max FineDay, president of the USSU, reported on the activities and accomplishments of the USSU and undergraduate students over the past year. He commended the work done on the Future Campaign to raise over \$500,000 for students over a 24-hour period and thanked those senators who continued to support students. He reported that the USSU has focused its efforts in the area of student mental health resulting in the adoption by most colleges of a first-term reading week. Mr. FineDay advised that textbooks are one of the most significant costs to students so the USSU has been working on an Open Textbook approach whereby textbooks are made available online at no cost. Over the past year, the USSU has also focused on building relationships with campus clubs, working on expanding student space, and improving the teaching evaluation process. Mr. FineDay reported that the USSU has become nationally recognized as a student lobby group.

Regarding challenges, Mr. FineDay explained that the USSU is facing serious challenges particularly with retention rates for first-year Aboriginal students, as these students have a higher attrition rate than non-Aboriginal students. He also noted that a serious challenge has been TransformUS. The USSU has been vocal with its concerns regarding the implementation of TransformUS and provided the incoming USSU executive with direction as to how to proceed to carry its objections forward in the coming year.

Mr. FineDay thanked Ehimai Ohiozebau, the president of the Graduate Students' Association (GSA), for his guidance and support over the past year. Mr. FineDay also acknowledged the rest of his USSU executive, advising that he has had a solid team working for USSU members in the best possible way.

There were no questions or comments.

7. Report on graduate student activities

Ehimai Ohiozebau, president of the GSA, congratulated the president of the USSU on being elected for another year. He noted that collaboration with the USSU has improved.

Mr. Ohiozebau presented his report to Senate advising that he has been glad and proud to be a part of this wonderful institution and he looked forward to being an alumnus. He reported that areas of interest have been added in line with the GSA's mission statement and the executive identified five core values to continually represent. Mr. Ohiozebau listed the services, events, campaigns, effective student representation and liaison activities that the GSA executive had conducted over the past year. The services and events that they improved upon included: workshops; bursaries; orientation; health and dental plan; GSA Commons; and the GSA handbook. The services and events that were started included: talks with industry; the conference travel grant; the Halloween party; Upass; the childcare co-op; the awards gala and winter orientation. Mr. Ohiozebau noted that the additions made by the GSA have been both intellectually stimulating and improvements through social engagement.

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Regarding campaigns, Mr. Ohiozebau reported that work continues in the following areas: review of graduate student funding; review of the university residence policies and procedures; inclusion of graduates with advanced degrees in Saskatchewan's Graduate Retention Program; and the creation of an ombudsperson position at the university.

Regarding academic research and integrity, Mr. Ohiozebau reported that the GSA has assisted students through 18 different academic and research integrity complaints. The GSA has also been effective in representing graduate students in many areas through attendance on several search committees, many Council committees and one Senate committee, as well as attendance at many conferences. Mr. Ohiozebau illustrated the increasing trend in GSA members' participation in elections, orientation, participation in the Upass referendum and the GSA awards gala. He thanked the Senate for its encouragement and asked that members continue to support the GSA and its members.

A senate member asked about the GSA's position on tuition fee increases. Mr. Ohiozebau replied that the graduate students understand that in order to have a quality education tuition fee increases are necessary at times. However, the GSA supports that any tuition increases be based upon clear principles and that the institution should not resort to balancing its budget through tuition fee increases.

#### 8. Education/Discussion – Financial Sustainability

Lenore Swystun, chair and Russ McPherson, member of the education committee co-facilitated the discussion. They noted that the topic of financial sustainability is the inaugural topic to be brought forward by the new Senate education committee. Printouts of the updated version of further developed questions as emailed to Senators were distributed. Senators were advised that they would have an opportunity to look at financial sustainability from a general perspective and also to reflect on their own experiences.

Ms. Swystun and Mr. McPherson called upon Brett Fairbairn, provost and vice-president academic, and Greg Fowler, vice-president finance and resources, to provide comments on the questions directed to them.

Dr. Fairbairn and Mr. Fowler provided a presentation explaining TransformUS noting that in 2012 the university identified that if it continued without any changes it would be short 8.5% of its operating budget by 2016. Since then changes have been made to reduce this projected deficit by over one-third. Currently the university is not in a financial crisis as these are projections. Also, the university continues to make progress so there is the expectation of further savings.

Dr. Fairbairn and Mr. Fowler then addressed the questions as follows:

Why are universities concerned about financial sustainability?

Dr. Fairbairn advised that this is a major topic and preoccupation of every university across Canada and also a general North American trend. The provincial government is not increasing its grant to the university at the rate seen in the past. When the university's expenses increase at a rate greater than its revenues, financial sustainability into the future becomes a challenge.

What are the universities doing about it?

Universities are talking to colleagues across Canada and collecting research on what is being done in the USA. The following strategies are being considered: increasing levels of tuition fees; investing in student services to increase retention rates; providing more professional master's programs to tap into more markets; pursuing international students; implementing hiring freezes; employee layoffs; program prioritization; administrative efficiencies; introduction of new models of budgeting; and substitution of sessional lecturers for full-time faculty. The University of Saskatchewan has not been speculative in pursuing international students nor has the university been increasing levels of tuition fees to balance its budget. The university has been working on student services and pursuing some of the other items, such as: layoffs; program prioritization; administrative efficiencies; and introduction of a new budgeting model. The university has not been conducting across the board cuts, hiring freezes or replacing full-time faculty with part-time sessional lecturers.

What are the pressures on our university's budget?

Mr. Fowler advised that the top three growing line items in the budget are: growth in salaries, (for faculty, staff and leaders); going concern payments on pensions; and capital renewal. The university's operating grant is projected to increase at a much lower rate over the next four years than its expenses. A provincial government grant growth of 2% is projected. As salaries and benefits are growing at a rate of approximately 4%, the university is required to undergo permanent changes to ensure its financial sustainability.

What is the U of S currently doing and what are our future plans?

Dr. Fairbairn reported that there are seven strategies to bring the university's expenses in line with its revenues – and TransformUS is one of them. TransformUS is a review of all programs and services in order to ensure the university aligns its limited resources with its priorities. Dr. Fairbairn reported that an action plan will be released next week outlining how the university will move forward in a coordinated manner. There will be four themes: simplifying and amalgamating structures; tighter focus on core mission (prioritization and context of learning and discovery mission of the university); prioritization as an ongoing process to identify ways to invest and use our resources to reflect our priorities; and shared services models, including identifying how to deliver services more efficiently and effectively. The six other strategies, in addition to TransformUS, include: review of total compensation and rewards strategies; workforce planning; maximizing the value of the university spend (e.g. finding efficiencies in procurement); examining revenue generation and diversification; reducing our footprint (both our space and environmental footprint); and organizational design improvements. Dr. Fairbairn advised that TransformUS has been the main focus during the past year, and the university is moving to the action phase of TransformUS in the next month.

What are some challenges we see for the future of the university?

Mr. Fowler noted that changes are transformative and by 2016 the university will look different than it does now. Change is not easy and has caused anxiety. Mr. Fowler advised of the need for the university to reduce its costs and produce new structures that are efficient and limit cost growth, while also funding its highest priorities. Mr. Fowler emphasized that financial sustainability is not an end in itself but allows the university to address its challenges, such as looking to a new vision. The university will continue the commitments of the integrated plan and make changes in order to differentiate itself among the best universities in Canada.

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The senators then broke out into discussion groups and discussed the context of sustainability of the university from the budget perspective, in particular providing input on the revenue side as the university works to update its multi-year budget framework. The questions the breakout groups considered included:

- In recent years our university has seen approximately 2% annual increases in our basic operating grant from government. Would you recommend our university plan on the basis of greater, the same, or lesser increases over the next five to ten years?
- To what extent might our university look to generate increased revenue from academic programming (for example, by attracting more international students, offering more professional master's programs, etc.)?
- The University of Saskatchewan's current operating grant is approximately 70% of our operating budget, 25% is tuition revenue, and 5% is other revenue. The Canadian context is seeing a greater ratio of tuition revenue, as high as 50%. What might the U of S plan for in terms of this ratio?
- Other Canadian universities tend to have about 10% other revenues in their operating budget where the U of S has about 5%. Where might the university focus its efforts to increase this revenue? Land development? Donations? Ancillary operations? Other ideas?

The groups noted their comments on flipcharts and senators were able to walk around and review the comments. These comments have been included in the attached Appendix C. Comments were also delivered to the plenary by various senators verbally, and these have also been included in the attached Appendix C.

## 9. Items from University Council

### 9.1 Report to Senate on University Council Activities 2013/14

Jay Kalra, chair of University Council, advised that the University Council is responsible for the academic governance of the university. Council and its committees look at an array of programs of the institution as well as developing and overseeing policies on such matters as research, scholarships, teaching and learning, admissions, examinations and assessment of students, and student appeals and disciplinary action. Council also has a role in structural changes of departments, colleges, divisions, chairs and professorships, and centres.

Dr. Kalra noted that since the October 2013 Senate meeting, Council has approved the disestablishment of the Division of Environmental Engineering in addition to several revisions in admission qualifications for colleges, which are now being brought to the University Senate for confirmation pursuant to *The University of Saskatchewan Act*. Also, Council approved the new Vision document, *Vision 2025: From Spirit to Action*; the TransformUS program prioritization initiative has been keenly discussed; and in May Council will receive and discuss the TransformUS action plan. Dr. Kalra also noted that given the Senate's confirmation responsibility with respect to admission qualifications, the summary report of changes to selection criteria, which are under the authority of the colleges, has been attached to the report for Senate's information.

### 9.2 For Confirmation: Disestablishment of the Environmental Engineering Division

A senator asked whether the Environmental Engineering program is being rolled into another section. Dr. Trever Crowe, associate dean, College of Graduate Studies and Research, confirmed that the program will continue to exist although the structure of the division is dismantled. The program will be housed within a department in the College of Engineering.

OLFERT/FAIRBAIRN: That Senate confirm Council's decision to approve the disestablishment of the Division of Environmental Engineering.

CARRIED

9.3 For Confirmation: Dentistry admission qualifications changes

OLFERT/FAIRBAIRN: That Senate confirm the revision of the College of Dentistry admission qualifications to add a human physiology course (such as PHSI 208 Human Body Systems or its equivalent) as a required course for admission to the Doctor of Dental Medicine program (DMD), effective for admissions in August 2015.

CARRIED

The requirement for students to have three 30 credit-unit years of university completed before being admitted to the College of Dentistry was introduced. A senator asked whether this will make students who might otherwise enter the College of Dentistry not enter due to the cost of obtaining another full year of school. Dr. Garnet Packota, acting associate dean in the College of Dentistry, advised that the extra year will involve some cost, but an advantage of a third year is that those unsuccessful in admission would obtain another year in their bachelor's degree.

OLFERT/FAIRBAIRN: That Senate confirm the revision of the College of Dentistry admission qualifications to add an admission requirement for completion of three full-time (30-credit-unit) years of university course work completed between the September to April academic year leading to an undergraduate level degree as a condition of admission to the DMD, effective for admissions in August 2015.

CARRIED

The third motion relating to the College of Dentistry was introduced. The motion involves the admission requirement to add the implementation of a criminal record check prior to admission to the DMD. A senator asked whether other professional colleges also require a criminal record check, especially within a self-regulated profession. Dr. Packota confirmed that Nursing, Pharmacy, Nutrition, Physical Therapy, Education and Medicine all require a criminal record check. Another senator asked whether the fact that a student has a criminal record at all will disqualify them or are there certain crimes that will be considered less serious. Dr. Packota informed Senate that the College of Dentistry will develop a policy in conjunction with the College of Dental Surgeons of Saskatchewan to identify what in a criminal record would prevent a student from obtaining a license to practice, such as multiple offences.

OLFERT/FAIRBAIRN: That Senate confirm the revision of the College of Dentistry admission qualifications to add the implementation to add a criminal



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record check as an admission requirement for admission to the DMD, effective for admission in August 2015.

CARRIED (one opposed)

9.4 For Confirmation: Medicine MCAT admission qualification changes

A senator referred to page 76 of the materials where it was mentioned that there is no difference in academic performance between students who have the prerequisites and those with the MCAT, and noted that some students might perform better in prerequisites and whether there was any concern of limiting applicants to the college. Dr. Barry Ziola, director of admissions, College of Medicine, replied that the college had the MCAT as a requirement until eight years ago, at which time it was removed. As of January 2015 the MCAT will have changed to become broader and cover areas of capability of applicants that are not currently covered. Courses are starting to diverge as to content, so this gives the college a standardized test for comparison purposes. It is important that the college's selection criteria are transparent and equal to all. The college is looking for a standardized system with a level playing field.

A senator asked about the cost in taking the MCAT and the preparatory courses students often complete prior to writing the MCAT. Dr. Ziola advised that the cost of writing the MCAT is approximately \$325 US and an applicant can repeat the exam up to three times. The preparation course varies, but generally costs from \$1500 to \$2000. Generally students with a good background in Arts and Science do not need to complete a preparatory course.

OLFERT/FAIRBAIRN: That Senate confirm the revision to the College of Medicine admissions qualifications to include as an admissions requirement for the Medical College Admissions Test (MCAT) of all Saskatchewan residents who apply for entrance into medicine effective for applicants as of October 2015.

CARRIED (6 opposed)

9.5 For Confirmation: CGSR Nurse Practitioner qualification changes

OLFERT/FAIRBAIRN: That Senate confirm the changes in admission qualifications for the Master of Nursing (Nurse Practitioner Option) and the Postgraduate Degree Specialization Certificate: Nurse Practitioner from the College of Graduate Studies and Research, effective September 2014.

CARRIED

Dr. Kalra thanked Senate for its careful consideration of the motions.

The meeting then recessed for lunch with senators returning to the meeting at 1:00 p.m.

10. Senate committee reports

10.1 Executive Committee Report

President Busch-Vishniac reported on behalf of the executive committee.

10.1.1 For Approval: Amendments to boundaries of the electoral districts

The senator from District 10 noted that where there are fewer alumni in the north there should be more outreach and engagement. She noted that there are very few alumni in District 10 and questioned whether another district should be created for the Athabasca region to allow more outreach and engagement in this district..

The university secretary advised that *The University of Saskatchewan Act* allows for only 14 districts. However, Senate does have the ability to reconfigure the district boundaries and this could go back to the executive committee for consideration of the boundaries. Heather Magotiaux, vice-president advancement and community engagement, also advised that there are other forms of outreach and engagement in the different areas and that she would take this question back for consideration. She noted that the ability to bring people together across the regional boundaries is a challenge.

CRAWFORD/WELLS: That Senate approve the proposed amendments to the Senate electoral district boundaries 10 and 11.

CARRIED (4 opposed)

10.1.2 For Approval: Nominations for members of Nominations Committee

BUSCH-VISHNIAC/WOOD: That Mairin Loewen, Lori Isinger, Vera Pezer and Colleen Toye be appointed to the nominations committee for 2014/15.

CARRIED

10.1.3 For Information: Special committee to review the *Standard of Student Conduct in Non-Academic Matters*

President Busch-Vishniac reported that the executive committee had created a special committee to review the *Standard of Student Conduct in Non-Academic Matters*. She advised that some issues had arisen that called into question some of the procedures. Furthermore that it was a good practice to review standards and regulations periodically to ensure they are relevant. This special committee will be chaired by Patti McDougall, vice-provost teaching and learning. The other members are yet to be named.

A senator noted that he sits on the provost's advisory committee on gender, and complaints had been received about homophobic comments by professors as well as questions about the university's appropriate conduct for processes that are in place. The senator asked what happens when a situation of misconduct such as this occurs. The president noted she was sorry to hear that there had been inappropriate comments in the classroom and referred the question for response from the provost. The provost advised that complaints about a faculty member should be directed to the dean of the college responsible, for either academic or non-academic complaints. If after that there are further questions then the student should contact the provost's office.

A senator asked why the vice-provost, teaching and learning, would be chairing this committee and what was the standard being referred to. President Busch-Vishniac advised that the vice-provost, teaching and learning, was broadly

responsible for students on campus so her portfolio was the most directly relevant to this review. The *Standard of Conduct in Student Matters* is a formal university document.

A senator asked why past experience on hearing boards would be valuable on this special committee. President Busch-Vishniac advised that as the committee will be reviewing the procedures used, populating the committee with individuals with experience in the application of the procedures would facilitate the review.

A senator referred to a recent student conduct issue that had been covered in the press and asked whether in this review a tightening of the procedures with respect to providing apologies and compensation for significant embarrassment and financial costs incurred by the student might be considered. President Busch-Vishniac advised that she could not speak to the specific case being referred to but could respond more broadly that there will be tightening of the procedures generally. The university has procedures that include a crisis management team that assesses whether a person is a risk to themselves or others, and there is an appeal process. Appropriate actions are taken in accordance with the process.

## 10.2 Nominations Committee Report

Ann March, chair of the nominations committee, presented the committee reports to Senate.

### 10.2.1 For Approval: Nominations for Standing Committees and Positions

Ms. March advised that in addition to presenting nominations for standing committees, the Senate nominations committee is also tasked to make appointments to other committees. As such the committee was asked in March to select the organization represented on Senate from which an individual should be sought to participate in the review committee of the dean of the Edwards School of Business.

Ms. March noted the nominations committee put forward names for all of the standing committees as set out in the written materials. The chancellor, as chair of the meeting, asked three times if there were any nominations from the floor and none were provided.

AGEMA/PULFER: That Senate approve the nominations to Senate committees and positions as indicated in the attached schedule for 2014/15, effective July 1, 2014.

CARRIED

### 10.2.2 For Approval: Chair of Senate Hearing Board

Ms. March advised that the nominations committee was seeking Senate's confirmation to name the vice-provost, teaching and learning, or designate as interim chair of the Senate Hearing Board for non-academic student misconduct hearings until the Standard and regulations and procedures were revised.

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A senator thanked the former associate vice-president, student affairs, David Hannah, who previously held the role of chair of Senate hearing boards for non-academic misconduct, for being a strong student advocate and instrumental in helping pass the gender changes to the Discrimination and Harassment Prevention policy.

WELLS/ASHLEY: That Senate confirm the naming of the vice-provost, teaching and learning, or designate, as interim chair of the Senate Hearing Boards for non-academic student misconduct hearings from April 26, 2014 to and until the *Standard of Student Conduct in Non-Academic Matters and Regulations and Procedures for Resolution of Complaints and Appeals* are revised.

CARRIED

10.2.3 For Approval: Re-election of Senate representative on the Board of Governors

The chair explained that two years ago there was a motion from Senate to not replace Susan Milburn on the Board of Governors to provide continuity on the Board and to provide time for the provincial government to amend the legislation to allow the Senate-elected member of the Board to sit a third three-year term. That legislation has gone through its third reading but has not yet received formal ascent. This morning Senate received a nomination from the floor for this position. The Senate Bylaws have two procedures which allow for both a nomination from the floor and also a process to have nominations from the nominations committee. Therefore, the chair recommended that the motion to ratify Susan Milburn not be brought forward.

After consulting with the president, university secretary and the dean of Law, the chair proposed that Senate move this forward to have a vote at the Senate meeting in October and to turn this process over to the nominations committee to review the candidates.

The chair advised that he had been serving on the Board of Governors and had learned that electing a member of the Board requires a special consideration of the candidates' skills and the skills required by the Board. He noted that he has a lot of financial experience and finds that the Board's financials are challenging.

Two senators sought clarification from the chair noting that the report in the materials stated that the position was open and the approved agenda included this item. The chair advised that it was his recommendation that the fairest process would be to allow Senate to fully consider the candidates and to put this forward for election in October. The university secretary advised that given the report provided in the meeting materials and the nomination received from the floor, and given that the chair has heard of the desire for a call for nominations and those nominations to be considered by the nominations committee, the chair is seeking a vote from the body to move the matter forward. It was noted that the motion provided in the written meeting materials had not been moved or seconded at the meeting. The following motion was moved and seconded:

PULFER/WELLS: To have nominations for the Senate-elected member of the Board of Governors put forward for elections at the Senate meeting in October 2014.

The chair of the nominations committee commented that the Senate Bylaws suggest that there is a responsibility for the nominations committee to review nominations for the candidate for the Board of Governors and this had not been done and was therefore a reason for the chair's recommendation.

A senator reviewed the actions of Senate over the past few years regarding the election of Susan Milburn originally in 2006 at a time when the Senate-elected member could serve a maximum of two three-year terms so that the conclusion of her two terms would have been in 2012. Then Senate voted to continue her presence on the Board of Governors. Then Ms. Milburn was named as chair for a term ending 2016 causing some dismay to some of the senators as they were concerned that Senate did not have the power to extend Ms. Milburn's term to that date. Then an overture was made to the government to amend the Act so that the Senate representative could serve three terms and such amendment has now received third reading. The senator noted that the person in this position is not the issue, but rather her concern was with going beyond what was available under the law as the current recommendation from the nominations committee was to re-elect Ms. Milburn for another three years until 2017 which would mean her total term would be extended five years beyond what is currently available under the law.

The president advised that as she reports to the Board she was not in a position to comment on the Board members but rather talk only to the process. She advised that the Board manages a budget of almost \$1B and has an enormous amount of power. It is a relatively small Board of 11 individuals including five individuals appointed by the government. In electing a Board member the Senate consults the Board chair to find out what skills are needed and the Board members are asked to help identify their skill sets to determine the skills currently on the Board. The goal of the Board is to aid in the running of the university as an effective and efficient organization. The president advised that her concern was that there were two parts of the Bylaws – one that speaks to the executive committee looking at the skills required on the Board and recommending individuals to the nominations committee; and the other addressing how the nominations committee looks at these individuals. The process must be thoughtful and careful and not done at the last minute. The president advised that it is very important that in the next year these provisions in the Bylaws are no longer in tension.

The president explained that the current legislation states that a Board member continues until both their term is done and also someone has been appointed to take their place. The Board has had the experience of the government not naming new individuals to the Board promptly and therefore members appointed to the Board often serve longer than their term while they wait until the government either reappoints them or appoints their replacement. The president emphasized that Ms. Milburn is not on the Board illegally as her replacement has not yet been named. She noted that the history just presented by a senator was not exactly correct. It was true that the university had asked

the government to amend the Act to have the Senate appointees to the Board be able to serve three consecutive three-year terms, but this was done to align with the three-year terms that the government appointees are able to serve, as the distinction of number of terms between the government and Senate appointees is unacceptable.

A senator noted that she sat on the nominations committee in 2012 and was the mover of the motion to allow Ms. Milburn to continue on the Board of Governors as the Senate's representative. She asked that the senators approve the motion to have an election in October 2014.

The following amendment to the motion was then moved and seconded:

BINNIE/ROONIE: That a call for nominations be put forward for nominations to nominate a Senate representative to the Board of Governors for election at the October 2014 Senate meeting, and that the Board of Governors' skills matrix be provided to the senators in advance of the meeting.

A Senator suggested that a closure date be added to the amendment so that there was time following the close of nominations for the information to be sent to Senate, as there was a problem in the bylaws regarding what "from the floor" meant as opposed to the process in the bylaws.

A senator noted her concern with the process regarding nominations to this position that was followed in 2011. She questioned whether the nominations committee had the ability to call for nominations, and believed the bylaws provides that the executive committee names the candidates. She was also concerned that the Senate was not given the Board's skills matrix or any information regarding the Board of Governors. The chair responded that he could not apologize for the vote in the past but can attempt to have the best process in place going forward. He also noted that the university is a very large organization and he would want the best leaders to run this organization.

The vote to amend the motion was then called and carried with one opposition.

The amended motion was then passed:

BINNIE/ROONIE: That a call for nominations be put forward for nominations to nominate a Senate representative to the Board of Governors for election at the October 2014 Senate meeting, and that the Board of Governors' skills matrix be provided to the senators in advance of the meeting.

CARRIED

### 10.3 Membership Committee Report

Joy Crawford, member of the membership committee, presented these reports to Senate.

#### 10.3.1 For Information: Membership committee report

Ms. Crawford noted that the committee had circulated a survey to all member organizations of Senate and although some responses had been received, the committee wanted to receive more so a report would be provided to Senate in October after all the surveys had been received. It was also noted that the membership committee had considered requests by new organizations to become members of Senate.

Ms. Crawford reported that in the survey response from the Saskatchewan Association of Speech-Language Pathologists and Audiologists (SALSPA) the committee received notification of their resignation as a participating member of Senate due to their limited resources and inability to send a representative. Therefore SALSPA is no longer a member of Senate.

### 10.3.2 For Approval: Recommendation on Organizations to join Senate

HAINES/HOBACK: That Senate approve the membership to Senate of the following organizations effective July 1, 2014:

- Metis Nation-Saskatchewan
- Nature Saskatchewan
- Saskatchewan Arts Board
- Saskatchewan Environmental Society
- Saskatchewan Federation of Labour
- Saskatchewan Urban Municipalities Association
- Saskatchewan Writer's Guild

Under *The University of Saskatchewan Act* there is the unique voting requirement for only the elected district members and members-at-large to vote on the membership of organizations to Senate. A senator asked that the Canadian Centre for Policy Alternatives Saskatchewan (CCPA) be added to the membership of Senate as the argument to not add them set out in the committee's recommendations did not seem to follow the other arguments regarding other organizations whose requests were not brought forward. She noted that according to their website, the Saskatchewan branch was established in 2002 and presents thoughtful alternatives and research policies, looks at issues such as healthcare and provincial budgets, and was a recent recipient of the Canadian Connections award. Therefore the senator believed that the organization contributed to the well-being and culture of the province and therefore met the requirements for a Senate organization under the Act.

The chair noted that there was a long debate at the membership committee regarding this organization and the committee did not support it as it represents a policy think tank and this would open up the Senate's membership for many other bodies focusing on issues external to the university.

A senator noted that the CCPA was the only such think tank that came forward and he thought that others could have done the same and as this is the only time in the next five years that organizations are considered for addition and given their published work, he thought they would make a valuable contribution to

Senate's deliberations and Senate would be making a mistake if they were not added.

Ms. Crawford noted that the addition of this organization was not part of the five-year review but rather arose from a call for member nominations by the committee. She also noted another consideration of the committee was that it favoured umbrella organizations that represent a number of organizations rather than one specific group. The question the committee considered was whether this was a representative association or a single association and it preferred representative organizations.

A senator noted that if Senate was concerned about the spectrum she thought that the CCPA would be as eligible as the Chamber of Commerce, which was already a member of Senate. A question arose regarding why student members were not eligible to vote even though they were elected members. The university secretary advised that the Act specifically named only the elected district members and elected members-at-large as the people who can vote to add an organization as a member of Senate.

HANDE/PULFER: Motion to amend the motion presented by the membership committee to include the Canadian Centre for Policy Alternatives Saskatchewan.

CARRIED (12 in favour, 8 opposed)

The motion as amended was then voted on:

HANDE/PULFER: That Senate approve the membership to Senate of the following organizations effective July 1, 2014:

- Metis Nation-Saskatchewan
- Nature Saskatchewan
- Saskatchewan Arts Board
- Saskatchewan Environmental Society
- Saskatchewan Federation of Labour
- Saskatchewan Urban Municipalities Association
- Saskatchewan Writer's Guild
- Canadian Centre for Policy Alternatives Saskatchewan

CARRIED (1 opposed)

#### 10.4 Roundtable on Outreach and Engagement Report

Heather Magotiaux, vice-president advancement and community engagement, presented this information item to Senate. She advised that in the recent task force review of all support programs on campus, three functions were recommended as being placed in the lowest quartile including: president's tour, regional advisory council and the Senate roundtable. Thereafter the roundtable met in January to discuss this and develop a response. For those members that were unable to attend the meeting, Ms.



Magotiaux contacted each and obtained their feedback. She advised that all perspectives had been incorporated into the document provided to Senate.

Ms. Magotiaux advised that the roundtable discussed the following three questions: How effective do you feel the Senate roundtable has been? Do you believe the objectives of the roundtable could be better met by another existing structure or function? What would you propose as a response to the TransformUS recommendation? Ms. Magotiaux advised that the discussion about the three questions was very interesting. The elected senators met in October to talk about the Regional Advisory Committees (RACs) and their comments, as well as the comments from the roundtable, were reflected in this report.

Ms. Magotiaux advised that the president's tour was very helpful and the RACs were helpful in bringing opinions together, but do not require a bureaucratic process to advance their opinions. There was also the question as to whether the Senate roundtable had outlived its usefulness.

One of the elected senators who had chaired a RAC for a number of years noted that in his opinion most of the struggle had been trying to get the university to ask the right questions of the community. He recommended that before we give up on engaging the community it would be useful to review what mechanisms worked to have an open dialogue so questions and answers go back and forth and people listen. He noted that for the RAC that he chaired, people said these are the issues we want to talk about and why but the advisory council was always squeezed back into the preconceived dialogue of the university.

Ms. Magotiaux responded that the Senate is the body where the discussion ought to take place as the Senate roundtable and RACs are creatures of the Senate, and suggested that a topic of interest to the RACs could form the discussion topic at a future Senate meeting.

#### 10.5 CONFIDENTIAL - Honorary Degrees Committee Report

This item is confidential and not included in these minutes.

### 11. Items for Information

#### 11.1 Update on Enrolment

Russell Isinger, university registrar and director of student services presented this information item to Senate. A copy of his PowerPoint presentation is attached as Appendix E for reference.

#### 11.2 Update on Senate Elections

The university secretary presented this information item to Senate. She advised that the Senate elections will open on May 5<sup>th</sup> and close on June 20<sup>th</sup>. She read the names of the twelve candidates running for the five member-at-large positions and encouraged members to vote and ask other alumni to vote as voter turnout remains low.

#### 11.3 Policy Oversight Committee Report September 2012 – March 2014

The university secretary presented this information item to Senate. A senator asked whether the Senate had a role with respect to the policies, especially in the area of seeking public input; or whether this was a report for information. The university secretary advised that this report was for information.

A senator congratulated the university for including gender identity, gender expression and two-spirit identity within the university's Discrimination and Harassment Prevention policy. He asked whether it would be possible to have someone come to speak to the Senate regarding these matters. The university secretary invited the senator to send her a request for Senate executive to consider having a presentation on these matters at a future Senate meeting.

A senator asked what was expected of Senate with respect to the policy oversight committee report. The university secretary replied that Senate had indicated they would like to be informed of new policies and revisions to policies at the university. The senator asked that the energy and conservation policy be redrafted to not only recognize the quantity of water but also that the quality of water was important as she was concerned some water draining from the university to the river may be harmful.

The senator also asked whether the university's Freedom of Information and Protection of Privacy policy posted on the website included the revisions approved in December 2013 to which the university secretary confirmed that it did.

## 12. Other Business

A retiring senator noted that he had enjoyed his time on Senate and recommended that senators be informed on how the Board of Governors of the University of Regina were chosen and the process in which that occurs. He also noted some confusion regarding how two items coming to Senate at this meeting were dealt with differently, one being the recommendation to add the Canadian Centre for Policy Alternatives which was voted on at the meeting and the other being a recommendation to revise a district boundary. He suggested that both should have been sent back to committee for discussion.

The chair noted the confusion regarding the proposed re-election of Susan Milburn to the Board of Governors and apologized on behalf of the university. He noted that the Senate Bylaws provide conflicting guidance and recommended that Senate strike an ad hoc committee to review the bylaws regarding the nominations process for the Senate-elected member of the Board of Governors.

PULFER/CRAWFORD: Motion to strike an ad hoc committee to review the Senate Bylaws and report back as to how to resolve the issue of the election process to follow for the Senate-elected member on the Board of Governors for elections occurring following the October 2014 Senate meeting.

CARRIED

A senator recommended that the Senate set a date for nominations to close regarding the election of a Board of Governors member at the October 2014 Senate meeting to allow the Senate committees to work through their processes prior to the Senate meeting.

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A senator noted her concern that what Senate was approving was against Kerr & King's rules of procedure regarding accepting nominations from the floor.

STUMBORG/MCKERCHER: Regarding the nominations for the election at the Senate meeting in October 2014, that nominations close on Friday, August 15, 2014 and no further nominations be allowed from the floor at the October 2014 meeting.

CARRIED

### 13. Question Period

A senator asked that the Board skills matrix be provided to senators prior to the nominations process rather than just prior to the election. The senator also asked whether Senate would like to have the Senate representative on the Board of Governors attend Senate meetings. The chair noted that at present he believed there is no requirement for the Senate representative on the Board to attend Senate meetings and if they are representing Senate that might be a good idea and can be further clarified. The university secretary noted that her understanding was that the Senate was not a representative but rather similar to those appointees on the Board from the government who do not represent the government, they are only elected by Senate and do not represent Senate. The chair noted that this could be further considered.

The senator also asked for a copy of the Board's Conflict of Interest policy, and was particularly interested in how it addresses a Board member who is also on the Board of a corporation from which the university accepts money. The university secretary confirmed that the Board's Conflict of Interest policy is available and can be distributed. The chair also noted that there is a conflict of interest declaration that Board members sign annually.

A senator noted that with respect to the Board's conflict of interest document and the freedom of information and protection of privacy policy, and asked how they are connected. Her concern is that she has heard of a recent freedom of information request to the university related to the potential conflict regarding the appointment by the Board of Donald Deranger to the board of the Sylvia Fedoruk Canadian Centre for Nuclear Innovation and whether a member of the Board of Governors who is also an executive at Cameco Corporation where Mr. Durange is a board member, was involved in the appointment. She noted that in that process a request has gone to the privacy commissioner to address whether the applicant can have access to the information. She drew a parallel to how similar concerns have been addressed regarding freedom of information requests to Cameco Corporation. She asked whether the university's freedom of information and protection of privacy policy clarifies where the university's responsibilities start and stop with the Board conflict of interest policy. The university secretary advised that under the FOIPOP Act someone can make a request and the organization is required to respond in accordance with the Act and if the person receiving the response is not satisfied they can raise their concerns with the privacy commissioner and it is the privacy commissioner who determines whether there are parallel rulings that they have made that will be applied in each case. The university's policy addresses how the university will respond to requests under the FOIPOP Act and the university has been following both the Act and its policy with respect to the request to which the senator referred.

A senator noted that she has heard that the university intends to close continuing education classes that have been very popular and asked for clarification. The provost and vice-president academic replied that the action plan for TransformUS will be released in the following week and it will map out what the provost's committee on integrated planning (PCIP) is proposing to

be done at the university in response to the task force reports. He encouraged all the senators to look at these reports but noted that there is little he can say in advance of their release. President Busch-Vishniac also noted that the university has heard from a great number of senior citizens that they would like the non-credit classes they have been attending to continue and she suspected that response would happen. She noted that the issue will be less whether the classes are provided and more regarding changing the process so it is offered on a cash-recovery basis, as the cost currently incurred exceeds the revenue brought in from the registration. She surmised that it was likely the classes would continue, but that the registration fee might increase.

A senator asked about the Conflict of Interest policy and how it is enforced. She noted that her concern is a trend of a number of conflicts of interest being identified with the most recent one being that a member of the Board of Governors, Grant Isaac, did in fact not recuse himself from the Board prior to the appointment of the Cameco board member to the Sylvia Fedoruk Canadian Centre for Nuclear Innovation. The senator asked whether it is the Board of Governors' decision as to who has a conflict on interest and asked whether this is subject to scrutiny. The university secretary reported that at each Board meeting the Board members personally identify any conflicts of interest they may have with respect to the items being considered at that meeting.

Another senator noted that she had sat on the previous ad hoc bylaw revision committee and wanted to clarify to the Senate that the committee discussed the idea as to whether the Senate representative on the Board of Governors is a true representative of Senate or not. This was discussed at length by the committee and it determined that if it was a true representative of Senate then they would have to be a senator and their term would have to end when their term on Senate ended and that would restrict a lot of people and would mean a lot of qualified people would not be able to serve on the Board. Their conclusion at that time was a recommendation to replace the term "representative" in the bylaws with respect to the Senate-elected member on the Board of Governors.

In response to a question for clarification regarding the Senate elections, the secretary advised that they were open May 5<sup>th</sup> and closed June 20<sup>th</sup> at 4:00 p.m. She noted that a notice has been sent to all alumni that elections open May 5<sup>th</sup>.

A senator directed a question to the provost noting that he has heard of a change with regard to the hiring policy at the university whereby all new hires are vetted by the provost's office to ensure they are aligned with the principles for TransformUS and asked for the provost to speak to this. The provost replied that what he had heard was not quite right but rather that academic appointments of faculty members can only be made by the provost's office and that has not changed. He advised that there had been a recent change in reviewing the process before administrative jobs are posted. The vice-president finance and resources added that administration has decided to set up some institutional oversight of staffing decisions so proposed postings are reviewed each week for the purpose of seeing if the roles can be filled by people who are already employed at the university. In response to this review there have been a few changes made but only to approximately one or two postings per month.

The senator also asked about the transparency within the Board of Governors and he noted that there was one public meeting. The university secretary clarified that the Board of Governors does hold an annual public meeting in March. This is not that the regular Board meeting at that time is open to the public, but rather a specific public meeting of the Board to report and address any questions that come forward.

The senator also noted the way employment positions have been eliminated at the university and encouraged the people responsible for this to be respectful of the commitment these people have made to the university over the years. He provided an example of a long-serving individual and noted that it is important for the university to consider ways to honour the commitments people have made. Vice-president Fowler advised that there have been reductions in positions and there will likely be more in the future. He agreed that the issue is the correct treatment for the individuals themselves and advised that this is our highest and greatest concern. He explained that there are professionals and counsellors who meet and speak with the people who are leaving and the university does work with them to leave that day, to avoid upsetting staff who are concerned about their future. He advised that the university spends a lot of resources and time to help these employees prepare for the future including good severance packages and out placement counselling. He agreed that the university wants to treat them as well as possible during the course of these difficult times. The senator noted that the termination of these employees can be demoralizing especially when others in the unit do not know what is happening.

A senator noted that she was surprised to learn in this meeting that the Board of Governors governs itself when it comes to conflicts of interest and asked what can be done about this as she believes there is something very wrong with this approach. President Busch-Vishniac advised that the Board does have a Conflict of Interest policy and that everyone on the Board regulates themselves as no one knows enough about each person to accurately identify all of their conflicts. She provided examples of members on the Board who are also members of bargaining units who remove themselves from the meetings when issues regarding these bargaining units are being discussed. She advised that her understanding is that Board members try to disclose not only real conflicts but also when there may be a perceived conflict.

A senator asked why Mr. Isaac did not leave the Board meeting when Donald Deranger was appointed to the board of the Sylvia Fedoruk Canadian Centre for Nuclear Innovation. Karen Chad, vice-president research, offered to meet with senators who are raising this concern. She noted that earlier in the meeting people brought up good practices at looking at competencies and requirements of Board members. She advised that all of the research centres follow good board practice and part of that includes developing good skills matrices and to conduct due diligence. She advised that she would be pleased to share the skills matrices that have been developed for these boards.

A senator noted the discussion regarding the expectation of members of the Board meeting the skills matrix and asked why the matrices did not apply to the president of the USSU and the faculty member.

The chair commented that all are present at this meeting due to their belief in the importance of the institution. He advised that he believed all present are good ethical people and advised that this also stands for the Board of Governors and that the university has a good Board of Governors. As all present are in attendance because of their love of the university, he cautioned against making inappropriate innuendoes about those who volunteer their time to this institution by serving on its governing bodies.

#### 14. Dates of Convocations and future Senate meetings

Spring Convocation 2014: June 3-6, 2014

Fall Senate 2014: Saturday, October 18, 2014

Fall Convocation 2014: Saturday, October 25, 2014  
Spring Senate 2015: Saturday, April 25, 2015

STROH/TARAS: Motion to adjourn at 3:40 p.m.

CARRIED

## Senate attendance April 26, 2014

## APPENDIX A

APPOINTED MEMBERS		DISTRICT MEMBERSHIP		EX-OFFICIO	
Agema, Deborah	P	Binnie, Sarah	P	Anand, Sanjeev	P
Albritton, William	P	Girardin, Theresa	P	Baxter-Jones, Adam	P
Ashley, Linda	P	Hoback, Jerri	P	Berry, Lois	R
Banda, Brent	P	Jonsson, Janice	P	Buhr, Mary	A
Bird, Simon	A	Kopp-McKay, Adelle	P	Busch-Vishaniac, Ilene	P
Braaten, Lee	P	Krismer, Robert	R	Calvert, Lorne	A
Christensen, Helen	A	McLeod, Tenielle	P	Chad, Karen	P
Danyliw, Adrienne	P	McPherson, Russ	P	Cram, Bob	R
Derdall, Michele	P	Michalenko, Richard	P	Downey, Terrence	R
Dutchak, Dave	A	Nicol, Jim	P	Fairbairn, Brett	P
Flaten, Patricia	P	Pulfer, Jim	P	Favel, Blaine	P
Forbes, Richard	R	Schriml, Ron	P	Fowler, Greg	P
Fron dall, Doug	P	Stevenson, Corinna	A	Freeman, Douglas	P
Fyfe, Ryan	A	Stumborg, Mark	P	Greenberg, Louise	A
Gerwing, Karen	P			Harasmychuk, Robert	R
Glover, Nancy	P	<b>ELECTED MEMBERS-AT-LARGE</b>		Hill, David	P
Haines, Shirley	P	Alexander, Joanna	P	Isinger, Russell	P
Halmo, Joan	P	Docken, Doreen	P	Kirpouros, Georges	R
Hollick, Barry	P	Cole, Evan	P	Ladd, Ken	R
Isinger, Lori	P	Crawford, Joy	P	Magotiaux, Heather	P
Kies, Richard	P	Finley, Sandra	P	Martini, Jeromey	A
Lanigan, Dennis	P	Fortugno, Stefania	P	McCaffrey, Geordy	A
Lamontagne, Shelly	P	Hande, Mary Jean	P	McDougall, Patti	R
Lavoie, Armand	P	Mihalicz, Deborah	P	McKercher, Peggy	P
Loewen, Mairin	P	Miller, Jordan	P	Molloy, Tom	A
March, Ann	P	Rooney, Karen	P	Norris, Rob	A
Martin, Stephanie	A	Stroh, Peter	P	Ogilvie, Kevin	A
Mushinski, Valerie	P	Swystun, Lenore	P	Pawelke, Michael	R
Myers, Fay	P	Wells, Joyce	P	Pezer, Vera	P
Olfert, Ernest	P	Wickenhauser, Joe	P	Regnier, Robert	R
Panchuk, Orest	P	<b>STUDENTS</b>		Rodgers, Carol	P
Prisciak, Karen	P	Duke, Adam	A	Smith, Colum	A
Prokopchuk, Nadia	P	Franklin, Heather	P	Stoicheff, Peter	R
Thibodeau, Lisa	P	Heidel, Steven	R	Sutherland, Ken	P
Toye, Colleen	P	LeBlanc, Daniel	P	Taras, Daphne	P
Wiens, Rod	P	Ohiozebau, Ehimai	P	Turner, Ted	A
Walters, Jim	R	Robertson, Jordan	P	Williamson, Elizabeth	P
Whittles, Avon	P	Wood, Justin	P		

P=present

R=regrets

A=absent



## PRESIDENT'S REPORT TO SENATE

# April 2014



### Vision 2025

Over the last six months I've had an opportunity to present the draft of Vision 2025: From Spirit to Action and consider feedback from many different individuals and groups, internal and external to the University. I have been able to interact with over 700 people, face-to-face, through venues such as town halls, faculty council meetings, breakfast discussions and alumni gatherings. I have received formal written feedback from Council committees, student government, multiple faculty councils, departments, and administrative units, and directly from over 100 individuals online. I've also had the opportunity to connect externally with alumni, government and local community groups on their thoughts on a vision for the University of Saskatchewan. I have been pleased to see the passion that people have for the broad vision for our institution and am proud to have been able to connect with so many people on our future.

As you will see, I am presenting Vision 2025 all of our governing bodies, including Senate, for approval. Vision 2025 is the foundational document from which all other key documents will be derived and will inform integrated planning. It will serve to provide us a broad perspective, giving us flexibility while also serving as a practical touchstone of what we are and what we do.

### College of Medicine Update

On November 15, 2013, the College of Medicine was officially placed on 'Accreditation with Probation' by its accrediting bodies, the Committee on Accreditation of Canadian Medical Schools (CACMS) and its American counterpart, the Liaison Committee on Medical Education (LCME). Since then, a detailed Action Plan designed to address the specific concerns of accreditors has been developed. This plan was submitted to CACMS/LCME at the end of December 2013 for their review.

The college has recently been informed by accreditors that the Action Plan has been accepted and that reviewers will return to the college to determine progress in a period of 12-15 months. The letter also requested an update to the Action Plan with additional information on two standards. Both standards are related to feedback received by students and the request for additional information is specific to the family medicine rotation in Saskatoon. These two new standards will now become part of the College's Action Plan.

A growing number of medical school graduates will be staying in the province this year. A total of 53 of our 84 medical grads will stay at the U of S to pursue their residency training – a 63% retention rate is significantly higher than the previous two years (50% in 2013, 54.5% in 2012). Retention of our own grads has been a key goal for the college. The vacancy rate in the residency programs is also much



lower than in previous years with residency programs in a number of areas filled entirely with U of S grads.

The university has reached an agreement with the Faculty Association (USFA) to take the Unified Heads out of scope. The Unified Headship positions are unique in that the individuals hold a province-wide Academic Headship in one of nine clinical departments in the college while jointly holding the clinical headship in their particular health region. They are key figures in ensuring the seamless integration of clinical and academic activities within their given department and are also key drivers of accountability. The current heads will move out of scope effective July 1, 2014 while any appointments made from November 19<sup>th</sup> 2013 onwards will be out of scope. This agreement represents a significant step forward in the CoM restructuring as the Unified Heads will play a key role in ensuring accountability under the proposed new Academic Clinical Funding Plan for the province, currently under development with the provincial government. As part of the agreement reached with USFA these Unified Headships will now come under the Search and Review Procedures for Senior Administrators (2011).

### Update on Third Integrated Plan -- *Promise and Potential*

Highlights for 2013/14 include significant accomplishments in the area of Aboriginal engagement and in culture and community. In the former area, we completed the Aboriginal initiatives website, the development of a set of twelve symbols to represent Saskatchewan Aboriginal culture and launched further work on including Aboriginal elements within our institutional ceremonies. In addition, we developed and administered the first ever Campus Climate Survey, which over 25 per cent of students completed. Results will be provided to the campus community this spring.

It is important to note, as in 2012-13, operating budget adjustments initiatives in 2013-14 limited the advancement of some initiatives outlined in *Promise and Potential*. Institutional Planning and Assessment (IPA) is currently in the planning stages of a communication piece that will be distributed broadly this spring/summer which will outline in a more quantitative way our progress since plan approval. This communications piece is expected to include an update on metrics and the academic priorities fund, and direct readers to [www.usask.ca/plan](http://www.usask.ca/plan) for several feature stories associated with progress over the two years since the plan was approved.

In addition to the implementation of institutional level commitments, there are actions and initiatives being undertaken at the college, school and administrative unit level that align with and support the key goals and priorities outlined in *Promise and Potential*. Highlights are available at [www.usask.ca/plan](http://www.usask.ca/plan).

#### *Third integrated planning cycle extended to 2017*

In February 2014, the Provost's Committee on Integrated Planning (PCIP) decided to extend the third integrated planning cycle to 2017 in order to ensure there is sufficient time to finalize the implementation of TransformUS within the current planning cycle (originally described as 2012-2016) and to complete the key initiatives outlined in *Promise and Potential*. As a result, planning for the various

## PRESIDENT'S REPORT TO SENATE – APRIL 2014

components of the fourth integrated plan (IP4), including the multi - year budget framework, will shift to initial stages in mid-late 2015, rather than commencing during the 2014 calendar year.

As we move toward 2015, and following from the finalization and approval of TransformUS recommendations, we will finalize and formalize the planning expectations for colleges, schools and administrative units for this planning cycle. For now, these are the high-level key milestones:

- Presentation of TransformUS implementation recommendations by PCIP (May 2014)
- Finalization and approval of the University's new vision statement (May 2014)
- Finalization and approval of the budget/planning interface to create the new budget process for the university (June 2014)
- Confirmation of planning entities to be included in the fourth planning cycle (Spring 2015)
- Confirmation of the process for development of the fourth integrated plan and component parts (Spring 2015)
- Community planning event (or other combination of events) for the fourth integrated plan (Summer/Fall 2015)
- Confirmation of the template for college/school/administrative unit completion as part of the process (Fall 2015)
- Deadline date for submission of college/school plans (Fall 2016)
- Deadline date for submission of administrative unit plans (Fall 2016)
- Council and Board of Governors approval of the fourth university-wide integrated plan and component parts (plan document, multi-year budget framework, people plan) (Spring 2017)

It is expected there will be an announcement on the process for the development of our fourth integrated plan by no later than summer 2015.

### *Tuition*

2014-15 tuition rates were announced to the campus community on March 10, 2014 after approval from the Board of Governors. Tuition rates will increase by an overall average of 4.5 per cent for both undergraduate and graduate students. Undergraduate students will see tuition rate increases ranging from 0 to 5.5 per cent. Standard graduate programs will see an average rate increase of 4 per cent. Tuition rates in the College of Arts and Science, where 40 per cent of students are enrolled, will increase by 4.15 per cent. This is projected to be 11 per cent below the median rate of comparable programs in Canada.

It is important to note that all additional funds raised by the 2014-15 rate increases will be allocated directly to the colleges and schools, providing additional funding to enhance the student experience.

Tuition rates are not set with the university budget in mind or in order to make up budget shortfalls. Instead, they are reviewed annually by the Board of Governors and set according to three principles: 1) comparability to similar programs at other Canadian U15 medical-doctoral universities; 2) accessibility and affordability for the majority of potential students; and, 3) the quality of our programs, and the need to ensure our students receive a high-quality education.

## PRESIDENT'S REPORT TO SENATE – APRIL 2014

Our commitment to our students is to continue to offer high-quality programs that earn high levels of student satisfaction. Given that tuition rates remain below the median of peer programs across Canada, with the exception of dentistry, we believe we are offering terrific value to students for their education.

In addition to tuition, 2014-15 student fees have now been finalized. Fees for undergraduate students will be \$785.95 and for graduate students will be \$811.16.

### University Finances – *Operating Budget Adjustments*

#### *Reduce the institutional footprint*

As part of International Polar Bear Day on February 27, the university announced that, beginning in May 2014, adjustments will be made to the cooling and heating temperatures in our buildings. Building temperatures will be raised two degrees in the spring and summer and lowered one degree in the fall and winter, resulting in an estimated savings of \$200,000 annually in utilities costs and a reduction of an estimated 2,000 tonnes yearly in carbon emissions. We are pledging to take this responsible action without compromising our learning and working environment. Over the next two months, our Facilities Management Division (FMD) will be working with facility building managers to identify areas where controlled temperatures are required for research, animal care, technology and other special operational needs.

#### *TransformUS*

On Dec. 9<sup>th</sup>, the final reports of the two task forces were released to the university community. In January, public meetings were held along with individual meetings with senior leaders and students to discuss the recommendations as laid out by the task forces. February began the analysis phase undertaken by the Provost's Committee on Integrated Planning (PCIP).

A 48-page analytical and thematic summary of the commentary was released in February by PCIP. In addition, preliminary analysis has been provided on select aspects of the report. The Provost and Vice-President Finance and Resources have been actively engaged in dialogue with the campus community through their online blog. It can be accessed at [transformUS.usask.ca](http://transformUS.usask.ca)

PCIP's work is currently focused on reviewing possible actions, modeling their consequences, the time frame for their completion, the level of complexity and interconnection with other programs/ services, and the potential savings and improvements in efficiency and effectiveness. It is expected recommendations will be announced in late April/Early May and will:

- keep our university's teaching and research missions uppermost in mind along with our university values and vision;
- be a relatively brief, high-level overview of a set of recommended actions and, where relevant, descriptions of these actions;
- outline a list of projects, each of which the university can consider through the appropriate decision-making and governing bodies over the next couple of years;

## PRESIDENT'S REPORT TO SENATE – APRIL 2014

- indicate which bodies and offices in the university are responsible for decision-making or implementation; and
- be developed with decisions for individual units, both academic and administrative, and for governing bodies.

The final phase of the prioritization process, a period of coordinated decisions and implementation – will begin on May 1, 2014. Decisions will be implemented through the regular governance processes as outlined in *The University of Saskatchewan Act (1995)*, and will follow processes outlined in university policies, including all employment agreements.

It is anticipated that some decisions will begin in the 2014/15 fiscal year if they are within the decision-making authority of the unit leader, while others may take much longer to be implemented as they work their way through the university's governance processes as described in the *University of Saskatchewan Act*. Throughout the process, regular updates will be provided to the campus community at [transformus.usask.ca](http://transformus.usask.ca).

### *A Note of PSE Budgets across Canada*

At the time of writing preliminary indications suggest that postsecondary education received moderate support in the British Columbia, Alberta and Manitoba 2014-15 provincial budgets delivered in February and March, with respective changes of -0.9, 0.0 and 2.5 percent to operating funding from 2013-14. There appear to be trends towards targeted funding, continued capping of tuition fees (prior year in BC, 1.0 percent in AB, and rate of inflation in MB) and greater ministerial control. We will continue to monitor provincial budget impacts on PSE as they unfold.

The BC government tabled its provincial budget on February 18 and announced ongoing funding cuts to PSE of \$50 million per year, as announced in last year's budget. The implication is a decrease to operating of 0.9 percent in 2014-15. BC has also committed to provide \$10.5 million to 17 PSE institutions that provide ESL programs in response to the annulment of the Canada-BC Immigration Agreement.

Alberta's 2014-15 budget saw no increase in base operating grants to institutions, but a 5.9% increase in the total postsecondary budget. After significant cuts in 2013-14, \$50 million was put back into the system part-way through last year and will be maintained on a permanent basis. Alberta also restored the Access to the Future Fund (an endowment in the Heritage Savings Trust) whereby the province matches donations to colleges and universities. A new Social Innovation Endowment was also announced for funding in the social sciences and humanities. An additional \$32 million was targeted for enrolment in programs, not yet identified.

Manitoba made investments to base PSE operating grants of 2.5 per cent for 2014-15: universities were allocated a 2.5 percent economic increase similar to last year, and colleges received a 2 percent increase. Manitoba's budget also established a Research Manitoba initiative "to target funding to strategic priorities under the guidance of researchers and entrepreneurs." The province's council on PSE was disbanded, and functions rolled into the ministry of education.

## Aboriginal Initiatives

### *Aboriginal Student Population*

Aboriginal students now make up 10 per cent of the total student population at the University of Saskatchewan. Recently collected data reveals that 1,999 students voluntarily self-declared their Aboriginal ancestry this academic term. When you consider that Aboriginal people make up 15 per cent of the province's total population the University of Saskatchewan is well positioned to close this gap, and quickly.

Statistics Canada reported that in 2011 Aboriginal people accounted for 15 per cent of the total population of Saskatchewan, and with this number expected to rise to somewhere between 21 and 24 per cent by 2031. As an institution we want to be able to say we're a destination of choice for Aboriginal students, and this needs to be supported by statistics. Having the right data goes hand in hand with having the right supports and services. How we decide to support 1,000 Aboriginal students might look very different from how we support 3,000.

### *Gordon Oakes-Red Bear Student Centre*

As of the writing of this report construction is about one-third complete on the new \$17 million Gordon Oakes – Red Bear Student Centre. The colder than expected winter did have an effect on the construction schedule but it is anticipated the Centre will open up before the end of 2014.

The building, designed by architect Douglas Cardinal, will have a Tyndall stone exterior to co-ordinate with other campus buildings, but also bear colourful limestones and fieldstones to appear like beads on a blanket. The Centre will house student services and programs, serve as a gathering place aimed at welcoming First Nations, Métis and Inuit students, and have specially ventilated spaces to host smudge and pipe ceremonies.

### *Kainai Nation, Federal Announcement*

I had the pleasure of being one of only four university Presidents who attended the Prime Minister's announcement of the First Nations Control of First Nations Education Act and dedication of additional resources for First Nations education across Canada. It was nothing short of historic to be a part of this announcement. This investment in K-12 First Nations education will no doubt have an impact on all Universities but as the province with the highest proportion of Aboriginal people this will impact Saskatchewan greatly. A highlight of the trip was participating in a roundtable discussion of a dozen people with the Prime Minister, Minister of AANDC, and National Chief of the AFN regarding how we might help achieve goals of a revamped education controlled by First Nations communities.

### *Partnership Agreement with Saskatchewan Indian Institute of Technology*

Our university and the Saskatchewan Indian Institute of Technologies (SIIT) signed an agreement in March pledging to work together in the coming years to benefit educational outcomes for Aboriginal learners.

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The agreement means that our two institutions will work collaboratively, to create programs, initiatives and services that benefit the Indigenous people of Saskatchewan. The memorandum of understanding between our two institutions is an example of collaboration and commitment to support First Nation students and improve accessibility for students interested in pursuing higher education.

In February, the U of S and SIIT signed a similar agreement that enables students who have completed two years of SIIT's business diploma program to enrol in the four-year bachelor of commerce program at the university's Edwards School of Business.

### *Partnership Agreement with Buffy Sainte-Marie's Nihewin Foundation Canada*

We also signed a memorandum of understanding (MOU) to support Aboriginal education in Saskatchewan with the founder of the Cradleboard Teaching Project, Buffy Sainte-Marie. The Saskatchewan Cradleboard Initiative (SCI) is a cross-cultural educational resource project to support Kindergarten through Grade 8 students in science, technology, engineering and math (STEM).

Curriculum for the program will be developed by U of S students, Buffy Sainte-Marie's Nihewin Foundation Canada and Aboriginal educators to support the provincial science curriculum's explicit mandate to co-present Indigenous and western perspectives on science at all levels of learning.

In the spirit of the Cradleboard Teaching Project, the Saskatchewan Cradleboard Initiative will highlight the contributions and diversity of Aboriginal peoples in our province, respond to community priorities for STEM education, and encourage cultural and scientific literacy. Resources will be hosted on an open-access website, which will include learning challenges for youth, as well as news stories featuring Aboriginal youth taking a leadership role in shaping their education.

### *Aboriginal Achievement Week*

Each year in March the University of Saskatchewan hosts Aboriginal Achievement Week to celebrate Aboriginal achievement, reflect on traditions and ceremonies, and connect with the community and I am pleased and impressed with its continued evolution and growth. This year offered 33 different sessions and a number of activities for the campus community coordinated largely by our students and student organizations.

Highlights of the week included workshops on language, discussions on issues affecting Aboriginal peoples today, speakers such as Shawn Atleo, and a feast and round dance.

## Government Relations

### *Federal Budget*

One of the key announcements in the recent federal budget is a significant investment of \$1.5 billion over 10 years for the new Canada First Research Excellence Fund. The Research Excellence Fund – which will escalate to \$200-million per year from 2018 onward – will be flexible, with universities competing for funds to spend in targeted areas. Details remain incomplete at this point but it is clear that the funding will go to institutions rather than to specific individuals. This could permit universities to hire new talent, buy new equipment, improve library holdings and cement international partnerships.

The Canada First Research Excellence Fund, administered by the Social Sciences and Humanities Research Council on behalf of all the granting councils, will be available to all post-secondary institutions on a competitive, peer-reviewed basis. I am confident in saying that this funding is a direct result of relationship building through the combined efforts of the U15 and the Association of Universities and Colleges of Canada (AUCC).

The federal budget also brought with it the government's investment of \$46 million in new money for the Tri-Council granting agencies, starting in 2014, \$224 million for TRIUMF, \$15 million over three years for the Institute of Quantum Computing (IQC) and \$8 million for Mitacs Industrial R&D fellowships.

### *Provincial Budget*

We were satisfied with the provincial government's continued support for post-secondary education, given realities of the 2014-15 provincial budget. The U of S received a 2 per cent increase to its base operating budget and targeted funding to support initiatives in the College of Medicine, the Health Sciences Building, VIDO-InterVac and support for students.

This budget has sent a clear message that government recognizes the value of post-secondary education to Saskatchewan. We appreciate the continued support for the U of S. The increase to our budget and allocations to specific initiatives allows us to continue to build a stronger university, one that will continue to serve the people of Saskatchewan.

The university's allocation for 2014-15 is consistent with the university's request to the province and its projections in its multi-year budget framework. This budget is welcome news, but our work towards building a financially sustainable university remains. We are committed to using our resources carefully and strategically, and this budget allows us to continue with the important work of transforming the university into a strong, U15 university.

We have been analyzing the impact of the provincial funding and will announce its 2014-15 budget in early June after it is approved by the U of S Board of Governors.

## Community Engagement

Community engagement is a critical element of the presidential portfolio and of a university in general. I am pleased to be continuing the tradition of the “President’s Tour”, visiting locations within Saskatchewan and beyond, connecting with our alumni, donors, and stakeholders. This year our travel plans have us in Yorkton, Ile-à-la-Crosse, Swift Current, North Battleford, Prince Albert and of course Regina. Extra-provincially we are in Vancouver/Victoria, Calgary, Winnipeg, Toronto and Ottawa.

Community engagement is more than simply visiting a community though, it’s intertwining the work of the university and the needs of the community. The following are some examples of university-community connections over the past few months:

### *Medication Assessment Centre*

A new program in the College of Pharmacy and Nutrition is bringing students and patients together for mutual benefit. The Medication Assessment Centre in the College of Pharmacy and Nutrition offers pharmacy students the chance to interact with real patients and free comprehensive medication assessments for patients.

The Centre is one of only two programs of its kind in Canada. In the Centre, students will have interactions with real patients in a controlled, supervised environment, where faculty can evaluate students and provide feedback for improvement. By inviting real patients from the community, students get the benefit of interacting early and often which will help them be better prepared to quickly integrate into the health system upon graduation. Practicing pharmacists can also refine their medication assessment skills by participating in the Centre’s services.

### *The Global Institute for Water Security (GIWS) Student Outreach Team*

The Global Institute for Water Security (GIWS) Student Outreach Team was established last year to bring together U of S graduate students working on water-related research. Now in its second active year, the team has started to increase its presence on and off campus by collaborating with other groups and engaging a greater number people in their activities.

In September, the team promoted sustainable water use by participating in World Rivers Day. The event, held in Saskatoon alongside the South Saskatchewan River, served to remind attendees of the importance of rivers in local and global ecosystems. The group also recently collaborated with the School of Environment and Sustainability Students’ Association (SENSA) in Sustainability Week activities on campus. The ‘Better Than Bottled’ event focused on reducing and eliminating bottled water use and promoting Saskatoon’s water by offering a blind taste test of both tap water and bottled water.

### *Community Engagement and Outreach Recipients*

The University is funding community-engaged projects that aim to strengthen Saskatoon’s core neighborhoods, keep aging populations healthy and active, and give elementary school students hands-on learning opportunities. These funds support innovative activities that offer the potential to change and improve lives through community-university partnerships — an important objective for the university.



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The recipients in the five funding categories are working with communities across the province to make a difference. A total of \$70,000 was awarded to U of S faculty and students who are finding innovative ways of looking at challenges and, with community partners, form collaborative relationships that support creative solutions.

### Community Engaged Scholarship Research Seed Funding:

- Christy Morrissey, Connecting migratory birds with the community
- Lalita Bharadwaj, Our nation, our water
- Scott Butcher, High-intensity functional interval training in older adults
- Janet McCabe, Exploring the effect of peer mentoring for children and youth with disabilities
- Megan O'Connell, Development and evaluation of a telehealth facilitated support group for caregivers of individuals diagnosed with atypical dementias

### Support for Community Engaged Experiential Learning:

- Ken Coates, Policy issues in a northern community – community-engaged learning in La Ronge
- MJ Barrett, Transdisciplinary advancement of the partnership with Redberry Lake Biosphere Reserve
- Hope Bilinski, Engaging rural communities in advancing interprofessional education of health science students
- Bill Waiser and Jim Miller, Okanese experiential research/learning

### K-12 School Outreach Initiatives:

- Michelle Delorme, PLSNP K-12 school outreach initiatives project
- Lana Elias, PotashCorp Kamskénow science and mathematics outreach program
- Jordan Woodsworth, develop and teach a new clinical program to senior veterinary students within the Veterinary Medical Centre (VMC)
- 

### Engagement Communications:

- Maureen Reed, design and deliver a video production to illustrate SENS's experiential and community-engaged teaching and research

### Engaged Scholar Mobilization Graduate Student Catalyst Award:

- Lorna Butler and Maxine Watt, Linking learners with Leaders for life where they Live (L4)
- Sandra Bassendowski and Shauna Davies, iNurse, iTeach: using mobile applications in client education
- Rachel Engler-Stringer and Scott Mantyka, Community food assessments
- Robin Hansen and Penelope Sanz, Human rights impact assessments of mining investments: questions of methodology in Indigenous community participation

## Research Highlights

### *Patient-Oriented Research*

Saskatoon Health Region (SHR) and University of Saskatchewan celebrated a milestone last fall regarding patient-oriented research. SHR ranked 35th in the list of top 40 research hospitals published by Research Infosource. The Region was also recognized for leading the country in growth in health research income.

This is the first time Saskatoon Health Region has made the list and is the result of a collaborative approach adopted with the University of Saskatchewan in creating a joint research and innovation office. The office has provided support to initiatives examining new patient care programs, technologies and drugs, generating evidence to improve health outcomes. Some of these improvements include best practices to reduce MRSA bacterial infections in hospitals and long term care homes and development of evaluation tools for programs such as the Hospitalist initiative at St. Paul's Hospital.

### *Canada Research Chairs*

Four U of S researchers were appointed or renewed as **Canada Research Chairs (CRC)** since the last Senate meeting:

- **Dwight Newman** (Law) was appointed as a Tier 2 CRC in Indigenous Rights in Constitutional and International Law.
- **Ingrid Pickering** (Geological Sciences) was promoted to a Tier 1 CRC in Molecular Environmental Science.
- **John Giesy** (Veterinary Biomedical Sciences/Toxicology Centre) was renewed as a Tier 1 CRC in Environmental Toxicology.
- **Erika Dyck** (History of Medicine) was renewed as a Tier 2 Chair.

These four CRCs will bring a total of \$3.8M in federal funding to the U of S over seven years.

### *Agreements Signed with International Partners*

The U of S signed five agreements with four international partners in December:

- A Memorandum of Understanding was signed on December 9 with the **Shiraz University of Medicine** in Iran.
- An exchange agreement was signed on December 9 with the **University of Bologna** in Italy.
- A Memorandum of Understanding was signed on December 11th with the **China Scholarship Council** in China.
- An Agreement on Academic Exchange and an Addendum to the Agreement on Student Exchange were signed on December 18 with **Osaka University** in Japan.

### *Update on Cyclotron Facility*

The Cyclotron Facility capital project, a multi-purpose facility on campus for advanced research, training and production of medical imaging agents for PET-CT scanner use, is more than 60 per cent complete and on budget.

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On January 13th, the facility received its License to Construct from the Canadian Nuclear Safety Commission without any comments or questions— demonstrating the high quality of work that has gone into the project.

Construction, delayed four weeks due to cold weather, is slated to be completed in late September. Upon completion, operational responsibility will be turned over to the Fedoruk Centre which will undertake regulatory commissioning and manage the facility under a recently approved agreement between the U of S and the Fedoruk Centre. The first isotopes for clinical use are anticipated in 2015.

### *Fostering undergraduate research*

A U of S Undergraduate Research Program has been launched to ensure that the majority of undergraduate students have opportunities to experience research and discovery. This program includes curricular innovations, one-on-one research-mentored opportunities, and more internships and co-operative placements.

### *Water institute has global reach*

The Global Institute for Water Security (GIWS) is building international links and networks to help solve water issues in Canada and around the world. Among them:

- GIWS director Howard Wheeler served as a member of the Permanent Court of Arbitration, an intergovernmental organization that last December decided the Indust Waters Kishenganga dispute between Pakistan and India.
- A major GIWS research program focused on the Saskatchewan River Basin has been approved as the only regional hydroclimate project in North America by the Global Energy and Water Exchanges, an initiative of the World Climate Research program.
- GIWS has funding from the Canadian and Brazilian governments that will enable four Brazilian students to study water quality and quantity in the headwater catchments of the Canadian Rockies and four Canadian students to examine headwater regions in the mountains of Brazil.

### *Health research success*

In a highly competitive Canadian Institutes of Health Research (CIHR) competition announced early this year, the U of S achieved a 20-per-cent success exceeding the national success rate of 15.7 per cent. Total funding awarded to U of S was \$1.53 million for four projects that ranged from basic immunology and biochemistry projects to an historical look at reproductive politics and a project looking at how to create active urban communities. Of the four successful U of S grant applications, all but one went through the U of S internal review process set up by the Research Office. There is also evidence that the internal review process is leading to greater success for researchers applying to the federal research granting councils, SSHRC and NSERC.

## Other Items of Note

### *Top 100 Influential Women*

Karen Chad, vice-president of research at the University of Saskatchewan and Nancy Hopkins, past U of S board chair and U of S alumnus, have both earned spots on 2013 Canada's Most Powerful Women: Top 100 Awards in the public sector leaders' and Accenture corporate directors' categories. The list of winners was announced by Women's Executive Network (WXN).

The WXN Top 100 Awards recognize the highest-achieving female leaders in the private, public and not-for-profit sectors in Canada. Recipients were celebrated at a Dec. 4 leadership summit and gala dinner in Toronto, and will be featured in the *Financial Post* magazine. Winners are selected on their strategic vision and leadership, their organization's financial performance and their commitment to their communities.

### *TOOCs and MOOCs*

Massive Open Online Courses (MOOCs) took the educational world by storm last year. The prevailing model for most MOOCs involves the course being housed in a closed platform (Coursera, Udacity). Although the price for registrations is free, participants must register to view the course content and any use of course materials outside of that course is prohibited. Participants usually communicate only with registered members in the course and sometimes not even with them. Yet the first "O" in MOOC stands for "Open", something most are not.

The Gwenna Moss Centre recently launched a course that we consider to be a Truly Open Online Course or TOOC. The course is built on the open source blogging platform, WordPress and all materials developed by the GMCTE carry Creative Commons licenses, allowing anyone to use, remix and share them. Participants are encouraged to register to make it easier to collaborate with others interested in completing the course as a cohort. Registration is not required to access the course materials. Other universities may use the resources of the TOOC or even embed (or "wrap") the TOOC into one of their own courses. The open nature of the TOOC not only benefits students through their ability to learn from a variety of perspectives, but also benefits the designers and course facilitators who receive feedback from others in the education world about the design and content of their course.

The Introduction to Learning Technologies TOOC from the Gwenna Moss Centre has 290 registered participants representing 15 different countries.

### *Another 3M National Student Fellowship*

Shannon McAvoy, a student at St. Thomas More College was named as one of 10 recipients of the 2014 3M National Student Fellowship.

The prestigious 3M National Student Fellowship was introduced in 2012 to honour undergraduate students in Canada who have demonstrated qualities of outstanding leadership and who embrace a vision where the quality of their educational experience can be enhanced in academia and beyond.

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Shannon has demonstrated leadership in campus academic support, student organizations and off-campus community-based social advocacy groups. Her self-direction, maturity, passion, and engagement are reflected in her commitment to improving the quality of the student experience through innovative ideas. She models leadership that is inclusive and seeks to foster and promote understanding among disparate groups.

The Fellowship is open to undergraduates enrolled full time in a college or university in Canada, and in neither the first nor the final year of their program. Each member of the cohort receives a \$5,000 award, registration, accommodation and travel associated with STLHE 2014, hosted by Queen's University, and participation in a day-long retreat held in Kingston, Ontario. The Student Fellows will work on a collaborative project related to post-secondary education.

UNIVERSITY SENATE

**REQUEST FOR DECISION**

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**PRESENTED BY:** Ilene Busch-Vishniac, President

**DATE OF MEETING:** April 26, 2014

**SUBJECT:** *Vision 2025: From Spirit to Action*

**SENATE ACTION:** For decision

**DECISION REQUESTED:**

*It is recommended that Senate approve the document Vision 2025: From Spirit to Action as the new institutional vision document of the University of Saskatchewan.*

**PURPOSE:**

President Busch-Vishniac submits to Senate the document, *Vision 2025: From Spirit to Action* for approval. In approving the document, Senate signals its approval of a new vision document for the University of Saskatchewan.

**CONSULTATION:**

An extensive period of consultation has informed the document as outlined in the attached summary. The draft discussion document was first released to the university community on October 9, 2013. The document was discussed by the three governing bodies in the fall and specifically by Senate at the October 19<sup>th</sup> meeting.

Following presentation of the draft vision statement to the university's governing bodies, input and feedback was sought through town halls, public meetings, and meetings with student organizations, alumni and administrative units, and discussion with government representatives. A number of colleges and departments also invited the president to present the draft statement to their faculty, students and staff.

At last count, President Busch-Vishniac presented the draft statement to over 700 individuals at face-to-face meetings, and received over 100 online submissions. In response, substantive revisions to the document included an expansion of the values expressed, the incorporation of language from *The Learning Charter* and an entirely new section on Aboriginal engagement. The themes of advanced learning and discovery, enhancing Aboriginal engagement and inspiring lifelong citizenship were identified and highlighted in the document. A section on guiding principles was added to articulate how

the university will express its chosen principles through actions. In terms of format, the document was reorganized to articulate the themes and eliminate overlapping sections.

On March 19, 2013, the planning and priorities committee considered the revised document and I suggested wording changes. On April 2, 2013, the committee received a further revised version of the document and carried a motion to recommend to Council approval of the Vision 2025 document as the new institutional vision statement of the University of Saskatchewan.

The document is slated to be presented to University Council on April 17<sup>th</sup>. The document submitted to Council is identical to the document submitted to Senate. Any recommended changes made at University Council on April 17<sup>th</sup> will be identified and circulated at the Senate meeting on April 26<sup>th</sup>.

**SUMMARY:**

The *Vision 2025* document is intended to become an institutional statement of the university's broadest goals and objectives and lay the foundation for the university's future integrated plans. The document speaks to the university's collective mission, vision, values and guiding principles. As such, it is appropriate that Senate be asked to approve the Vision 2025 document to voice its support of this collective vision and direction of the university.

**FURTHER ACTION REQUIRED:**

Approval by Council will be sought at the April 17 Council meeting; approval by the Board of Governors will be sought at the May 27 Board meeting.

**ATTACHMENTS:**

1. Vision 2025: *From Spirit to Action*

**APPENDIX C**  
**Senate Education Committee Break Out Notes and Comments**  
**Provided by Senators to Plenary - April 26, 2014**

**Group 1**

1. Should university plan on basis of greater, lesser or same 2% increase of government funding?

- We would like to see commitment by government to a 3-5 year plan (ie. A longer-term plan) at a minimum of 2% increase)
- Keep U of S as much as possible “the people’s university” especially in light of threat to natural resources (eg. Water) by the extractive industries whom the university is increasingly looking towards for funding.

2. Increased revenue from academic programming?

- Does the U of S have the capacity to expand this programming for international student/masters’ programs (i.e. Human resources, expertise of existing faculty
- Would increase \$ be eaten up by addressing lack of capacity?

3. Budget ratio

- Just raising tuition is likely not feasible
- Question: is the university able to economize the delivery of services so that tuition does not increase, while the ration of funding coming from tuition can then increase. Eg. Delivery those saving of administration costs, which increase at higher rates than other salaries (eg. 5-6X)

4. Increase revenue by...

- Lease land as opposed to sell
- Take advantage of potential land-lease availability on campus by decreasing physical footprint.

**Group 2**

1. Should university plan on basis of greater, lesser or same 2% increase of government funding?

- Same or less increase in basic operating grant from government.
- General question: What collaborative opportunities are there between post secondary institutions eg. SIAST and U of S that could create cost saving structures for both. In particular, academic programs for undergraduate needs.
- Recommend government look at cost of living increase and population growth.

2. Increased revenue from academic programming?



- Look at increasing international students and offer more professional Master's programs but can't compromise quality of education at their expense. Increase with caution; don't compromise programming or Sask. students at the expense.

### 3. Budget ratio

- Small percent of tuition increase only 1-2% - look at increasing other revenue more first.

### 4. Increase revenue by...

- Land developments with consultation should be looked at. Increase donations. Contact Alumni – plan to donate an amount over a period of time to fund a first year student's tuition amount. Ancillary operations. Convention Centre – central location for Canada. Use hotels in land development. Electronic increases possibility for global conferences.

## **Group 3**

First Nations funding – are we competing for dollars? There may be some overlap – needs to be reviewed. Eg. Nursing

What things/strategies could we utilize to retain students? Eg. Online or first year classes offered in more communities may improve success rate. Re-entry classes for students that leave for whatever reasons.

Don't assume we'll receive more 2% annual increases from government.

Based on increase of costs (reality) 4% annual increase will occur – needs to be considered.

1. Should university plan on basis of greater, lesser or same 2% increase of government funding?

Should be economy based

Deans more internal based – suggest that Deans concentrate/focus more on externally based.

Stay involved in communities.

## **Group 4**

1. Should university plan on basis of greater, lesser or same 2% increase of government funding?

- It's contingent on government. Hard to answer. If we plan for a 2% increase or more, we have to plan accurately to apply pressure. What can we do to make the number different? Absolutely if we want more we need to work for that. Lobby for increased government revenue. Education tax % on resource extraction and capital transfers out of province.

- It's not actually clear where the funds are going. How can we project operations when we don't know where it's going.
- Answer? Prudent to plan for 2% and advocate for 5%, or more (Active role)
- Funding will probably decrease in terms of government funding...or at least won't do it above inflation.
- Perhaps a direction away from government and towards other funding strategies.

## 2. Increased revenue from academic programming?

For particular degrees, it may be important to increase revenue from academic programming.

Differential tuition? (side note: to have a substantive discussion about this we need more time. We need more time – what is it about revenue, restructuring, and TransformUS?) Expand the time slot to do this.

## 3. Focused on tuition revenue and should be focused on other revenue (approx. 5%)

Students bear the brunt of the increases.

Access to equipment, changes to technology, etc....take a huge chunk and is well above inflation. What is the right balance? Information in advance is key.

Online programs cost about the same. Usually given to sessional lecturers ie. Other programs don't cost much for university, but students pay more and not a lot of benefit.

What is the business case for that? If we want to expand programs we have to think about it.

Differential tuition? A LOT of push pack.

What is the appropriate ratio? Keeping tuition down is what we want to do.

## **Group 6**

### 1. Government grants

- Encourage responsible investment in our future ie. Advocate for more, plan for less
- Efficient responsible use of \$\$ by U of S
- Society has a responsibility for providing education at all levels)

## 2. Programming revenue

- Retain core mission – don't sacrifice , also don't shy away from opportunity
- Increase international students
- Yes, prof masters program with appropriate tuition, competitive, cost recovery

## 3. Tuition revenue

- Increased on annual basis by C.O.L. %
- Competitive with Canadian universities
- Consider European models, American, international models
- Teach what we' good at and what we need
- Reduce redundancy in Saskatchewan institutions

## 4. Other revenues

- Planned endowment/estates
- I.P.
- Reflecting core values
- Sustainable investments in building retrofits – cost benefits – thermal/solar
- \$\$ benefits to individual researchers fairly shared with university  
Public/private partnerships with our land developments.

## **Group 7**

1. Timing of operations, Monday – Thursday, September – April  
Max capacity opportunities, Friday and Saturday, May – August
2. Income opportunity from residences
3. Product offerings
  - Huskie clothing – accessibility
  - Rider swag – cross merchandising
4. Procurement opportunities
5. Review benefits provider
6. Program review
7. International students recruitment and differential tuition
8. Revenue generation opportunity
  - Synchrotron
  - VIDO-INTERVAC

9. Administration rationalization
10. Quality of tenure
11. Program prioritization
12. Voluntary departures

### **Group 8**

#### 1. Plan on greater, lesser or same government grants?

- Should expect variances each year
- Expect that administration advocate at government level to request increases
- For “planning” purposes we should look at grants remaining the same
- As we plan for less, honesty and transparency is key to communicate specifically by and from administration - increase level of trust, decrease level of frustration
- Process is important to communicate in order to manage expectations
- Evidence based information is needed
- Need to craft the message to be transparent yet maintain privacy as well

#### 2. If/when staff/personnel cuts happen that they are recognized in a respectful manner – recognition of the contribution these individuals have made – use industry appropriate models – treat people with dignity.

#### 3. Tuition Revenue Ratio

- Need to consider maximum amounts of tuition and amount of student loans as well – accessibility
- Appropriate tax incentives
- Important to also examine other alternatives
- Tuition is a ‘good deal’ in terms of the return on investment
- If increased admissions, need to balance with the quality of education
- Explore increased ‘online’ courses = increased students and tuition, etc.

#### International Students

- Increasing the numbers of international students can also increase support costs so not always a revenue generator – models need to be examined carefully.
- Need to examine accessibility issues in relation to tuition increases as a revenue generator.

#### 4. Donations

- Need to explore other fundraising models to encourage alumni to donate

- Education
- Need to be clearer on where your donated funds are going towards – perhaps have choices to direct your funds towards – needs to be streamlined, easy to donate
- Examine the associate tax breaks
- Examine other ways to increase revenue from ancillary services – Huskie gear, increase food services and quality/variety

### **Group 9**

- Can interdisciplinary research become a source of revenue
- Can capital renewal be a one-time government investment (ie for building maintenance and growth)
- “greening” campus with solar/wind may decrease costs of utilities, increase revenue (by selling excess back to grid), can secure government funding, innovative and distinguishes the campus. Could be a drive for research.
- Any organization that relies 70% on government funding is at risk – something to be said for becoming more self-sustaining
- Increase revenue from land holdings and leases
- Look at ways to increase donations (monetary or land donations)
- Communication issue identified around grad students and international students (ie. International tuition cost of education, local students are subsidized – not international tuition, more expensive)
- What is capacity to expand within colleges?
- As long as university able to expand, pursuing more international students should be prioritized.
- Prof. masters seen as valuable approach
- Increase distance education technology and opportunities
- Tap into online course offerings like ed ex (free courses, pay for recognition of completion)
- U of S currently has a high tuition already
- Good time to investigate all pension plan alternatives/structures
- If tuition increases necessary, it should be coupled with increase in graduate retention plan in province.
- Education already an inequitable opportunity (low income students pay more in loan interest, therefore more for their degrees)
- Lot of people concerned about ‘top heaviness’ – ex p of administration
- If people saddled with debt on graduation, how likely will they be to donate in the future?

### **Group 10**

#### 1. Basic Operating Grant

- Plan on the same
- Dangerous to plan for less, then you invite less
- Tied to your planning for expenditures, you need to see whole picture

## 2. Generate Revenue from Academic Programming

- Every university wants International students
- Is there an opportunity for more creative innovative learning and programming? To set up apart.
- Access programming for Skype (etc) in a flexible package for remote/greater community
- More partnerships
- Make sure existing programs don't get pared back too much. Keep them vigorous.

## 3. Revenue Ratio

- Please don't raise tuition, don't want to lose students
- Ration at 25% acceptable, but good to make it less than 25% by revenue elsewhere.
- More students at lower tuition is good in long run.

## 4. Revenue Generation

- Don't approach new graduates for money right after they graduate. Give them time to a get a job, pay off loans, etc. Let them get settled.
- Be sensitive, but still keep them involved and stay in touch. (Alumni)
- Approach Edwards School of Business with this as research project.
- University sharing space/renting space to business/community for conferences, continuing education, etc.
- Be careful that ancillary development/land developments mesh with university vision (ie Preston Crossing)
- Don't take resources away from other goals

## Other points/questions

- If looking at finances and budgets, why can't we see the finances at some level of detail? We need to know where we are before we can discuss changes
- Where are other universities getting the 10% 'other revenue' vs. the U of S having 5%
- If looking at generating revenue, how is money generated from commercial research allocated/shared with general university revenue? Is there a ratio or % that goes to general university funds? And then at what point does it become a conflict of interest?
- Why are senior administration salaries immune from consideration in TransformUS process? Are they?

## General comments:

- Compare our university \$ to European universities not North American (eg. US) \*divided opinion – North American comparison important
- Endowments: we are under-endowed
- Exam stewardship of endowments

- Increase emphasis on endowment portfolio
- Provide further forums to discuss financial savings
- How do we assess/monitor/improve current process

**Comments provided by verbally from Senators to Plenary:**

- Actively seek more funding from government
- Look to land endowments and suggestions about land development and stewardship as there is a lot of potential there
- The public perception of what is happening is that professors are being fired but administration has never been touched so recommendation to make things more transparent and work on better communications to the public. Recommendation of perhaps providing a chart showing the percent of administration being downsized and the percent of other groups being downsized so people see it as being balanced. If there is a lack of true information then untrue information will come forward.
- Suggestions were provided for ways the university could become more self-sufficient in creating its own revenue: making the campus more green as environmental sustainability plays into financial sustainability (i.e. solar panels on campus and sell excess energy back to the grid). Look to be innovative.
- There was a wide-ranging discussion regarding tuition increases and recommendations that it should be indexed to inflation and a perception that tuition has been going up quite substantially. The question was asked as to what is tuition paying for and why are tuition fees increasing as much as they are (i.e. Are there more costs to run facilities in some of the colleges?). There was a view that those who are receiving distributed learning are paying much more than the costs of their program. Also the tuition question revolves around getting accessibility to education and if tuition increases are necessary the university should campaign the government aggressively to increase the graduate retention program so students can recoup tuition costs down the road. There was an indication that we do not want people with increasing amounts of debt partially because the likelihood of future donations down the road is less.
- There was the observation that the university may start to become things that are not in the Vision statement (i.e. Land developers; and holders of IT rights).
- Regarding seeking more money from alumni and individuals, it was noted that a number of years ago there were enhanced tax write-offs for donations to political parties and would it be possible to lobby governments for enhanced tax write-offs for donations to post-secondary education institutions.

- Recommendation to retain the concept of this being the people's university and therefore the provincial government should be funding 2% or more.
- Regarding tuition being a larger percentage of revenues, it was recommended that it be indexed to the total amount allowable in student loans.
- It was noted that a lot of people see the government providing a growth of 2-3% per year and they asked whether the university had undertaken a worst case scenario regarding what would happen when exponential growth stops? Has the university determined what are its core programs that will continue to be funded if government funding is reduced to a total of 15-20% at some point in the future? Mr. Fowler explained that the rationale behind the planned 2% increase from the provincial government aligns with the inflation targets from the federal government of 2%, so the 2% increases are keeping the university funded at approximately the same level as the prior year. Dr. Fairbairn answered that part of the Board of Governors' responsibility is to manage risk of the institution and we do not deal with that by developing contingency plans. We project into the future the risks to our expenditures and revenue structures and discussions continue all of the time. To be able to discuss this we need to know what our priorities are and that is determined through our Vision document, in our planning documents, and the new information we have received from the task forces through the more refined level by program. Dr. Fairbairn advised that universities are remarkably stable and they do not fluctuate widely. We can accurately predict student numbers in the next year and salaries into the future. If there is an imbalance there is a structural problem, but we do not have wild fluctuations. A serious setback in government funding, which has been seen in the United States, at the moment is hypothetical in the current situation in Saskatchewan.
- The idea of thinking outside the box is very important and there is a powerful intellectual group in the Senate and it is interesting that administration and the Board of Governors is seeking Senate's ideas regarding these questions. It was noted that USSU president's ideas of less expensive textbooks is an interesting idea and it is good to get all of us thinking about ideas such as that.
- The chancellor noted that the provincial government receives money from natural resources and there has to be a connection between these resources to financing of our universities. We have to be mindful of the depletion rates on our energy resources as they have a direct impact here because we live in a resource-based province.



## SENATE NOMINATIONS COMMITTEE REPORT

April 2014

Senate committee membership - July 1, 2014 to June 30, 2015**New members are indicated in bold type.****Executive Committee**

Chancellor (Chair): Blaine Favel

President or designate: Ilene Busch-Vishniac

Two ex officio members: Daphne Taras, **Peggy McKercher**Three appointed members: Simon Bird, **Lee Braaten, Karen Prisciak**Three elected members: **Jim Nichol, Bob Krismer, Mark Stumborg**

One student member: TBA

Secretary: Elizabeth Williamson

**Honorary Degrees Committee**

President (Chair): Ilene Busch-Vishniac

Chancellor (Vice Chair): Blaine Favel

Provost and Vice President (Academic): Brett Fairbairn

Two ex officio members: Lorne Calvert, Peter Stoicheff

Two appointed members: Helen Christensen, Mairin Loewen

Two elected members: **Tenielle McLeod, Richard Michalenko**

One student member: TBA

Secretary (non-voting): Elizabeth Williamson

**Membership Committee**

Chair of committee: Bob Krismer

Chair of executive committee or designate: Blaine Favel

Four elected members of Senate: Lenore Swystun, Bob Krismer, Ron Schriml, **Jerri Hoback****Education Committee**

Two ex-officio members: Blaine Favel, Sanjeev Anand

Two appointed members: **Doug Frondall**, David Dutchak

Two elected members: Lenore Swystun, Russ McPherson

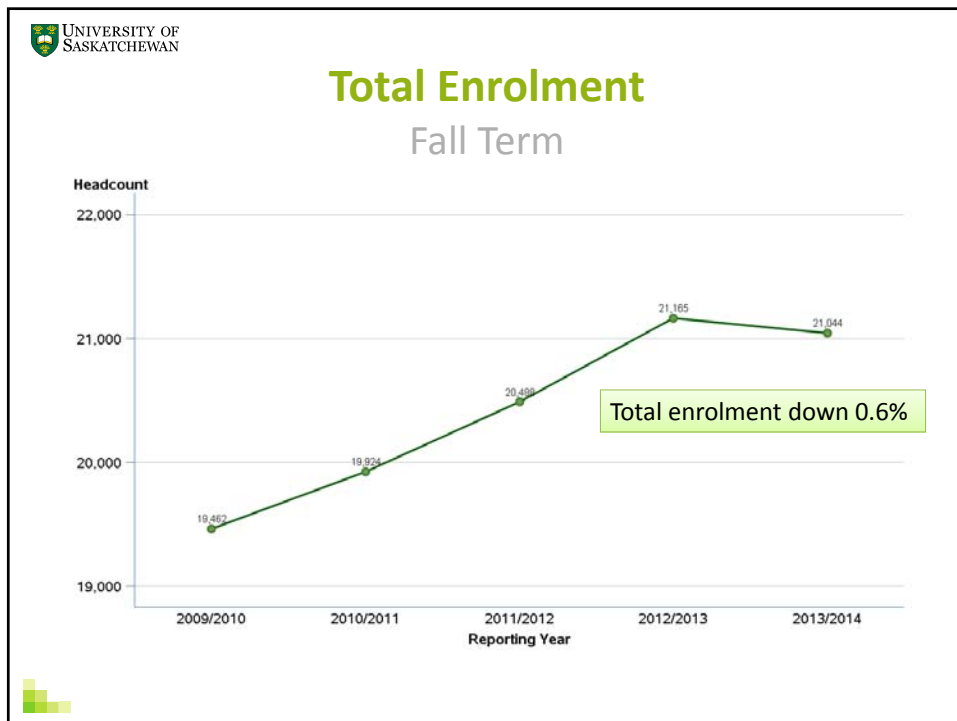
One student elected by student members of Senate: TBA

**Round Table on Outreach and Engagement**Four district Senators: Adelle Kopp-McKay, Corinna Stevenson, Janice Jonsson, **Theresa Girardin****University Council****Sarah Binnie and Jim Pulfer****Senate Hearing Board for Non-academic Student Discipline and Appeals (3-year terms)**Six members of Senate: Armand Lavoie, Ernest Olfter, Nadia Prokopchuk, **Jerri Hoback, Lenore Swystun, Valerie Mushinski**

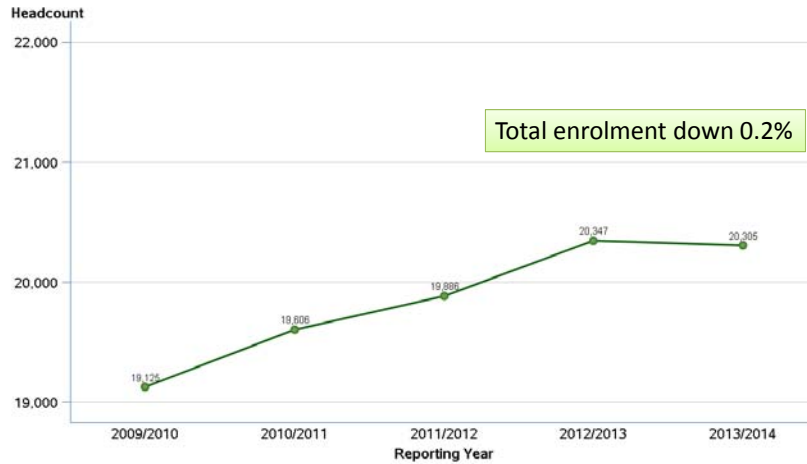


## Enrolment report

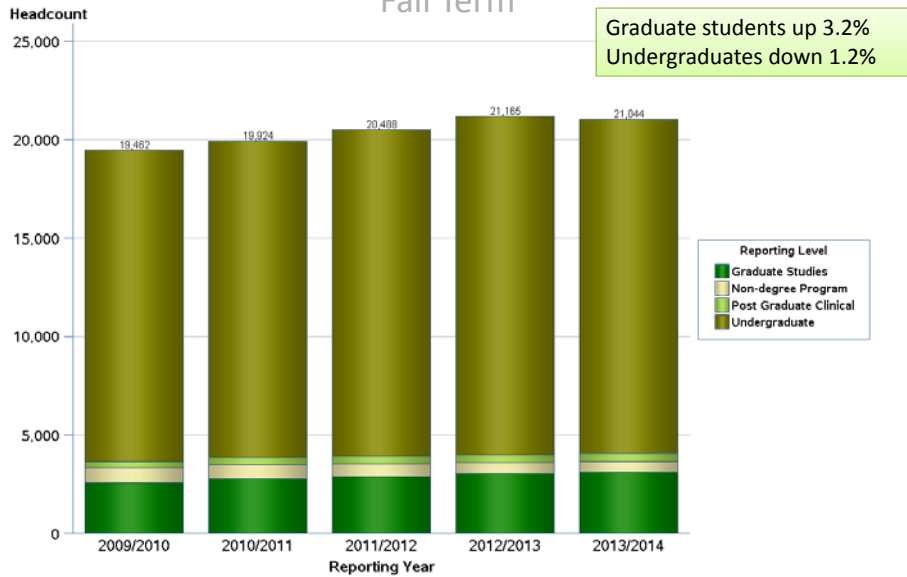
Fall 2013 and Winter 2014 Terms



## Total Enrolment Winter Term



## Total Enrolment Fall Term



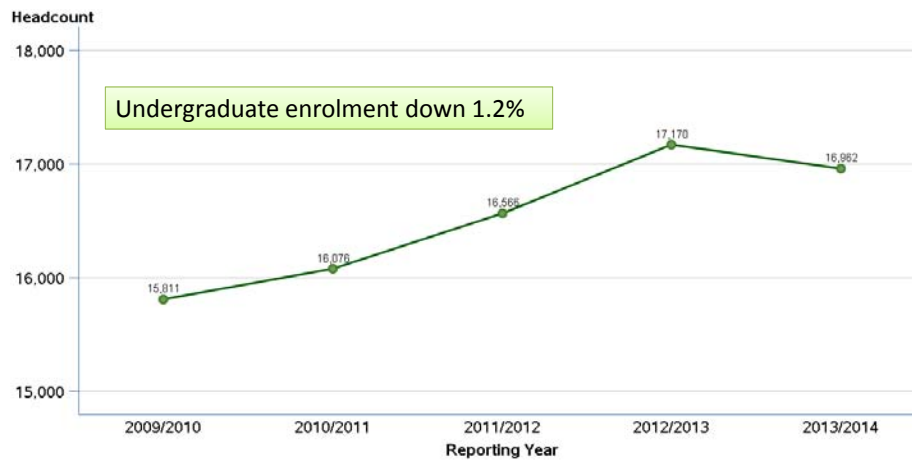
## Total Enrolment

Winter Term



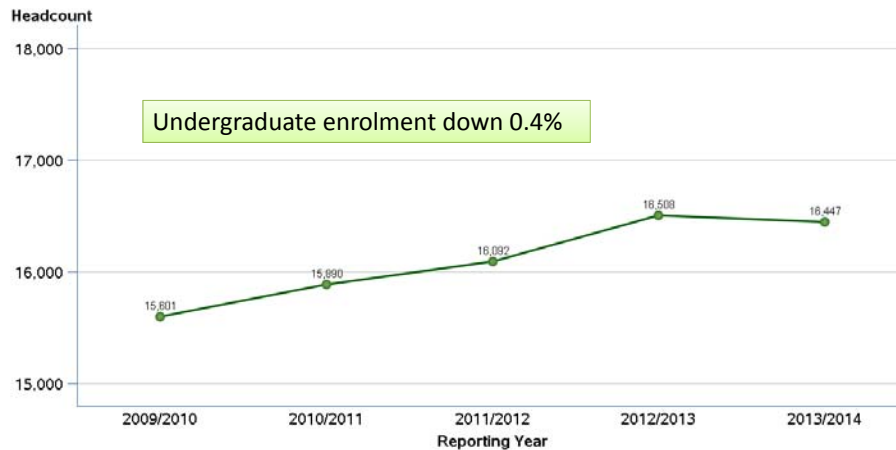
## Fall Term Enrolment

Undergraduate



## Winter Term Enrolment

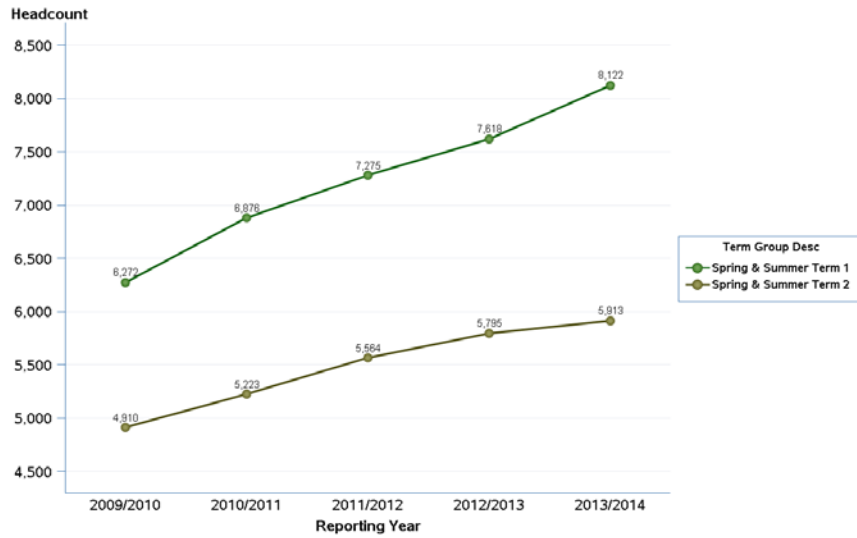
### Undergraduate



## Why is undergraduate enrolment down?

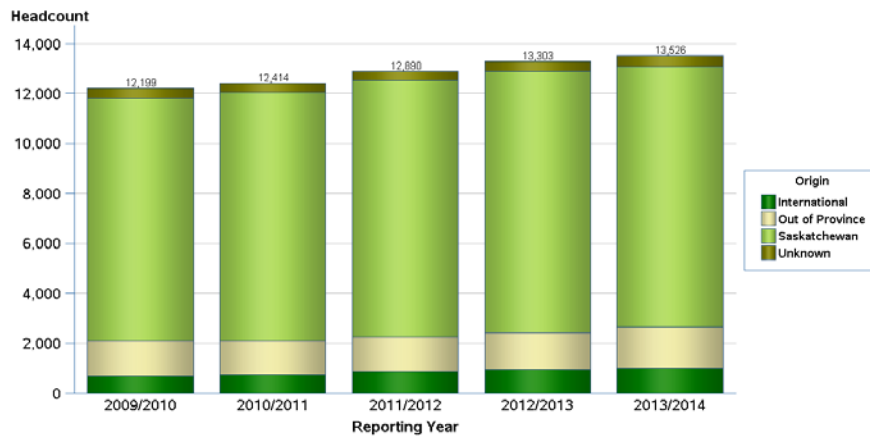
- Canadians 18-21 peaked 2011, 10% decline by 2020.
- decline in number of Saskatchewan high school graduates (-1.6% provincially, -2.6% in Saskatoon).
- number of new undergraduate students is relatively stable, but 1<sup>st</sup> to 2<sup>nd</sup> year retention rate in direct entry programs declined.
- elimination of Open Studies led to loss of some RTD students during transition of OS students to colleges (mostly A & S).
- decline in continuing Nursing students due to graduation of larger NEPS cohort and fewer students entering new BSN program.
- PAFSO job action negatively affected some incoming international students (about 50 students deferred admission to either January or next year).

## Spring and Summer Term Enrolment



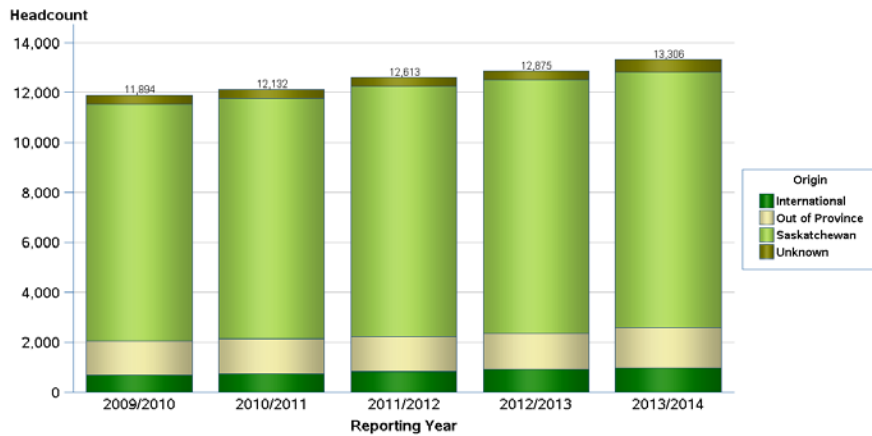
## Fall Term Undergraduates By Origin

Direct Entry Programs



## Winter Term Undergraduates By Origin

Direct Entry Programs

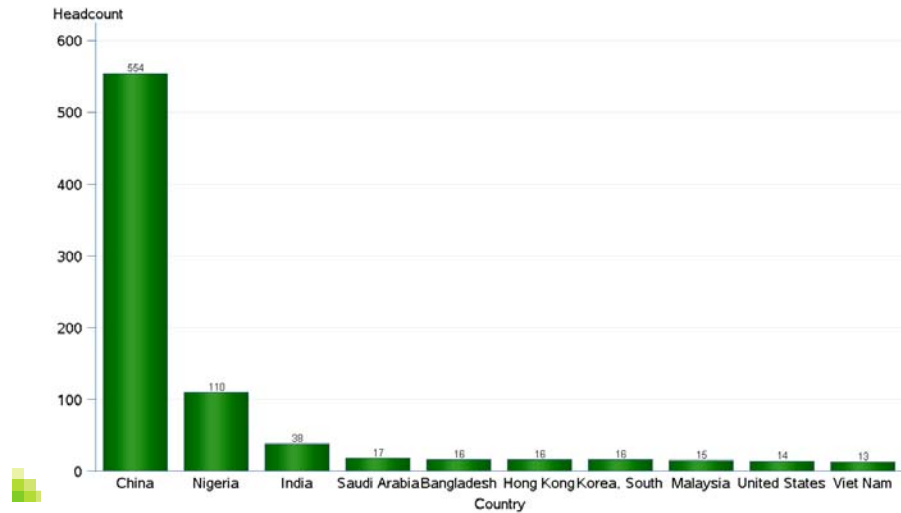


## Fall Term Enrolment International Undergraduates

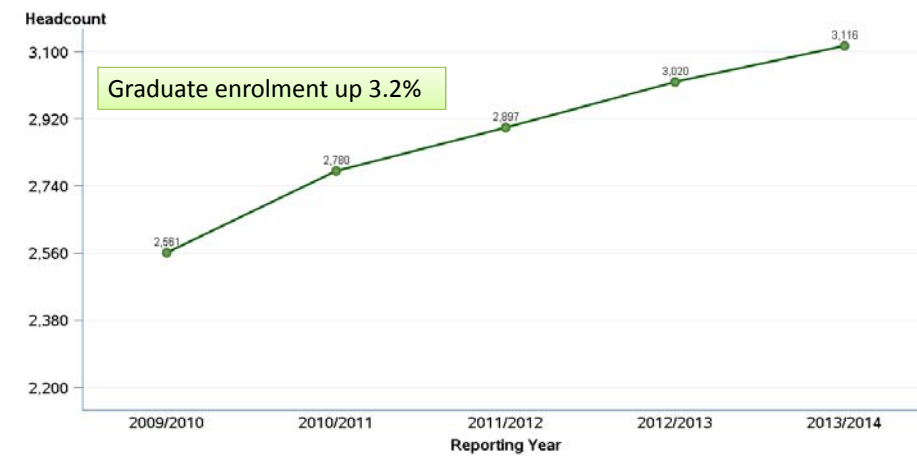
By Country



## Winter Term Enrolment International Undergraduates By Country



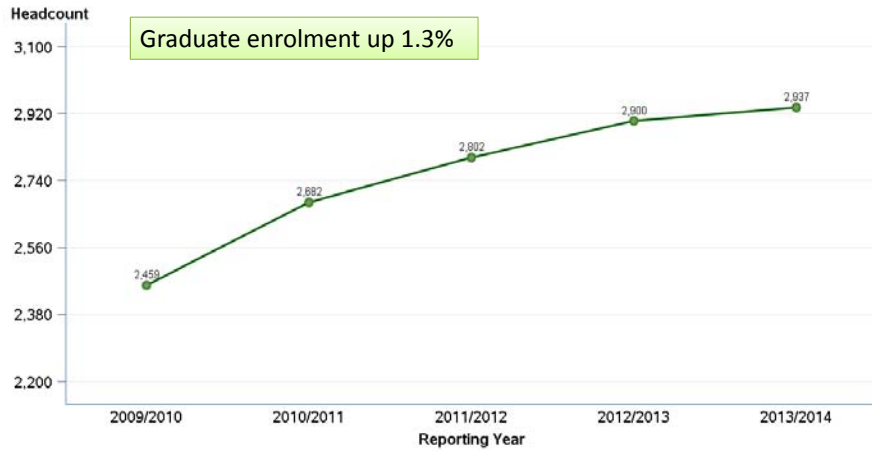
## Fall Term Enrolment Graduate





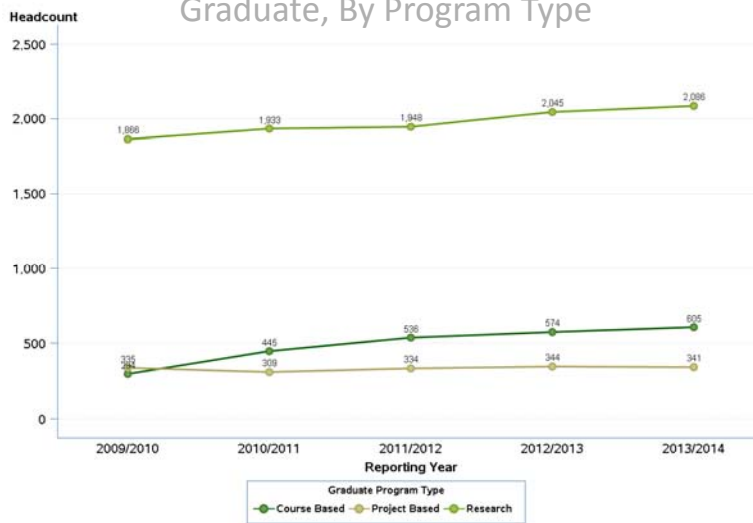
## Winter Term Enrolment

### Graduate



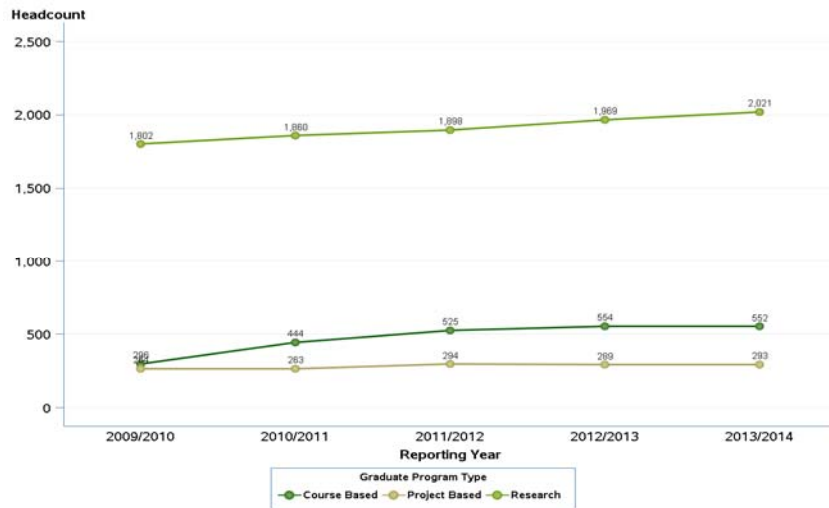
## Fall Term Enrolment

### Graduate, By Program Type



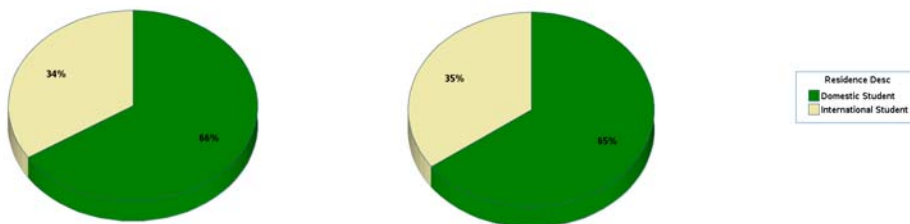
## Winter Term Enrolment

Graduate, By Program Type

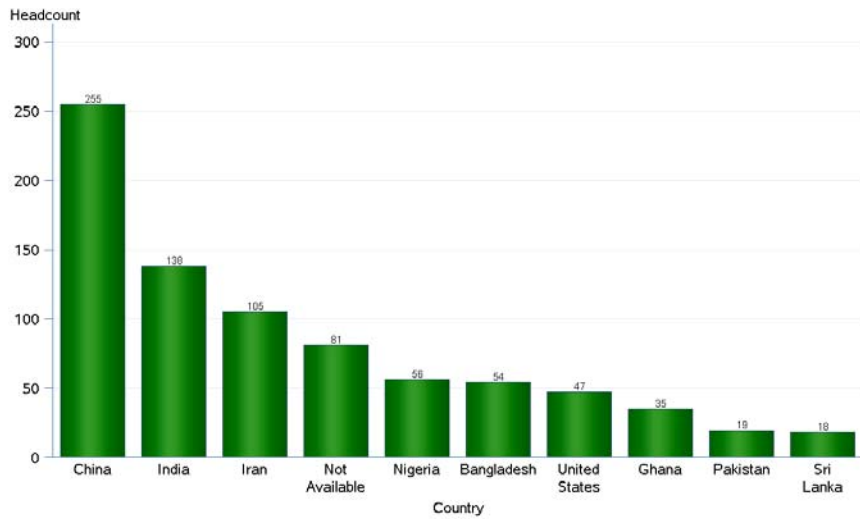


## Fall and Winter Term Enrolment

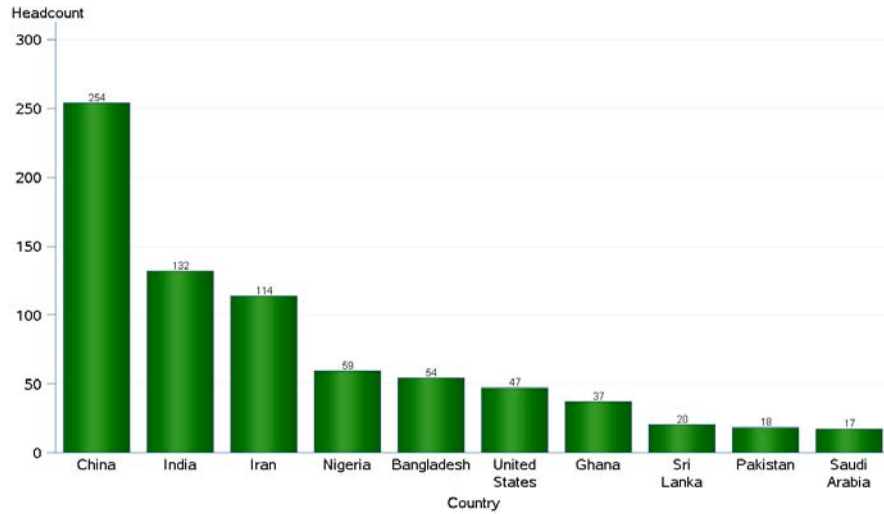
Graduate Students (Domestic and International)



### Fall Term Enrolment International Graduate Students By Country

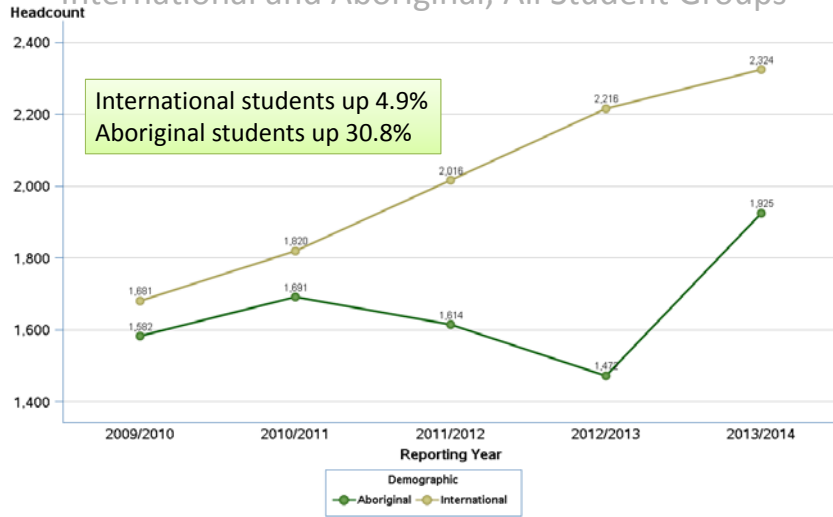


### Winter Term Enrolment International Graduate Students By Country



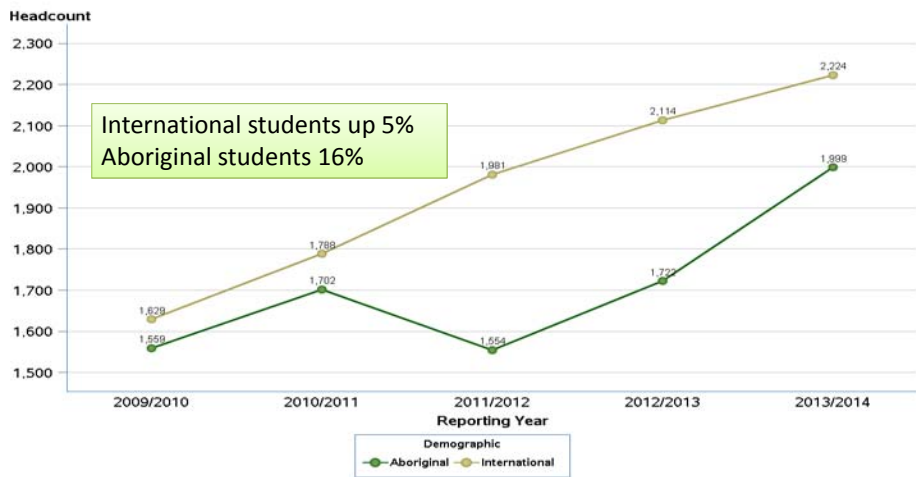
## Fall Term Enrolment

International and Aboriginal, All Student Groups



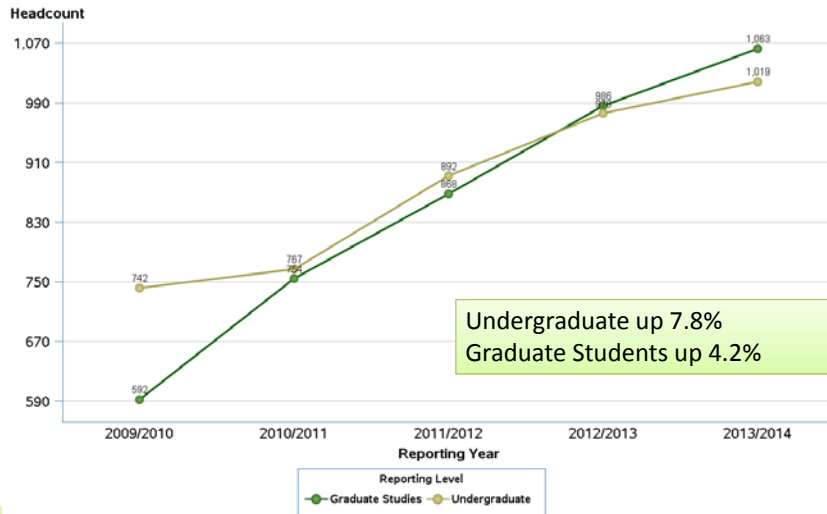
## Winter Term Enrolment

International and Aboriginal, All Student Groups



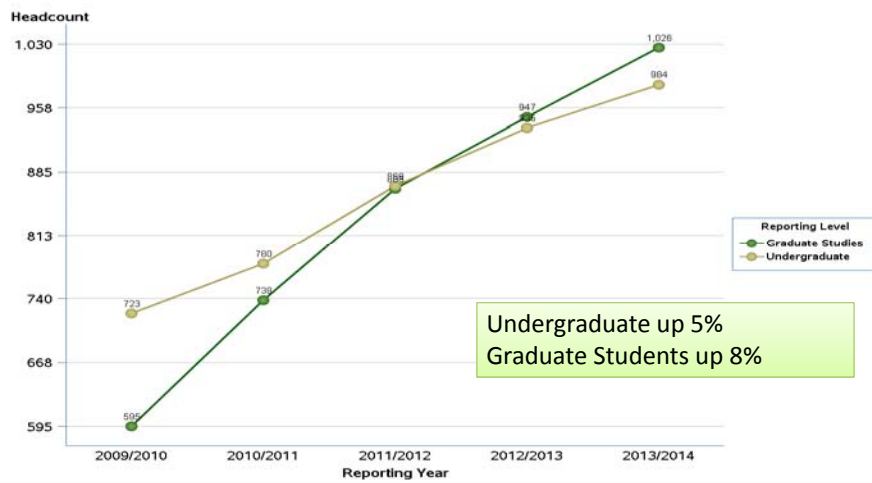
## Fall Term Enrolment

International Students (Undergraduate and Graduate)



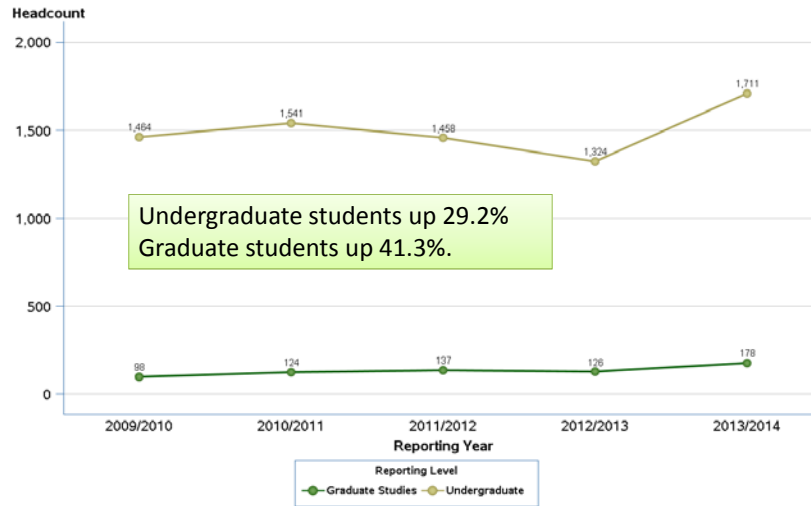
## Winter Term Enrolment

International Students (Undergraduate and Graduate)



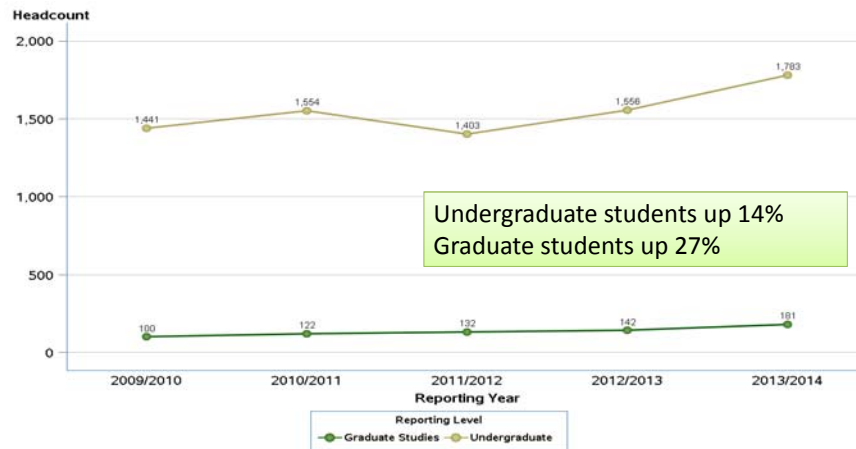
## Fall Term Enrolment

### Aboriginal Students (Undergraduate and Graduate)



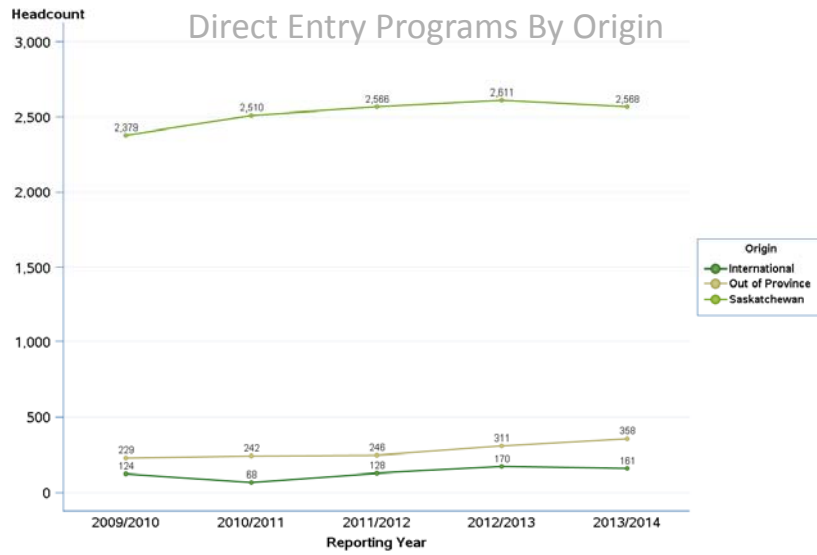
## Winter Term Enrolment

### Aboriginal Students (Undergraduate and Graduate)



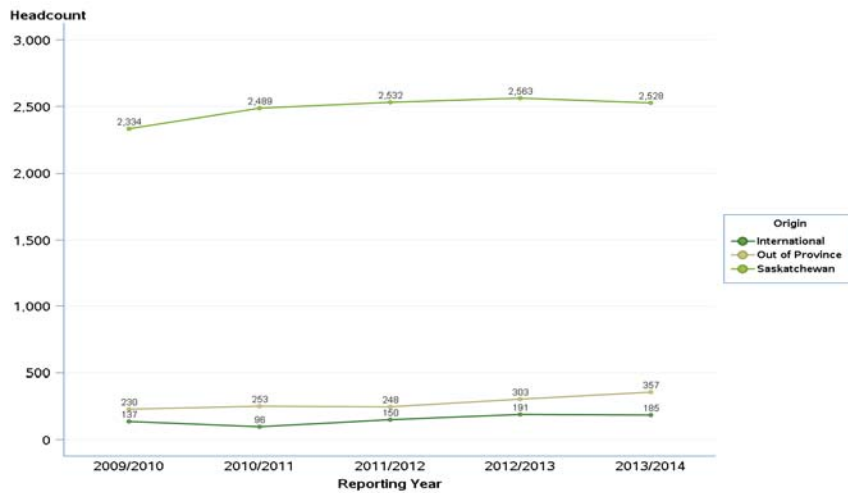
## Fall Term Enrolment New First Time Undergraduate

Direct Entry Programs By Origin



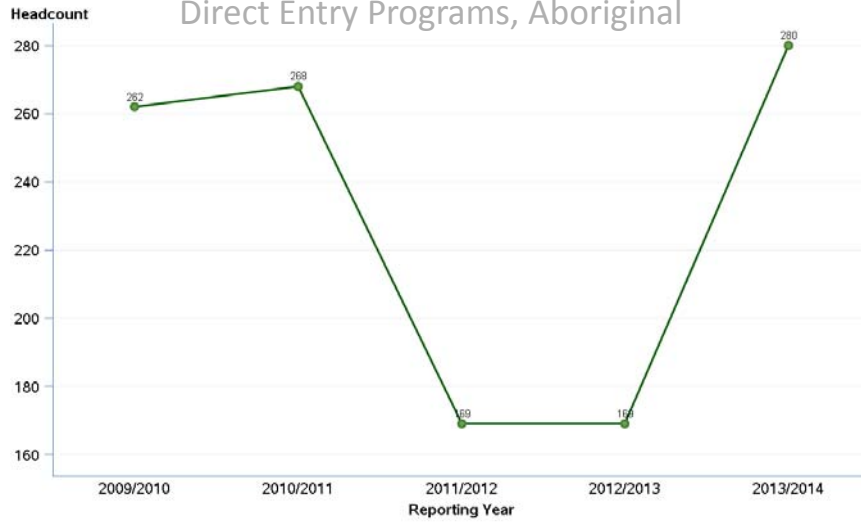
## Winter Term Enrolment New First Time Undergraduate

Direct Entry Programs By Origin



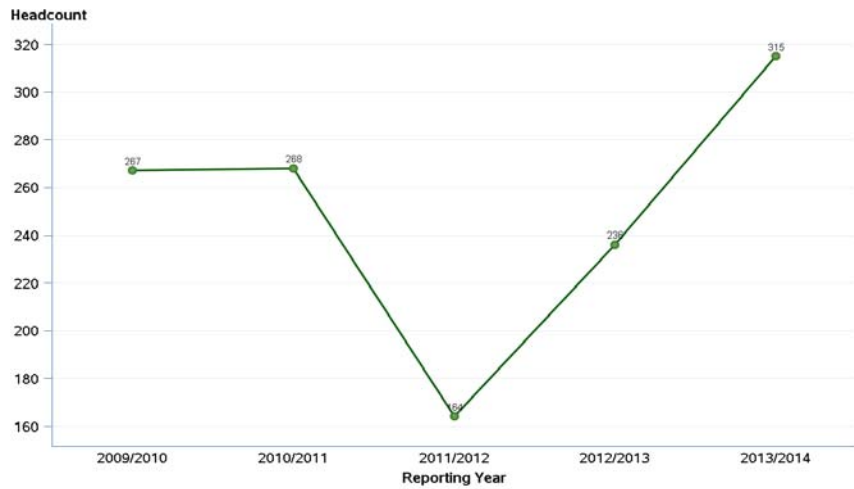
## Fall Term Enrolment New First Time Undergraduate

Direct Entry Programs, Aboriginal



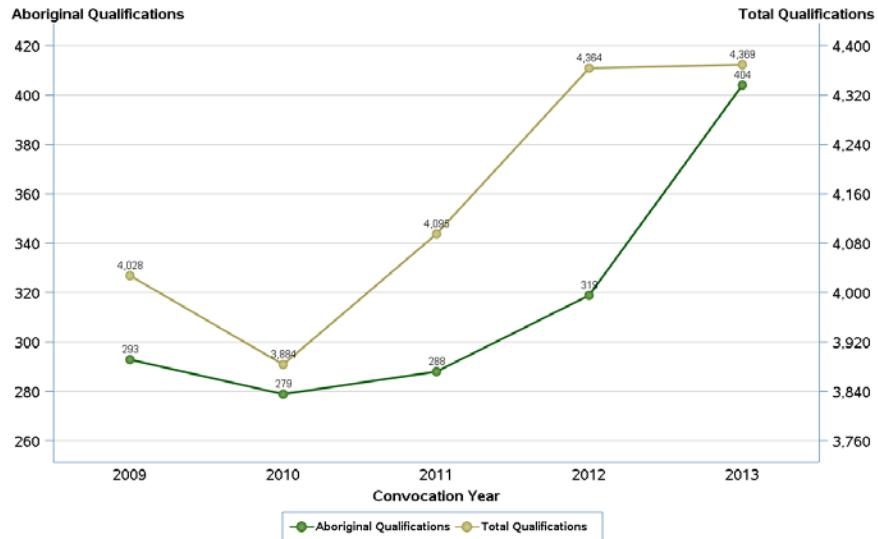
## Winter Term Enrolment New First Time Undergraduate

Direct Entry Programs, Aboriginal



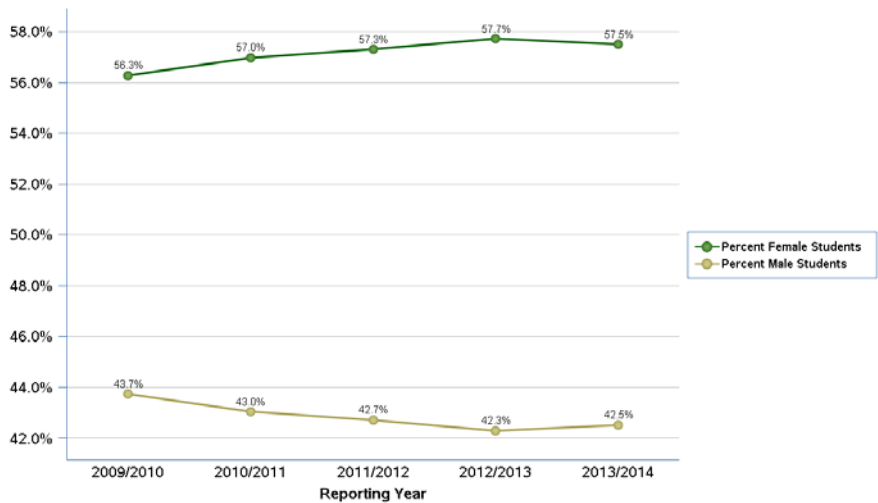


## Fall and Spring Convocation



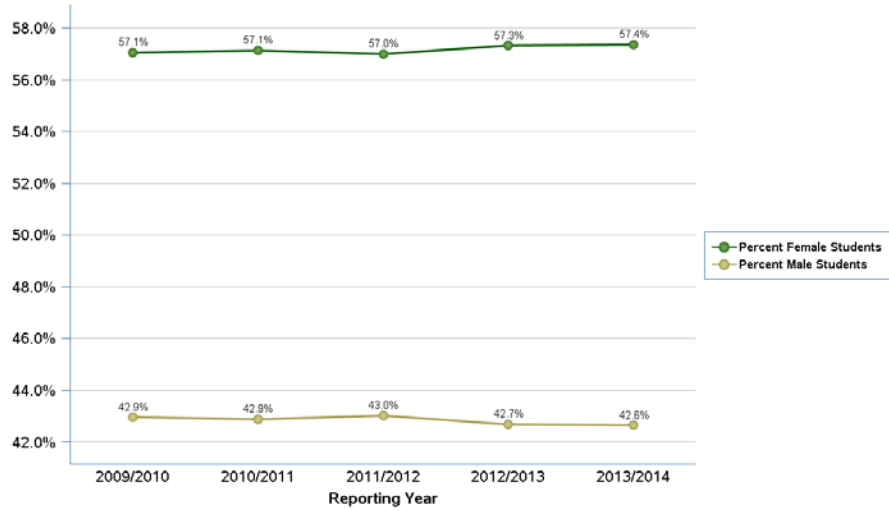
## Fall Term Enrolment

By Gender, All Student Groups



## Winter Term Enrolment

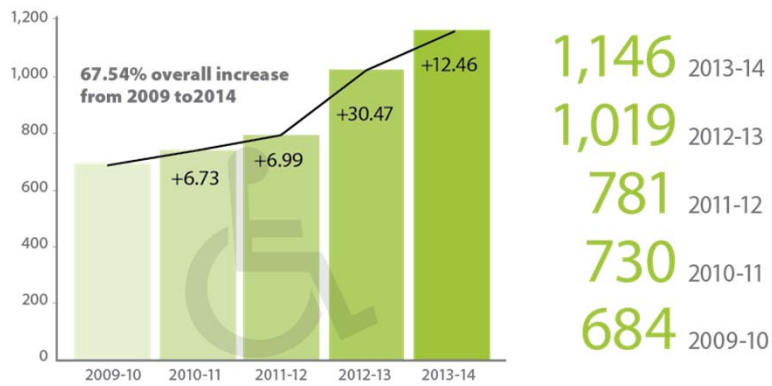
By Gender, All Student Groups



## Fall and Winter Term Enrolment

Disability, All Student Groups

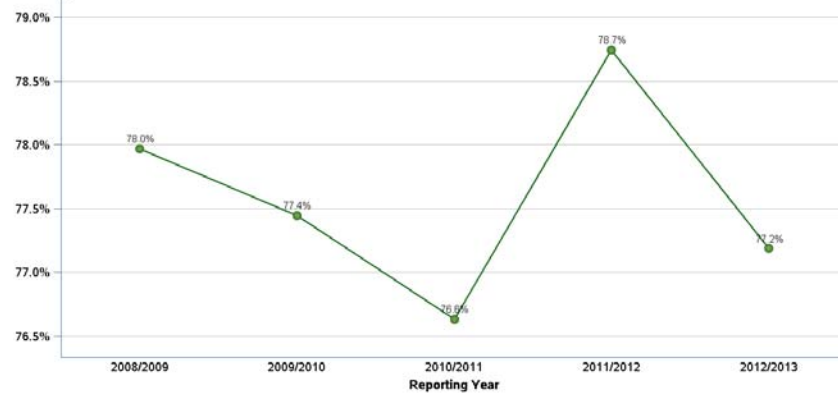
### STUDENTS REGISTERED WITH DSS



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

Direct Entry Programs

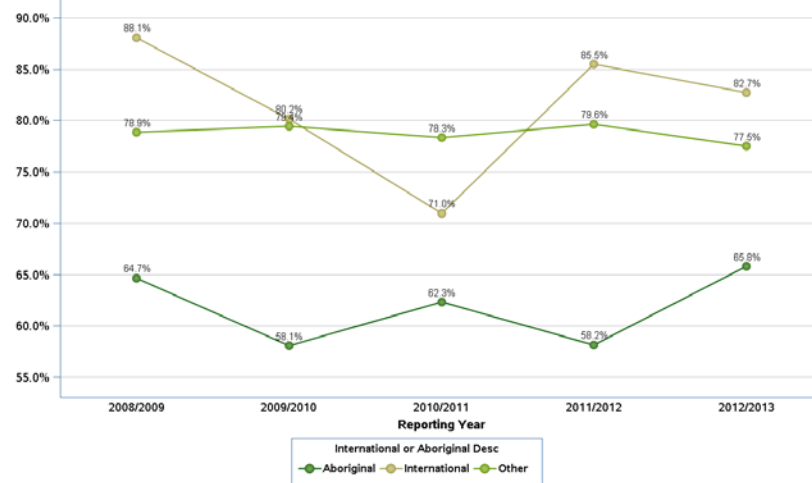
University Year 2 Retention



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

Direct Entry Programs

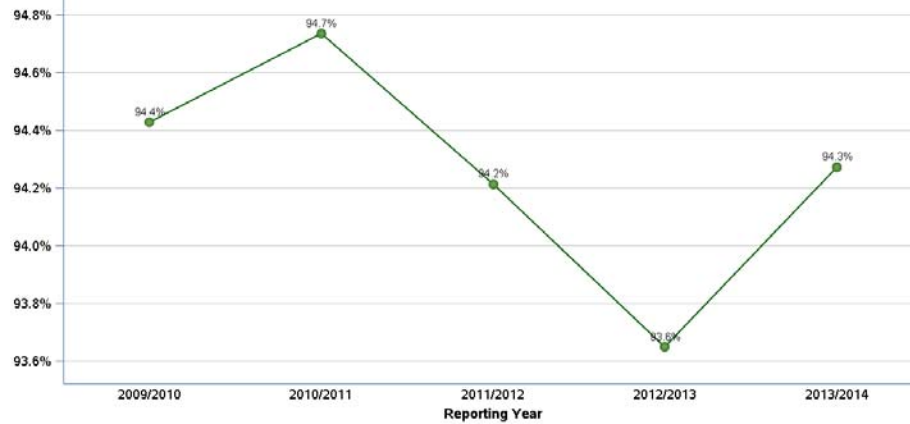
University Year 2 Retention



## Winter Term Enrolment 1<sup>st</sup> to 2<sup>nd</sup> Term Retention Rate

Direct Entry Programs

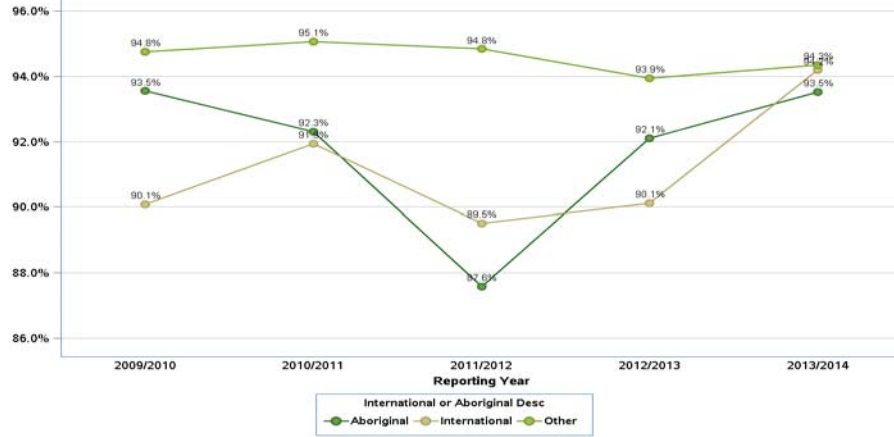
University Term 2 Retention



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

Direct Entry Programs

University Term 2 Retention



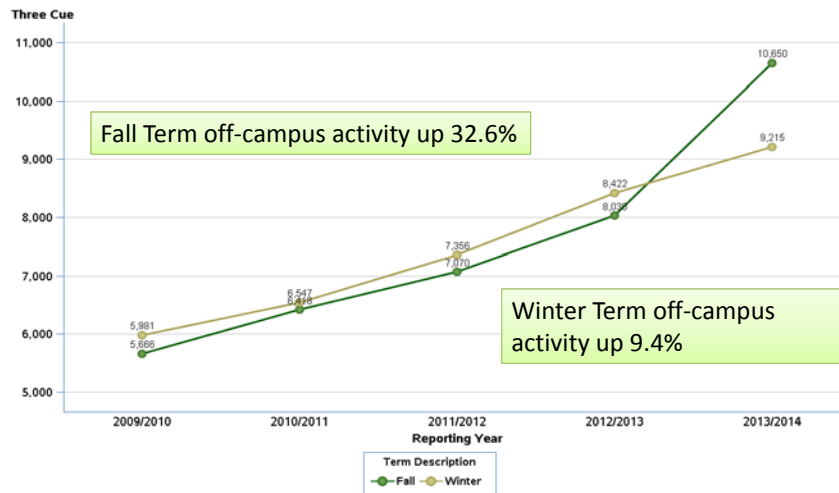
## Three Credit Unit Activity

All Student Groups



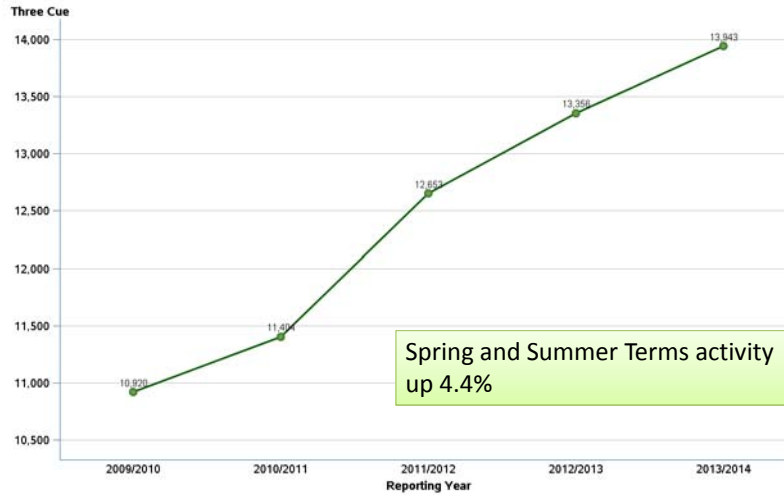
## Three Credit Unit Activity

Off Campus, All Student Groups



## Three Credit Unit Activity

Spring and Summer Terms, All Student Groups



## Strategic Enrolment Management Targets

College	Academic Year (May-April) 2012-13	PCIP 2015/16 SEM Targets (annualized)
AgBio	885	828
Arts & Science	8601	8679
Dentistry	113	112
Education	1488	1389
Edwards School of Business	1822	1827
Engineering	1664	2063
Graduate Studies	3850	4445
Kinesiology	533	523
Law	385	370
Medicine	354	400
Nursing	1140	995
Pharmacy & Nutrition	460	460
Vet Med	316	320

## Enrolment Reporting

- Completed move to term-based reporting
- Preliminary, high level data released in early September
- Reporting to University Council in November and March and to Senate in April
- Enrolment Report now replaced by highlight sheet and presentation
- Detailed enrolment data now provided through uView ([www.usask.ca/isa](http://www.usask.ca/isa)), with further functionality being added
- Strategic Enrolment Management (SEM) plan against which enrolment reporting will be measured



Thank you

Questions?

