

AGENDA
2:30 p.m. Thursday, May 17, 2012
Neatby-Timlin Theatre (Room 241) Arts Building

*In 1995, the **University of Saskatchewan Act** established a representative Council for the University of Saskatchewan, conferring on Council responsibility and authority “for overseeing and directing the university’s academic affairs.”*
The 2011-12 academic year marks the 17th year of the representative Council.

1. Adoption of the agenda
2. Opening remarks
3. Minutes of the meeting of April 19, 2012 – pp. 1-12
4. Business from the minutes
5. Report of the President - pp. 13-14
6. Report of the Provost - pp. 15-18
7. Student societies
 - 7.1 Report from the USSU (verbal report)
 - 7.2 Report from the GSA – pp. 19-20
8. Planning and Priorities Committee
 - 8.1 Request for decision: College of Medicine Organizational Re-Structuring – pp. 21-46

It is recommended that University Council approve a new academic governance model for the College of Medicine, along with consequential changes to Council’s bylaws, which would see the establishment of three new divisions: the Division of Clinical Research, the Division of Medical Education, and the Division of Biomedical and Population Sciences, and the discontinuation of the existing models of clinical instruction and research, as outlined in the attached “Concept Paper”, effective July 1, 2012.

It is further recommended that the Provost and the Dean of the College of Medicine report to University Council on progress made toward implementation of this new model at the September 2012 meeting of University Council and at regular intervals over the course of the 2012/13 academic year.
 - 8.2 Request for decision: Establishment of the Confucius Institute as a Type B Centre– pp.47-100

That Council approve the establishment of the Confucius Institute as a Type B Centre at the University of Saskatchewan, effective May 17, 2012.

9. Academic Programs Committee

- 9.1 Request for Decision: Approval of Education Technology and Design as a field of study in the M.Ed. program – pp. 101-120

That Council approve the proposal from the College of Graduate Studies and Research that Educational Technology and Design be a field of study in the Master of Education program.

- 9.2 Items for Information: - pp. 121-130

9.2.1 Approval of increase in Physical Therapy program by one credit unit

9.2.2 Change of Academic Schedule for Pharmacy fourth year

9.2.3 Change of name for graduate programs to Biological Engineering.

10. Nominations Committee

- 10.1 Request for Decision: Committee Nominations for 2012-13 – pp. 131-144

That Council approve the nominations to University Council committees, Collective Agreement committees, and other committees for 2012-13.

11. Governance Committee

- 11.1 Request for Decision: Changes to Part Three of Council Bylaws and Regulations, Section VI-VIII – pp. 145-154

That Council approve the revisions to Part Three of Council Bylaws and Regulations as outlined in the attachment.

- 11.2 Request for Decision: Change to Part Three of Council Bylaws and Regulations Section V. B.- Membership of the Open Studies Faculty Council – pp. 155-158

That Council approve the changes to the membership of the Open Studies Faculty Council as outlined in the attachment.

12. Scholarships and Awards Committee

- 12.1 Request for Decision: Revision of the Undergraduate Awards policies – pp. 159-172

That Council approve the amended Undergraduate Awards Policies as presented.

13. Other business

14. Question period

15. Next meeting – 2:30 pm, June 21, 2012

If you are unable to attend this meeting please send regrets to: Lesley.Leonhardt@usask.ca

Attendance: J. Kalra (Chair). See appendix A for listing of members in attendance.

The chair called the meeting to order, observing that quorum had been attained.

Dr. Benjamin Rosser, Head of the Department of Anatomy and Cell Biology delivered a tribute to Dr. Sergey Fedoroff. Dr. Fedoroff passed away on March 19th at the age of 87. He was hired at the University on July 1, 1958 and retired on June 30, 1992.

1. Adoption of the agenda

The Chair noted that item 9.2 Establishment of the Global Food Security Institute as a Type B centre was deferred at the request of the executive sponsor for the institute.

ANAND/BRENNAN: That the agenda be adopted as circulated with this change.

CARRIED

2. Opening remarks

Dr. Kalra welcomed members and guests to Council and provided a brief overview of the business on the agenda of the meeting. He indicated that the concept paper for the College of Medicine had been inadvertently included in the Council agenda package, and that the Provost would address the concept paper in his remarks.

3. Item for Information: Council Election Results

The acting secretary referred members to the Council election results included in the agenda package.

4. Minutes of the meetings of March 15, 2012

RENNY/URQUHART: The minutes of the meeting of March 15, 2012 were approved as circulated, with the correction to the reference of the lifespan of the Vision 2057 plan in item 8.2 as being 50 years.

CARRIED

5. Business arising from the minutes

No business was identified as arising from the minutes.

6. Report of the president

President Mackinnon expressed regrets at missing a number of Council meetings this year, as a result of increased travel commitments associated with recognizing the end of his term as president. He then invited questions on his written report and on any other matters.

A member asked for a final report of the budget reductions undertaken from 2009-2011, including those expenditures that grew during this period of fiscal constraint. On the president's behalf, the provost reported that the \$10 million in budget measures included differentiated targets based on strategic priority and capacity and offered to provide the report prepared a year ago on the final budget adjustments. He noted that pressures on the university's operating budget at that time included uncertainties regarding the investment market affecting returns on trusts and endowments, the unpredictability of pension payments, the possibility of declining enrolments, and uncertainty regarding the provincial grant.

The same member then asked for an update on the parking lot improvements. He noted that to date no visible change had occurred and spoke of the intention for improvements to be funded from the revenue from increased parking rates. Mr. Greg Fowler, acting vice-president of finance and resources reported that the report of the consultant retained to assess the university's parking lots had been received. A related proposal is being finalized with Facilities Management Division and will be submitted to PCIP at the end of the month. The first step is to pave several of the roads leading to university parking lots over the coming summer months.

A member spoke with cautious optimism of the recent federal budget and the possibilities it presents for partnerships for innovation funding but expressed concern that under these programs, discovery-based research would be ineligible for funding. He expressed the view that increased funding in this area has not led to dramatic innovations and wondered if this was the sentiment held by university presidents across the country. President MacKinnon indicated that overall the response to the federal budget has been favourable and that to some degree, these comments arise from dampened expectations in the months leading up to the budget. He emphasized the importance of basic research and committed to continuing to work to give voice to the importance of foundational research, as the bedrock of discovery and innovation.

7. Report of the provost

The provost referred members to his written report, highlighting that the final consultation session for phase 2 of the TABBS project was complete, placing the university at year four of an eight-year timeline for full implementation of the model. This point in time signifies an important transition point whereby the critical design features of the model are assembled and the model will now become functional. A town hall meeting will be held in June to present the TABBS model to the university community.

He then announced the appointment of Dr. Toddi Steelman as the new Executive Director of the School of Environment and Sustainability (SENS) and highlighted Dr. Steelman's many accomplishments.

The provost then provided a brief update on the College of Medicine concept paper, signaling that the paper was first presented to the faculty, staff and students in the college last week, and that a series of open meetings were planned in the weeks ahead. The concept paper proposes a new academic model for the clinical areas in the college and is submitted in response to issues surrounding accreditation of the college's undergraduate medical education program, research productivity and service outcomes within the health regions. Given the nature of the issues outlined in the concept paper, there is some urgency related to the timeframe within which to begin to implement a solution. Council's approval of the new model of clinical instruction and structural changes in the college will be sought at its May meeting. Feedback is being sought widely during the present consultation period, including from the health regions and the Ministry of Health. Throughout, he emphasized that the changes proposed have been initiated while being mindful of students in the program to ensure their educational outcomes remain a top priority.

The provost then spoke of the recent tuition fee increases announced earlier in the week amounting to a 4.4% increase within three categories. He referred to the MOU signed with the province on tuition rates as an important step toward setting forth the principles by which the university sets tuition and categories of tuition: namely, comparability, access and affordability and enabling quality. He then referred to the gap identified in the university's operating budget and key pressures in the university's multi-year budget framework. These comprise the national decline in post-secondary funding; the discrepancy between the growth in operating revenue and expenses, notably salaries and benefits; projected pension payments; and the costs associated with deferred maintenance and capital operating costs.

Significantly, a gap has been created due to the 2.1% increase in the provincial grant received for 2012/13 relative to the 5.8% increase requested. Dr. Fairbairn outlined that approximately a \$10 – 12 million budgetary shortfall is forecast for 2012/13 reaching a \$40 million deficit by the end of 2015/16 if no action is taken. Indications are that the provincial government has embarked upon a period of restrained growth in public expenditures, and therefore a multi-year strategy is proposed which will include short- and longer-term adjustments. Throughout, the priorities of the university's integrated plan will continue to be emphasized. He committed to regular communications and encouraged Council members to visit www.usask.ca/finances for current information and to access the materials from the most recent financial town hall meeting.

A member voiced concern regarding the recent announcement by the Association of Universities and Colleges of Canada (AUCC) regarding an agreement with Access Copyright and a new recommendation for a model license with universities. The provost indicated that several prominent universities have concluded agreements with Access Copyright based on this model, and it appears the majority of Canadian universities will follow suit. The university has been offered an option to extend its license with Access

DRAFT until approved at the next meeting

Copyright as of May 1st at a cost of \$26.00 per full-time student, with significant retroactive discounts. Martin Phillipson, acting vice-Provost faculty relations indicated there is no feasible alternative other than to accept the licensing arrangement, as its rejection would expose the university to intense scrutiny from Access Copyright for copyright infringement. He noted the irony in having Access Copyright's extensive lobbying against copyright reform funded from the contributions of universities through licensing agreements.

A member questioned the investments already made to ensure copyright compliance during the period of time the university terminated its agreement, given the university will now renew its agreement with Access Copyright. Mr. Phillipson emphasized the importance of continuing to make these investments in anticipation of future steep increases associated with licensure renewal. Such increases may necessitate that the university declines to renew its agreement in the future.

A member inquired of the 16.6% increase in tuition for students registered in the College of Law and asked whether the tuition increase would be phased in. Dean Anand explained that even with this increase, the tuition in the college is the lowest of all law schools in the country. The increase is necessary to ensure the college meets the competencies mandated by the Federation of Law Societies. A percentage of the revenue from the tuition increase is directed toward student bursaries.

A member expressed concern that the College of Medicine Faculty Council had not discussed the concept paper and questioned that a unique process for consideration appears to have been initiated that bypasses the processes Council is accustomed to. In response, the provost indicated that it was inappropriate to ask for approval of a motion with such widespread consequences within the college. He indicated the restructuring would cause a reconfiguration of the positions within the college. The concept paper does not address the specifics of what these might be. The university is committed, however, to the processes outlined in the respective collective agreements for those individuals who may be affected by the transition.

8. Student societies reports

8.1 Report from the USSU

The report was presented by Scott Hitchings, USSU President, and Kelsey Topola, Academic Vice-President. Ms. Topola expressed her pleasure at working with members of university administration and Council during her term as academic vice-president. Mr. Hitchings also expressed his gratitude to the university during his three years as a member of the USSU Executive. He recalled that the two most significant accomplishments during his term as USSU President were the changes within the USSU Bylaws that clarified representation within the University Students' Council and its electoral procedures. As a result, the electoral response this year was double that of last year and one of the highest turnouts in the USSU's history.

8.2 Report from the Graduate Students' Association

Ms. Xue Yao, President of the GSA, presented the report. Ms. Yao indicated that this also was her last meeting and thanked all members for their attention to graduate students and graduate education at the university. She indicated the GSA is focusing on transition with a newly elected executive and turning its attention to the next academic year and projects related to increased bursaries for graduate students, increased health and dental coverage, and an enhanced orientation and graduate student conference.

9. Planning and Priorities committee

Dr. Bob Tyler presented the report as committee chair.

9.1 Request for decision: Establishment of the School of Professional Development

Dr. Tyler indicated that the school will serve as a base for delivery of novel academic programming and outreach to support the needs of engineering students and graduates in the areas of professional communication, entrepreneurship, project management, risk management and leadership. The proposed name of the school is in keeping with the definition of a professional school, i.e. one that is focused on the delivery of a professional program housed within a college with the head of the school, reporting to the dean of the college. In this instance, the school oversees two program options in the college and offers a number of undergraduate courses, and there are plans to develop a professional-based graduate program. He indicated the process of consultation is well described in the proposal and the college has provided assurance of the capacity to meet the associated budgetary requirements. The motion was introduced:

TYLER/RENNY: That Council approve the establishment of the School of Professional Development and authorize the Board of Governors to provide for the establishment of the School, and

That Council's Bylaws be amended to reflect the establishment of the School.

Discussion focused upon the name for the school. Dean Barber indicated the school would not be branded as distinct from the college and would always be presented as a unit within the College of Engineering. However, concerns remained that the school might be perceived as being responsible for professional development activities broadly throughout the university, due to the lack of any reference to the College of Engineering in its name. The potential also exists for the school to be confused with the Professional Development and Community Education (PDCE) program area within the Centre for Continuing and Distance Education (CCDE).

Dr. Cram, executive director for the CCDE expressed concern regarding the lack of consultation with the CCDE, given the potential overlap with the CCDE's non-credit

programming in communications and leadership. Notwithstanding, he conveyed confidence at being able to work out a collaborative arrangement with the school.

Dr. Tyler suggested that Council consider the establishment of the school as distinct from the name of the school, with the intent that a recommendation would be submitted to Council for a name that would more closely associate the school with the College of Engineering.

An amendment to the motion was proposed:

TARAS/HAMILTON: That Council approve the establishment of a school of professional development in the College of Engineering and authorize the Board of Governors to provide for the establishment of such a school, and

That Council's Bylaws be amended to reflect the establishment of the school.

The amended motion was CARRIED.

9.2 Request for decision: Establishment of the Global Food Security Institute as a Type B Centre

Dr. Tyler indicated this item was deferred.

9.3 Request for decision: Dissolution of the Department of Women's and Gender Studies

Dr. Tyler indicated that the formal dissolution of the Department of Women's and Gender Studies would complete the process initiated two years ago to move the undergraduate program in Women's and Gender Studies to the Interdisciplinary Centre for Culture and Creativity and to relocate the department's faculty members to other departments in the Division of Humanities and Fine Arts. As the Department has been empty since July, 2011, its formal dissolution will bring closure to the matter.

TYLER/RENNY: That Council approve the dissolution of the Department of Women's and Gender Studies, and authorize the Board of Governors to provide for the disestablishment of the Department, and

That Council's Bylaws be amended to reflect the dissolution of the Department.

CARRIED

9.4 Report for information: Reflections on the Integrated Planning Process

Dr. Tyler indicated that the report consists of a memo to the Institutional Planning and Assessment Office containing the committee's observations, reflections, comments and recommendations based on its experiences associated with the development of the

Third Integrated Plan. A member recalled that previous questions had been raised at Council regarding the demographics on campus associated with its faculty and staff complements. He suggested that the planning and priorities committee review the change in the faculty and staff complements over time, indicating such a review was relevant to institutional-wide planning. On behalf of the committee, Dr. Tyler committed to undertaking such a review and reporting back to Council.

10. Academic Programs Committee

Dr. Len Proctor presented the report as committee chair.

10.1 Request for Decision: Agriculture and Bioresources- BSc in Animal Bioscience

PROCTOR/SCHWEIR: That Council approve the proposal from the College of Agriculture and Bioresources to create a new Bachelor of Science in Animal Bioscience [B.Sc. (An.Biosc.)] degree program in the field of study of Domestic Animal Biology.

CARRIED

11. Scholarships and Awards Committee

Dr. Gordon DesBrisay presented the report as committee chair.

11.1 Request for Input: Revision of the Undergraduate Awards policies

Dr. DesBrisay spoke of the intent to make available information on the university's undergraduate awards available in a clearer, consistent and more condensed format for greater accessibility. In response to a question of how the new policies would affect awards funded by donors external to the university, Dr. DesBrisay responded that if specific terms of reference exist, for example for awards funded by donor contributions, that these terms would supersede the awards policies.

12. Governance Committee

Dr. Gordon Zello presented the notices of motion as chair of the committee.

12.1 Notice of Motion: ZELLO/KROL: Changes to Part Three of Council Bylaws and Regulations – Part 3, Section VI-VIII

Dr. Zello referred members to the side-by-side version of the Bylaws changes presented. These changes bring these sections up to date in content and language.

12.2 Notice of Motion: ZELLO/KROL: Change to Council Bylaws and Regulations – Part B, Section V, Membership of the Open Studies Faculty Council

Dr. Zello indicated the proposed changes update the membership of the Open Studies Faculty Council.

13. Item for Information: Enrolment Report

Mr. Russell Isinger, Registrar presented the report on behalf of David Hannah, associate vice-president, student affairs.

There were several suggestions for greater definition in the report as follows:

- that graduate student enrolment be indicated as research based (thesis and project) versus non-thesis (course-based);
- that attention be drawn to the fact that the number of Aboriginal students is likely greater than that reported, as some Aboriginal students elect not to self-identify.

A member asked about the availability of statistics on women, visible minorities and students with disabilities; Mr. Isinger indicated these statistics are housed on the Information Strategy and Analytics Office website.

14. Other Business

No other business was identified.

15. Question Period

No additional questions were submitted.

16. Adjournment and next meeting

The meeting adjourned at 4:55 p.m. Next meeting is at 2:30 p.m. on May 17, 2012.

COUNCIL ATTENDANCE 2011-12

Voting Participants

Name	Sept 22	Oct 20	Nov 17	Dec 15	Jan 26	Feb 16	Mar 1	Mar 15	Apr 19	May 17	June 21
W. Albritton	P	P	R	P	P	R	P	R	P		
S. Anand	P	R	P	P	P	P	P	P	P		
E. Barber	P	P	P	P	P	P	P	R	P		
D. Beland	P	P	R	P	R	P	P	P	R		
P. Bonham-Smith	P	P	P	R	R	P	P	R	P		
A. Bowen	P	A	R	R	A	A	A	A	A		
D. Brenna	P	P	A	P	P	P	P	R	P		
J. Bruneau	R	R	R	P	P	P	P	P	P		
M. Buhr	A	R	P	P	P	P	P	P	P		
L. Butler	A	P	A	A	P	A	P	R	R		
L. Calvert	P	P	P	A	P	A	P	A	A		
C. Card	P	P	P	R	P	P	P	P	P		
G. S. Chang	P	P	P	R	P	A	P	P	P		
R. Chibbar	P	A	P	P	A	P	P	P	R		
B. Coulman	P	P	P	R	P	R	A	P	R		
T. Crowe	P	A	P	P	A	P	P	P	P		
A. Dalai	P	P	R	R	P	P	R	P	R		
S. Daum Shanks	P	P	P	P	P	P	P	P	P		
M. Day	R	P	R	P	P	P	P	P	P		
M. D'Eon	P	P	P	P	A	A	A	A	P		
G. DesBrisay	P	P	R	P	P	P	P	P	P		
R. Deters	P	A	P	P	P	P	A	P	P		
T. Deutscher	R	R	R	P	P	P	P	P	P		
R. Dobson	P	A	P	P	P	P	P	P	P		
D. Drinkwater	P	P	P	P	P	P	P	P	P		
C. Eberhart	P	P	P	P	P	R	P	P	P		
M. Etman	R	R	P	P	P	A	P	P	A		
B. Fairbairn	P	P	P	P	P	P	P	P	P		
S. Fowler-Kerry	R	R	A	P	R	R	A	R	P		
D. Freeman	P	P	A	P	P	A	R	R	R		
A. Gabriel	R	P	P	R	R	R	R	A	R		
M.Ghezelbash	P	P	P	P	R	R	P	R	R		
B. Gobbett	P	A	P	A	A	P	A	A	A		
D. Goodridge	R	R	P	R	R	R	R	R	P		
J. Greer	P	P	P	P	P	R	P	A	P		
D. Hamilton	P	P	P	P	P	P	P	P	P		
M. Hamilton	P	P	P	A	P	R	A	P	P		
L. Harrison	P	P	P	A	P	R	A	P	P		
D. Hill	R	P	P	P	P	R	P	P	P		
M. Hordern	A	A	A	A	A	A	A	A	A		
L. Jaeck	P	P	P	P	P	P	R	P	A		
R. Johanson	A	A	A	P	P	P	P	P	P		
J. Johnstone	P	P	P	R	P	R	P	P	P		
P. Jones	P	P	P	R	A	P	P	P	P		
J. Kalra	P	P	P	P	P	P	P	P	P		
J. Kells	P	P	P	P	P	R	P	R	P		
E. Krol	P	P	P	P	P	P	P	P	P		
S. Kulshreshtha	P	P	P	R	P	P	P	P	P		
B. Langhorst	P	P	R	P	P	P	A	P	A		
M. Lees	P	R	R	P	P	P	R	P	R		

Name	Sept 22	Oct 20	Nov 17	Dec 15	Jan 26	Feb 16	Mar 1	Mar 15	Apr 19	May 17	June 21
Y. Luo	P	A	P	A	P	P	A	A	P		
P. MacKinnon	P	P	R	P	R	R	R	R	P		
J. Martini	A	P	P	R	A	A	A	A	A		
L. Martz	P	P	P	R	A	P	P	P	P	R	
M. MacGregor	N	N	N	N	P	P	P	A	P		
M. Mayer	N	N	N	N	A	A	A	A	A		
P. McDougall	P	P	P	P	P	P	P	P	P	P	
V. Meda	P	P	P	P	P	P	P	P	P	P	
H. Michelmann	P	P	A	R	P	P	P	P	P	P	
J.Montgomery	P	A	P	P	P	R	P	R	P		
D. Morrison	P	A	P	P	P	P	P	P	P	P	
M. Nemati	P	P	P	A	R	P	R	R	P		
A. North	P	P	A	P	A	A	A	A	A	A	
K. Ogilvie	P	A	A	A	A	A	A	A	A	R	
E. Ohiozebau	P	P	A	A	P	A	A	A	A	A	
N. Ovsenek	P	P	P	P	P	P	R	P	P		
B. Pain	P	P	P	P	P	P	R	P	P	R	
S. Parchoma	A	R	R	R	P	R	A	A	R		
D. Parkinson	P	P	P	R	P	R	P	P	A		
A. Phoenix	N	N	P	R	P	R	P	R	P		
C. Pozniak	N	P	P	R	R	A	A	A	A		
L. Proctor	P	P	P	P	P	P	P	P	P	P	
R. Pywell	P	P	P	P	P	P	P	P	P	P	
X. Qiu	P	P	P	P	A	P	A	P	P		
L. Racine	P	R	R	R	R	R	P	P	P	R	
C. Rangacharyulu	P	R	A	A	P	P	A	P	R		
A. Renny	P	P	P	P	P	R	A	P	P		
C. Reynolds	P	R	P	P	P	P	A	P	P		
J. Rigby	P	P	P	P	P	P	P	P	P	P	
C. Rodgers	A	R	P	P	P	P	P	P	P	P	
R. Sarjeant-Jenkins	P	P	P	P	P	P	P	P	P	P	
R. Schwier	P	R	P	P	P	P	P	P	P	P	
P. Schalm	P	R	P	R	P	P	P	P	P	R	
K. Semchuk	P	P	P	P	R	P	P	R	R		
J. Singh	R	R	P	P	P	P	P	A	P		
C. Still	P	P	P	R	A	R	P	R	A		
P. Stoicheff	P	P	R	R	P	R	A	R	P		
D. Taras	P	P	P	R	P	P	R	P	P		
R. Taylor-Gjevre	P	P	P	P	R	P	P	P	P		
R. Tyler	P	P	P	P	P	P	P	P	P	P	
E. Tymchatyn	P	A	P	A	A	P	A	A	A		
S. Urquhart	P	P	P	R	P	P	P	P	P	P	
G. Uswak	P	P	A	P	R	P	A	P	A		
L. Voitkovska	P	P	A	A	R	R	A	A	A		
Y. Wei	P	P	A	R	P	P	P	A	P		
T. Wiebe	P	A	A	A	A	A	A	A	A		
V. Williamson	R	R	P	P	R	P	P	P	P		
T. Wotherspoon	P	P	P	P	R	P	R	P	P		
G. Zello	P	P	P	P	P	P	P	R	P		

COUNCIL ATTENDANCE 2011-12

Non-voting participants

Name	Sept 22	Oct 20	Nov 17	Dec 15	Jan 26	Feb 16	Mar 1	Mar 15	Apr 19	May 17	June 21
J.Buzowetsky	P	P	P	P	P	P	A	P	P		
K. Chad	P	P	P	A	A	P	R	R	P		
B. Cram	P	P	P	R	R	P	R	P	P		
D. Ranjan	A	A	A	A	A	A	A	A	A		
T. Downey	P	R	R	R	R	A	A	A	R		
G. Fowler	P	P	R	R	P	P	R	P	P		
S. Hitchings	P	P	P	P	R	R	R	P	P		
R. Isinger	P	P	P	P	P	P	P	P	P		
B. Krismer	P	P	P	P	P	P	P	P	P		
H. Magotiaux	P	P	P	A	R	R	R	R	P		
L. Pennock	P	P	P	P	P	P	P	P	R		
K. Topola	P	P	P	P	R	P	A	P	P		
X. Yao	P	A	P	P	A	P	A	P	P		

PRESIDENT'S REPORT TO COUNCIL

MAY 2012

GOVERNMENT RELATIONS

Federal

On May 15th, the Speaker of the House will host a federal reception in celebration of the Canadian Light Source (CLS) with the participation of our President Designate, Dr. Busch-Vishniac, the Executive Director of the CLS, Dr. Josef Hormes, and myself. Meetings are also scheduled for Dr. Busch-Vishniac and me on May 15th with the Prime Minister's Office and the Clerk of the Privy Council. Dr. Busch-Vishniac, Vice-President Karen Chad and Dr. Hormes are also anticipated to meet with the Saskatchewan Federal Conservative Caucus, various Tri-Council Agencies and the Canada Foundation for Innovation (CFI) on May 16th. This will be a terrific occasion for us to highlight achievements and new initiatives from the University of Saskatchewan and the CLS, and for the president-designate to meet with key federal government officials.

Provincial

Plans are also underway for Dr. Busch-Vishniac and I to meet with provincial government officials prior to the end of my term.

Municipal

On May 18th during my regular meeting with the Mayor and the City Manager, I will have a chance to introduce Dr. Busch-Vishniac and Greg Fowler.

INTERNATIONAL RELATIONS

From April 25-30 I participated in a Governor General/Association of Universities and Colleges of Canada (AUCC)-led mission to Brazil. This mission was developed for the purpose of Canadian universities engaging with Brazilian universities. The objectives were to raise the collective profile of the excellence of Canadian universities; to build on the momentum generated by recent high-level government visits to Brazil; to create opportunities to advance the Canada-Brazil higher education and research advocacy agenda and to initiate exchange agreements, etc.

During the visit, the University of Saskatchewan and the Canadian Light Source initiated an experiment on the use of remote control software developed at the CLS in Saskatoon to access a CLS beamline and collect data from a computer at a research station in the Brazilian Synchrotron Light Laboratory. His Excellency David Johnston observed the demonstration which is an example of the new opportunities for research and collaboration available to scientists and graduate students in Canada and Brazil, thanks to the innovation technology developed at the CLS.

Other aspects of the mission included meetings with government officials and industry leaders in the capital, Brasilia, along with additional university and research facility visits.

Canadian universities and their Brazilian counterparts announced 75 new partnerships with Brazilian institutions, scholarships and student mobility programs worth \$6,736,800 (CAD) during visits to Rio de Janeiro, Sao Paulo, Campinas and Brasilia.

CANADIAN LIGHT SOURCE SECURES MAJOR SCIENCE INITIATIVE FUNDING

The Federal Budget 2009 announced a commitment of \$750M to the Canada Foundation for Innovation (CFI), and within this envelope the Major Science Initiatives (MSI) fund was established to assist institutions with the operations and maintenance costs of unique, world-class, large-scale CFI-funded infrastructure. On March 26, 2012, CFI announced that the Canadian Light Source was successful in securing \$66.9 million from the MSI, approximately 40% of the operations and maintenance budget for 2012-2017.

It should be noted that the accompanying MSI grant report was very positive and can be used by us in further discussions as a strong endorsement of the evolution of the CLS as a first rate facility.

PROVOST'S REPORT TO COUNCIL

May 2012

INTEGRATED PLANNING

Provost's Committee on Integrated Planning (PCIP)

In April, PCIP reviewed the tuition-rate recommendation to the Board of Governors and approved 2012-13 student fee rates. As well, PCIP continued to discuss the implementation of TABBS. Further consideration was given to the impact of the provincial budget upon the university's financial situation. Since the financial town hall on 3 April, my office, working together with others including the Vice-President Financial Resources, Financial Services Division, Human Resources Division, and Communications, has been working on targets and a process to address the university's budget challenges over a four-year period. As presently envisaged this process will involve multiple teams and approaches investigating administrative and academic changes at various levels in the institution, co-ordinated under a steering committee reporting to PCIP. The initial elements of the strategy will be presented at a second town hall on 16 May. In the mean time, ideas for cost saving measures continue to be accepted from the campus community, and will be considered by the project teams when the new structure is in place following the town hall.

PCIP approved funding for: presidential transition activities, a number of capital projects (renovations to laboratory space in Thorvaldson, renovations to assist with the development of multi-faith prayer space, seed money for the next phase of the Murray library transformation project and to support the infrastructure for an integrated access security system).

PCIP also sent letters of support to Planning and Priorities Committee for the establishment of a Confucius Institute and a School of Professional Development.

Update on the Second Integrated Plan

A draft final report on the Second Integrated Plan has been developed. Following its completion, the report will be distributed in June and available on the web.

A celebration of the accomplishments of the commitments was held on May 3. The celebration recognized the work of the commitment leaders, executive sponsors and working group members.

One commitment group has posted a draft campus sustainability plan at <http://facilities.usask.ca/sustainability/csp/>. I encourage you to review the document and provide comments.

Update on the Third Integrated Plan

A draft implementation plan has circulated through the Planning and Priorities Committee, Deans' Council, and the Board of Governors. The implementation plan will assign responsibilities and leaders to process or project commitments.

TRANSPARENT, ACTIVITY-BASED BUDGET SYSTEM (TABBS)

The final consultation session for phase two of the TABBS project was held on April 16. This session presented the TABBS operating budget model. More information about the model is available at: www.usask.ca/tabbs. An informational session on TABBS open to the entire campus community will be held on June 14.

COLLEGE AND UNIT UPDATES

University Library

The *University Library Achievement Record (2012)* has recently been released and is available for the information of the university community at:
<http://library.usask.ca/info/achievementrecord>

In the year when Canada's Truth and Reconciliation Commission (TRC) is gathering evidence across Saskatchewan and holding a National Event in Saskatoon in June, the University Library is undertaking a range of activities, many in partnership and collaboration with other colleges/divisions/schools and departments. These activities help to showcase library collections relevant to the residential schools and educate our community about this important part of Canadian history.

Some recent and forthcoming activities include:

During March, the University Library co-sponsored a film screening and panel discussion of the film *Even The Rain (También La Lluvia)*. The event, held at the Broadway Theatre, was well attended. We appreciated the opportunity to partner with the College of Arts & Science Division of Humanities and Fine Arts, the Department of Languages and Linguistics, and Women and Gender Studies to make this event possible.

Also during March, through the leadership of Deborah Lee (Aboriginal Engagement Librarian) the University Library supported the New Sun Conference on Aboriginal Arts (March 29-30) at Wanuskewin. More information is available at:
http://blogs.usask.ca/iportal/2012/03/new_sun_confere_1.html

In April, the University Library supported an important international meeting (the International Federation of Library Associations (IFLA) Presidential Programme Spring Meeting: Indigenous Knowledges: Local Priorities, Global Contexts), which was held in Vancouver from April 12-14, 2012 at the First Nations House of Learning at 1985 West Mall. This meeting brought together experts from across the world. Several faculty from the university, including library faculty attended and presented sessions at the meeting. More information is available at:
<http://iflaindigenousknowledges2012.ok.ubc.ca/>

In May the University Library will launch two major exhibitions: one physical in 'The Link' at the Murray Library and one virtual through our website. Both exhibitions showcase our collections and help educate our community about the residential school experience. The

physical exhibition will run through until December 2012, giving the new intake of students arriving at the university in the fall an opportunity to view our extensive array of resources in support of Aboriginal Engagement: Relationships, Scholarship, Programs. Visit our Indigenous Studies Portal (iPortal) at: <http://iportal.usask.ca/>

College of Medicine

Vice-Provost Phillipson and I, along with Dean Albritton, attended numerous meetings to discuss a new concept for the college's future structure. This included meetings with senior college leaders, department heads (two meetings), one department, students, and open meetings for faculty, students, and staff (three meetings). These matters will be raised elsewhere on council's agenda.

College of Arts & Science

The University of Saskatchewan Students' Union (USSU) recognized five faculty members from the College of Arts & Science with 2012 Teaching Excellence Awards. This year's recipients from the college include: **Lorin Elias** (Psychology), **Karla Griffin** (Art & Art History); **George Keyworth** (Religion & Culture), **Donald Story** (Political Studies) and **Glorie Tebbutt** (English). The Departments of Women's and Gender Studies and Sociology are pleased to announce that **Wendy Wilson** has received the Gwenna Moss Sylvia Wallace Sessional Lecturer Award.

The College of Arts & Science recently held its annual Alumni of Influence Gala. Recognized in 2012 were Carol Greyeyes BFA'82, BEd'88, Freda Miller BSc.'79, Robert Moody BA'62, Frederick Mulder BA'64, Kenneth Norrie BA'66, Cyril Richardson BA'30, Roman Shklanka BA'51, BComm'53, MA'57, Mary Spencer BA'45, Tillie Taylor BA'41, LLB'56.

Advanced Education, Employment and Immigration Minister Rob Norris signed a Memorandum of Understanding (MOU) with **Braj Sinha** (professor of religion and culture, College of Arts & Science) on behalf of the Shastri Indo-Canadian Institute which formalizes an academic relationship between Saskatchewan and India.

Jim Miller, a professor in the Department of History and the Canada Research Chair in Native-Newcomer Relations, will be awarded a Queen's Diamond Jubilee Medal. The medal honouring Miller's contribution to the discipline of History and to the CHA will be presented at the Canadian Historical Association (CHA) meetings in Waterloo on May 29 by the Governor General, His Excellency, David Johnston.

A \$6.6 million federal investment through the Canada Research Chair (CRC) program will fund six University of Saskatchewan researchers. Five of the researchers—**Mirek Cygler** (biochemistry), **Timothy Kelly** (chemistry), **Alexander Moewes** (physics and engineering physics), **Bogdan Popescu** (anatomy and cell biology) and **Dean Chapman** (anatomy and cell biology) are faculty in the College of Arts & Science. The researchers are working to develop efficient solar cells, identify the causes of multiple sclerosis, and help seniors use exercise to prevent disease and live healthier lives. They are also using the Canadian Light Source synchrotron to develop advanced electronic materials, medical imaging techniques, and new strategies to fight antibiotic-resistant bacteria.

“Taking the Pulse of Saskatchewan,” a survey being undertaken by the Social Science’s Research Laboratory’s (SSRL) new survey facility, has struck an agreement with Postmedia News and the CBC, so results of the survey will be unveiled through The StarPhoenix, The Leader Post, and CBC Saskatchewan this coming fall.

SEARCHES AND REVIEWS

Search, Dean, College of Engineering

The search for the Dean, College of Engineering will continue. There is no update at this time.

Search, Dean, College of Medicine

An additional candidate was invited to the campus in early May.

Search, Vice-Provost, Teaching and Learning

The search committee held its final meeting and a recommendation has been sent to the Board of Governors.

Review, Dean, College of Nursing

The review committee for the Dean, College of Nursing held its final meeting and a recommendation has been sent to the Board of Governors.

Review, Dean, College of Graduate Studies and Research

The review committee for the Dean, College of Graduate Studies and Research has met and feedback has been received.

Review, Dean, College of Dentistry

The review committee for the Dean, College of Dentistry has met and feedback has been received.

Graduate Students' Association



University of Saskatchewan Graduate Students' Association University Council Report

NEW GSA EXECUTIVE

We had elections late March for the 2012/2013 executive positions. Consequently, the GSA now has a new Executive Council that assumed office May, 1 2012. There are six executive positions as follows:

Ehimai Ohiozebau	President	gsa.pres@usask.ca
John McLeod	Vice President Finance	gsa.fin@usask.ca
Maily Huynh	Vice President Operations	gsa.opad@usask.ca
Dylan Beech	Vice President Academics	gsa.acad@usask.ca
Steve Jimbo	Vice President Student Affairs	gsa.sa@usask.ca
Elizabeth O'Meara	Vice President Aboriginal	gsa.external@usask.ca

The new executive is planning to have a strategic session sometime this month to discuss the short and long term visions of the GSA. We are hoping to come out from the session with a working theme for this executive year. It is the expectation of this executive to work in line with the GSA's Vision 2015 by ensuring the provision of graduate priority childcare; fair dealings for graduate students in matters that relates to

academic dispute; student outreach and activities; professionalization of the GSA; graduate student housing; and expanded graduate bursaries.

The new GSA Executive is looking forward to working with the College of Graduate Studies and Research (CGSR) in particular and the university community in general. We are also looking forward to working with different bodies on campus and within the city of Saskatoon in areas of mutual benefit. We see the university's Third Integrated Planning Cycle and Learning Charter as a useful working document and we are ready to work with school to bring to goals and vision set in those documents to fruition.

Expansion of the GSA Bursary Program

Following the overwhelming annual applications for the GSA Bursary, the GSA Course Council decided to increase the annual funds it allocates for the GSA Bursary from \$9,000.00 (nine-thousand dollars) to \$20,000.00 (twenty-thousand dollars) with the hope that we can get a matching fund from the university. Considering that the GSA Bursary is the only need based bursary on campus, it is our expectation to have a pool of \$40,000.00. This will widen the scope and range of graduate students who can have access to this fund.

UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Bob Tyler, Chair, Planning and Priorities Committee

DATE OF MEETING: May 17, 2012

SUBJECT: College of Medicine Organizational Restructuring

DECISION REQUESTED:

It is recommended that University Council approve a new academic governance model for the College of Medicine, along with consequential changes to Council's bylaws, which would see the establishment of three new divisions: the Division of Clinical Research, the Division of Medical Education, and the Division of Biomedical and Population Sciences, and the discontinuation of the existing models of clinical instruction and research, as outlined in the attached "Concept Paper", effective July 1, 2012.

It is further recommended that the Provost and the Dean of the College of Medicine report to University Council on progress made toward implementation of this new model at the September 2012 meeting of University Council and at regular intervals over the course of the 2012/13 academic year.

PURPOSE:

A restructuring of the governance model for the College of Medicine is proposed. The primary purpose is to provide for a new mode of delivery for clinical instruction in the undergraduate medical education (MD) program and to clarify roles and responsibilities for the provision of clinical instruction within the college. As well, the new structure is anticipated to provide an environment supportive of an improved performance in research outcomes and impact within the College of Medicine, trending toward that of national comparator institutions including the U15 research-intensive universities.

CONTEXT AND BACKGROUND:

In July 2011, the Committee on Accreditation of Canadian Medical Schools (CACMS) and the Liaison Committee on Medical Education (LCME) placed the MD program in the College of Medicine on warning of probation (see attached letter) based on deficiencies in 10 out of 130 standards. One of these standards, IS-9, required support and assistance from the Provost's Office given the magnitude of the issues associated with addressing this standard, including personnel and organizational impacts. To fully address this standard, the College of Medicine must clearly delineate the Dean's role and

responsibility for ensuring the clinical teaching in and delivery of the MD program. Following consultation with the Provost's Office, it was the conclusion of the Dean that structural changes were required, consistent with the vision articulated by the college in its 2003 integrated plan: *The College of Medicine will divest itself of sole responsibility for the provision of specialized clinical services and instead work in partnership with the Saskatoon Health Region and the Regina-Qu'Appelle Health Region to develop specialized care programs in the best environment to achieve efficiency and effectiveness of service delivery.* The new Division of Clinical Research is a new version of the medical research institute also proposed in the college's 2003 integrated plan. It is now proposed as the Division of Clinical Research because it needs to be a unit in which faculty members can hold tenure and be promoted, something which, in Council's nomenclature, cannot be called an institute.

This situation is compounded by the college's research underperformance in comparison to its peers nationally and to the university's expectations as a research-intensive institution, articulated most recently in *Promise and Potential* (the university's third integrated plan). This outcome is a further reflection of deficiencies in the College of Medicine's organizational structure with respect to full-time clinical faculty and their ability to conduct research in an intensive clinical service environment.

In response, the creation of a new divisional structure is proposed which would support the delivery of a high-quality, accredited MD program and build the college's capacity for clinical research. The proposed divisions meet the definition of a division in University Council's *Nomenclature Report* of "*a structure organized to facilitate administration for a group of departments or units with a recognized, distinctive commonality of purpose and practice.*" While divisions *per se* are not included in the *University of Saskatchewan Act (1995)* as requiring Council approval, the establishment of the new divisions in the College of Medicine is being presented for Council's approval given Council's role in establishing and dis-establishing all of the other key organizational structures of the academy (colleges, schools, departments, centres, institutes, and endowed chairs). Further, according to Council's bylaws, divisional faculty councils are established by Council with authority and duties articulated by Council. These have yet to be fully established for the three divisions proposed and it is intended that the authority granted to the divisions will be worked out as part of the transition period following Council's approval of the concept.

The *University of Saskatchewan Act (1995)* articulates that the University of Saskatchewan has the exclusive power to formulate and implement its academic and research programs, policies and standards [6(1)(b)]. The method of delivery of clinical teaching and clinical research are academic matters and fall within the jurisdiction of University Council. In this instance, Council is being asked to discontinue a mode of program delivery for clinical teaching which is at the heart of the college's continued inability to fully meet the standards of its key accrediting bodies and thereby to ensure that the MD program fully meets the international standards established for such programs. Council is further being asked to establish a new organizational structure which will support the college in achieving the teaching and research elements of its academic mission as well as to benefit service provision within the province of Saskatchewan. Both accreditation and research are long-standing matters for the college's attention and have been raised in a variety of venues since 2002 when the college was first placed on 'warning of probationary' status.

The Planning and Priorities Committee sees this proposal and the structural changes which accompany it as entirely consistent with key Council-approved documents dating back over a decade, including *A Framework for Planning* (1998), the *Strategic Directions* (2002), the *Foundational Document on Research, Scholarly and Artistic Work* (2005), and the university's two most recent integrated plans (2008 and 2012). All of these documents reinforce the need for the university to meet international standards, to be more engaged in its research mission, and to ensure academic programs are of high quality.

Over the course of its consideration of this proposed restructuring, the Planning and Priorities Committee learned about the research challenges and performance of College of Medicine faculty. Statistical information on performance and comparisons with peer institutions are provided in a slide presentation by the Dean and can be accessed at www.medicine.usask.ca/concept. It is clear from the information provided, and the anecdotal reports associated with searches for two endowed research chairs, that the college lacks the culture necessary for research to flourish. Given the university's emphasis on research intensiveness throughout all of its departments and colleges, and the recent significant investments in the College of Medicine by successive governments in the province, it is apparent that the current situation is untenable. Further, it is highly desirable that faculty participate in the discovery of knowledge – not solely in its transmission; this is the current trajectory of the college given its current structure. While the committee acknowledges that the new structure will not resolve all of the issues related to research performance, it is important that a signal be sent that there needs to be a complete break with past behaviours so as to enable the establishment of a vibrant research environment within the college. As it stands now, the existing governance structure and college culture supports service delivery, which, while important, does not give the two key elements of the university, students and research, highest priority within the college.

The committee understands that there is considerable urgency in addressing the need for structural change now. The college must demonstrate that it has taken the assessment of the accrediting bodies seriously and is actively addressing the deficiencies outlined in the IS-9 accreditation standard. This will require that the standard be addressed in operational terms since this is the second time that this particular standard has been assessed as 'not met'. Further, given the class size increase in fall 2012 (to 100 students) and the increasing reliance on community clinicians to deliver major elements of the MD program, taking the initial steps toward restructuring is essential. The timing of the request for approval coincides with the impending departures of the current Dean and President, both of whom have a significant stake in ensuring that the concept is launched so as to give the college the best possible trajectory toward the imminent March 2013 return site visit of the accrediting bodies. While approval of the concept is but the initial step in this process, it is a critical one to take while these two senior administrative officers hold their existing positions. The committee understands that it is important to commit to the long-term goal now, and Council's approval of the proposed restructuring will send a strong signal that the current state is no longer tenable. In so doing, the committee recognizes that there will be an extensive transition to new arrangements once formal approval of the concept is obtained. Without agreement from Council to proceed, the fundamental transformation of the undergraduate medical education (MD) program and greater participation of college faculty in research will be severely compromised.

Throughout this process, the university must continue to be fully committed to the College of Medicine and to the delivery of a quality medical education to students, to respecting existing collective bargaining agreements, and to supporting faculty, staff and students through the change process.

IMPLICATIONS:

Failure to address the deficiencies in clinical teaching will affect the accreditation status of the MD program, damage the reputation of the college, the university and the province, impede the recruitment and retention of students within the MD program, and further diminish capacity for the recruitment and retention of clinical scientists conducting applied research. The next CACMS/LCME visit to assess progress in meeting accreditation standards is planned for March, 2013. As this is the second time that the IS-9 standard has been referenced in the accrediting bodies' reports, it is imperative that significant progress be achieved by early 2013 toward correction of deficiencies if probationary status or loss of accreditation of the MD program is to be avoided. The motion submitted to University Council puts in place the necessary initial step to begin to demonstrate accountability for the delivery of the MD program and to meet the requirement for clarity of authority and responsibility for the program as described in the IS-9 standard.

The reorganization within the college will affect the retention of clinical faculty and the manner in which clinical expertise is delivered within the MD program. Therefore, there are implications related to the university's collective agreements. While such considerations were not discussed explicitly by the Planning and Priorities Committee, the committee was assured that the university and the college will follow the processes outlined in signed collective agreements and abide by the principles outlined in the "Concept Paper".

CONSULTATION:

Consultation with respect to the proposed restructuring of the College of Medicine took place with representatives from the Ministry of Health and the Ministry of Advanced Education, Employment and Immigration (AEEI), the Saskatchewan Academic Health Sciences Network (SAHSN), the University of Saskatchewan Faculty Association (USFA), Deans' Council, the Board of Governors, the Provost's Committee on Integrated Planning (PCIP), the Council of Health Science Deans, the College of Medicine Dean's Office, the College of Medicine Planning and Budget Committee, and with College of Medicine Department Heads and Associate Deans. The "Concept Paper" was presented to the college at a special Town Hall meeting on April 11th. A series of additional college Town Hall meetings were held from April 11 to May 2 to provide opportunities for students, community-based faculty and faculty participating in distributed delivery of the program to participate. The College of Medicine Representative Faculty Council discussed the proposal at a special meeting held on May 9th. On April 19th, University Council was apprised of the nature of the discussions underway in the College of Medicine through the report of the Provost, and on April 21st, the President provided an overview to the University of Saskatchewan Senate.

Discussions occurred with the Planning and Priorities Committee at its meetings on February 29th and April 18th. On April 25th, the committee tentatively agreed to

recommend to Council the approval of a new academic structure for the college. A motion to recommend the proposed restructuring was passed at the committee's meeting on May 9th. Discussion also took place at the Research, Scholarly and Artistic Work Committee of Council on April 27th.

A website, www.medicine.usask.ca/concept, was established for the purpose of communicating the comments/views/ideas of the College of Medicine community. Council members may be interested in reviewing the documentation on this website prior to the May 17, 2012 meeting.

The consultation process undertaken by the Provost and the Dean of the College of Medicine was based on the following set of principles:

1. The mission of the college will be maintained
2. We will protect and advance the interests of students
3. Our efforts will be aligned with the mission of the university
 - our missions are research, teaching, and service
 - our time, resources and accountability need to be aligned with these missions
4. Our process will be based on respect for people
5. We are committed to transparency to the fullest possible extent
 - transparency means we share what we know, and we share it with all who have a stake
6. We are committed to accountability and responsibility
 - our decisions are consistent with clear accountability for results
 - the results that matter are the outcomes that have an impact on people
 - for an academic organization, those outcomes are teaching and research
7. We are committed to supporting the service mission of the health system and of our external partners
 - we are mindful of potential impacts on others and we will work directly with our partners to manage those impacts
8. We are committed to financial prudence
 - we will make wise use of the resources the public entrusts to us
 - we will show the public that we do so

The initial "Concept Paper" was drafted by the Dean of the College of Medicine and the Vice-Provost Faculty Relations in consultation with the Provost and the President. When it was originally released for consultation, faculty, staff and students in the College of Medicine were asked to identify whether the concept was acceptable and, if not, whether an alternative concept might be developed which would be superior to this proposal. The response can be classified in three ways: supportive, including supportive with suggestions for improvement; supportive, with questions primarily about implementation and transition issues which may have varying effects on individuals; and not supportive (see the website above to access the 200+ submissions received to date). At the time of submission of this document and the "Concept Paper" to University Council, no equivalent, alternative concept addressing the fundamental issues of accreditation, research and service has been put forward, and no discussion of an alternative model has been engaged. As is noted in the attached documentation, the original concept has been

informed by the consultation process and modified after due consideration of the concerns/ideas/input received from the various consultations over the past six weeks.

Several questions stemming from the consultation process were linked closely to the implementation plan for the concept. The following are implementation priorities which will begin to be addressed, in concert with faculty, staff and students in the college, once the concept is approved:

- Detailed governance discussion and decisions
- Engagement of government and health regions throughout the process
- Engagement of unions throughout the process
- Compensation discussions and decisions, including AFP development
- Timing to become more firmly established
- Communication and dialogue throughout the process
- Individual career discussions throughout the process

SUMMARY:

The Planning and Priorities Committee supports the recommendation to create a new academic governance model and organizational structure to address the college's challenges in meeting its educational and research goals. The changes described are significant and represent a fundamental shift in responsibilities and culture within the college. The committee believes that the proposed divisions will provide focal points for college and university efforts to address the requirements set by the accrediting bodies, will provide an environment in which clinical research can thrive, and will clarify the university's relationship with the Saskatoon Health Region (primarily) and with other provincial health regions with respect to the provision of clinical services and the university's relationship with the clinical instruction provided by community-based physicians within Saskatchewan.

As Council's role is to oversee and direct the academic affairs of the university, Council is asked to approve the proposed structural changes within the College of Medicine in light of the academic imperative that exists. The Planning and Priorities Committee understands that the Provost and the Dean of the College of Medicine will continue to apprise Council of progress made by the college toward meeting its stated goals. The Planning and Priorities Committee also understands that a transition plan will be put into place and that faculty, staff and students in the college will be involved in the details of the implementation strategy.

ATTACHMENTS:

1. Revisions to the College of Medicine Concept Paper May 2012
2. College of Medicine Concept Paper Draft April 2012
3. Letter from the Committee on Accreditation of Canadian Medical Schools (CACMS) and the Liaison Committee on Medical Education (LCME) dated July 8, 2011
4. Memorandum to Planning and Priorities Committee from Committee on Research, Scholarly and Artistic Work dated May 3, 2012

k **College of Medicine Concept Paper**
May 2012

Prepared by: Martin Phillipson, Acting Vice-Provost Faculty Relations on behalf of Brett Fairbairn, Provost and Vice-President Academic and Dean, William Albritton

Since the *College of Medicine Concept Paper* was released to the community in April 2012 we have engaged in a series of discussions with faculty, staff and students in the College of Medicine; provided an opportunity for feedback to internal and external community members via the web or in print form; and have met with many stakeholders in the health regions and government. We have listened carefully to the feedback we have received and, as a result, have revised the ideas presented in the April 2012 version of the *Concept Paper*. The purpose of this document is two-fold. First, it is intended to highlight what we have heard and what has changed. Second, it is intended to signal the desired end state for the college.

The *College of Medicine Concept Paper* was intended to be a vehicle for discussion and, to that end, the paper has served its purpose. The faculty, students and staff of the College of Medicine are fully engaged in a critical discussion on the future of the college; however, to date no equivalent model has been presented. The task before us now is to put into place a structure that provides greater clarity in relation to all three key functions of the college: education, research and service delivery thus ensuring that the mission of the college is achieved in its entirety.

We are proceeding to seek approval, from Council, for this concept so as to begin to address the critical issues facing the college as articulated in the original *College of Medicine Concept Paper*.

Six major themes have emerged from the feedback received to date: integration, research, engaging community clinicians, student concerns, resources, and consultation and process. The essence of the new model, the creation of the three new divisions, as structures for leadership, accountability, and support for critical elements of the college's mission has not changed and Council's role is the creation of the divisions themselves. The concept has been revised to outline additional features of the divisions, some of which will be referred to the college for consideration and development. The revisions address the following:

1. Integration

Revisions to the conceptual diagram illustrate the need to encourage and facilitate collaboration between all three proposed divisions and the faculty therein. Expected outcomes include:

- Collaborative inter-divisional teaching groups
- Collaborative inter-divisional research groups

2. Is research important?

The proposed model places teaching, research and service delivery on an equal footing. The current college structure favours clinical service delivery over the other goals. Expected outcomes include:

- Increased research performance
- Engagement of greater number of faculty in research groups
- Creation of an environment that supports and encourages research
- Recruitment and career development of researchers

3. Engaging Community-Based Physicians

The college will actively engage community clinicians by:

- Providing an institutional home for them through the Division of Medical Education
- Creating a governance role for them via the establishment of a representative divisional council
- Improving remuneration and simplifying service contracts
- Facilitating research and teaching collaborations with university-based faculty

4. Student Concerns

The concept has been revised to ensure:

- Meaningful student participation in implementation including membership of a dedicated IS-9 working group
- Introduction of new teaching and learning pedagogy
- A new mix of classroom and experiential learning
- New opportunities for greater student involvement in research

5. Resources

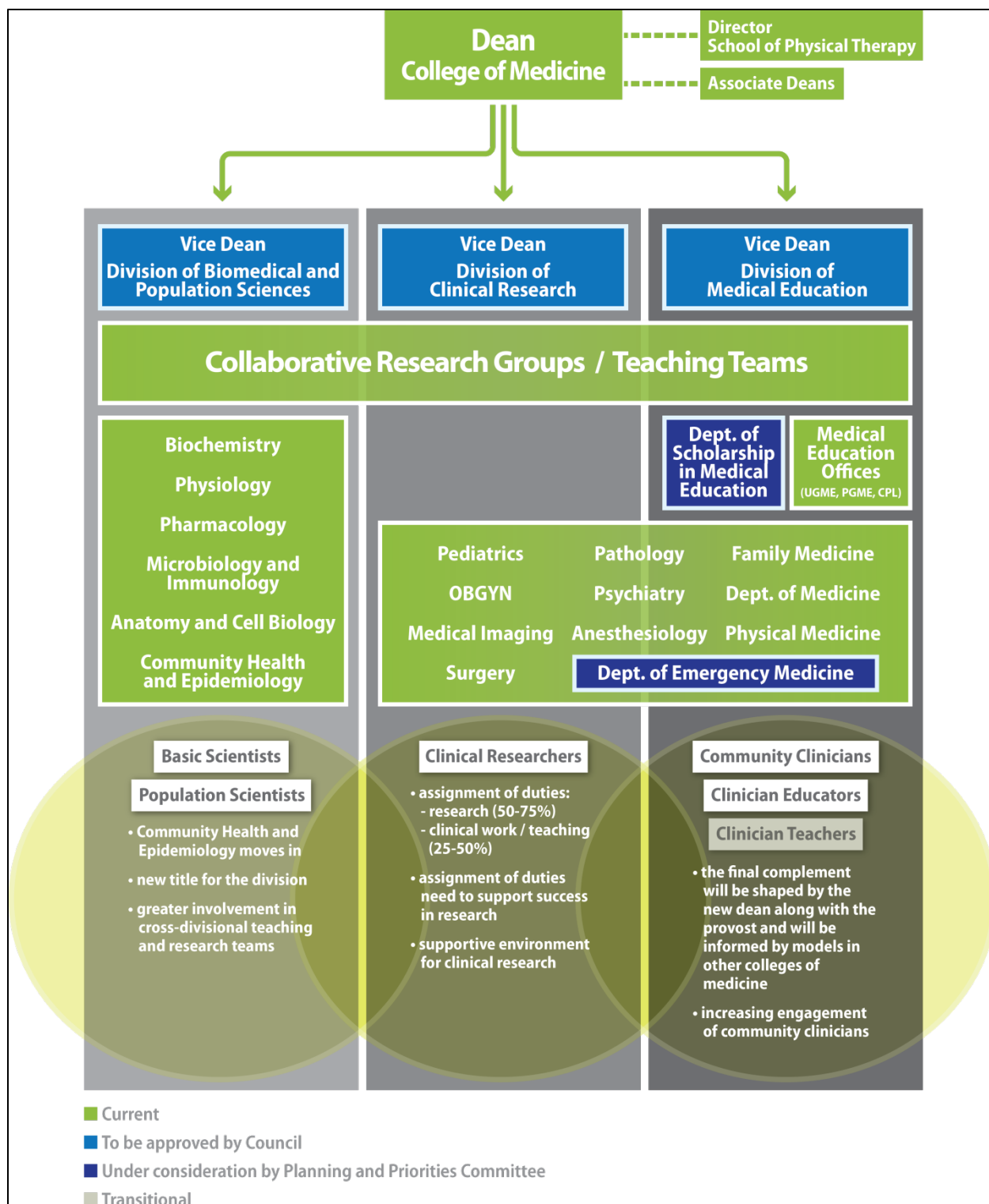
The purpose of creating three divisions is to provide governance, accountability and support structures relating to the three goals of the college: teaching, research and service delivery. To achieve these goals the new structure must be matched by the strategic deployment of resources and supported by:

- Alternate funding plans that
 - Value teaching, research, and service delivery equally
 - Ensure accountability via comprehensive individual service agreements
 - Allow faculty the opportunity to engage in all three aspects of the college's mission
- Enhanced research infrastructure including support for grant applications

6. Consultation and Process

The *Concept Paper* has engaged stakeholders in a discussion of the future of the college. Beyond approval of the concept, we will continue to work closely with the following:

- College community including faculty, staff, and students
- Health regions
- Government
- Council committees
- Board of governors



College of Medicine Concept Paper DRAFT

Academic Organization and Administrative Alignment in the College of Medicine Discussion Paper – April 2012

Provost and Vice-President Academic, Brett Fairbairn
Acting Vice-Provost, Faculty Relations, Martin Phillipson
College of Medicine Dean, William Albritton

Mission: Saskatchewan's College of Medicine improves health through excellence in education, research and clinical care (www.medicine.usask.ca/leadership/index.html).

Introduction

The purpose of this discussion paper is to outline, at a general level, the need for (and design of) a new internal organizational structure for the University of Saskatchewan's College of Medicine that addresses key challenges in clinical instruction and research. While designed to solicit comments and suggestions, this discussion paper also signals that urgent action is required for the reasons advanced below.

The principle needs to be one of clearer alignment of clinical service with clinical resources and clinical authority, and clearer alignment of academic service with academic resources and academic authority, so that both are achieved with greater effectiveness, clarity and accountability. Those whose predominant focus is clinical practice need to be aligned with health services and planning for service delivery; those with a predominant focus in research or education need to be aligned with the university; and we need a fresh approach to ensuring the required co-ordination where individuals have assignments in both systems.

The foundational elements of this new structure are the creation of a new Division of Clinical Sciences to focus effort and support for clinical research; the creation of a new Division of Clinical Instruction with a new model of clinical instruction; and an extensive concomitant realignment of faculty complement and administrative roles with these new structures. Existing and new departments in the college are intended to fit within this transformed clinical program model.

The key drivers for these changes include: urgent and important concerns over accreditation; the need to enhance research performance; improving the interface with the health system and effective service delivery. Implementation of this new structure would coincide with the discontinuation of the current model of clinical instruction and both must proceed rapidly over the next few months.

The College of Medicine at the University of Saskatchewan (U of S) has a long history of vital service to the Province of Saskatchewan. Alongside service, education and research

are essential components of the college's mission and vital to its role as a key academic unit within the university. The importance of a college of medicine to the province and the university should not be underestimated; the college supports the professional aspirations of students through education, provides critical clinical service to the province, and should be a powerful engine for research.

Over the past 20 years, a number of changes have occurred that profoundly affected the college's ability to deliver on its mission. The challenges faced by the college resulted in an accreditation crisis in the early 2000s, which threatened its very existence. While the current president and dean were able to steer the college through that crisis, the recent accreditation report signaled that not all of the college's problems were resolved. The college faces specific challenges which run the risk of becoming more serious if they are not dealt with expeditiously: accreditation issues, research concerns, and service and interface with the health system.

Rationale

Accreditation

In July 2011, the College of Medicine received notification from the Committee on Accreditation of Canadian Medical Schools (CACMS) and the Liaison Committee on Medical Education (LCME) "to place the educational program leading to the M.D. degree at the University of Saskatchewan College of Medicine **on warning of probation**" (letter to Dean Albritton, July 2011, p. 2). This notification was shared broadly within the college. The issues identified by the CACMS and LCME are mainly in areas related to academic activities in clinical departments as opposed to the basic sciences and community health and epidemiology (CH&E). The most far reaching and fundamental concern, identified in standard IS-9, relates to structural issues of how clinical teaching is organized and assigned, including the authority of the dean to ensure students have the appropriate instructional support. The accrediting bodies have signaled that the U of S's existing model of clinical instruction, which differs from other medical schools, does not provide sufficient accountability to meet accreditation standards. Our university currently pays full-time academic salaries to physicians on the understanding that clinical instruction will be provided when needed. The accrediting bodies do not see a clear process for assigning educational responsibilities to, and ensuring the accountability of, university-paid full-time clinical faculty. Discussions with those knowledgeable about accreditation standards and processes provide little confidence that this approach can meet the standard. The College also uses a community-based clinical instruction model which meets the accreditation standard for accountability. We believe we have less than a year (March 2013) to discontinue the current non-compliant model of clinical instruction, implement fundamental change and demonstrate conformity with the standard, or we risk probation or loss of accreditation. Such an action by the accrediting bodies would return us to the existential crisis of a decade ago.

Research

A second convergent challenge is the growing misalignment between the performance of the College of Medicine in research and the expectations for research in medical-doctoral universities. Colleges of medicine in most medical-doctoral universities are powerful research engines; however, this is not the case at the U of S. Metrics show that the U of S lags far behind its peers, consistently placing last or next-to-last in research with little sign or possibility of catching up. The college's current \$19M per year in research funding would likely have to increase by a multiple of six or more to be comparable with the performance of peer universities on a per-faculty-member basis. The deficiencies are large and increasingly urgent for two reasons. First, *Promise and Potential*, our university's third integrated plan, adopted unanimously by University Council and the Board of Governors in March 2012, sets out knowledge creation as one of four priority areas. In stark contrast, the college's integrated plan projects (over four years) only a doubling of its modest current level of funding. Based on the college's existing structure and resources, the university's goals are unlikely to be met. Second, public expectations of accountability and performance have increased to the point where historic levels of activity are unacceptable. In recent years the public has invested tens of millions of dollars per year in funding for programs in medicine, and hundreds of millions of dollars in new facilities for health sciences. Research performance that remains at 14th or 15th out of 15 comparators is not compatible with the investments that have been made and the scrutiny to which we are appropriately subjected. As we have tried to understand the reasons for the deficiencies in medical research, analysis has shown that most CIHR funding is in the area of clinically based research and that this is the U of S's great deficiency. In short, consideration of research performance draws attention to the same areas of the college that are concerns for other reasons, namely clinical areas. One theme is structural – the faculty complement is simply not aligned with the research mission. The current faculty complement is focused on providing clinical service and instruction and there is a critical shortage of clinical faculty who are focused on research. The other theme is cultural – the culture in the clinical areas of the college does not support research. In two separate, recent instances, well-qualified research chair candidates chose not to accept appointment at the U of S because they did not see a culture that would support their research success. Both themes are troubling and must be addressed.

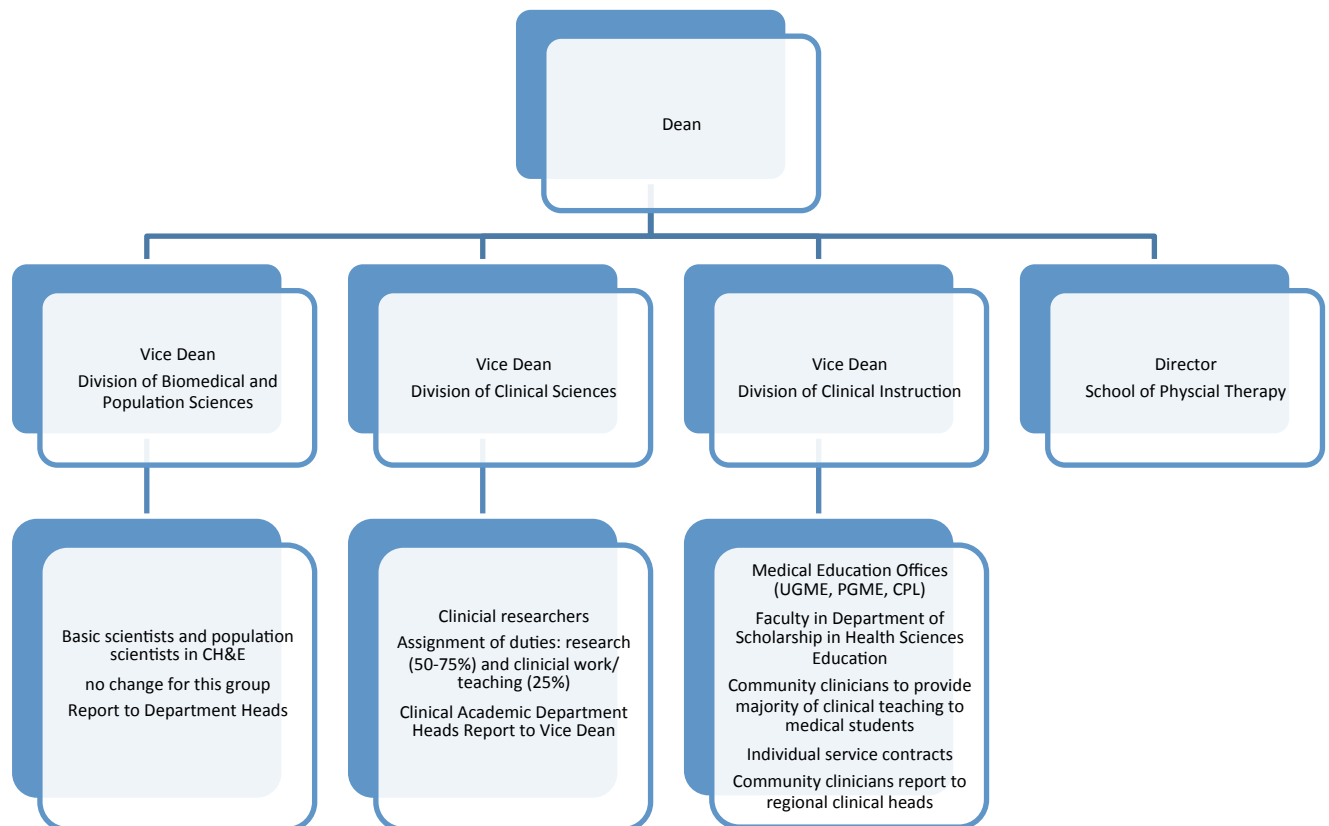
Service

Service to the province and the interface with the health system also remains a source of concern. Tangled lines of authority and accountability within the university interfere with the appropriate planning of clinical services in the health system. Change is also needed in this respect: currently any new clinical program the university undertakes for academic reasons of teaching and research must be developed in such a way as to alleviate the clinical-service concerns of our partners. As stated earlier, the principle needs to be one of clearer alignment of clinical service with clinical resources and

clinical authority and clearer alignment of academic service with academic resources and academic authority, so that both are achieved with greater effectiveness, clarity, and accountability. Those whose predominant focus is clinical practice need to be aligned with health services and planning for service delivery; those with a predominant focus in research or education need to be aligned with the university; and we need a fresh approach to ensuring the required co-ordination where individuals have assignments in both systems.

Proposed Structure

Significant structural and cultural deficiencies in the clinical program, historically developed over time, have contributed to the current outcomes. The university wants different outcomes and for that reason a different structure must be contemplated; this structure must be conducive to a culture of success in research, teaching, administration, and clinical service. The college *must* meet existing and future accreditation standards, play a significant part in supporting the ambitious research agenda outlined in *Promise and Potential*, the university's third integrated plan, and ensure high quality service relationships with the Ministry of Health and the Health Regions of Saskatchewan. Given this, a new structure must provide clear lines between clinical service and academic responsibility and reflect greater accountability for the delivery of clinical, administrative, and academic objectives.



While details of this new model are taking shape—we are committed to a successful new clinical program in the College of Medicine and believe this conceptual model will deliver the outcomes we seek with respect to accreditation, research, and service.

The proposed transformation will involve the creation of a new structure within the college that includes three distinct divisions.

A. Division of Biomedical and Population Sciences

This division will house the existing basic science departments and the Department of Community Health and Epidemiology. No changes are planned.

B. Division of Clinical Sciences

This is a significant change from the existing clinical program and the structure that currently supports it. This division will provide a research-intensive environment for those clinician-faculty members who view clinical research as their primary focus. Any appointments to this division must spend 50-75% of their time on research, with a maximum of 25% of their time being devoted to clinical practice unrelated to clinical instruction or clinical trials. As we understand is common practice in other institutions, the research culture may need to be built on the basis of five-year term research appointments as the normal prerequisite prior to appointment to tenure-track positions. The college cannot meet the research goals expected of a medical-doctoral university in the absence of a flourishing research culture. The creation of the Division of Clinical Sciences – under dedicated, research-oriented leadership by a vice-dean and resourced through an alternate funding plan will provide an institutional home for clinical researchers who wish to engage with other researchers in furthering the college's research agenda.

C. Division of Clinical Instruction

This is a significant change from the existing clinical program and the structure that currently supports it. This division will be the main vehicle for the provision of clinical instruction. Similar to the pattern at other accredited faculties of medicine, the vast majority of clinical instruction will be provided by community clinicians. Consistent with the vision presented, with the exception of full-time members of the Department of Scholarship in Health Sciences Education, community clinicians in this division will be invited to be members of the division but will not hold full-time academic appointments and will not be expected to perform full-time academic duties including research, administration, and didactic teaching. Duties will be assigned (and accountability ensured) via the negotiation of individual service contracts. Community clinicians will report to the heads of the regional and provincial clinical departments for their clinical service accountabilities.

Aims of the New Divisional Structure

As stated above, the aim of the new structure is to provide greater clarity in relation to the performance of the key functions of the College of Medicine. By re-aligning faculty with the appropriate division, and similarly tailoring their academic appointments and associated remuneration, significant gains in accreditation/educational outcomes and in overall research performance are anticipated. Administrative leadership and processes will also need to be realigned with the new divisional model in order to support faculty within each division. The combination of changes in clinical program, organizational structure, complement strategy, and administrative functions will support the cultural changes needed.

Principles to Guide the Transition

In any change process, it is important to articulate the principles that will guide the transition, particularly the transition of people from the current state to the new vision. As the implementation proceeds, we will be guided by the following people principles:

- Treat affected employees with respect and dignity and provide resources to support their transition
- Ensure that we retain key positions and skills within the university that align with the new structure and the directions of *Promise and Potential*, the university's third integrated plan
- Communicate changes, as appropriate, in a timely fashion
- Ensure necessary consultation and discussions with key internal stakeholders (unions, leaders, employees)
- Ensure actions are consistent with all applicable collective agreements
- Engage in thorough consultation with external health-care partners and stakeholders thus effectively managing change to new model.

Development of the Discussion Paper

From July to December 2011, the provost, dean and the vice-provost faculty relations met and corresponded with representatives of the accrediting bodies and with knowledgeable individuals from other universities in order to explore various options, ultimately identifying the general approach presented in this concept paper. In early 2012, a team was formed to undertake confidential background work. An initial discussion of these background issues was held between the provost and the Planning and Priorities Committee of University Council. The provost also briefed select stakeholders about the proposed changes. Because of the potential implications on

complement and employees, unions and affected individuals will be notified prior to open discussion.

This discussion paper is intended to be a vehicle for discussion only. Widespread consultation seeking input from the college, the university community, health region stakeholders, and the interested public will occur from early April to early-May 2012. The input received during this process will be used to inform the content of a proposal for a new academic structure to be put before University Council, with a goal of receiving approval in May 2012.

If approved, the changes will need to be reported to the Board of Governors. The new structure will have academic, administrative and resource implications. Given current resource constraints at the university and provincial levels, the new model will primarily be supported by a redeployment of (considerable) existing resources. New resources (such as alternate funding plans) will also be required during transition and to ensure the long-term effectiveness of the new model. The Office of the Provost, Human Resources, and other university units will work with affected individuals and units to implement changes following approvals.



Committee on Accreditation of Canadian Medical Schools
Comité d'agrément des facultés de médecine du Canada



LIAISON COMMITTEE ON
MEDICAL EDUCATION

www.lcme.org

JUL 27 2011

July 8, 2011

William Albritton, M.D.
Office of the Dean
University of Saskatchewan College of Medicine
B103 Health Sciences Building
107 Wiggins Road
Saskatoon SK S7N 5E5 Canada

Dear Dean Albritton:

The Committee on Accreditation of Canadian Medical Schools (CACMS) and the Liaison Committee on Medical Education (LCME) have approved the creation of a single consolidated Letter of Accreditation for Canadian medical schools. This consolidated letter was developed using the following process:

- The CACMS and the LCME arrived at independent decisions about accreditation status and required follow-up.
- The CACMS and the LCME reviewed the independent actions and developed a combined list of findings. All areas identified by either accrediting body were included.
- The type and timing of follow-up requested by the CACMS and the LCME were reviewed by the Secretariats. If there were discrepancies in either the type of follow-up or its timing, these were consolidated in consultation with the chair of the CACMS and the co-chairs of the LCME.

This letter represents the actions of both the CACMS and the LCME and is the only letter that the University of Saskatchewan College of Medicine will receive as a response to the Secretariat fact-finding report.

Association of Faculties of
Medicine of Canada
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LCME Secretary
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The purpose of this letter of accreditation is to inform you of the action taken by the CACMS at its meeting of June 6, 2011 and by the LCME at its meeting on June 7-9, 2011 regarding the accreditation status of the educational program leading to the M.D. degree at University of Saskatchewan College of Medicine and to transmit to you the report (enclosed) of the CACMS / LCME Secretariat fact-finding visit on March 8-10, 2011.

After reviewing the report of the Secretariat fact-finding team, the CACMS and the LCME voted to place the educational program leading to the M.D. degree at the University of Saskatchewan College of Medicine **on warning of probation**. This action indicates that there are areas of non-compliance that will, if not corrected promptly, seriously compromise the ability of the faculty to deliver a quality medical education program. While not an adverse action, warning of probation requires that, if sufficient progress toward compliance with the indicated accreditation standards is not made within 12-15 months, **probation** will be imposed. This warning of probation is confidential and is not subject to appeal. This action will not be posted on the CACMS or LCME websites and you are not required to notify your students.

The CACMS and the LCME determined that the following areas in transition had been appropriately resolved: 1) Faculty numbers (Transition 1), 2) Finances (Transition 2) and 3) Clinical teaching resources (Transition 4).

The CACMS and the LCME noted that the University of Saskatchewan College of Medicine has made progress toward, but has not yet achieved, full compliance with the following standards:

1) IS-9: There must be clear understanding of the authority and responsibility for matters related to the medical education program among the vice president for health affairs, the chief official of the medical education program, the faculty, and the directors of the other components of the medical center and the parent institution.

Finding: A clear process exists for assigning educational responsibilities to and ensuring the accountability of clinical faculty in the community who are paid by the college of medicine. Such clear processes do not exist for university-paid full-time faculty. Additionally, university regulations preclude the dean from being able to make FTE allocations for dean's office administrative staff that reflect their actual time commitments and contributions to the educational program.

2) ED-2: An institution that offers a medical education program must have in place a system with central oversight to ensure that the faculty define the types of patients and clinical conditions that medical students must encounter, the appropriate clinical setting for the educational experiences, and the expected level of medical student responsibility. The faculty must monitor medical student experiences and modify them as necessary to ensure that the objectives of the medical education program are met.

Finding: The current lists of clinical encounters and procedures for the majority of required clinical rotations do not adequately describe the nature of the clinical experience, the level of student responsibility or the appropriate clinical setting. There is confusion among faculty and students about whether these lists represent a method of collecting information about students' clinical activities or a statement of required clinical experiences. Review of the student logs during the rotation is not occurring in the majority of rotations at either campus. Neither the Phase D committee nor the undergraduate education committee has reviewed the entire list of "required" clinical encounters across clerkships. Implementation of the use of One45[®] for the purpose of collecting data about "required" clinical encounters and procedures is complete.

3) ED-3: The objectives of a medical education program must be made known to all medical students and to the faculty, residents, and others with direct responsibilities for medical student education and assessment.

4) ED-24: At an institution offering a medical education program, residents who supervise or teach medical students and graduate students and postdoctoral fellows in the biomedical sciences who serve as teachers or teaching assistants must be familiar with the educational objectives of the course or clerkship (or, in Canada, clerkship rotation) and be prepared for their roles in teaching and assessment.

Finding: Recognizing that existing mechanisms were not effective in ensuring that all residents who teach medical students had received a copy of the clerkship learning objectives, school administrators asked residency program directors to review the teaching objectives for their specific specialty with resident staff at the January 2011 departmental academic half-day. The college of medicine was unable to provide documentation that this request was actually carried out. The mandatory two-day, centrally monitored Teaching Improvement Project Systems (TIPS) program ensures that all residents develop skills in teaching and assessing medical students.

5) ED-8: The curriculum of a medical education program must include comparable educational experiences and equivalent methods of assessment across all instructional sites within a given discipline.

Finding: The methods used to assess student performance and the formulas used to calculate students' final marks in a clerkship (discipline) are the same at each campus. In all of the clerkships (with the exception of the clerkship in internal medicine), the clerkship director and the corresponding Regina-based clerkship coordinator collectively decide what topics are included in the formal educational sessions for the students. There is no formal centralized review of student performance data or of student evaluation data of their educational experiences to evaluate and monitor comparability of student educational experiences across the two campuses. Current logging data of "required" clinical encounters and procedures do not provide evidence of comparability of the students' clinical experience.

6) ED-30: The directors of all courses and clerkships (or, in Canada, clerkship rotations) in a medical education program must design and implement a system of fair and timely formative and summative assessment of medical student achievement in each course and clerkship/clerkship rotation.

Finding: The reporting of students' final marks in the internal medicine clerkship continues to be delayed by up to several months at both campuses (average = 13 weeks). The average number of weeks from the end of the rotation to the provision of final marks to students in the pediatrics, surgery and emergency medicine is in excess of six weeks. Clerkship directors in Saskatoon and their corresponding discipline coordinators in Regina were unaware of a specific expectation of the timeframe within which students should be receiving their final marks.

7) ED-31: Each medical student in a medical education program should be assessed and provided with formal feedback early enough during each required course or clerkship (or, in Canada, clerkship rotation) to allow sufficient time for remediation.

Finding: Students in the obstetrics and gynecology and pediatrics rotations at the Saskatoon campus receive formal formative mid-rotation feedback. The provision of mid-rotation formative feedback is inconsistent in all of the other rotations at both campuses. Although students are assessed (summatively) by their preceptors approximately 7.6 times over the course of the 12-week internal medicine rotation, formal mid-rotation feedback is not provided (i.e., after the student has completed the first six-week block).

9) MS-32: A medical education program must define and publicize the standards of conduct for the faculty-student relationship and develop written policies for addressing violations of those standards.

Finding: The college of medicine has identified university policies and procedures relating to harassment, discrimination, and breaches of professionalism that are applicable to students, and has also defined Guidelines of Academic Conduct for faculty and students. However, 2010 CGQ data indicate that 38.6% of COM respondents were unaware of the existence of a mistreatment policy (vs 20.4% of all 2010 CGQ respondents) and that 44.4% of COM respondents did not know the procedures to be followed in the event of mistreatment (vs 21.2% of all CGQ respondents) that year. All COM graduating students participated in the 2010 CGQ survey i.e., 100% participation rate.

The CACMS and the LCME agreed with the Secretariat team about the following additional area of partial or substantial noncompliance with accreditation standards:

10) MS-37: A medical education program should ensure that its medical students have adequate study space, lounge areas, and personal lockers or other secure storage facilities at each instructional site.

Finding: Study space at the Regina campus is not sufficient to meet the needs of the current class size.

The CACMS and the LCME identified the following additional area of partial or substantial noncompliance with accreditation standards:

11) ED-41: The faculty in each discipline at all instructional sites of a medical education program must be functionally integrated by appropriate administrative mechanisms. Mechanisms to achieve functional integration may include regular meetings or electronic communication, periodic visits to all instructional sites by the course or clerkship rotation leadership, and sharing of student assessment data, course or clerkship rotation evaluation data, and other types of feedback regarding faculty performance of their educational responsibilities.

Finding: The clinical department chairs were not well informed about the status of development of the Regina campus (e.g., several did not know that a Phase C pilot had been conducted). Several chairs expressed concerns about not knowing who was teaching at the Regina campus. The “unified” clinical department chairs have no

responsibility/authority related to the Regina campus. The Secretariat team was told by the Regina-based faculty and administrative staff that they are proceeding in developing the program with little or no support from the faculty in Saskatoon (e.g., Phase C pilot and similar process in determining what is needed for Phase B). At the same time, the Saskatoon-based clinical chairs perceive that the faculty in Regina wish to function independently of the Saskatoon campus and administration. While the proposed numbers of faculty are adequate for the current and projected numbers of students at both the Saskatoon and Regina campuses, effective mechanisms to ensure their participation in the medical education program have not yet been determined.

The CACMS and the LCME noted that the following issues remain in transition and could affect the school's future compliance with accreditation standards:

Facilities

Finding: Technical upgrades to the Regina campus have been successfully implemented to permit the delivery, in a recently conducted pilot, of the Phase C portion of the curriculum. Timely completion of the additional classrooms, simulation center and physical examination rooms in the Regina General Hospital are necessary for the implementation of Phase B at the Regina campus. The Phase B pilot is planned for January 2012. Funding has been secured and construction is expected to start in the spring of 2011 and be completed by late 2011.

The timely and successful completion of the new Academic Health Sciences Centre and the renovation of existing space in Saskatoon are essential to the successful expansion of the college of medicine. Construction is on track and funding has been secured, including operational funds.

Furthermore, the Committees determined that the following area previously cited as non-compliant (ED-44) is now in transition:

1. Equivalence of Student Services

Finding: Three College Student Intermediaries have been identified to assist students on the Regina campus. They work in collaboration with the newly identified director of student affairs services on that campus.

With regard to the request to increase class size, with the exception of adequate student study space on the Regina campus the CACMS and LCME have determined that the resources to support an increase in class size to 100 students appear adequate.

To address the areas of partial or substantial non-compliance and areas in transition noted above, the committees requested that:

1. A CACMS and LCME Secretariat consultation visit be conducted to assist you and your staff in developing an action plan (action plan template enclosed) to address these areas of noncompliance. This consultation has been scheduled for **September 13-14, 2011**.
2. The action plan must be submitted to the CACMS and the LCME by December 15, 2011 for consideration at the January 2012 and February 2012 meetings of the CACMS and the LCME, respectively.
3. If the action plan is approved by the committees, a limited survey will be scheduled in about one year to review compliance with the specified accreditation standards and resolution of the areas in transition.

Accreditation is awarded to the program of medical education based on a judgment of appropriate balance between student enrollment and the total resources of the institution, including faculty, physical facilities, and the operating budget. If there are plans to significantly modify the educational program, or if there is to be a substantial change in student enrollment or in the resources of the institution so that the balance is distorted, the CACMS and the LCME expect to receive prior notice of the proposed change. Substantial changes may lead to re-evaluation of the program's accreditation status by the CACMS and the LCME. Details are available on the LCME Web site at <http://www.lcme.org/classsizeguidelines.htm>.

A copy of the report of the Secretariat fact-finding team is enclosed. This report is for the use of the University of Saskatchewan College of Medicine and the university, and any public dissemination or distribution of its contents is at the discretion of institutional officials.

Yours sincerely,



Geneviève Moineau, MD, FRCPC
CACMS Secretary



Dan Hunt, MD., MBA.
LCME Secretary, 2010-2011

enc: Report of the Secretariat fact-finding team
Action plan template

cc: Barbara Barzansky, Ph.D., M.H.P.E., LCME Secretary, 2011-2012

TEMPLATE FOR ACTION PLAN

[Copy this page for each area of noncompliance. Include action steps (specific tasks) that will lead to the desired outcome]

STANDARD:

TASKS (Steps to be taken that will lead to the desired outcome)	INDIVIDUALS/ GROUPS RESPONSIBLE	INDICATORS THAT THE TASK HAS BEEN ACCOMPLISHED	EXPECTED DATE OF ACCOMPLISHMENT OF THE TASK	DESIRED OUTCOME THAT ILLUSTRATES COMPLIANCE WITH THE STANDARD



MEMORANDUM

TO: Bob Tyler, Chair
Planning and Priorities Committee of Council

FROM: Stephen Urquhart, Chair, Research, Scholarly and Artistic Work Committee of Council

DATE: May 3, 2012

RE: **Review and Comments on the Proposed Organizational Restructuring in the College of Medicine**

On April 27, 2012, members of the Research, Scholarly and Artistic Work Committee met with Martin Phillipson, Acting Vice-Provost Faculty Relations and Pauline Melis, Assistant Provost, Institutional Planning and Assessment for a briefing on the proposed organizational restructuring and new clinical research model within the College of Medicine. In response, the Committee offers the following comments to the Planning and Priorities Committee for consideration as it considers the question of the structural change within the College.

- That it is imperative that there be strong leadership in the College that is committed to building a research culture, where clinical-based research can thrive;
- The associate dean research will have a critical role in the new structure. This position should have specific and clearly delineated accountabilities for research;
- That recognition be given to the fact that a continuous broad strategy will be required over time to change the clinical research culture to one which is supportive of and embraces clinical research;
- That the clinical research environment be one where the expectation is that each member will be involved with research to a significant degree;
- That areas of research be identified and individuals within these areas create a locus of research activity where all have the same common objective;
- That leadership be established within these areas of research, and that leaders commit to providing active, hands-on mentorship, particularly for newly recruited individuals;
- That the clinical environment be structured so to enable those individuals who are hired to engage in research the ability to succeed in this goal; specifically where these individuals are not required to provide clinical service to a degree which comprises their capacity to engage in research;

The Committee recognizes that the above points are synonymous with the goals of the concept paper. The intent in re-articulating these points is to sharpen their focus and lend the Committee's support to the concept paper as it relates to enhancing the research mission of the College.

On behalf of members of the Research, Scholarly and Artistic Work Committee,

Stephen Urquhart, Chair

- c B. Fairbairn, Provost and Vice-President Academic
- M. Phillipson, Acting Vice-Provost, Faculty Relations
- W. Albritton, Dean, College of Medicine

**UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Bob Tyler, Chair, Planning and Priorities Committee

DATE OF MEETING: May 17, 2012

SUBJECT: **Establishment of the Confucius Institute as a Type B Centre**

DECISION REQUESTED:

It is recommended:

That Council approve the establishment of the Confucius Institute as a Type B Centre at the University of Saskatchewan, effective May 17, 2012.

PURPOSE:

The Confucius Institute will enable the University to provide opportunities for students to learn Chinese language and culture and will promote student study abroad exchanges with China.

CONTEXT AND BACKGROUND:

In August 2011, the University signed MOUs with the Confucius Institute Headquarters (HANBAN) and the Beijing Institute of Technology to establish a Confucius Institute at the University of Saskatchewan. The MOUs committed the University to providing matching start-up and ongoing funding for the Institute and to a prescribed governance structure.

A Board of Directors governs the Institute, comprised of equal representation from the University of Saskatchewan and the Beijing Institute of Technology, as the University's partner institute. A co-Director and co-Deputy Director are assigned from each institute. An advisory committee comprised of representatives from the host institute provides advice and guidance to the Board of Directors. Matching funds establish the institute and provide ongoing operating funds, with the opportunity to request additional funds from the HANBAN (to be matched) each year for the life of the agreement.

CONSULTATION:

The Centres Subcommittee was apprised of the intent to apply for the establishment of a Confucius Institute at the University of Saskatchewan in December 2010, prior to the signing of the MOUs. At that point, it was not clear to the subcommittee whether or not the Institute should be considered under the centres policy. On November 8, 2011, the Centres Subcommittee considered the application to establish the Confucius Institute as a Type B centre to formally recognize the Institute under the University's policy governing centres. The Planning and Priorities Committee subsequently considered the proposal at its meetings on January 19, 2012, and May 9, 2012.

The primary question before both committees was whether the Confucius Institute should be approved as a Type B centre as the authority of the Board of Directors was not in keeping with the governance structure associated with Type B centres, which report to a designated dean or vice-president.

At its meeting on May 9th, the Planning and Priorities Committee carried a motion to recommend that the Confucius Institute be established as a Type B Centre.

DISCUSSION:

The following considerations applied to the committees' decisions in favour of establishing the Institute:

- All academic programs offered for credit associated with the Institute require University Council approval;
- Any courses offered by the Confucius Institute are non-credit offerings;
- Those instructors contributing teaching expertise to credit courses have the opportunity to be appointed as adjunct professors;
- The MOUs exist for a period of five years, and may be renewed or terminated with 90 days notice, assuring a time period to arrange for the dissolution of the Institute;
- With the consent of both parties, either agreement may be revised during the term of the agreement;
- The Board of Directors comprises equal representation from each partner institute;
- Annual reviews are the responsibility of the Board of Directors and the University's co-Director will work with the Institutional Planning and Assessment Office to implement the assessment.

SUMMARY:

The Planning and Priorities Committee supports the establishment of the Confucius Institute as a Type B Centre at the University of Saskatchewan. In addition to the exposure to Chinese language and culture, the Institute offers many exciting opportunities to the University and the broader community for interdisciplinary studies in the fine and performing arts and in political and social studies. The Institute would enhance the University's outreach and engagement efforts as it would facilitate working with Chinese

citizens in local communities and with elementary and secondary students in Saskatoon public schools.

The Centres Subcommittee and the Planning and Priorities Committee carefully considered the anomaly of the governance structure. The Committees' collective view was that the factors outlined above provide sufficient assurance for the University to establish the Institute.

ATTACHMENTS:

1. Proposal to establish the Confucius Institute and supporting documents

The Centres Policy and Guidelines may be found at:

www.usask.ca/university_secretary/policies/research/8_23.php

Proposal to Establish a Centre

1. **Name of Centre:** Confucius Institute

2. **Type of Centre:** Type B

3. Academic Plan

Rationale: “Confucius Institutes are non-profit education organizations which devote themselves to satisfying the demands of people from different countries and regions in the world who learn the Chinese language, to enhancing understanding of the Chinese language and culture, to strengthening educational and cultural exchange and cooperation between China and other countries, to deepening friendly relationships with other nations, to promoting the development of multiculturalism, and to constructing a harmonious world. Its headquarters is in Beijing and is under the Office of Chinese Language Council International.” (Hanban)

There are at least 3 reasons why it is desirable to host a Confucius Institute at the UofS. The first reason speaks to our goal of Internationalizing the Learning Environment (p. 1, ***Globalism and the UofS***). All Confucius Institutes create opportunities for our students to learn about a culture (well, actually many cultures given that China is far from a monocultural country, having 19 ethnic groups of more than 1,000,000 each and 18 having more than 100,000 members), and the history and (dominant) language of China. Given the increasing importance of China and the relative economic importance it has with respect to trade with Canada and especially Saskatchewan, attracting a Confucius Institute to our campus helps us to fulfill our responsibility to our students “to prepare them to function in a rapidly evolving global society, and to foster a climate of respect for other cultures and forms of knowledge” (p. 5, ***Globalism and the UofS***). The survey results are disappointing but not surprising; it can be hoped that the presence of the Institute and an intensive advertising and promotion campaign can build the audience for the Institute.

Secondly, a Confucius Institute can help to send welcoming signals to prospective Chinese students (who form the largest proportion of international students at the UofS), and to assist us to welcome those Chinese students who choose to study at the UofS. The Confucius Institute will take the lead in hosting Chinese cultural events on the UofS campus and in participating in local Chinese-community events attended and enjoyed by a goodly number of our students.

Finally, a Confucius Institute at the UofS will enhance our local, national and international reputation. Kelly Kozak, International Recruitment Director for the Saskatoon Public School District, suggested there would be great interest and enthusiasm for the prospect of involvement of hundreds of public school students

who would visit the Confucius Institute and, like UofS students, learn about a foreign country and culture; for this reason, the Saskatoon Public School Board was invited, and accepted, to partner with the UofS on its application. Chinese cultural associations in Saskatoon have expressed their interest and enthusiasm for this project, want to be involved in helping the Institute in its formative stages, and look forward to working with it to create more Chinese cultural events. The UofS would join a network of some 300+ institutions in over 90 countries worldwide now hosting Confucius Institutes, including 12 universities in Canada (Waterloo, McMaster, Sherbrooke, Brock, BCIT, Windsor, Regina), and benefit from the promotional materials provided by the Hanban.

Activities: The Confucius Institute will be involved in:

- Offering non-credit courses in Chinese language and culture both on- and off-campus (the latter especially in classrooms of the Public School Board);
- Promoting study-abroad and exchange programs in China to UofS students;
- Promoting Visiting Scholar/Scientist appointments in China to UofS faculty;
- Assisting with China visa applications and China travel arrangements for UofS students and faculty;
- Arranging for Chinese cultural displays to be offered on the UofS campus, in the Saskatoon Public Schools and, more widely, in the Saskatoon and district regions;
- Assisting local Chinese-Canadian community associations' celebrations of Chinese national holidays;
- Where qualified and upon the recommendation of a department Head or Dean, CI instructors may be appointed as Adjunct Professors in UofS academic units and offer courses for credit or serve on graduate student advisory committees;

Involvement in UofS Academic Units: The Divisions of Humanities/Fine Arts and Social Sciences in the College of Arts & Science have agreed to host the CI. The academic departments of Religion and Culture, History, and Sociology will be positively affected by the activities of this new Centre in that many of the activities of the Centre can augment the academic and non-academic programs/activities of these units. For example, the joint undergraduate and graduate programs our Sociology Department offers with Xi'an Jiaotong University will be enhanced by the provision of Chinese language and culture courses by the CI, such that more Canadian students may be attracted to the programs and they will be better prepared to participate in the in-China parts of these programs.

It is the intent of the existing MOU between the UofS and BIT to broaden the engagement of our two universities. The CI can serve to help engage more faculty from the UofS and BIT—in effect, to serve as a bridge between the two institutions.

Beyond the UofS, there are 12 CIs at other Canadian universities including one at the University of Regina. All CIs are part of an international network but it would seem most appropriate to take advantage of the other Canadian institutes by partnering to arrange that tours of artists and performers from China visit a number of CIs rather than just one, thereby lowering the costs to each Institute while increasing opportunities for CI participants.

Relationship to Integrated Plans: While the CI has not been specifically identified in any unit plan, it will help us to attain several of the worthy goals identified in *Globalism and the University of Saskatchewan* (2003), our Foundational Document for internationalization, in that it will:

- foster greater awareness of and participation in international activities
- promote the academic and social wellbeing of its international students
- enhance participation in international student mobility programs
- strengthen support systems for students and faculty engaged in international activities

Scholarly Work: While the CI is not designed to itself promote scholarly work, the Chinese instructors who will be supplied by BIT will be scholars who will be able to continue their own work and to collaborate with UofS faculty on joint research and scholarly projects.

4. Proponents.

Tom Wishart, Special Advisor on International Initiatives, OVPR
Li Zong, Department of Sociology
Harley Dickinson, Vice-Dean Social Sciences
David Parkinson, Vice-Dean Humanities and Fine Arts

Consultation:

In November of 2009, the Special Advisor on International Initiatives was invited to a meeting in Regina, hosted by the Ministry of Advanced Education, Employment and Labour. The meeting was arranged with Ms. Ciilia Yaquang Li who was proposing an agreement between the Government of Saskatchewan and Hebei Province, China and one component of the agreement was to establish a Confucius Institute in Saskatchewan where the Hebei University of Economics and Business would be the Chinese partner institute. The Government of Saskatchewan was gauging the interest of educational institutions including the UofS, the UofR, and SIAST. The Government subsequently decided not to participate but the Special Advisor was directed by the Provost to convene a small group of potential proponents, participants, and supporters who could consider what would be useful at U of S and what different parts of the institution could contribute.

At a meeting on December 4, 2009 where representatives of the Language Centre, the Department of Religion and Culture, and the Learning Centre participated, the matter of a possible Confucius Institute at the UofS was

considered. There was a general discussion about a range of issues including the pros and cons of establishing a Confucius Institute on our campus (or whether the Public School Board or some other body should take this up). It was concluded that hosting a Confucius Institute would help to increase the participation of Canadian students in study abroad activities, could raise the profile of the UofS among local Chinese communities, our Chinese students, the Saskatchewan business community and the provincial government, and that further investigation was warranted.

The Special Advisor met with Ms. Kelly Kozak of the Public School Board to determine whether there might be interest in participating with the UofS in a joint venture to host a Confucius Institute. Ms. Kozak initially expressed her personal interest and indicated she would raise the matter with her employer. A follow-up conversation revealed that the Public School Board would welcome the presence of a Confucius Institute at the UofS and had agreed to partner with the UofS in an application for the Institute

The Head of the Department of Religion and Culture suggested a meeting with Ms. Eleanor Shia who has taught Chinese language and culture as a sessional lecturer for the Department for some years. Ms. Shia indicated her personal support for the concept of a Confucius Centre and indicated that she would volunteer to help by serving on any oversight body having responsibility for the Institute. Ms. Shia suggested that a Confucius Centre could make valuable contributions to the city by concentrating on Chinese culture but that if it depended completely on tuition income for teaching Chinese language it would likely fail.

A meeting was then held with representatives of several Chinese community associations. The advice given at this meeting was similar to that provided by Ms. Shia. The Principal of the Saskatoon Chinese School described the operations of that school (operating on Saturdays, charging a modest tuition to students who were mostly the sons and daughters of people who had immigrated to Canada from China) and, expressed support for the Confucius Institute only if it did not compete with his school which it could do by offering language instruction to students in high school and university and to the general public.

The International Committee of Council held a discussion of the CI application at a meeting in the fall of 2010. General support was expressed for the application.

The College of Arts & Science was contacted to determine its interest in providing a 'home' for the institute. Vice-Deans Parkinson (Humanities and Social Sciences) and Dickinson (Social Sciences) both provided strong letters of support for the initiative to apply for a Confucius Institute and commitments to host it.

A meeting was held with the Centers Subcommittee to discuss the CI application

and to determine whether it would need to have centre status.

Finally, the International Oversight Committee members have been kept apprised of developments and continuously encouraged the UofS application.

5. Centre Management.

The management structure for the CI is determined by the agreement signed by the UofS and the Hanban. The Constitution and Bylaws of Confucius Institutes requires the creation of a Board of Directors consisting of members from both sides, in this case the UofS and BIT. The composition of the Board of Directors shall be:

5 members from BIT 5 members from the UofS, among them:

The President or Chancellor of BIT

The Vice-President of BIT

The director of the international cooperation and exchange office

The Dean of the School of Humanities and Social Science

The Chinese director of the Confucius Institute (

5 members from the UofS, among them:

The President or Chancellor of the UofS (Chair of the Board)

The Special Advisor on International Initiatives

The Dean of the College of Arts and Science

The Vice-Dean of the Division of Humanities and Fine Arts or the Vice-Dean of the Division of Social Sciences

The Canadian director of Confucius Institute

The Board of Directors shall be responsible for assessing and approving the Confucius Institute's development plans, annual plans, annual reports, project implementation schemes, budget proposals, and final financial accounts. The Board shall also be responsible for appointing and dismissing Directors and Deputy Directors of the Confucius Institute.

A Director of the UofS Confucius Institute shall be appointed by the Board of Directors. The UofS shall nominate the Director who will assume the responsibility for the Institute's daily operation and administration.

The Director of the Confucius Institute will report to the Chair of the Board of Directors. The Director will meet on a monthly basis with the Vice-Dean to discuss plans and activities, and work with the Vice-Dean to prepare the necessary budget and reporting documents for internal (UofS) and external (Hanban) purposes.

A Confucius Institute Oversight Committee will provide advice and guidance to the Manager concerning future plans and activities and expenditures of the

Institute. The Oversight Committee will meet at least once in the fall and winter terms of the academic year. Membership on the Committee will include:

- Vice-Dean, Division of Humanities and Fine Arts and Vice-Dean Social Sciences, one of whom shall serve as Chair
- 1 faculty member chosen from among the members of the International Activities Committee
- 1 representative from the Saskatoon Public School Division, identified by the Saskatoon Public School Board
- 1 undergraduate student chosen by the University of Saskatchewan Students' Union (USSU)
- 1 graduate student chosen by the Graduate Students' Association
- 3 representatives from Saskatoon's Chinese community, identified by the Federation of Saskatoon Chinese Canadian Organizations (FSCCO), one of whom shall represent local Chinese-Canadian businesses.

Ex Officio Members: Manager, Confucius Institute
Special Advisor on International Initiatives

6. Resources and Budget

The Confucius Institute at the University of Saskatchewan will be established within the College of Arts and Science. Space for the CI will be provided by the College; our application indicates provision of a dedicated classroom to be used by the CI for instructional purposes with access to other classrooms in the event of demand exceeding the capacity of the dedicated room. Access to the Language Laboratory in Room 41 Arts is to be available for classroom instruction on a booking basis and for individual use at other times. Office space for the Director and for Instructors is also to be made available. The Hanban will provide 3000 books, films and instructional materials which must be stored in the CI, the library, or in the offices of the Director and Instructors.

The Hanban will provide 150,000 US\$, to be matched by the UofS for start-up funding including any necessary building renovations to house the CI, equipment for the classroom and offices and costs of the opening ceremony.

Ongoing operating funds are available from the Hanban, matched by the UofS, based on a business plan which must be submitted to the Hanban annually. The application for the establishment of a CI at the UofS contained a DRAFT 5-year budget copied provided immediately below.

	1	Start up Costs to July 2012			1b	On-going annual costs (July-June)	
		HanBan	U of S - PCIP Request	U of S Funded Other		HanBan	U of S
<u>Cash requirements</u>							
Renovations, furnishings and multi-media equipment	2,7	95,000	136,000	39,000			
Computer Equipment		7,000					
Programming Costs						35,000	
Library Cataloging		10,000					
Website Development		3,000				3,000	
<u>Opening Ceremony and events</u>							
Performances and Events		5,000				7,000	
Hospitality and Entertainment		8,500				5,000	
Materials and Supplies		11,500				15,000	
Promotion		2,000				5,000	
Travel	8		7,500			15,000	
Admin Support Salary	3	8,000				15,000	30,000
Canadian Co-Director Costs	4		7,500				15,000
Accommodation	5						15,000
Cash requirement sub-total		150,000	151,000	39,000	6	100,000	60,000
<u>In-Kind</u>							
Classroom (Arts 203/206) and Office space	7						49,000
Library storage							4,000
Use of Language Lab							4,000
Use of Art Gallery							2,000
		150,000	151,000	39,000		100,000	119,000

1 - Start up funds provided by HanBan must be matched dollar for dollar. Up to \$150,000 will be reimbursed from HanBan and up to \$150,000 cash will be required internally. For HanBan portion either internal loan or permission to run a deficit will be required until reimbursement can be claimed.

1b- For on-going annual costs UofS must match HanBan funding one-to-one, but U of S contribution can be a mix of cash and in-kind. HanBan expects U of S to cover release time, administrative support and accommodations.

2 - Secured \$25,000 from Capital Renewal fund and \$14,000 from Multi-media fund.

3 - Includes funding for a secretary as well as some part-time assistance during events.

4 - Effective July 1, 2011 Appoint L. Zong as Canadian Co-Director.

5 - Accommodation Budget decreased from \$35,000. Only relates to volunteers and number of volunteers has been reduced first years of program. Possibility that Saskatoon Education Board will supplement this contribution with cash or provide homestays.

6 - HanBan is providing support not identified in budget for travel, meals, salary and accommodations for teachers, for travel and meals for volunteers. If a cultural display is established at the U ofS, HanBan will provide equipment for the display. Also 3,000 books will be provided. Additional funds can be applied for special programs that are not currently included.

7 - This classroom will be available to be shared with non Confucius Institute courses. Percentage split not yet known. Given the shared split HanBan will not pay 100% of classroom furniture and equipment from their portion of budget. Some must be from UofS budget.

8 - International airfare for 4 Board members to attend meetings and conference in Beijing in Dec 2011 .

Items to note: Total expected PCIP funding ~\$150,000 start-up and up to \$60,000 year annually. Proponents requests carry-over of on-going funding (i.e. up to \$300,000 over 5 years as opposed to up to \$60,000 per year).

Currently agreement is for 5 years thus total funding request is ~\$450,000, but if agreement is extended further \$60,000 annually will need to be requested.

Information Technology Requirements for New Centres

This form is to be completed by the person responsible for submitting the centre proposal in consultation with the Information Technology Services Division. Contact the Office of the Director of ITS (phone 4810) for assistance.

Costs for the components should be estimated in conjunction with ITS. Funding sources should be included.

1. Centre Identification: _____ **Confucius Institute at the University of Saskatchewan** _____

Sponsoring Unit: _____ **University of Saskatchewan Vice-President Research** _____

2. Network Requirements

2.1 If you need new network connections or new wireless access, please list locations for these.

Please see the attached Confucius Institute Layout with Network connections. Currently, the classroom - Arts 203 has a plate T4479 and Arts 205.1 has W2239, both with 1 live connection (2 wired). Five new network connections are needed – 2 in the reception area (205.3), 2 in the Instructors Office (205.2), and 1 added to plate T4479 in Arts 203.

2.2 Please describe any special network requirements that the centre will have. These would include high bandwidth for high speed data transfers; low latency for video conferencing, media streaming, etc.; high reliability for remote database connections; or similar.

The current plan introduces a SmartBoard for multimedia interactive teaching and data display (projector), however future plans include the introduction of video cameras for podcasting and network based video conferencing which would benefit from low latency high bandwidth network connections, however the current connections will support both of these improvements.

2.3 Will centre employees be required to access University IT resources from off-campus locations, such as their homes, other non-university sites (such as the provincial health regions), or from field locations? How would this access be acquired?

No, the Confucius Institute is focused on Classroom Instruction of Chinese Culture so remote access won't be a requirement.

2.4 Will the centre have holdings that require networking beyond the current campus network? (E.g. new buildings)

No.

2.5 Are there any special telephone needs? (E.g. multiple line telephones.)

A multi-line phone and the ability for the receptionist to transfer calls to the Director or Instructors office will be required.

3. Software Requirements

Does the Centre require specialised software and if so what? (This would include software for modelling, analysis, statistics, visualisation, presentation, etc.) Consider ongoing support and upgrading.

While instructors and staff at the centre may incorporate specialised Chinese Language and Character software support for this software will need to be included with the software purchase or internally within the Confucius Institute as local support will be difficult to arrange for such unique software.

4. Data Requirements

Will the centre be producing or analysing data that have special requirements, such as privacy or other enhanced security; large data storage; data retention beyond the mandatory 5 years? What are the

mechanisms for data backups? What plans are required for data management?

All of the teaching & presentation materials, course layouts, outlines, assignments, and correspondence will be backed up internally to the Confucius Institute and student records will be entered, secured, and stored within the guidelines of the University of Saskatchewan Student Records Policies.

5. Service Requirements

What services are required by the centre? Examples include Staff/student training services; desktop support; web development and hosting; email beyond the campus exchange service; database design, development and management; high performance computing or storage services like WestGrid or Cloud resources?

Information Technology Services will be limited to desktop support. EMAP will support the SmartBoard and the all the associated Teaching equipment in the Confucius Classroom, Arts 203 so other IT Support will be limited to desktop support in Arts 205.

6. Hardware Requirements

What specialised IT hardware is required by the Centre? This could include high performance servers, graphics intensive workstations for visualisation, equipment for data acquisition and equipment control, large disk servers, rapid prototype devices. Include initial purchase and ongoing support and upgrades in your consideration.

Excluding the Confucius Classroom (which will be equipped and supported by eMAP) housing a 1) SmartBoard (interactive whiteboard combined with short throw data projector with speakers) our initial base multimedia teaching level, and the two additional levels planned for addition as funding allows – 2) Video Podcasting cameras for lecture recording and post processing/podcasting, and 3) full 5 station multipoint network based video conferencing, the Administrative (Arts 205) offices of the Confucius Institute will not require any specialised IT equipment.

7. Staff IT Support & Personnel

Will the Centre require internal I.T. staff, and for what tasks? Will the Centre use ITS Desktop Support, and for which tasks?

No internal staffing will be required. The Centre will require normal office setup and desktop support for staff, which it can contract with ICT's Desktop Support.

8. Impact on Institutional Systems

Are there any changes to institutional I.T. systems (student/course information, financial, human resources, and similar institution wide systems) necessary to support the proposed program? An example of where this may occur is if the Centre has a partnership with an external organisation. Provide an estimate of the cost of systems modifications.

No.

9. Modifications

If the centre needs to have renovations to accommodate computing, please indicate these on the FMD form.

Tom Wishart has arranged for Bryan Bilokreli to complete and submit the Physical Resources FMD Renovations form, and Ken Ladd the Library Centre Proposal Consultation forms.

10. Comments

Please list any other factors that may affect the Centre's ICT requirements.

None known other than those indicated above.

Centre Representative

I.T.S. Representative

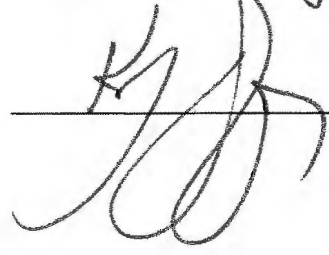
Date

May 2, 2012

Name

Keith Jeffry

Signature



Physical Resource Requirements for New Centre (Space, Renovations and Equipment)

This form is to be completed by the faculty member responsible for the centre proposal in consultation with the Division of Facilities Management. Contact the Manager, Space Administration (phone 4878) for assistance.

Name of centre: Confucius Institute

Sponsoring Dept./College: College of Arts and Science

1. SPACE/RENOVATIONS

- 1.1 Does the centre require space resources in addition to the college/department's present space allocation? ☐ No (skip to question 1.3) ☒ Yes (describe below)

Type of Space	Amount	Occupants	Area or capacity	Special requirements (fume hoods, cold rooms, A/C, etc.)
Space is required to accommodate:				
1. 1 Office		1 Director	12 s.m.	
2. 1 Shared Office		2 Instructors	16 s.m.	
3. 1 Reception/Office		1 Admin. Support	18.5 s.m.	
4. 1 Classroom		20 stations	46 s.m.	
Total Net Area			92.5 s.m.	
Total Rentable Area			98 s.m.	

Some examples of types of space are: office (faculty, staff, graduate student), laboratory (teaching, research), workshop, studio, rehearsal room, field plot, animal facilities, etc.

- 1.2 Is the college/department aware of space outside of its resources which could accommodate these needs?
☐ No ☒ Yes: Describe:

Space has been secured in the 2nd floor classroom wing from the College of Arts and Science

- 1.3 Does the new/revised program require renovations to the college/department's current space?
☐ No (skip to section 2) ☒ Yes (describe below)

Arts 205 and sub-rooms will be renovated to provide the necessary office space.
Arts 203 (classroom) will be renewed along with the with acquisition of new furnishings and Multimedia. Arts 203 will be available for the University to use when not required by the Confucius Institute..

General description of renovations

Room #(s) Present Use Proposed Use (incl. special installations, e.g. fume hoods)

- 1.4 Has a Project Request form been submitted to Facilities Management for any of the above additions or renovations?

☐ No ☒ Yes: Please attach a copy of the form.

See attached drawing. Facilities Management has completed a preliminary design of the proposed changes to Arts 203 and 205.

- 1.5 Can development of any of the proposed additions or renovations be phased or completed in stages?

☒ No ☐ Yes: Provide timeframe and costs for each stage:

Demolition of the existing space will be initiated in early May/2012 with the space to be ready for September of 2012

2. EQUIPMENT

2.1 Does the centre program require additional equipment or upgrades to current equipment?
☐ No ☒ Yes (describe below)

Equipment required (including special requirements*)

Quantity	Estimated required	Estimated unit cost	Total Cost
----------	-----------------------	------------------------	------------

Classroom Multimedia – Has been reviewed and approved by eMAP.

Computer Equipment – for director, instructors, administrative support

* Note whether the installation of equipment will require additional space or renovations, or if there are special electrical, cooling, ventilation, plumbing, etc. requirements.

3. FUNDING

3.1 Are college/departmental funds available for the required new space, renovations, or equipment?

Initial costs: ☐ No ☐ Yes

Ongoing operating/maintenance costs: ☒ No ☐ Yes Not required

3.2 Are funds available from non-base budget/external sources towards the cost of any of the new space, renovations, or equipment?

Initial costs: ☐ No ☒ Yes

Ongoing operating/maintenance costs: ☒ No ☐ Yes

If yes, provide details, including any special conditions: Not required

3.3 Will there be a request to the Budget Committee for capital funds to accommodate the program?

☒ No ☐ Yes

4. ADDITIONAL COMMENTS

If relevant, please comment on issues such as the adequacy of existing physical resources for delivering the proposed program, the feasibility of proposed additions or renovations, sources of funding, etc.

Arts 203 and Arts 205 have been identified as space that will accommodate the Confucius Institute. Room layouts and design have been completed by Facilities Management. An estimate of \$270,000 has been prepared for renovations, furnishings, and equipment. Capital funding will be provided by:

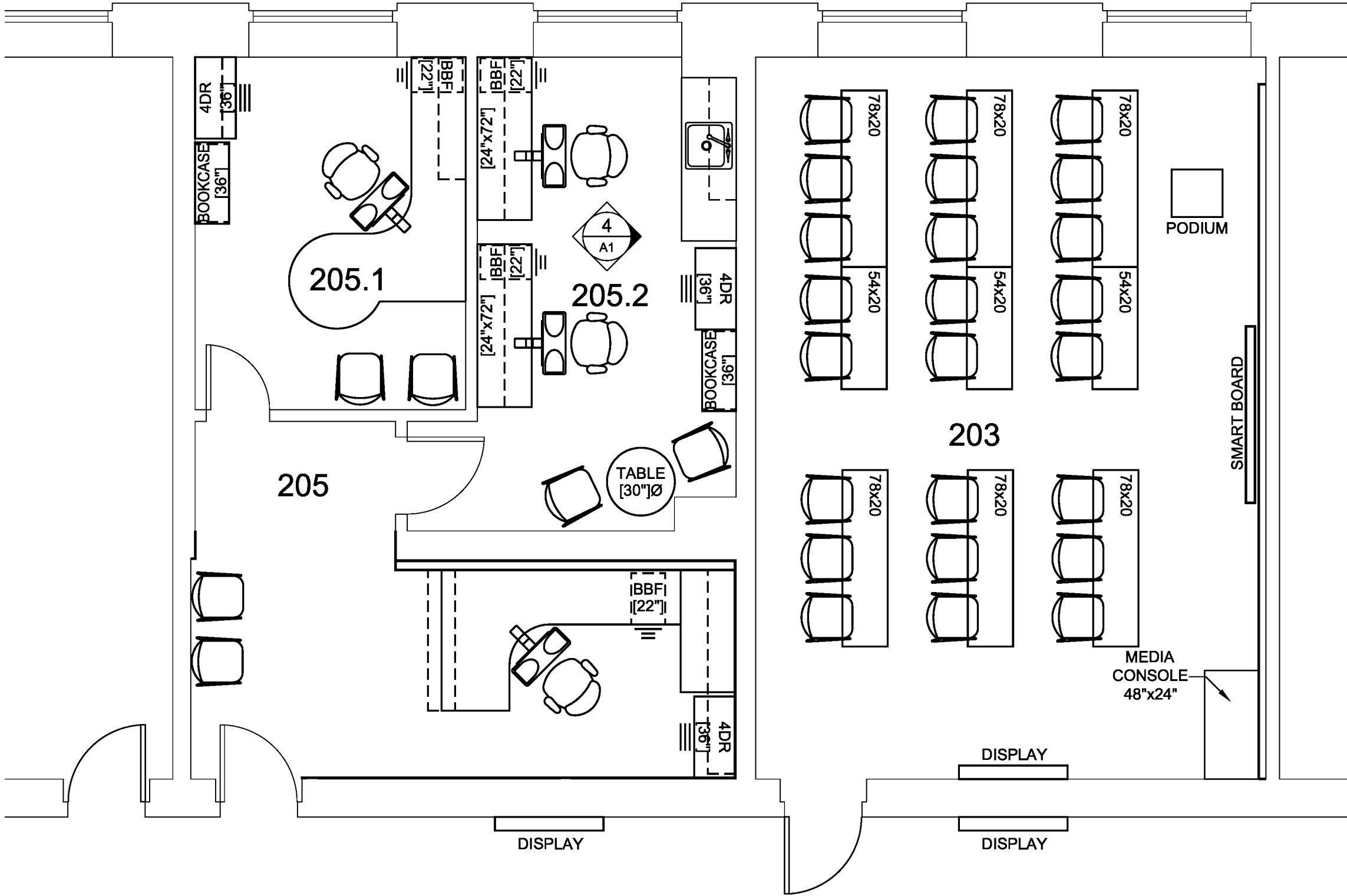
Hanban	\$ 95,000
Capital Renewal Fund	\$ 25,000
Multimedia fund	\$ 14,000
PCIP/University	\$136,000
Total	\$270,000

Date: MAY 2, 2012

A.W. Hall
Facilities Management


Institutional Planning and Assessment

Faculty member (for the sponsoring college/dept)



REV.	DATE	DESCRIPTION	APP.



PROJECT NAME
061 - ARTS BUILDING
CONFUCIUS INSTITUTE
DRAWING NAME
PARTIAL SECOND FLOOR PLAN
FURNITURE PLAN - OPTION 2

PROJ. FILE NO. 202-2011-061

DRAWN BY L. PAVIER

APPROVED BY J. SCHIDLOWSKY

DATE 01-MAY-2012

DRAWING NO.

N/A

SCALE 1:50

SHEET 1 OF 1

University Library Requirements for New Programs and Major Revisions, University of Saskatchewan

This form is to be completed by the faculty member responsible for the program proposal in consultation with the Liaison Librarian from the University Library, University of Saskatchewan. Contact the appropriate Liaison Librarian for assistance.

Attach the completed form to the program proposal prior to submission to the Academic Programs Committee. Additional comments may also be attached if required.

1. Proposal Identification

Full name of centre: Confucius Institute

Sponsoring Partners: University of Saskatchewan and Beijing Institute of Technology

2. Library Resources

2.1 Resources will be located mainly in the Murray Library, but may be found in other branch libraries on campus.

2.2 Comment on the adequacy of the current level of Library acquisitions in support of this discipline.

There is no expectation of the University Library to support the Confucius Institute with acquisitions, although the University Library supports curricular offerings in Chinese culture and language. The Confucius Institute will supply a set of 3,000 books in Chinese and English languages including a core list and other titles that will be separately selected. The University Library will provide processing of the collection, circulation services, and a series note so that, although the collection will not occur physically in one location, it will be virtually co-located.

2.3 Specify serial titles that are core to this program.

Not applicable.

2.4 What access is required to resources held elsewhere? (Identify additional costs for access e.g. networking of databases, consortial access to databases, document delivery options).

Authorized users (faculty, staff and students of the University of Saskatchewan) will be able to access the library's comprehensive collection of print resources on campus, including the Confucius Institute collection. These same persons will have access to the suite of electronic resources that support research, teaching and scholarship at the U of S.

Walk-in users will have access to print and electronic collections while in the University Library with no borrowing privileges.

University Library Requirements for New Programs and Major Revisions, University of Saskatchewan

- 2.5 Will any resource re-allocation within the broad discipline be necessary to support this new program?

The University Library will support the Confucius Institute with in-kind collection management.

- 2.6 What are the human resource requirements to support this program?
(Does the Library have the subject expertise amongst its staff? Are more staff required to develop collections, provide user education, develop and promote web access to resources, etc.).

The University Library will outsource cataloguing of the collection of the Confucius Institute to a trusted site to take advantage of the skills of Chinese language cataloguers. Selection of optional materials aside from the core collection will be handled by U of S liaison librarians in consultation with faculty from the Confucius Institute.

3. Additional Library Resources Required

- 3.1 What new subject areas of acquisition are needed to meet program requirements?

None

- 3.2 What new electronic resources/databases are required?

None

- 3.3 Are there new/additional library technology requirements necessary to support this program?

None, the University Library has the technology to support integration of the Confucius Institute's collection into the branch library collections and provide local and remote access to materials.

- 3.4 Are there distance education service needs and costs?

None, the collection will not be loaned to off campus students or faculty, or to clients of other libraries.

- 3.5 Provide an estimated budget required for library resources to support this program annually.

The University Library will require the sum of \$10,000 CA in order to catalogue and process 3,000 items in the collection of the Confucius Institute. According to Professor Li Zong of the Sociology Department, this sum is a line item in the budget of the Confucius Institute at the University of Saskatchewan.

University Library Requirements for New Programs and Major Revisions, University of Saskatchewan

4. Statement of Assessment of Library requirements
(Indicate Library capacity to support new program)

The University Library will receive the core collection of the Confucius Institute and select, with consultation, optional materials to complete the 3,000-item collection. The University Library will have the collection catalogued and processed with a series note in the online public access catalogue, and provide circulation services for authorized users.

Date: 1 May 2012

Liaison Librarian's Signature: J. Crawley - how

Library Dean's Signature: Williamson, (DEAN VICKI WILLIAMSON)
May 2/2012

Faculty member (for the sponsoring college/dept): Dr. Li Zong, Department of Sociology

Form update (signatures and contacts) May 2012



MEMORANDUM

TO: Tom Wishart, Special Advisor on International Initiatives

FROM: Bob Tyler, Chair, Centres Subcommittee and Chair, Planning and Priorities
Committee of Council

DATE: November 21, 2011

RE: **Confucius Institute**

I am writing on behalf of the members of the Centres Subcommittee to express our support for the establishment of the Confucius Institute as a Type B centre. I want to thank you and Dr. Li Zong for attending our meeting on November 8th to engage members in a discussion of the Institute. At the meeting, members heard that the Confucius Institute is intended to provide opportunities for students to learn Chinese language and culture and to promote faculty interaction and student study abroad exchanges with China. The Institute offers multiple opportunities for interdisciplinary studies within the fine and performing arts and the political and social sciences. The Institute also offers an opportunity to work with local communities and Chinese citizens living in Saskatoon and to partner with the Saskatoon public school division. The benefits to the University community and the community at large related to the establishment of a Confucius Institute, including interaction with the Confucius Institute founded at the University of Regina, are many and exciting to contemplate.

The role of the Centres Subcommittee is to facilitate the creation of new centres by reviewing the academic intent and financial integrity of a proposed centre and to make suggestions to clarify or strengthen the proposal, and it was from this perspective that feedback is provided. The following is a summary of the main points made at the meeting, including a number of specific suggestions related to refinement of the budget associated with the Institute.

The primary question considered by the Subcommittee was whether the Confucius Institute should be approved as a Type B centre under the University's policy governing centres. The Centres Policy defines Type B centres as "those that involve activities beyond the scope of a single college and/or involve significant resources" and clearly, in this regard, the Confucius Institute falls within the definition of a Type B Centre. However, the governance structure and authority of the Board of Directors is counter to the advisory governance bodies associated with Type B centres, which report to a designated Dean or appropriate Vice-President.

Continued.../2

The governance arrangements for the Institute as required under the MOU signed with the Hanban, commit the University to a Director Responsibility System under the leadership of a Board of Directors, consisting of five members from the University and five members from the Beijing Institute of Technology. Both institutes appoint a Director and Deputy Director, with the responsibilities of the co-Directors and co-Deputy Directors outlined in the Agreement signed with the Beijing Institute of Technology. A Confucius Institute Advisory Committee, with representation from the University, Saskatoon Public School Division, the USSU and GSA, and members from Saskatoon's Chinese community, will provide advice and guidance.

Members discussed the implications for the University of the governance arrangement, noting that all academic programs offered for credit associated with the Institute would require University Council approval, and therefore the University would continue to remain responsible for its academic offerings. Any courses offered directly by the Confucius Institute would be non-credit; however the highly-qualified Chinese instructors would contribute teaching expertise to credit courses, with the opportunity to be appointed as adjunct professors. The agreements signed with the Hanban and the Beijing Institute of Technology are for a period of five years, and may be renewed or terminated with 90 days notice prior to the end of the agreement, assuring a time period to arrange for the dissolution of the Institute. With the consent of both parties, either agreement may be revised during the term of the agreement. The structure of the Board of Directors, comprised of equal representation from both the Beijing Institute of Technology and the University of Saskatchewan, lends assurance to the principle of equal governance of the Confucius Institute. Annual reviews are the responsibility of the Board of Directors, and the Canadian Director of the Institute will work with the Institutional Planning and Assessment Office to implement the assessment.

Based on the discussion of the benefit of founding the Institute as a Type B centre and the various points outlined which mitigate any risk to the University, despite the anomaly of the governance structure, members agreed that the proposal for the Confucius Institute be supported by the Subcommittee and submitted to the Planning and Priorities Committee for further consideration.

In relation to the budget associated with the Institute, the following specific suggestions are offered:

- That the Institute budget, which is presented as a mix of cash expenses and in-kind expenses, articulate the two types of expenditures separately, since incremental funding will be required for the cash expenses. For example, presently, it is not clear whether the Institute is requesting \$127,620 in incremental funding for Year 1 or if these expenses are covered by a combination of in-kind contributions and College of Arts and Science resources.
- The total start-up costs of \$300,000 appear to be incremental costs, with funding to cover these from the Hanban and the required matching funding from the University. The budget should clearly indicate that the funding committed does not include any in-kind expenses.
- That all incremental funding to be committed by University parties be clearly delineated.

Continued.../3

Please let me know if you have any questions regarding any of the above comments. I look forward to the receipt of a revised proposal which addresses the budgetary concerns raised, along with a letter of support from PCIP to complete the documentation required to advance the Confucius Institute through the approval process. Discussion of the Institute is scheduled for the Planning and Priorities Committee meeting on January 11, 2012.

Sincerely,

A handwritten signature in black ink, appearing to read 'B. Fairbairn', with a horizontal line underneath.

- c Li Zong, Special Advisor to China
B. Fairbairn, Provost and Vice-President Academic and PCIP Chair

107 Administration Place
Saskatoon, SK S7N 5A2
Telephone: (306) 966-8489
Facsimile: (306) 966-4316

MEMO

TO: Dr. Bob Tyler, Chair, Planning and Priorities Committee, University Council

FROM: Provost's Committee on Integrated Planning (PCIP)

CC: Dr. Karen Chad, Vice-President Research
Dr. Tom Wishart, Special Advisor, International Initiatives
Dr. David Parkinson, Vice-Dean, College of Arts and Science

SUBJECT: Confucius Institute

DATE: 24 April 2012

The Provost's Committee on Integrated Planning (PCIP) met on April 18, 2012 to consider the request for the establishment of the Confucius Institute as a type B Centre at the University of Saskatchewan. After careful review of the proposal, PCIP noted that this Institute is strategically aligned with both the Innovation in Academic Programs and Services and the Culture and Community areas of focus in the Third Integrated Plan.

While PCIP agreed that the proposed institute is consistent with type B centre, we request that Planning and Priorities committee examine the governance structure carefully to ensure it adheres to that of a type B centre.

PCIP was satisfied that the capital and operating resources required for the Institute will be in place. PCIP noted that the required renovations and upgrades to Arts 203 and Arts 205 will be of significant overall benefit to the University.

PCIP is appreciative of the comprehensive proposal documentation presented and extends its thanks to the proponents for their work throughout the concept development.

Sincerely,



Brett Fairbairn
Provost and Vice-President Academic

Appendix A: Letters of Support

1. President MacKinnon letter to Hanban
2. George Rathwell, Director of Education, Saskatoon Public Schools
3. Harley Dickinson, Vice-Dean, Social Sciences
4. David Parkinson, Vice-Dean, Humanities and Fine Arts
5. Chun Chen, President, Federation of Saskatoon Chinese Canadian Organizations
6. Nicholas Kokkastamapolous, Director, Hanlon Centre, ESB



December 2, 2010

107 Administration Place
Saskatoon SK S7N 5A2
Telephone: (306) 966-6612
Facsimile: (306) 966-4530

Hanban/Confucius Institute Headquarters
129 Deshengmenwai Street, Xicheng District,
Beijing, China

Dear Members of the Hanban:

I hereby submit an application for a Confucius Institute to be housed at the University of Saskatchewan. The application is co-sponsored by the Beijing Institute of Technology which has been a formal partner with the University of Saskatchewan for a number of years. We now wish to move our partnership to a new level by working together to create a Confucius Institute that will serve the residents of Saskatchewan and, in the process, strengthen connections between our two institutions.

Of significant note is that a local partner, the Saskatoon Public School Division, is joining the University of Saskatchewan in this application. This will significantly increase the potential impact of the Confucius Institute by making available the programs and activities of the Institute to 20,000 elementary and high school students.

The purpose of establishing a Confucius Institute at the University of Saskatchewan is to create opportunities for the students, staff and faculty, as well as for other Saskatchewan residents, to learn Mandarin and some of the customs and cultures of China in order that we can better understand our Chinese academic and trading partners. We have much to offer each other, but only if we can understand and appreciate our similarities and differences. In that context, our Confucius Institute will work to promote exchanges of students and faculty between the University of Saskatchewan and the Beijing Institute of Technology, and between the University of Saskatchewan and our other Chinese university partners in order that our institutions become more interrelated and therefore stronger. A Confucius Institute located on the University of Saskatchewan campus will serve to help Canadians communicate better with their Chinese colleagues and friends, and will serve as a constant and highly visible reminder of the importance of our friendships and partnerships.

My colleagues and I at the University of Saskatchewan and at the Saskatoon Public School Division are joined by our partners at the Beijing Institute of Technology in asking for favorable consideration of this joint application.

Yours sincerely,

Peter MacKinnon
President and Vice-Chancellor

October 12, 2010

To Whom It May Concern,

Subject: The Establishment of a Confucius Institute in Saskatoon at the University of Saskatchewan Campus

On behalf of Saskatoon Public Schools and the Saskatoon Board of Education, this letter acts as a letter of support for the establishment of a Confucius Institute in Saskatoon housed at the University of Saskatchewan campus. The two organizations, the University of Saskatchewan and Saskatoon Public Schools, have acted as partners in many significant and successful educational programs in recent years. Partnerships such as the First Year University Transitions Program at Royal West Campus and Kamskénow, an initiative that places university students of the maths and sciences in our inner city schools have proven to be valuable to the learning of students of all ages.

The Confucius Institute certainly has the potential to become another such successful educational partnership. Saskatoon Public Schools has sought to develop schools as centres of excellence over the past decade. One such example of this effort is the development of Evan Hardy Collegiate's International Exchange Program where students from many different nations attend school. Typically, many students of Asian descent attend this exchange program. This collegiate has also offered classes in Mandarin the past two years as part of its international programming. The Confucius Institute would be of great potential educational benefit to such programming.

At a school system level, all Saskatoon Public Schools' Collegiates offer a History 20 course which examines 20th and 21st century history and global events. The history of Asia and China has a prominent role in this particular course. Additionally, our school division has acted as the host for the Saskatoon Heritage Chinese School for many years. The majority of these language students attend Saskatoon Public Schools. Clearly, the establishment of a Confucius Centre on our university's campus has the potential to supplement both of these strong educational courses and programs.

We are hopeful that the application for such a centre is successful as we believe that such a centre can only enrich our educational and cultural program offerings within our school division and our entire community.

Respectfully,



Mr. George Rathwell, Director of Education, Saskatoon Public Schools



January 17, 2011

Tom Wishart
Special Advisor on International initiatives
University of Saskatchewan

Dear Professor Wishart:

Thank you for the opportunity to write in support of the University of Saskatchewan's application to establish a Confucius Institute on campus. This is an important and timely initiative for the University of Saskatchewan that I enthusiastically endorse. I have talked to Department Heads and faculty members within the Division of Social Sciences that have established on going collaborations with institutions and colleagues in China over a number of years, and whose research and teaching programs directly advance study of, and increasing knowledge about, China's culture and society.

It is clear from these discussions, as well as a review of past and current engagement of Departments and Faculty members in the study of Chinese culture and society, that there is strong and broad-based support for this application and great enthusiasm at the prospect of a Confucius Institute being established within the College of Arts & Science with direct academic and administrative links with the Division of Social Sciences. A close working relationship between a Confucius Institute and the Division of Social Sciences would result in a number of mutually beneficial synergies that will help advance the objectives of increased knowledge about Chinese language, culture and society.

The three Departments with the most well established connections to China and the strongest commitment to formal collaborations and exchanges are Sociology, Economics and Geography & Planning. Within these three departments there are five faculty members of Chinese origin who have played important leadership roles in establishing the University of Saskatchewan's connections with numerous institutions and faculty members throughout China.

Without question, Dr. Li Zong, Department of Sociology has been instrumental in providing leadership and support to colleagues in

establishing linkages and exchanges with partners in China. This is true not only within the Division of Social Sciences but also within the Division of Humanities & Fine Arts, especially the Departments of Religion & Culture and Music. Furthermore, Dr. Li Zong has provided leadership and support for establishing relationships with China outside the College of Arts & Science, including the Colleges of Agriculture & Bio-Resources, Education, and Engineering among others. Dr. Zong's involvement in, and support for, the establishment of a Confucius Institute at the University of Saskatchewan bodes well for its ultimate success.

The proposed Confucius Institute will receive various types of support from the College of Arts & Science, including suitable space, information and computer technology services and support, as well as support and assistance from the College's communications, development and alumni relations experts.

The Division of Social Sciences in particular will provide opportunities for researchers connected to the proposed Confucius Institute to collaborate with University of Saskatchewan researchers affiliated with the Social Science Research Laboratory (SSRL) complex. Plans are being developed within the SSRL complex to establish new research partnerships with institutions and colleagues in China. Two faculty members from the Department of Sociology, Professors Li Zong and Peter Li recently were appointed Research Fellows in Residence at the Institute for Empirical Social Science Research, Xi'an Jiaotong University (XJTU). I have been discussing with Peter Li plans to establish comparative research programs using the research infrastructure of the Social Sciences Research Laboratories at the University of Saskatchewan and the facilities of the Institute for Empirical Social Science Research at Xi'an Jiaotong University. This will greatly enhance our capacity to understand the fast evolving nature of contemporary Chinese culture and society. To the best of my knowledge no other university in Canada has this same capacity to undertake joint empirical research of this sort using state of the art social sciences research infrastructure contained within the SSRL and the Institute for Empirical Social Research at XJTU.

In terms of student programming relevant to understanding Chinese culture and society, the Department of Sociology has two double degree programs with Xi'an Jiaotong University. One is a double degree masters program in **Globalization & Development**. This program, which is unique at the University of Saskatchewan, was established in academic year 2007-08 and has had three graduates to date. Also, in the Fall 2010 University of Saskatchewan approval was given to offer a joint B.A. in **Global Citizenship** between the Department of Sociology and Xi'an Jiaotong

University. The Chinese language training capacity associated with the Confucius Institute will be of great benefit to these programs and their students. Similarly, the Confucius Institute will benefit from the demand for Chinese language training from students in these innovative and exciting new joint programs.

The Department of Sociology also has developed and is offering two new graduate level courses related to its long-term plan to further develop expertise in studies of Chinese society and culture. These courses, **SOC 898 (Special Topic): Economic Reform and Social Change in China**, and **SOC 898 (Special Topic): Civil Society and Social Transformation in China** were both developed and are taught by Dr. Li Zong. Again, these courses will enhance understanding of, and knowledge about China's culture and society, and will benefit from, and contribute to the activities of the Confucius Institute.

Several faculty members are currently involved in collaborative research projects in and about China. For example, Les Samuelson and Carolyn Brooks, from the Department of Sociology, are collaborating with Dr. Wenxin Zhan, Faculty of Education, Shangdong Normal University, Jinan, and graduate students from the U of S and Shangdong Normal University on a research project being funded by the Social Sciences & Humanities Research Council of Canada. This projects is entitled **Negotiating Resilience: Protective Processes of Children in Transition Across Cultures and Contexts**.

Xulin Guo, Department of Geography & Planning has a joint ISTPCanada & MOST Research Project with Dr. Shibo Fang, Center for Eco-Environmental Sciences and Agricultural Meteorology, Chinese Academy of Meteorological Sciences. The project is funded from 2010 to 2012.

Li Zong and Peter Li currently are working on a project entitled **Strengthening Long-Term Capacity for Research on Poverty Reduction and Policy Development in the Western Ethnic Minority Region in China**. The International Development Research Centre and the University of Saskatchewan are jointly funding this project that will form a basis for developing the comparative empirical research program into contemporary Chinese culture and society mentioned above.

Since 2007, three other joint projects involving researchers from the Division of Social Sciences and a number of Chinese universities have been funded the Ministry of Education in China. And going back to 1997-98, Drs. Peter Li and Li Zong completed a funded research project entitled **Overseas Chinese Business Investments in China: A Study of Cultural**

Factors and Economic Forces in Structuring Labour Relations in Industrial Enterprises.

From this brief account it is clear that the partnerships between the Division of Social Sciences and institutions and colleagues in China are of longstanding and based on mutuality and equality, with funding coming from both Canadian and Chinese sources. Similarly, the jointly offered double degree programs are based on the principle of equal partnerships.

This principle is also evident in the numerous international symposia that have alternated between being hosted by institutions in China and the Division of Social sciences at the University of Saskatchewan. A list of these collaborative international symposia is provided below:

- ***International symposium on Researching the Processes of Resilience Among At Risk Youth and Families*** arranged in conjunction with meetings of the Society for Research in Child Development, Montreal, Quebec, March-April, 2011 (faculty/graduate students from U of S and Shandong Normal University).
- 14th Biennial Conference of the Chinese Association for Canadian Studies, Beijing, October 2010 (three U of S faculty).
- ***International symposium on Pathways to Resilience: The Social Ecology of Resilience***, Halifax, June 2010 – session on youth and resilience in the lives of Chinese youth (one faculty member and one graduate student from each of U of S Sociology and Shandong Normal University).
- ***International symposium on Protective Factors*** during a “Day in the Life” of resilient, relocated, adolescents in eight communities around the globe in conjunction with The Jean Piaget Society Annual Meeting, Park City, Utah, June 2009 (faculty/graduate students from U of S and Shandong Normal University).
- ***Economic and Social Integration of Migrants and Immigrants: A Comparative Approach***, University of Saskatchewan, August 2010 (funds from SSHRC, IDRC Canada, and U of S to support travel for seven scholars from China, as well as scholars from several Canadian universities; participation by nine U of S Sociology faculty and four U of S Sociology graduate students).
- ***International Conference on Social Engineering and Social Policy***, Xi'an, China, May 2007 (include four U of S Sociology faculty; working papers published in Chinese).
- ***International Symposium on Social Engineering and Social Policy***, Shanxi University of Finance and Economics, Taiyuan, China, May 2007 (four U of S Sociology faculty and two other U of S faculty).

- **International Workshop: Knowledge Transfer and Policy Development: Experiences from China and Canada**, University of Saskatchewan, August 2006 (Eight Chinese scholars from China and Sociology U of S; several Sociology graduate students).
- **International Symposium on Knowledge Transfer and Public Policy Research**, Northwest University, Xi'an, May 2006 (four U of S Sociology faculty).
- **Symposium on Sociology in China and Canada**, Xi'an Jiaotong University, October 2004 (five U of S Sociology faculty).
- **International Symposium on Knowledge Transfer and Social Policy: Role of Social Science Research in the Process of Government Decision-Making**, Nankai University, Tianjin and Xi'an Jiaotong University, Xi'an, China, November – December 2003 (five U of S Sociology faculty).
- **11th Biennial Conference and Symposium of the Chinese Association for Canadian Studies**, Chongqing, October 2004 (four U of S Sociology faculty made presentations).

Since 2003, the Division of Social Sciences has hosted at least twelve Visiting Scholars from a number of Chinese universities for periods ranging from one to twelve months. Included are four in the Department of Geography & Planning, one in the Department of Economics, and eleven in the Department of Sociology:

- Dr. Xuezhong Jiang, 2009-2010, East China Normal University
- Dr. Shibo Fang, May 2006, Institute of Botany, The Chinese Academy of Sciences
- Dr. Huiping Xu, January to June 2005. Professor and Deputy Head, School of Ocean and Earth Science, Tongji University.
- Dr. Youfei Zheng, September 2003 to September 2004. Nanjing Institute of Meteorology, China
- Professor Yubao Wang (Xi'an Jiaotong University) visited the Department of Economics as a visiting scholar for one year (2009-2010).
- Dr. Ye Jihong, Department of Sociology, Suzhou University, October 2010 to March 2011.
- Professor Fangxiao Hu, Department of Social Security, Xi'an Jiaotong University, September 2009 to July 2010.
- Professor Jun Liu, Institute of World History, Chinese Academy for Social Sciences, October to November 2009.
- Dr. Fang Chen, School of Law, Shanghai Maritime University, April 2009 to March 2010.
- Professor Chunhong Dong, Department of Sociology, Xi'an Jiaotong University, 2006-07 [co-author with supervisor P.S. Li, 2007, "Earning of

Chinese Immigrants in the Enclave and Mainstream Economy," **Canadian Review of Sociology** 44,1: 65-99].

- Professor Dan Xu, School of Foreign Languages, Liaoning Normal University, 2006-07.
- Dr. Gao Xia, Foreign Languages Department, Chuxion Normal University, May-June, 2011 (pending funding application decision).

The Department of Sociology also has recommended five Professors from China to be awarded the status of Adjunct Professor. Of these, three have been awarded and two are pending as listed below.

- Professor Hongbo Wang, Dean, School of Humanities & Social Science, Xi'an Jiaotong University, 2009-11.
- Professor Yuansheng Jiao, School of Humanities & Social Science, Xi'an Jiaotong University, 2009-11.
- Professor Yanjie Bian, Dean, Xi'an Jiaotong University, 2010-13.
- Professor Tianhong Zhao, China University of Political Science & Law, 2011 (arrival pending visa authorization).
- Professor Bing Wang, School of Foreign Languages, Liaoning Normal University and President, Association for Canadian Studies in China (pending U of S approval, 2011-).

Five Professors from the Division of Social Sciences have been awarded Adjunct and Visiting Professorships at several Chinese universities:

Peter Li, Sociology	<ul style="list-style-type: none"> • Adjunct Professor, Ningxia University, 2010-15. • Visiting Professor, Northwest University for Nationalities, Lanzhou, 2009-10. • Adjunct Professor, Xi'an Jiaotong University, 2005-11. • Adjunct Professor, Lanzhou University, 2006-11. • Adjunct Professor, East China Normal University, Shanghai, 2003-08.
Harley Dickinson, Sociology	<ul style="list-style-type: none"> • Adjunct Professor, Xi'an Jiaotong University, 2008-11. • Visiting Professor, Northwest University for Nationalities, Lanzhou, 2009-10. • Adjunct Professor, Lanzhou University, 2006-11.
Terry Wotherspoon, Sociology	<ul style="list-style-type: none"> • Visiting Professor, Northwest University for Nationalities, Lanzhou, 2009-10. • Adjunct Professor, Xi'an Jiaotong University, 2008-11.
Li Zong, Sociology	<ul style="list-style-type: none"> • Visiting Professor, Northwest University for Nationalities, Lanzhou, 2009-10. • Adjunct Professor, Xi'an Jiaotong University, 2005-11. • Adjunct Professor, Qingdao Binhai University,

	Shandong, 2007-11. <ul style="list-style-type: none"> • Adjunct Professor, Lanzhou University, 2006-11. • Adjunct Professor, Tianjin Academy of Educational Science, 2002-11.
Xulin Guo, Geography & Planning	<ul style="list-style-type: none"> • Northwest A&F University, College of Forestry, Department of Forest Management, 2008 to 2013

The Division of Social Sciences, particularly the Department of Sociology, has been active as a partner in organizing a series of international symposia with partner institutions in China. These include the following:

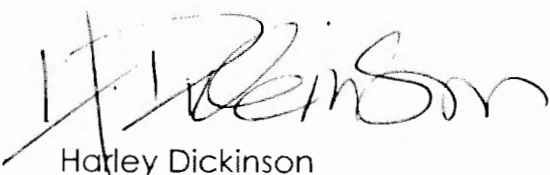
- A four-person delegation from the Department of Sociology visited the School of Ethnology & Sociology, Northwest University for Nationalities, Lanzhou in December 2009 and gave presentations to graduate and undergraduate students and faculty members.
- A delegation from the Chinese government visited the U of S in May 2008 to participate in a **Roundtable on Ethno-cultural Diversity & Governance**. This Roundtable discussion involved three U of S Sociology faculty members.
- In November 2008 Peter Li and Li Zong were included as expert members of a delegation to Guangxi Province organized by the Canadian Federal government's Policy Research Initiative related to a CIDA Project on **The Cultural Preservation and Promotion in Minority Regions**.
- In September 2007 Peter Li headed a delegation on behalf of the International Centre for Human Rights & Democratic Development to meet with professors and officials at the Central Party School of China to discuss issues of human rights.
- Five faculty members from the Department of Sociology participated in a workshop on social research and policy, School of Humanities & Social Sciences, Xi'an Jiaotong University, China, in November 2003.
- Three faculty members from the Sociology Department are currently members of the Association for Canadian Studies in China.

Not included in the above are numerous invited keynote addresses and presentations at conferences and symposia in China by various faculty members from a number of departments within the Division of Social Sciences. I have also not included the hundreds of students from China that have taken, and currently are enrolled in a variety of undergraduate and graduate programs in several Departments in the Division of Social Sciences.

It is clear that the Division of Social Sciences, particularly the Department of Sociology, has played a leading role at the University of Saskatchewan, and particularly within the College of Arts & Science in establishing a broad-base of equal partnerships with institutions and colleagues from China. Establishing a Confucius Institute within the College of Arts & Science provides an unprecedented opportunity to consolidate and extend these activities in ways that will facilitate realization of our common goals.

I look forward to working with you and others in making this a reality.

Sincerely,

A handwritten signature in black ink, appearing to read "Harley Dickinson". The signature is fluid and cursive, with a large initial "H" and "D".

Harley Dickinson
Vice-Dean Social Sciences
College of Arts & Science



26 October 2010

9 Campus Drive
Saskatoon SK S7N 5A5 Canada
Telephone: (306) 966-4232
Facsimile: (306) 966-8839

Tom Wishart
Special Advisor on International Initiatives
University of Saskatchewan

Dear Professor Wishart:

Thank you for inviting the Division of Humanities and Fine Arts to provide support for a Draft Application to house a Confucius Institute at the University of Saskatchewan. Having consulted with those departments in the Division that have demonstrated the most sustained and fundamental commitment to advancing study in and knowledge about China's language and culture, I have learned about the enthusiasm and support my colleagues share for your application. In particular, the heads of the Departments of History, Music, and Religion & Culture have written to signal their particular interest in the institution of a Confucius Institute here. Working together, the faculty and departments in the Division of Humanities and Fine Arts can provide a welcoming, stimulating home for a Confucius Institute. Thus located, the Confucius Institute would be ideally placed as a base for expanding and accelerating activities and studies in Chinese culture.

Situated in this Division, the Confucius Institute would be guaranteed an office in a prominent, accessible part of the University. The Institute would receive the support of the College's offices of Information Technology Services and Communications, Development and Alumni Relations. It would be provided opportunities to co-operate with the Division's Digital Research Centre and Interdisciplinary Centre for Culture and Creativity. As well, through its Department of Languages and Linguistics, the Division has strengths in computer-assisted language acquisition.

It might be helpful to indicate some of the possible points of connection between a Confucius Institute and the Humanities and Fine Arts. The Department of History has long-standing commitments to East Asian Studies; Professor emeritus Man Kan Leung has donated a massive collection of books and other documents on Chinese history to the University Library and is currently engaged in cataloguing his donation on site. Other faculty in History, Keith Carlson among them, have recently undertaken projects in oral history, working with local Chinese Canadians.

The Department of Religion and Culture is especially looking forward to working with the Confucius Institute, not least to develop its commitments and activities involving Chinese languages, religion, and culture; this Department maintains scholarly connections with the Universities of Xi'an Jiaotong, Nankai, and Tianjin. Recent and future Visiting Professors to the Department of Religion and Culture include the Professor and Head of the Department of Chinese Languages and Literature at Xi'an Jiaotong and Professor M. Yan, of Nankai University. Both of them are appointed adjunct professors of the College of Graduate Studies. This summer the Department of Religion and Culture sponsored and helped organize the Canadian National Conference on Chinese Language Education. Our colleague Eleanor

Shia, President of the Canadian Association of Chinese Schools and very strong link with the local Chinese community was the major force behind this venture.

Likewise, the Department of Music has developed vital links with universities in China, including the Beijing Institute of Technology. In the words of that Department's Head, Gerald Langner, 'The Greystone Singers have just toured China last May, performing joint concerts with our counterpart choral groups at Beijing Institute of Technology as well as Xi'an Jiaotong University. These two exchanges were wonderfully successful in building synergies and potential collaboration between our universities.'

In sum, the signs are strong for a strong, sustained welcome to a Confucius Institute in the Division of Humanities and Fine Arts at the University of Saskatchewan. I and my colleagues will work to support your application and look forward to its happy outcome.

With my best wishes and thanks,

A handwritten signature in black ink, reading "David J. Parkinson". The signature is fluid and cursive, with a long, sweeping underline that extends to the right.

David J. Parkinson

Vice-Dean

Humanities & Fine Arts

College of Arts and Science



Federation of Saskatoon Chinese Canadian Organizations

January 15, 2011

Dr. Tom Wishart
Special Advisor on International Initiatives
University of Saskatchewan

Dear Dr. Wishart:

On behalf of the Federation of Saskatoon Chinese Canadian Organizations (FSCCO), I write this letter in support of the establishment of the Confucius Institute in Saskatchewan which is to be housed at the University of Saskatchewan campus.

The Federation of Saskatoon Chinese Canadian Organizations represents 12 organizations in the local Chinese community which currently consist of the Saskatoon Chinese Culture Centre, Saskatoon Chinese Culture Society, Chinese Dance School of Saskatchewan (Saskatoon Branch), Chinese Language School of Saskatoon, Chinese Choir of Saskatoon, Saskatoon Chinese Orchestra, Saskatoon Chinese Benevolent Association, Chinese Students and Scholars Association at University of Saskatchewan, Saskatoon Joy Club, Chinese Women's Association of Saskatoon, Heritage Wellness Society of Saskatoon, and Saskatoon Juniper Housing Corporation.

China has been one of the primary sources of immigrants to Canada and especially Saskatchewan. In the past ten years, the numbers of Chinese immigrants locating to this province have been increasing tremendously, and the Chinese community in Saskatchewan has now become a large community making many contributions both socially and economically.

One of the most important missions for the FSCCO is to promote cultural activities and events in an effort to retain Chinese heritage. These efforts include Chinese language training, Chinese dance, Chinese choir, as well as participation in Folkfest, and hosting of the annual Chinese New Year celebrations in Saskatoon. The establishment of the Confucius Institute at the University of Saskatchewan would not only aid this goal but also have a positive impact on the Chinese community and provide many opportunities and benefits to the province of Saskatchewan as a whole. The University of Saskatchewan is an ideal location for the creation of this proposed institute as it would enhance understanding of Chinese culture among many young minds and bring greater cross-cultural understanding of international, national, and global issues involving Canada and China. In addition, through the Confucius Classroom Program and their valuable resources, it will be possible to promote Chinese language education, provide training of local Chinese teachers, and both build and improve important cultural and business ties with China for the province. The Chinese community in Saskatoon is eager to become not only a supporter, but also a collaborator of the Confucius Institute. We look forward to sharing with you the mutual benefits that will result from the establishment of the Confucius Institute.

Yours sincerely,

Chun Chen

President, Federation of Saskatoon Chinese Canadian Organizations



EDWARDS
SCHOOL OF BUSINESS
UNIVERSITY OF SASKATCHEWAN

HANLON CENTRE FOR INTERNATIONAL BUSINESS STUDIES

Telephone (306) 966-1324 Facsimile: (306) 966-5408

Email: hanloncentre@edwards.usask.ca

October 28, 2010

Dr. Tom Wishart
Special Advisor on International Initiatives
University of Saskatchewan
Arts 169.2 – Arts & Sciences Faculty Building
Saskatoon, Saskatchewan
S7N 5A7

RE: Letter of Support for Confucius Institute

Dear Dr. Wishart:

I write this on behalf of the Hanlon Centre for International Business Studies / Edwards School of Business, to indicate my support in your efforts to submit an application that may see the University of Saskatchewan awarded an opportunity to host a Confucius Institute on campus.

Saskatchewan is a major global player with China, with a history of business and trade spanning decades. In just the last ten years, our provincial exports to the Chinese now surpassed the investment/trade efforts of other Canadian provinces combined. We should learn more about our major trading partner. People do want to learn about China, and we as a community player must provide these resources. And having a Confucius Institute in this province would assist this objective. It would provide a rich cultural and exchange value to our community. Equally important sponsoring a Confucius Institute, besides the educational opportunities for our Saskatchewan citizens, would be a "show of faith" to our Chinese partners on how much we value their global relationship. It is a return on investment and a "thanks" to a country whose many students sought out our university for their education.

Of course, once Confucius Institute is on campus, how to fit them (as an education partner) within the Hanlon Centre's vision as international business education provider to the university – including our teaching of Chinese business culture and ethics courses – remains to be discussed. I do see, however, a great synergy and look forward to exploring the possibilities. This Centre offers you our resources to see this endeavour happen. Good luck!

Most sincerely,

Nicholas S. Kokkastamapoulos,
Director, Hanlon Centre for International Business Studies
Email: kokkastamapoulos@edwards.usask.ca



CC: Gary Entwistle, Associate Dean of Faculty Affairs & Research – Edwards School of Business

Appendix B: Agreements

1. Agreement with Hanban
2. Agreement with Beijing Institute of Technology



**AGREEMENT BETWEEN
CONFUCIUS INSTITUTE HEADQUARTERS OF CHINA
AND
UNIVERSITY OF SASKATCHEWAN, CANADA
ON THE ESTABLISHMENT OF
CONFUCIUS INSTITUTE AT UNIVERSITY OF SASKATCHEWAN**

In order to strengthen educational cooperation between China and Canada, support and promote the development of Chinese language education, and increase mutual understanding among people in China and in Canada, according to the *Constitution and By-laws of Confucius Institutes*, the Confucius Institute Headquarters of China ("the Headquarters") and University of Saskatchewan, Canada, for the establishment of Confucius Institute at University of Saskatchewan (the Institute), hereby agree as follows:

Article 1 Purpose

The purpose of this agreement is to identify the rights and responsibilities of the Headquarters and University of Saskatchewan in the establishment and management of the Institute.

Article 2 Character

The Institute shall be a non-profit educational institution.

Article 3 Executive Institution

The Headquarters will authorize and appoint a Chinese partner institution to construct the Confucius Institute with the University of Saskatchewan as the Chinese executive institution. The two parties of cooperation will sign the supplementary agreement on detailed matters of the cooperation. The supplementary agreement should be audited by the Headquarters before signing.

The Institute must be launched within one year after this agreement signed.

Article 4 Scope of Activities

The Institute can serve the following activities according to the Constitution and By-laws, and local instance:

1. Teaching Chinese language and providing Chinese language teaching resources;
2. Training Chinese language instructors;
3. Holding the HSK examination (Chinese Proficiency Test) and tests for the Certification of the Chinese Language Teachers;
4. Providing information and consultative services concerning China's education, culture, and so forth;
5. Conducting language and cultural exchange activities;
6. Other activities with authorization and by appointment of the Headquarters.

Article 5 Organization

1. The Institute at University of Saskatchewan shall adopt a Director Responsibility System under the leadership of the Board of Directors.
2. The Board of Directors is formed with members nominated from two parties, and its duties include: formulating and amending the Constitution of the Institute; formulating development plans for the Institute; decision-making on the significant issues including teaching, research and management; fund raising; appointing and dismissing the director of the Institute; examining and approving the budget proposal and final financial accounts of the Institute; reporting to the two parties on the management status and significant issues.
3. Two collaborating parties appoint one director respectively.
4. The institute must accept the assessment of the Headquarters on the teaching quality.
5. The Institute activities must be in accordance with the Constitution and By-laws, and also respect cultural custom, shall not contravene concerning the laws and regulations, both in Canada and China
6. The Institute draws up annual budget proposals and final financial accounts independently. University of Saskatchewan will be in charge of its daily operation and management, It should finally assume the sole responsibility for its profits or losses by charging language course fees and other programs.

Article 6 Obligations

The obligations of the Headquarters:

1. To authorize the use of the title “Confucius Institute”, logos and institute emblems.
2. To provide teaching materials, course wares and other books according

to the necessary, to authorize the use of online courses. To provide 3,000 volumes of Chinese books, teaching materials, and audio-visual materials for the first time.

3. To provide \$150,000 start-up fund, and provide a set amount of annual fund according to needs.

4. To send numbers of Chinese instructors based on the requirements of teaching, and pay for their air fares and salaries.

The obligations of University of Saskatchewan

1. To provide a fixed office place and appropriate sites for teaching and other activities of the Confucius Institute; equipped with office and teaching facilities, and with responsibility for the setting, management and maintenance.

2. To provide necessary administrative personnel (full time or part-time) and provide the related payment; to provide necessary working facilities and life conveniences for the Chinese instructors.

3. To assist the Chinese party on the visa application and residence procedures.

4. To open the special account for the Confucius Institute in the local Bank of China or other bank approved by the Headquarters.

5. To provide a set amount of annual fund, which should not be less than the amount provided by the Headquarters.

Article 7 Intellectual Property

The Headquarters exclusively owns the title of "The Confucius Institute", its related logo, and emblem as its exclusive intellectual property. University of Saskatchewan cannot continue applying or transfer the title,

logo, and emblem in any form, either directly or indirectly, after this agreement has been terminated.

The provider owns intellectual property of the certain program. The two parties can consult the owner of the co-operated programs. In the events of any dispute, the two parties should consult with each other friendly or submit to the jurisdictional organ according to the related laws and regulations.

Article 8 Revision

With the consent of both parties, this Agreement may be revised during its implementation and any revisions will be made in writing, both in English and Chinese, and will take effect as signed by authorized representatives of the parties.

Article 9 Term

The Agreement shall be in effect on the date when the two parties sign below. The Agreement shall have a period of 5-year validity. Either party, if it wishes to terminate the Agreement must notify the other in writing during the 90 days before the end of the Agreement, otherwise it will automatically be extended for another 5 years.

Article 10 Force Majeure

Parties hereto will be released from their obligations under this agreement in the event of a national emergency, war, prohibitive government regulation or any other cause beyond the control of the parties hereto that renders the performance of this agreement impossible. In the event of such circumstance, the party under the situation shall inform the other

party in writing that the program may be delayed or terminated, and duly take the effective measures to mitigate the loss of the other party.

Article 11 Termination

This Agreement shall be terminated in one of the following cases:

1. Either party intends to terminate this Agreement upon giving a written notice at least six months in advance of their intention to terminate.
2. The two parties have no aspiration of cooperation at the expiration of the term.
3. The Agreement cannot go through or cannot achieve the anticipated aim because of comedown of the condition.
4. If the act of one party of the Agreement severely harms the image and reputation of the Confucius Institute.
5. The Agreement cannot go through because of force majeure.

The termination of the Agreement cannot affect some other agreement, contract and program between the two parties.

Before the Agreement is terminated, University of Saskatchewan should make appropriate arrangements on the enrolled students and other works.

Article 12 Dispute Settlement

In the events of any dispute, the two parties should consult each other friendly or submit to the jurisdictional organ of which this Agreement falls within the competence.

Article 13 Agreement Language

This Agreement is written in Chinese and in English. Each party shall keep one copy in Chinese and one copy in English of the signed Agreement. The Agreement, in both languages, shall have the same effectiveness.

Article 14 Other Terms

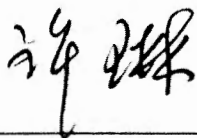
The parties to this Agreement will treat this Agreement as confidential and will not, without prior written consent, publish, release or disclose or permit supplied to, obtained by, or which comes to the knowledge of each parties as a result of this agreement except insofar as such publication, release or disclosure is necessary to enable each party to fulfill their obligations under this Agreement.

Other matters not settled by this Agreement shall be solved through friendly, cooperative negotiations between the two parties.

Confucius Institute
Headquarters (HANBAN)
Chief Executive

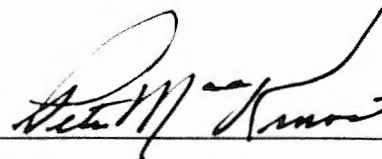
University of Saskatchewan

President



XU Lin

Date: 2011.8.26



Peter MacKinnon

Date: 26 August 2011

Agreement

between Beijing Institute of Technology and University of Saskatchewan

for Establishing the Confucius Institute

To fulfill the spirit in the “Agreement between the National Office for Teaching Chinese as a Foreign Language, P.R. China and Canada about Establishing the Confucius Institute”, Beijing Institute of Technology (Party A) and University of Saskatchewan (Party B) agree on the following articles on the basis of equal consultation and mutual benefits:

Article One: Principle:

Both parties shall implement the “Constitution and By-Laws” of the Headquarters of Confucius Institute, jointly establishing the Confucius Institute in cooperation by the principle of friendly cooperation and mutual benefits.

Article Two: Responsibilities of the Director and the Deputy Directors of the Confucius Institute.

Each of the parties elect five members of the party affairs committee, composing both committee members of the Confucius Institute Board. The CI implements the system of both directors with co-responsibility under the leadership of Board. The Board is in charge of formulating and amending the CI; formulating development plans for the Institute; decision-making on the significant issues including teaching, research and management; funding rising; examining and approving the budget proposal and final financial accounts of the Institute; reporting to the two parties on the management status and significant issues. The appointment and removal of each director is decided by its party management committee and HR department of the university. Two directors are jointly responsible for the development of annual plans, annual summary, financial approval, daily management and liaison; for planning and implementation of teaching and research, planning and hosting academic conferences. Two directors share co-responsibilities, with slight emphasis on the specific division of labor. Two deputy directors assist directors in daily affairs.

1. Responsibilities of the director (Canadian) of the Confucius Institute are as follows:

- 1) To be in charge of the administration and operation of Confucius Institute.
- 2) To be in charge of the publicity, marketing, enrollment and students management.
- 3) To coordinate the relationship between CI and UofS, administration, and departments, also the relationship with Canadian and local government, relevant management departments and social groups. To deal with the relevant affairs.
- 4) To be in charge of the procedures of residence permit and multiple-entry visa in local immigration station for Chinese teachers.
- 5) To be in charge of the transaction of medical certificate, library card and ID card for Chinese teachers.
- 6) To be in charge of the security of all the faculties, finance and equipments of Confucius Institute.
- 7) To be in charge of the daily life logistical matters for all the Chinese teachers.
- 8) To be in charge of plans for long-term development of CI and reporting the plans, implementation and annual financial situation on the Board Meeting.
- 9) To carry out other functions that are of benefit to the Institute.

2. Responsibilities of the Director (Chinese) of the Confucius Institute are as follows:

- 1) To be in charge of the teaching schedule and the annual teaching plan.
- 2) To be in charge of the curriculum design, textbooks selection, editing teaching materials, and textbooks purchasing.
- 3) To be in charge of the teaching arrangements, faculty selection, evaluation and trainings etc.
- 4) To coordinate the relationship between CI and BIT, Hanban, Chinese Consulate General Chinese agencies and Chinese social groups, and deal with the relevant affairs.
- 5) To contact and be in charge of the procedures of visiting China, invitation letters and visa affairs for teachers and students of UofS.
- 6) To be in charge of the application and implementation of cultural inspection project and academic research.
- 7) To be in charge of teaching research, discussion and evaluation of all teachers, and setting up teacher's teaching files.
- 8) To be in charge of organization and discussion of the annual work plan and reporting to Hanban. To report the annual work on Board Meeting.
- 9) To carry out other functions that are of benefit to Chinese teaching, cultural activities and discipline development and public relationship.

3. Responsibility of the Deputy Director (Canadian) of the Confucius Institute are as follows:

- 1) Assist the Director (Canadian) in the administration and operation of the Institute.
- 2) Assist the Director (Canadian) in publicity and marketing of the Institute activities, especially media affairs and advertising communication.
- 3) Assist the Director (Canadian) to coordinate the relationship between CI and UofS, administration, and departments, also the relationship with Canadian and local government, relevant management departments and social groups. To deal with the relevant affairs.
- 4) Assist the Director (Canadian) to be in charge of the procedures of residence permit and multiple-entry visa in local immigration station for Chinese teachers.
- 5) Assist the Director (Canadian) to be in charge of the transaction of medical certificate, library card and ID card for Chinese teachers.
- 6) Assist the Director (Canadian) to be in charge of the security of all the faculties, finance and equipments of Confucius Institute.
- 7) Assist the Director (Canadian) to be in charge of the daily life logistical matters for all the Chinese teachers.
- 8) To carry out other functions that are of benefit to the Institute.

4. Responsibility of the Deputy Director (Chinese) of the Confucius Institute are as follows:

- 1) Assist the Director (Chinese) to be in charge of the teaching schedule and the annual teaching plan.
- 2) Assist the Director (Chinese) to be in charge of the curriculum design, textbooks selection, editing teaching materials, and textbooks purchasing.
- 3) Assist the Director (Chinese) to be in charge of the teaching arrangements, faculty selection, evaluation and trainings etc.
- 4) Assist the Director (Chinese) to coordinate the relationship between CI and BIT, Hanban, Chinese Consulate General Chinese agencies and Chinese social groups, and deal with the relevant affairs.
- 5) Assist the Director (Chinese) to contact and be in charge of the procedures of visiting China, invitation letters and visa affairs for teachers and students of UofS.
- 6) Assist the Director (Chinese) to be in charge of teaching research, discussion and evaluation of all teachers, and setting up teacher's teaching files.
- 7) Assist the Director (Chinese) to be in charge of organization and discussion of the annual work plan and reporting to Hanban. To report the annual work on Board Meeting.
- 8) To carry out other functions that are of benefit to the Institute.

Article Three: Conditions Assurance

Party B shall provide the following:

1. Adequate classrooms, sufficient offices and reading rooms not less than 250 square meters to include self-contained teaching and security facilities: 2 fixed classrooms, 2-5 common classrooms, and separated office with furniture and necessary facilities for Chinese and Canadian directors, an office with perfect condition for every two teachers, and meeting room with conference table, chairs, sofa, computers with printers, photocopy machine, fax machine, air conditioners.
2. Accommodation for each Chinese teacher with one double-room apartment (more than 60m²) , including separate toilet, kitchen, gas or electric oven, or sufficient kitchen equipment.
3. To have access to telephone, air conditioner, internet access in teacher's office and habitation.
4. Local transportation for Chinese teachers as the need arises.
5. To provide same Medical Service with the local teacher's and Life Accident Insurance for the Chinese teachers.

Party A shall provide the following:

1. Not less than two Chinese teachers, including one Director (Chinese) and one Deputy Director (Chinese) of the Confucius Institute.
2. Salaries of the teachers and their travel expenses.
3. To guarantee the Chinese teachers to be in position before the Confucius Institute opens.
4. Chinese teachers are responsible for curriculum design, putting advises on teaching mode and enrollment methods.
5. To apply necessary multimedia learning equipment through Confucius Institute Headquarters.
6. To apply not less than 3,000 textbooks and necessary reading materials through Confucius Institute Headquarters.
7. To organize and apply local teachers and students to visit and study in China.

The Confucius Institute shall provide the following:

1. The work time of the Chinese teachers is 12 classes per week (each class 50 minutes) as regulated, more than 12 classes in the Confucius Institute to teach, the teacher is given 10 dollar per class from the tuitions as subsidies.
2. 550 dollars for the Director as post subsidy and 300 dollars for the Deputy Director. All the output above be drawn from the tuitions.

3. The start-up funding for the Confucius Institute shall be 150,000 dollars through the consultation of the two parties, mainly for the expenditure including daily office supplies, communications, transport and necessary equipment.

4. The above budget shall be proposed by the Institute Council and to be approved by the National Office for Teaching Chinese as a Foreign Language.

5. To set up a separate account for the fund of office work, any payout has to be authorized by the Chinese and Canadian Director. Any payout more than 20,000 dollars must to be approved by the management committee.

Article Four: Priority for the Confucius Institute to carry out activities

In order to effectively commence the establishment of the Confucius Institute, the following activities shall be carried out with priority:

1. Carry out various Chinese Language activities by means of Internet and Multimedia, etc.
2. Apply to set up HSK examination sites in the Confucius Institute, to hold the first HSK examination next year.
3. Develop commercial Chinese Language training and set pre-school courses for studying in China.
4. Set elective Chinese courses in University curriculum in next year and try to start new compulsory curriculum and Chinese Major and set courses with credits recognized by BIT in the Confucius Institute.

Article Five: Revising the Agreement

With the consent of both parties, the agreement may from time to time be revised through a process of negotiation and discussion in a spirit of cooperation and good will and any revisions will be made in writing, in both English and Chinese, and signed by authorized representatives of the parties.

Article Six: Period of Validity of the Agreement

The agreement shall take immediate effect on the condition that the authorized representatives of the parties have signed. The agreement shall have a period of validity of five years. If during the 90 days before the end of the agreement, neither party notifies the other in writing it wishes to terminate the agreement, the agreement will automatically be extended for another two years. A similar extension shall apply at each subsequent expiration of the agreement.

Article Seven: Other Conditions

The agreement is written in Chinese and English. Each party shall keep one copy in Chinese and one copy in English of the signed agreement. The agreement in both languages shall have the same effect

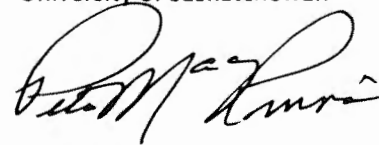
On behalf of
Beijing Institute of Technology



President
Beijing Institute of Technology

Date *August 26, 2011*

On behalf of
University of Saskatchewan



President
University of Saskatchewan

Date *26 August 2011*

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Len Proctor, Chair, Academic Programs Committee of Council

DATE OF MEETING: May 17, 2012

SUBJECT: **College of Graduate Studies and Research: Educational Technology and Design field of study in Master of Education program**

DECISION REQUESTED:

It is recommended:

That Council approve the proposal from the College of Graduate Studies and Research that Educational Technology and Design be a field of study in the Master of Education program.

PURPOSE:

The proposed program is an academic program at the University of Saskatchewan. Implementation of new programs requires approval by University Council.

SUMMARY:

Educational Technology and Design is an academic field of study and practice concerned with the social, professional and pedagogical influence of technology in learning. It is multidisciplinary in nature, drawing theoretical perspectives and principles from psychology, communications theory, systems theory, learning science, computer and information technology, and informatics.

The study of educational technology has existed as an area of focus within the Curriculum Studies program but is now being regularized as a field of study in the M.Ed. degree. For program delivery, the M.Ed. program in Educational Technology and Design employs a unique combination of options for students. Students can complete all of their M.Ed. courses online, or they can choose to attend regular campus sessions that are blended with online offerings. They are also able to complete their programs as part-time or full-time students. This flexibility has encouraged a great deal of innovation by faculty, including the development of multi-modal online strategies and authentic learning approaches.

Three options are available to students:

Course Based	Project Based	Thesis Based
21 c.u. core courses + Portfolio + 6 c.u. restricted electives	21 c.u. core courses + Project + 3 c.u. restricted electives	21 c.u. core courses + Thesis

New courses

ETAD 991.3 Scholarship in Teaching

ETAD 994 Master's Thesis in Educational Technology and Design

REVIEW:

At its April 25, 2012 meeting, the Academic Programs Committee discussed this proposal with Trever Crowe and Jay Wilson. The Committee agreed that this was an innovative program with significant student enrolment, and was pleased to recommend approval of this proposal to Council.

ATTACHMENTS:

Proposal documentation

Proposal for Curriculum Change University of Saskatchewan

Proposal Identification

Title of proposal: Regularization of the Graduate Program in *Educational Technology and Design*

Degree(s): M.Ed.

Field(s) of Study: Educational Technology and Design

Levels of Concentration: NA

Options: course,project,thesis

Degree College: Graduate Studies and Research

Department: Curriculum Studies

Home College: Education

Contact person(s):

Dr. Richard Schwier
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richard.schwier@usask.ca

Dr. Jay Wilson
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Dr. Dirk Morrison
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Dr. L.F. (Len) Proctor
966-7638
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Date: November 24, 2011

Approved by the degree college and/or home college: January 14, 2011

Proposed date of implementation: Immediately

Type of Change

Regularization of the Graduate Program in *Educational Technology and Design* (ETAD)

A focus in *Educational Technology and Design* has been offered in the College of Education for more than 30 years. It has been located in the departments of *Educational Communications*, *Communications*, *Continuing and Vocational Education*, and, *Curriculum Studies* respectively. During the Spring of 2010, while in the process of implementing a necessary and formal name change we discovered that the original documentation of our area of focus was no longer available to support its regularization as a program. We were, therefore, required to submit complete documentation to support program regularization, treating it as a new program, but recognizing that it has a long and distinguished history at the University of Saskatchewan. It should be noted that ETAD is a vigorous and growing graduate area, currently with 50 graduate students enrolled and a waiting list of applicants for admission in 2012; over the last 10 years we have graduated 101 students. So, with this proposal we are in the unusual position of asking for the regularization of a current area of focus that has operated continuously and successfully for more than three decades.

Proposal for the Regularization of the Graduate Program in Educational Technology and Design

Program Objectives

The purpose of the proposed program is to provide advanced academic and professional opportunities for educators in the areas of educational technology and instructional design (ETAD). Commensurate with that intention, faculty in educational technology and design will pursue research, development and public service initiatives, and contribute to academic discourse and professional practice in this field of study.

Rationale

Educational Technology and Design is an academic field of study and practice concerned with the social, professional and pedagogical influence of technology in learning. It is multidisciplinary in nature, drawing theoretical perspectives and principles from psychology, communications theory, systems theory, learning science, computer and information technology, and informatics.

At the undergraduate level, we are concerned with the integration of technology in education, the critical analysis of learning technologies, media literacy, and the selection, design and evaluation of media for classroom use. We offer courses that allow teacher candidates and practicing educators to engage important ethical and pedagogical issues about technology and society.

In the graduate program, we attract students who are interested in careers as instructional designers, technology integration facilitators, and information technology administrators. Graduates of our program occupy leadership positions in schools, school divisions, community colleges and technical institutes, universities, corporations and government agencies. The demand for a graduate program in Educational Technology and Design at the U of S is strong and continues to grow. We are in high demand as a specialization, but we have been careful to manage our enrolments to make sure that we can provide a high level of care and attention to our students—a particular challenge when students take significant parts of the program from a distance. We recently increased our complement from 32 to 50 active graduate students, responding to the strategic initiative of the University of Saskatchewan to increase the number of graduate students on campus.

We currently have four faculty members in ETAD: Drs. Dirk Morrison, Len Proctor, Richard Schwier, and Jay Wilson. Our focus area has enjoyed the respect and support of our colleagues in the College of Education and across campus for more than thirty years, and in that time we suggest that our program has made substantial contributions to education locally, nationally and internationally. The Educational Technology and Design focus area has developed a strong reputation nationally, conservatively among the top three programs in the country. Since 2000, we have had 101 students complete graduate degrees in our focus area, and our alumni have distinguished themselves in positions in k-12 education, higher education, government, corporations, and in private enterprise (see Appendix A). We enjoy a significant reputation internationally, and we are in a position to continue to expand the focus area significantly during the next decade.

Educational Technology and Design is one of the growth areas in education. Learning institutions and private enterprise have adopted technology at an unprecedented pace, and schools expect our teacher candidates to be conversant with a wide variety of technology-based strategies and systems. The graduate focus area prepares educators to take leadership positions in schools, divisions, Saskatchewan Learning, the post-secondary sector and business and industry. The faculty from Educational Technology and Design are in constant demand as consultants and advisors to school systems, post-secondary education and the business community on topics ranging from flexible learning to instructional design. In short, it is a time of exciting opportunities for change and innovation, as supported by the following observations, to name but a few:

- The province has invested in information technology and technology-based curriculum development through online learning and other technology enhanced learning initiatives.
- Every part of the educational community, from elementary education to post-secondary institutions, is implementing communication and information technology at an accelerating pace. There is a concomitant need to prepare media and instructional design professionals to support such developments in education.
- School communities need to prepare students to become more media and information literate—to become intelligent consumers and producers of an ever-expanding variety of media, and to respond to the social challenges presented by ubiquitous communications media and information technology.
- The design of flexible learning environments and methods (e.g., e-learning, blended learning, etc.) is an area of rapid growth in several sectors, including education, training, government and tertiary service. We provide research-based leadership to these groups.
- The education and training communities require a centre of research, development and teaching for policy development and the study and evaluation of educational technology initiatives. Demand for strategic planning initiatives from school divisions is brisk.
- After years of reduced commitment by school divisions and the province, teacher-librarians and technology personnel are re-assuming central positions in the administration and delivery of educational programs.
- Society is becoming more technologically dependent. Educational technology programs are needed to prepare professionals to address technological issues, problems and opportunities.
- Educational technology is opening opportunities to work in a global context, beyond traditional boundaries, and extending into developing/emerging nations.

Scholarship and Service

The Educational Technology and Design focus area has made numerous contributions to scholarship and service. A few highlights include:

- Developed a strong international reputation in the burgeoning areas of instructional design and e-learning.
- Provided leadership in the development of distance learning at the University of Saskatchewan, Canada and internationally through research and professional development.
- Provided leadership in K-12 provincial e-learning initiatives, including major evaluations and reviews of school divisions through the Saskatchewan Educational Leadership Unit.
- Designed and developed 30 credit units of flexible learning courses, and the delivery of a completely blended or online M.Ed. through Curriculum Studies, the first of its kind in the College of Education.
- Designed and produced video-based, in-service training programs which reached every school in the province and achieved international publication and commercial distribution.
- Awarded more than \$500,000 in SSHRC, provincial research and TEL development grants.
- Edited the premier refereed journal in the field of educational technology in Canada, and have occupied Editorial Board positions and reviewed for several academic journals, including Educational Technology Research and Development, Review of Educational Research, the International Review of Research in Open and Distance Learning, the Canadian Journal of Learning and Technology, Contemporary Educational Technology, Asia Pacific Collaborative Education Journal, Educational Technology and Society, and Tech Trends.
- Published numerous books, chapters in books, refereed articles, refereed conference papers and technical reports in the areas of instructional design and e-learning.
- Hosted national conferences for professional associations.
- Held various positions of leadership in professional bodies, including three presidencies of our principal learned society (AMTEC).
- Received several awards for research, teaching and instructional design at national and international levels.
- Consulted widely with educational technology programs in Australia, India, New Zealand, Malaysia, and the United States.

Fidelity with the 2008 U of S Integrated Plan and Strategic Initiatives

This program proposal responds to intentions stated in the U of S Integrated Plan concerning *Innovation* and linking local and international issues, and it presumes that preparing leaders in educational technology and design, and promoting research into technology and society will contribute to the realization of those intentions. If this presumption is correct, there is close fidelity between the Integrated Plan and this program proposal.

The Integrated Plan states:

In addition to the planning context, the Second Integrated Plan should be interpreted in the context

of three institutional imperatives that are of specific importance to the University of Saskatchewan and its success:

- The University must embrace the fundamental importance of its relationships with First Nations, Métis, Inuit and Indigenous peoples;
- The University must tackle critical issues that face society by finding imaginative ways to link local issues to global ones; and
- Innovation is called for in much that we do.

The first priority area of the Second Integrated Plan is:

Improve the undergraduate and graduate student experience, both inside and outside the classroom.

This priority area addresses the University's academic mission, which includes equipping students for success, in part by increasing access to research and scholarship and linking learning with discovery. In the next four years, the University will:

- improve the in-classroom experience for teachers and learners;
- be known for innovative, quality programs that connect learning and discovery in distinctive ways;
- diversify its student body while maintaining the existing undergraduate population and growing the graduate population;
- optimize the potential for success for every student;
- progress from accessibility programs for First Nations and Métis students toward graduate programs and enhancing community-based research; and
- improve the academic and non-academic services for students as well as the infrastructure that supports the student experience.

The proposed program is innovative in content and delivery, and has demonstrably connected learning and discovery in imaginative ways. Through its concentration on combining campus-based and online learning in unique ways, it responds to the Second Integrated Plan's call for innovation and for attracting a diverse student body.

Description of Program Characteristics

The defining feature of our proposed program is its emphasis on instructional and learning design. Educational technology is a broad area of study and specialization is diverse, with a number of programs that focus on distance education, social networking and online learning, technology integration and management in k-12 systems, and multimedia production. We have deliberately positioned our program to emphasize instructional design, and this focus has allowed us to recruit successfully and also to focus our curriculum on learning *design*, rather than *media production*.

For program delivery, the M.Ed. program in Educational Technology and Design employs a unique combination of options for students. Students can complete all of their M.Ed. courses online, or they can choose to attend regular campus sessions that are blended with online offerings. They are also able to complete their programs as part-time or full-time students. This flexibility has encouraged a great deal of innovation by our faculty, including the development of multi-modal online strategies and authentic learning approaches to meet the diverse needs of our students.

Graduate Program and Course Offerings

Currently, we offer the following courses:

ETAD 802.6: Historical and Theoretical Foundations of Educational Technology - Examines the historical, philosophical and theoretical foundations of the field of educational technology. Focuses on the maturation of theory and research in this area of study, and the impact of educational technology on educational institutions and practice.

ETAD 803.3: Multimedia Design for Learning Presents procedures and principles for planning, producing and evaluating computer-based instruction, and how to develop the necessary print-based support materials required for its implementation.

ETAD 804.3: Designing for Distance Education The historical and theoretical foundations of distance education from a provincial, national and international perspective. Surveys the development, organization, and practice of distance education for various educational endeavours. Focuses specifically on distance education in Saskatchewan and compares the Saskatchewan situation with similar systems across Canada.

ECUR 805.3: Trends and Issues in Curriculum Research and Development - Examines contemporary curriculum issues in the context of catalysts of change and strategies of change. Students will have the opportunity to focus on their particular area of curriculum interests.

ECUR 809.3: Models and Methods for Evaluation of Educational Programs
Examines current models for the evaluation of educational programs. The emphasis is on exploring the range of options which is available to the program evaluator and on developing an awareness of the strengths and limitations of the models. Problems in carrying out educational evaluations are also studied: examples of such problems are the utilization of evaluation results and the ethics of evaluation.

ECUR 810.3 Design and Practice of Evaluation of Educational Programs
Takes the methods of evaluating educational programs and applies them to practical situations in classrooms, schools and school units. Particular attention will be paid to developing an awareness of the breadth of available techniques and to understanding the practical problems which arise in the conduct of evaluations.

ETAD 873.3: Instructional Design An applied course in which principles of instructional design are used to produce self-instructional materials. Students do a major project in which they plan and implement a self-instructional module in a medium of their choice.

ETAD 874.3: Advanced Instructional Design Students will learn and apply advanced concepts and approaches in instructional design including project management, client processes, and usability procedures. Students will complete an entire development process, from meeting clients and creating a design plan through product testing.

ETAD 877.3: Video Design for Learning Designed to allow students to continue video production experiences encountered during ECMM 476. The student will have the opportunity to script, direct, produce, and edit an individual medium length video production. The highly individualized course gives the student wide latitude and flexibility in content, technique and production time.

ETAD 879.6: Advanced Video Design for Learning Investigates development of open and closed circuit television in educational institutions and integration of television into formal and informal learning situations. Development of knowledge and skills in television production,

direction and script writing will be stressed in practical laboratory situation. Students will undertake major projects simulating those now utilized in educational TV.

ETAD 898.3: Special Topics A study in areas of a student's interest calling for intensive reading under the guidance of a faculty member. A proposal, representing a contract for the extent and nature of the work to be done, must be approved by CGSR. The final product is a paper or media production which is graded by the faculty member and kept on file in the Department.

ETAD 899.6: Special Topics A study in areas of a student's interest calling for intensive reading under the guidance of a faculty member. A proposal, representing a contract for the extent and nature of the work to be done, must be approved by CGSR. The final product is a paper or media production which is graded by the faculty member and kept on file in the Department.

ETAD 992: Project - The research or developmental project, required on the project option for the M.Ed., where the nature of the research or developmental project is inter-disciplinary or multi-departmental. The project must be accepted by a committee consisting of members from the sponsoring and co-operating departments and evaluated by this committee plus an external member.

ERES 800.3: Research Methods Introductory - Introduction to research methods, with special reference to research in Education. The basic principles of research, both quantitative and qualitative, are discussed. Skills necessary for the production of research proposals are developed, e.g. techniques for surveying the research literature, and the collection and analysis of data.

ECUR 990: Seminar in Curriculum Research - A required seminar for Master's and Ph.D. graduate students in Curriculum Studies, taken by all full-time students throughout the academic year. Ongoing research and development projects of faculty and students form the focus of first term seminars, while readings and student-identified issues form the basis for second term seminars. This seminar also provides students with information and guidance to help them profit from their program of studies, and to utilize computer technology effectively. Separate seminars are arranged for Master's and Ph.D. students. Registration in ECUR 990 seminar is required for one year only.

GSR 960: Introduction to Ethics and Integrity

Is a required course for all first year graduate students at the University of Saskatchewan. The purpose of this course is to discuss ethical issues that graduate students may face during their time at the University. All students will complete modules dealing with integrity and scholarship, graduate student-supervisor relationships, conflict of interest, conflict resolution and intellectual property and credit.

Changes to the Existing Area of Focus

All faculty teaching in graduate studies in Educational Technology and Design have undertaken a thorough review of current course offerings and propose the new structure outlined below for completion of an M.Ed. in Educational Technology and Design.

As part of this revision, we call attention to the following changes to the current focus area:

A significant change in our program is to identify a larger core set of courses for students. This serves our intention to focus our identity on instructional design more clearly, and it also provides more control over class enrollments and offerings over the long term. The College of Education is introducing a new undergraduate program, and has suffered deep and sustained budget cuts that forced the College to look for new efficiencies. One response was to target the elimination of all sessional lecturer positions. If ETAD faculty want to have educational technology as part of the

undergraduate curriculum—and it is absurd to think of teacher candidates being certified without any exposure to media and technological literacy—we must carve out some space in faculty workloads. One way to support this is to offer prescribed graduate courses with predictable enrollments on a regular basis, and identify graduate course electives that can be offered less frequently. A second change will include the introduction of a course-based stream of the program. It would include a new portfolio class as a capstone experience for the students, allowing them to synthesize their learning experiences in the program. The Department of Curriculum Studies introduced a portfolio course (ETAD 991.3) as part of a course-based option three years ago, and it has proven to be an attractive choice for students. We plan to offer a section of ETAD 991.3 for students in the ETAD program.

New ETAD courses:

ETAD 991.3 Scholarship in Teaching

Prerequisite: 27 credit units of course work toward the M.Ed. degree

Students will demonstrate their scholarship in teaching and learning through developing a comprehensive, detailed, and coherent collection of academic and professional work. This work will be represented by an electronic portfolio providing documented evidence and showcasing learners' achievements and understandings in relation to particular work or learning goals.

Proposed instructor: Dr. Dirk Morrison

ETAD 994 Master's Thesis in Educational Technology and Design

Prerequisite: ERES 800.3

Students complete an individual research project under the guidance of a supervisor and research committee.

Proposed instructors: Len Proctor, Jay Wilson , Dirk Morrison, Richard Schwier

Minimum requirements for the three degree options:

	Thesis-based (Requires at least 21 c.u. plus thesis)	Project-based (Requires at least 24 c.u. plus project)	Course-Based (Requires at least 30 c.u.)
Required Courses	<ul style="list-style-type: none"> ETAD 802.6: Historical and Theoretical Foundations of Educational Technology ETAD 803.3: Multimedia Design for Learning ETAD 804.3: Designing for Distance Learning ETAD 873.3: Instructional Design ECUR 809.3: Models and Methods for Evaluation of Educational Programs ERES 800.3: Research Methods Introductory GSR 960: Introduction to Ethics and Integrity ECUR 990: Seminar in Curriculum Research ETAD 994: (Thesis) 	<ul style="list-style-type: none"> ETAD 802.6: Historical and Theoretical Foundations of Educational Technology ETAD 803.3: Multimedia Design for Learning ETAD 804.3: Designing for Distance Learning ETAD 873.3: Instructional Design ECUR 809.3: Models and Methods for Evaluation of Educational Programs ERES 800.3: Research Methods Introductory GSR 960: Introduction to Ethics and Integrity ECUR 990: Seminar in Curriculum Research ETAD 992: (Project) 	<ul style="list-style-type: none"> ETAD 802.6: Historical and Theoretical Foundations of Educational Technology ETAD 803.3: Multimedia Design for Learning ETAD 804.3: Designing for Distance Learning ETAD 873.3: Instructional Design ECUR 809.3: Models and Methods for Evaluation of Educational Programs ERES 800.3: Research Methods Introductory GSR 960: Introduction to Ethics and Integrity ECUR 990: Seminar in Curriculum Research ETAD 991.3 (Portfolio)
Electives	0 electives required	Minimum of 3 c.u. electives required, chosen from the following: <ul style="list-style-type: none"> ETAD 874.3: Advanced Instructional Design ECUR 810.3: Design and Practice of Evaluation of Educational Programs ECUR 805.3: Trends and Issues in Curriculum Research and Development ETAD 877.3: Video Design for Learning ETAD 879.6: Advanced Video Design for Learning ETAD 898.3 Special Topics or ECMM 899.6: Special Topics 	Minimum of 6 c.u. electives required, chosen from the following: <ul style="list-style-type: none"> ETAD 874.3: Advanced Instructional Design ECUR 810.3: Design and Practice of Evaluation of Educational Programs ECUR 805.3: Trends and Issues in Curriculum Research and Development ETAD 877.3: Video Design for Learning ETAD 879.6: Advanced Video Design for Learning ETAD 898.3 Special Topics or ECMM 899.6: Special Topics

Resources

Given that this program has existed for more than 30 years and is flourishing under the current structure, we anticipate that its continuation will have no net effect on resources. We anticipate measured growth in the future, depending on our ability to respond to growing demand for the distance learning options in the program, and, as these options expand, increasing interest from international applicants. Currently we accept approximately half of the applicants to our program, and maintain a waiting list from year-to-year for qualified applicants when the program is filled.

Faculty Resources

We currently have four tenure-track and tenured faculty members in Educational Technology and Design.

Dr. Dirk Morrison, Associate Professor

3119 Education

306-966-6483

dirk.morrison@usask.ca

Before joining the faculty in Educational Technology and Design in 2005, Dr. Morrison received a B.A. (Psychology) and an M.Sc. (Rural Extension Studies) from the University of Guelph. He received his doctorate in Education from the University of Toronto (OISE), with a focus on the use of learning technologies in higher education. Dirk's research interests include instructional design practice applied to distance and e-learning; educational technology in higher education, non-formal and informal online learning environments; effects of ICT on culture and society.

Dr. L.F. Proctor, Professor and Head (Dept. of Curriculum Studies)

3118 Education

306-966-7638

len.proctor@usask.ca

Len Proctor's educational background includes a B.A., B.Ed. and a M.Ed. (Adult Education) from the University of Saskatchewan and a M.L.S. (Library Science) and a Ph.D. (Instructional Systems Technology) from Indiana University. He has taught at the University of Saskatchewan since 1976. Len's research interests centre on the integration of media, resources and new technologies in the classroom, and he is Head of the Department of Curriculum Studies.

Dr. Richard A. Schwier, Professor

3117 Education

306-966-7641

richard.schwier@usask.ca

Richard's educational background includes a B.S. (English, Education), M.S. (Instructional Systems Technology) and Ed.D. (Instructional Systems Technology, Telecommunications, Business), all from Indiana University. He has taught at the University of Saskatchewan since 1978. Rick's research interests include change agency, instructional design and virtual learning communities. He is the principal investigator in the Virtual Learning Communities Research Laboratory, a SSHRC-funded research program.

Dr. Jay Wilson, Assistant Professor

3118 Education

306-966-7617

jay.wilson@usask.ca

Jay's educational background includes a B.A. (History), B.Ed. (Elementary Education) and a M.Ed. (Educational Communications and Technology) from the University of Saskatchewan. He also has a Diploma in Broadcast Communications from Mount Royal College in Calgary, Alberta. Jay's doctorate is from the University of Southern Queensland in Australia. His research interests centre on technology skill development in educators, developing authentic e-learning experiences and studying the social impacts of technology.

Professor Emeritus (All involvement in the proposed program will be voluntary)

Dr. F. B. Brown, Professor Emeritus

3023 Education

306-966-7550

barry.brown@usask.ca

Barry's educational background includes a B.A. (Physics), B.Ed. (English) and M.Ed. (Administration) from the University of Saskatchewan and an Ed.D. (Instructional Systems Technology) from Indiana University. He has taught at the University of Saskatchewan since 1964. Barry's research interests are in telecommunications and distance learning both locally and globally.

Research Laboratory and Teaching Resources

The faculty of this program draw on the physical and human resources available in the College of Education. We have access to two teaching laboratories that are equipped with networked computers and a suite of multimedia production software. The College also maintains a distance learning room that we book for videoconferencing events and classes. We also employ a learning commons room as a research laboratory for team meetings and data analysis for the *Virtual Learning Communities Research Laboratory*. The ETAD unit also draws on the Instructional Support Services staff in the College of Education regularly. These include one computer systems coordinator, an assistant coordinator, and one instructional services coordinator. In all, despite considerable financial challenges faced by the College of Education, we have adequate physical resources to carry out our teaching and research missions.

Relationships and Impact of Implementation

Again, given that this is a well-established area of focus, the principal impact of its regularization will be the continuation of relationships and influence in this important field, both professionally and academically. More importantly, if there were a decision to *not* support this program of study, the University of Saskatchewan would stand to lose approximately 15 to 20 new graduate students per year, as the students in our program would largely be compelled to look elsewhere for a similar, flexible graduate program.

There are no duplications of this program on campus or elsewhere in the province. The University of Regina has introduced five graduate courses in Information Communications and Technology, but they have only one tenured faculty member in this area, so all but one of the courses are offered on a rotating basis. These courses support the M.Ed. Program in the Faculty of Education. We consult regularly with the faculty member at the University of Regina, and our students regularly enroll in each other's classes. We are in discussions with the U of R about developing and introducing a shared professional certificate in Educational Technology and Design.

We also share research interests with faculty in the *Department of Computer Science* here at the U of S about the relationship between technology and learning, and we have collaborated on projects, and shared supervision of graduate theses. Two ETAD faculty members are Associate Members in the Department of Computer Science. There is no overlap in our program offerings, but there is considerable opportunity for collaboration and integration.

Proposal sent for comment to:

Associate Dean, Research, College of Education: Diane Hallman

Department Heads: Dave Mykota, Pat Renihan, Bob Regnier, Len Proctor

Centre for Continuing and Distance Education: Bob Cram

Saskatchewan Educational Leadership Unit: Norm Dray

Budget

There will be no new budgetary allocations within the Department of Curriculum Studies or the College of Education required. With growth, budget allocations and faculty complements will need to be reviewed, but this will be within a model of growth management where tuition revenues will be weighed against our ability to continue to provide a high-quality program and learning environment for our graduate students.

College Statement

Please see attached documents

Consultation Forms

Please see attached documents

Appendix A: Enrolment in ETAD* graduate courses, 2001 – 2011

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
ETAD 802.6	12	12	10	12	8	15	13	11		17
ETAD 803.3		12	4	8		11				
ETAD 804.3	4		17	9	8	7	8	8	9	13
ETAD 873.3	7	13	9	8	7	14	9	10	11	21
ETAD 874.3	8		6		5	5	5	5	5	
ETAD 876.3	1	8	8	3						
ETAD 877.3								7		
ETAD 879.6	3		7			7		10		11
ECUR (ETAD) 992.6							7(7)	1(13)	16(12)	9(8)
ECUR 809.3									16	23
ECUR 810.3									5	11
ERES 800.3									19	20
Gray background = courses taught as overload without compensation										

Prior to 2010, ETAD courses carried ECMM as the course prefix

Appendix B: ETAD Students Receiving Graduate Degrees, 2000-2011 (M.Ed.)

2000 - 14
2001 - 10
2002 - 11
2003 - 13
2004 - 5
2005 - 4
2006 - 6
2007 - 7
2008 - 11
2009 - 15
2010 - 5
2011 - 13

MEMORANDUM

To: Cathie Fornssler, Committee Coordinator
Academic Programs Committee of University Council

From: Trevor Crowe, Associate Dean
College of Graduate Studies and Research

Copies: S. Murphy, J. Wilson, L. McIntyre, P. Skilnik

Date: April 16, 2012

Re: Proposal for a M.Ed. in Educational Technology and Design

Consistent with the Curricular Changes – Authority for Approval chart approved by University Council April 2002, attached is a report that describes the review of the proposed Educational Technology and Design field of specialization for the Master of Education in the Department of Curriculum Studies.

This report includes four appendices: CGSR committees' recommendations for approval, correspondence associated with the review process (most recent to earliest), the CGSR approved version of the proposal, and New Graduate Course Proposals. The formal review started with the Graduate Programs Committee on March 1, 2011 and the final motion to recommend to the Academic Programs Committee was made by the College Executive Committee on March 15, 2012.

The College of Graduate Studies and Research supports the proposal for an Educational Technology and Design field of specialization for the Master of Education degree. If questions or concerns arise during the review by the Academic Programs Committee, I would be happy to respond.



[NOTE: Appendices available from the Office of the University Secretary]

Graduate Programs and Graduate Executive Committees Discussion and Approvals

Graduate Programs Committee

The proposal for an Educational Technology and Design field of specialization to the M.Ed. in Curriculum Studies was reviewed by the Graduate Programs Committee on March 1, 2011, November 1, 2011, and December 6, 2011. A motion to recommend to Graduate Executive was made on December 6, 2011.

MOTION: “that the proposal, with minor revisions (to be submitted to and approved by CGSR), for an Educational Technology and Design field of specialization in Curriculum Studies be recommended to Graduate Executive committee for review.” P. Farnese/G. Putz. All in favour. Carried.

Graduate Executive Committee

The proposal was reviewed, as submitted to APC, by Graduate Executive on March 15, 2012. A motion to recommend to APC for review was made on March 15, 2012.

4.1 M.Ed. in TECHNOLOGY and DESIGN

The Master of Education degree in Technology and Design has been offered as a stream within the Master of Education in Curriculum Studies for many years. It has been very popular and there is generally a wait list of applicants. The unit recently learned that this stream was never officially approved and there were some clarifications required regarding the requirement to submit a formal proposal. Once this matter was resolved, the proposal proceeded through the approval process by the CGSR Programs Committee without issue.

There are three options for this program – course based, project based and thesis based and Executive Committee members had an extended discussion on the number of credit units assigned for each component within the three options. Trevor Crowe explained that the total number of credit units for a masters required by the Province is 30. Although there are no specific credit units assigned to the project and the thesis, it is implicit that they garner six credit units and nine credit units respectively.

Course Based	Project Based	Thesis Based
21 c.u. core courses + 3 c.u. Portfolio	21 c.u. core courses + 0 c.u. Project <i>[implicitly assigned 6 c.u.]</i>	21 c.u. core courses + 0 c.u. Thesis <i>[implicitly assigned 9 c.u.]</i>
6 c.u. restricted electives	3 c.u. restricted elective course	
30c.u. total	30 c.u. total	30 c.u. total

MOTION: “*That the new MASTER of EDUCATION degree in EDUCATION TECHNOLOGY and DESIGN be recommended to APC for approval.*”

McIntyre / Crowe – (5/2/2) CARRIED

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Len Proctor, Chair, Academic Programs Committee of Council

DATE OF MEETING: May 17, 2012

SUBJECT: **Items for Information:**
 Pharmacy and Nutrition: Change to Academic Calendar for
 fourth-year students
 CGSR: Increase in Physical Therapy program credit units
 CGSR: Change of program name to Biological Engineering

COUNCIL ACTION: **For information only**

SUMMARY:

The following items were approved by the Academic Programs Committee at its meeting of April 25, 2012 and are reported to Council for information:

1. Pharmacy and Nutrition: The Academic Calendar for fourth-year pharmacy students has been changed to accommodate clinical program requirements
2. CGSR Physical Therapy program: The number of credit units required for the Master of Physical Therapy program has been increased by 1 credit unit due to an additional credit for PTH 818 Functional Neuroanatomy
3. CGSR Agricultural and Bioresource Engineering program name change: The name for these graduate programs has been changed to “Biological Engineering” to more closely reflect the name of the department.

ATTACHMENTS:

Email from Pharmacy and Nutrition
CGSR Physical Therapy program change summary
CGSR Name Change form

Change to Academic Calendar regarding Pharmacy fourth year schedule

Email regarding change of term end date for fourth-year Pharmacy, to May 3, 2013

The second term of 4th year for pharmacy students is all experiential . It is three 5 week placements with a week in between each because students sometimes have to move to a different city or different part of the province or sometimes even out of province. We normally try to start around January 3 or 4th. Starting on the 4th in 2013 does not make sense- it is a Friday and not good for health regions. The health regions (where more than 1/3 of our students will be starting) are really opposed to starting on January 3rd because they are not up to full staffing and hospital patient capacity is also not up after the Christmas break. This year looking at the schedule, we decided to try to accommodate them and start the following week.

Our schedule will now look like this:

Block 1 Jan 7 – Feb 8, 2013

Break Feb 11 – Feb 15

Block 2 Feb 18 – Mar 22

Break Mar 25 – 29th

Block 3 – Apr 1 – May 3

Yvonne Shevchuk

College of Pharmacy and Nutrition

Change to total number of credit units in Physical Therapy program:

School of Physical Therapy

From: PTH 818.2 – Functional Neuroanatomy

To: PTH 820.3 – Same title

Rationale: The School of Physical Therapy's (SPT) Executive Curriculum Committee (ECC) received feedback from student course evaluations and through student representation on the committee, questioning the rationale for PTH 818 Functional Neuroanatomy to be only two credit units. It was felt that the workload of this class was not adequately represented by the credit units. This initiated a review by the ECC beginning in January 2010 which included consultation with the Biomedical Sub-committee of ECC and the PTH. 818 instructor, Thomas Langer (minutes supported). On review of the original Graduate Course Proposal Form, it notes the total course hours from lectures to be 24 and the labs 24. Student feedback noted that there were considerably less hours of lab time. In discussion with the instructor, a lab defined in neuroanatomy is related to clinical cases. The number of hours in PTH. 818 in the 2011-12 academic year devoted to actual time spent in the anatomy lab is 6 hours (occasionally eight depending on statutory holiday). The rest of the time spent in the course is within the classroom in lecture or working through clinical cases, which is another teaching method used in this course. The SPT understands that lab hours are weighted less when calculating the credit units. It is recommended that the credit units of this course be recalculated based on 6 hours of actual lab time and 42 hours of lecture. It is felt that 3 cu will more appropriately represent the workload of this course and be consistent with the approach used in other PTH courses with respect to lab and lecture hours.

Master of Physical Therapy - Required Credit Units Increase

With approval of PTH 820.3 the total required credit units for the Master of Physical Therapy would increase from 137 to 138.

Contact Person: cathy.arnold@usask.ca

Approval: Graduate Programs Committee, March 21, 2012

MEMORANDUM

To: Cathie Fornssler, Committee Coordinator
Academic Programs Committee of University Council

From: Trevor Crowe, Associate Dean
College of Graduate Studies and Research

Copies: O. Baik, L. McIntyre, P. Skilnik

Date: April 19, 2012

Re: Recommendation for APC review of the proposal for Program, Degree, Field of Specialization, and Course Label changes to the PGD, M.Eng., M.Sc., and Ph.D. in Agricultural and Bioresource Engineering

Consistent with the Curricular Changes – Authority for Approval chart approved by University Council April 2002, attached is a report that describes the review of the proposed name changes in Agricultural and Bioresource Engineering.

This report includes three appendices: CGSR committees' recommendations for approval, correspondence associated with the review process (most recent to earliest), and the CGSR approved version of the proposal. The formal review started with the Graduate Programs Committee on December 6, 2011 and the final motion to recommend to the Academic Programs Committee was made by the College Executive Committee on April 19, 2012.

The College of Graduate Studies and Research supports the proposal for Program, Degree, Field of Specialization, and Course Label changes to the PGD, M.Eng., M.Sc., and Ph.D. in Agricultural and Bioresource Engineering . If questions or concerns arise during the review by the Academic Programs Committee, I would be happy to respond.



TC/lis

Graduate Programs and Graduate Executive Committees Discussion and Approvals

Graduate Programs Committee

The proposal for Program, Degree, Field of Specialization, and Course Label changes to the PGD, M.Eng., M.Sc., and Ph.D. in Agricultural and Bioresource Engineering was reviewed by Graduate Programs Committee on December 6, 2011 and on March 21, 2012. A motion to recommend the proposal for Graduate Executive review was made on March 21, 2012.

MOTION: “that the *Request for Change of Name* proposal for the Program, Degree, Field of Specialization, and Course Label names for the PGD, M.Eng. M.Sc. and Ph.D. in Agricultural and Bioresource Engineering be recommended to Graduate Executive committee for review.” G. Putz/B. Nelson. All in favour. Carried.

Graduate Executive Committee

The proposal was reviewed, as submitted to APC, by Graduate Executive on April 19, 2012. A motion to recommend to APC for review was made on April 19, 2012.

AGRICULTURAL AND BIORESOURCE ENGINEERING - Proposed Name Change

MOTION: “*To approve the proposed program and degree name change from Agricultural and Bioresource Engineering to Biological Engineering.*” McIntyre/Zellar CARRIED 1 abstention

Crowe summarized that previously the department and College of Engineering had changed its undergraduate program name but had not changed the graduate program name. To be consistent with the undergraduate programs and in line with other naming standards across North America, the department recommends the graduate program and degree name be changed to ‘Biological Engineering’.



Office of the University Secretary

Request for Change of Name

This Request form and attachments will be the basis for decision-making about this change.

Submitted by: Oon-Doo Baik, Graduate Chair of ABE program Date: March 6, 2012 (revised version) and, Nov. 2011 (first submission)_____

College: _College of Graduate Studies and Research_____

College approval date:_____

Proposed effective date of the change: _May. _2013 or earlier if possible_____

1. Proposed change of name

	From:	To:
College		
Department		
Program name	Agricultural and Bioresource Engineering	Biological Engineering
Degree name	PGD, M.Eng., M.Sc. and Ph.D. in Agricultural and Bioresource Engineering	PGD, M.Eng., M.Sc. and Ph.D. in Biological Engineering
Name of Field of Specialization (major, minor, concentration, etc)	Agricultural and Bioresource Engineering	Biological Engineering
Course label (alphabetic)	ABE	BLE
Building		
Street		
Other		

2. Documentation

Rationale

- Since July 1, 2010 our Department name has been changed to “Chemical and Biological Engineering (CBE)”. Thereafter, one of our undergraduate program names was changed from “Agricultural and Bioresource Engineering (ABE)” to “Biological Engineering (BLE)”. After significant consideration, we found our graduate program “Agricultural and Bioresource Engineering” should also be named as “Biological Engineering” to move forward and to be consistent with our current undergraduate program name and further department identity. This would also bring the name of the program in line with other programs of similar origin and current content across North America conforming to the wishes of the ED-210 committee vote (July 2005) to have all programs associated with American Society of Agricultural and Biological Engineers (ASABE) and CSBE (Canadian Society of Bioengineering) to be named *Biological Engineering*.
- Graduate students strongly support the name change although a few students expressed concerns about the weak identity and popularity of the new program name. These days, majority of our potential applicants search and contact their potential supervisors from web sources, often googling with key words related to their fields of interest, for example “food and bioprocess engineering”, thus the concerns might be resolved by enhancing our website contents on program descriptions, courses and fields of research, and job opportunities. Many applicants outside the North America are now getting familiar with the name change trend in North America through ASABE or Institute of Biological Engineering (IBE) and other related academic journals (Journal of Biological Engineering, Biosystems Engineering, Trans of ASABE, etc.)
- The name opens opportunities to enhance synergies with the Chemical Engineering program.
- This name change was approved during the CBE Department meeting on Nov. 15, 2011.
- This is not a change in the content of the program content but only a name change.

Background

- In North America, Biological Engineering has covered Agricultural Engineering plus more according to the definition by IBE: “Biological engineering is the biology-based engineering discipline that integrates life sciences with engineering in the advancement and application of fundamental concepts of biological systems from molecular to ecosystem levels.” (IBE, 2011). Currently, our graduate program covers bioenergy production systems, machine design for food production, food processing and system design, nutraceutical isolation and purification, pharmaceutical manufacturing, bio-composite material utilization, animal and plant environmental design, soil and water utilization for food production, and biomass collection and densification, and has been expanding to human and animal health as well.
- In 1966 North Carolina State University changed its curriculum and department names from Agricultural Engineering to *Biological and Agricultural Engineering*. Shortly thereafter Mississippi State University in 1968 created the first *Biological Engineering* curriculum to add to its Agricultural Engineering curriculum. Names of programs still remained predominantly Agricultural Engineering through the 1970s and 1980s. As can be seen in Figure 1, academic programs of traditional agricultural origin started evolving substantially toward ‘bio’-type names in the mid-1980s. In 1997, the number of ‘bio’-type curricula exceeded the number of agricultural engineering curricula for the first time (26 versus 22). Five years later in 2002, 85% of the curricula of agricultural origin had converted to ‘bio’-type names (Young, 2006).

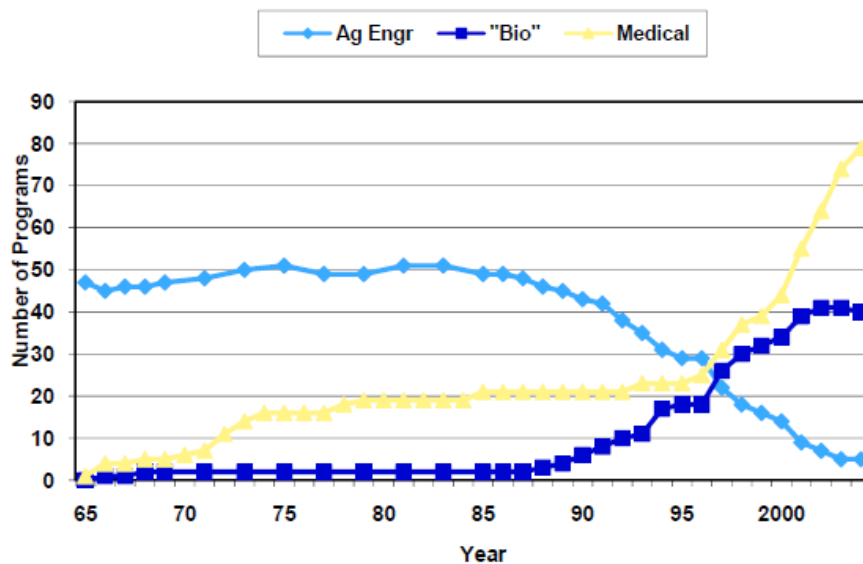


Figure 1: Chronological numbers of undergraduate programs with 'bio'-type engineering names (Young, 2006). Data derived from ASABE and the Whitaker Foundation.

Impact of the change

- **Impact on students:** Graduate students will graduate with a discipline name which better reflect their field of specialization. The name of "Agricultural and Bioresource Engineering" has been perceived to be limited to only agricultural sector which has prevented them to market themselves outside of agricultural sector.
- **Impact on faculty:** None.
- **Impact on staff:** None.
- **Affect on other programs, departments, colleges, centres:** It will not have an impact on other programs, departments, colleges, centres. Renaming the program to Biological Engineering better aligns the program name with its new department, the Department of Chemical and Biological Engineering.
- **Impact on university-wide systems (e.g. SiRIUS, UniFi, PAWS, U-Friend, Library, About US, etc.):** All the program indication should be changed from "Agricultural and Bioresource Engineering" or "ABE" to "Biological Engineering" or "BLE" in the course calendars, admission, program management, and course websites.
- **Resource areas such as library resources, physical facilities, and information technology:** It will not have any impact on library resources as the scope of the graduate work remains mainly the same. Although the research scope in the program has been recently broadened to biomedical and biochemical engineering, library resources (i.e. journals, data bases, books, etc.) for these fields are already existing and adequate in terms of quality and quantity.
- **External impact (e.g. reputation, accreditation, other institutions, high schools, community organizations, professional bodies):** Compared to "Agricultural and Bioresource Engineering", "Biological Engineering" reflects broader areas of research which can attract top students from different fields including Medicine, Engineering, Biotechnology to pursue their graduate studies in the program. As the number of

quality graduate students in Biological Engineering increases, the reputation of the program will be enhanced.

References:

IIBE. (2011). Home. Retrieved November 1, 2011, from Institute of Biological Engineering:
<http://www.ibe.org/engineering-for-life.html>

Young, R. E. 2006. Comparison of 'Bio'-Type Engineering Undergraduate Curricula from Agricultural, Medical, and Chemical Origins. *Int. J. Engng. Ed.* 22(1):14-22.

AGENDA ITEM NO. 10.1

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Ed Krol, Vice-Chair,
Nominations Committee of Council

DATE OF MEETING: May 17, 2012

SUBJECT: Nominations to Council committees

DECISION REQUESTED:

That Council approve the nominations to University Council committees, Collective Agreement committees, and other committees for 2012-13, as described in the attached list.

ATTACHED:
List of committees and members

May, 2012

UNIVERSITY COUNCIL COMMITTEES 2012-13

Chair of Council:

Jay Kalra Medicine 2013

Vice-Chair of Council:

John Rigby ESB **2013 [reappointment]**

ACADEMIC PROGRAMS COMMITTEE

Reviews and approves curriculum changes from all college; recommends major curriculum changes to Council; discusses policies relating to students and academic programs. Meets twice a month.

New members to serve to June 30, 2015

Council:

Kevin Flynn English
Robert Johanson Electrical and Computer Engineering

GAA:

Sina Adl Soil Science
Alec Aitken Geography and Planning
Ian McQuinlan Computer Science

Sessional member to serve to June 30, 2013: Catherine Neumann-Boxer, Education

Continuing members

Council Members

Jim Greer	University Learning Centre	2013
Ludmilla Voitkovska	English	2013
Yandou Wei	Biology	2014
Xiao Qiu	Food & Bioproduct Sciences	2012
Len Proctor (Chair)	Curriculum Studies	2012

General Academic Assembly Members

Michael Bradley	Physics & Engineering Physics	2014
Roy Dobson	Pharmacy & Nutrition	2014 [Chair]
Dean McNeill	Music	2014
George Tannous	Finance and Management Science	2012
Fang Xiang Wu	Mechanical Engineering	2012

~~TBA~~

Sessional Lecturer

Artin Lahiji	Education (ITEP)	2012
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Other members

Undergraduate Student	VP Academic, USSU
Graduate Student	VP Academic, GSA
[Provost designate]	Vice-Provost, Teaching & Learning
Russ Isinger	Registrar
Marion Van Impe	[VP Finance designate] Director, Student Accounts & Treasury
Peter Krebs	[Assistant Provost designate] Graduate Program Review Coordinator

Jacquie Thomarat [Budget Director designate] Financial Planning and Projects Officer
 Secretary: Cathie Fornssler, Committee Coordinator, Office of the University Secretary

ACADEMIC SUPPORT COMMITTEE

Reviews technology (software and hardware) issues for students, including capital plans, equipment upgrades, classroom upgrades and policy issues related to support for student academic activities.
 Meets once a month.

New members to serve to June 30, 2015

Council:

Deborah Lee	Library
Dwight Makaroff	Computer Science

GAA:

Sandra Bassendowski	Nursing
Jian Yang	Pharmacy and Nutrition

Continuing members

Council Members

Ralph Deters	Computer Science	2014 [Chair]
Masoud Ghezelbash	Physics & Engineering Physics	2013
Jaswant Singh	Veterinary Biomedical Sciences	2012
Yu Luo (Chair)	Biochemistry	2012
<u>General Academic Assembly</u>		
David Logan	Biology	2013
Michael Macgregor	Psychology	2014
Jay Wilson	Curriculum Studies	2014
Li Zhang	Library	2013
Nazmi Sari	Economics	2012

Other members

Undergraduate Student member	VP Academic, USSU
Graduate Student member	VP Academic, GSA
Bryan Bilokreli	[Provost's designate] Director, Integrated Facilities Planning
Rick Bunt	Associate VP Information & Communications Technology
Elizabeth Lulchak	Director, Media Access & Production
Ed Pokraka	Director of Governance and Planning, Information Technology Services
Vicki Williamson	Dean, University of Saskatchewan Library
Jamie McCrory	[representing SESD] Student Information Systems
David Bocking	[representing Computer Lab managers] Computer Science
Colleen MacDonald	FMD representative
Amanda Boychuk	VP Finance and Resources representative
By invitation:	
Frank Bulk	University Learning Centre
Jennifer Mainland	Copyright compliance office
Kelly Bendig	Audit Services

Secretary: Cathie Fornssler, Committee Coordinator, Office of the University Secretary

GOVERNANCE COMMITTEE

Reviews Council bylaws including committee terms of reference; determines whether student academic appeals should proceed to hearing. Meets as required.

New members to serve to June 30, 2015

Roy Dobson	Chair, Academic Programs Committee
TBA	[President's designate]

Continuing members

Jay Kalra	Chair, Council
Bob Tyler	Chair, Planning & Priorities Committee
Beth Bilson	[President's designate]

Council Members

Louise Racine	Nursing	2014
Carol Rodgers	Kinesiology	2014
Gordon Zello (Chair)	Pharmacy & Nutrition	2013 [reappointment]

Other member

University Secretary (Ex-Officio) Lea Pennock

INTERNATIONAL ACTIVITIES COMMITTEE

Develops and reviews the policy and implementation issues for international activities and programs. Meets once a month.

New members to serve to June 30, 2015**GAA:**

Michael Cottrell	Educational Administration
Angela Kalinowski	History
Mabood Qureshi	Pathology
Phil Thacker	Plant Science

Continuing membersCouncil Members

Gap Soo Chang	Physics & Engineering Physics	2014
Claire Card	Large Animal Clinical Sciences	2014
Hans Michelmann (Chair)	Political Studies	2013 [reappointment]

Lope Tabil	Chemical & Biological Engineering	2012
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General Academic Assembly Members

Nadeem Jamali	Computer Science	2014
Sheila Spriet	Languages & Linguistics	2014
Dev Mishra	Finance & Management Science	2013
Julio Torres	Languages & Linguistics	2012
J. Hugo Cota Sánchez	Biology	2012

Other members

Undergraduate Student Member	VP Student Affairs, USSU
Graduate Student Member	VP External, GSA
[Provost designate]	
Director, International Office	
Alison Pickrell	Director of Recruitment & Admissions
Karen Chad	Vice-President Research
University Advancement Office representative	
Secretary:	International Office

NOMINATIONS COMMITTEE

New members to serve to June 30, 2015

To be nominated by Governance Committee

Continuing members

Angela Bowen	Nursing	2014
Bruce Coulman	Plant Sciences	2014
Jack Gray	Biology	2013
Ed Krol	Pharmacy & Nutrition	2013
Bev Pain	Curriculum Studies	2014
Terry Wotherspoon	Sociology	2013
Dwayne Brenna (Chair)	Drama	2013
Don Hamilton	Veterinary Biomedical Sciences	2012
Jim Kells	Civil and Geological Engineering	2012

Administrative Support

Cathie Fornssler Committee Coordinator, Office of the University Secretary

PLANNING & PRIORITIES COMMITTEE

Reviewing and advising Council and the university administration on planning, budgeting, and academic priorities. Meets every two weeks.

New members to serve to June 30, 2015

Council:

Peta Bonham-Smith	Biology
Ramji Khandelwal	Biochemistry
Fran Walley	Soil Science

Sessional member to serve to June 30, 2013: Martin Gaal, Political Studies

Continuing members

Council Members

Lois Jaeck	Languages & Linguistics	2013
Venkatesh Meda	Chemical & Biological Eng	2014
Chary Rangacharyulu	Physics & Engineering Physics	2013
Bob Tyler (Chair)	Food & Bioproduct Sciences	2013 [reappointment]
David Parkinson	English	2012
Alison Renny	Accounting	2012
Moir Day	Drama	2012

General Academic Assembly Members

Mobinul Huq	Economics	2013
David Janz	Vet Biomedical Sciences	2014
Lisa Kalynchuk	Psychology	2014
Jeremy Rayner	Public Policy	2014
<u>Dean</u> Lorna Butler, Dean of Nursing		2013

Sessional

Leslie Ehrlich	Sociology	2012
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Other members

Undergraduate Student member	President, USSU
Graduate Student member	President, GSA
Brett Fairbairn	Provost & Vice-President Academic
James Basinger	Associate Vice-President Research [VP Research representative]
Laura Kennedy	[VP Finance & Resources representative]
Heather Magotiaux	VP University Advancement

Pauline Melis	Assistant Provost, Institutional Planning & Assessment
Ginger Appel	Director of Budget Strategy & Planning
Bryan Bilokreli	Director of Integrated Facilities Planning
Colin Tennent	Associate VP Facilities Management
Rick Bunt	CIO and Associate VP ICT
Joan Greyyes	Special Advisor to the President on Aboriginal Initiatives
Secretary: Sandra Calver University Governance Coordinator, Office of the University Secretary	

RESEARCH SCHOLARLY AND ARTISTIC WORK COMMITTEE

Reviewing and advising Council on issues related to research, scholarly and artistic work including advising on policies related to research funding. Meets twice a month.

New members to serve to June 30, 2015

Council:

Jaswant Singh	Vet Biomedical
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GAA:

Pam Downe	Archaeology and Anthropology
Sheila Carr Stewart	Educational Administration
Tony Kusalik	Computer Science
Tim Nowlin	Art and Art History
Graham Scoles	Plant Sciences

Continuing members:

Council Members

Daniel Beland	Public Policy	2014
Carl Still	Philosophy	2104
Stephen Urquhart (Chair)	Chemistry	2013 [reappointment]

General Academic Assembly Members

Marie Battiste	Educational Foundations	2013
Lalita Bharadwaj	Public Health	2012
David Logan	Biology	2012
Carey Simonson	Mechanical Engineering	2012
Ray Stephanson	English	2013
Keith Willoughby	Finance & Management Science	2012

Other members

Undergraduate Student member	VP Academic, USSU
Graduate Student member	VP Academic, GSA
Lawrence Martz	Dean of Graduate Studies & Research
Karen Chad	Vice-President Research
Kathryn Warden	Director of Research Communications
Susan Blum	Director of Research Services
Laura Zink	Office of the Vice-President Research
Secretary: Sandra Calver, University Governance Coordinator, Office of the University Secretary	

SCHOLARSHIPS AND AWARDS COMMITTEE

New members to serve to June 30, 2015

Council:

Joel Bruneau	Economics
Maged Etman	Dentistry

GAA:

Carol Henry	Pharmacy and Nutrition
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Continuing members

Council Members

Gordon DesBrisay (Chair) **Arts & Science** **2013 [reappointment]**

Don Drinkwater Kinesiology 2013

Mehdi Nemati Chemical & Biological Eng 2014

~~Ravi Chibbar Plant Science 2012~~

~~Patti McDougall St. Thomas More College 2012~~

General Academic Assembly Members

Lynn Lemisko Education 2013

Darrell Mousseau Graduate Studies 2013

Sonia Udod Nursing 2013

~~Norm Zlotkin Law 2012~~

Other members

Undergraduate Student member VP Academic, USSU

Graduate Student member VP Student Affairs, GSA

Ex Officio (Voting)

Alison Pickrell [Representing SESD] Director, Recruitment and Admissions

Dave Hannah [Provost designate] Associate VP, Student and Enrolment Services

Resource Personnel

[Representing Research Trust and Advisory Services Office]

Heather Lukey [Representing Office of Graduate Studies & Research]

Secretary: Wendy Roe, Student Financial Assistance & Awards Office

TEACHING AND LEARNING COMMITTEE

Reviews and advises on pedagogical issues for faculty, teaching evaluation guidelines and implementation, and policy issues relating to instructional development for faculty. Meets once or twice a month.

New members to serve to June 30, 2015

GAA

Bev Brenna Curriculum Studies

Trisha Dowling Veterinary Biomedical Sciences

Sessional member to serve to June 30, 2013: Leslie Ehrlich, Sociology

Continuing members

Council Members

Paul Jones School of Environment & Sustainability 2014

Karen Semchuk Nursing 2014

~~Marcel D'Eon (Chair) Community Health & Epidemiology 2012~~

General Academic Assembly Members

Leslie Biggs History 2014

Tim Claypool Ed Psy & Special Education 2013

Hugo Cota-Sánchez Biology 2014

John Kleefeld Law 2013 [Chair]

~~Allan Dolovich Mechanical Engineering 2012~~

~~Scott Napper Biochemistry 2012~~

Sessional Lecturer

~~Nancy Poon Sociology 2012~~

Other members

Undergraduate Student member VP Academic Affairs, USSU

Graduate Student member VP Operations & Admin, GSA

Vice-Provost, Teaching and Learning

Marcel D'Eon Director, Centre for Discovery in Learning
 Rachel Sarjeant-Jenkins Assistant Dean, Client Services [Dean of Libraries designate]
 Peter Cornish [Associate Vice-President designate] Director, Student Retention
 Elizabeth Lulchak [EMAP designate] Director, eMAP
 Bob Cram Executive Director, Centre for Continuing and Distance Education
 Jim Greer Director, University Learning Centre and Gwenna Moss Centre for Teaching Effectiveness

By invitation:

Keith Jeffrey Manager, Educational and Research Technology Services
 Brad Wuetherick GMCTE
 Secretary: Cathie Fornssler, Committee Coordinator, Office of the University Secretary

COLLECTIVE AGREEMENT COMMITTEES 2012-13

UNIVERSITY REVIEW COMMITTEE

Reviews College recommendations for awards of tenure, renewals of probation, and promotions to Professor. Its recommendations are made to the Board of Governors.

This committee is mandated by the **Collective Agreement (15.9.4)**:

The University shall have a review committee to consider tenure and other matters specifically assigned to this committee in the Agreement. The University Review Committee shall be made up of nine tenured or continuing employees plus the Vice-President Academic and Provost who shall be chair. The nine employees shall be nominated to this committee by the Nominations Committee of Council and approved by Council with the length of their term specified so as to ensure a reasonable turnover of membership. Employees shall not be nominated for membership if they have served on the University Review Committee in the previous three years or if they have agreed to serve on a College review committee in that academic year. In addition to those members mentioned above, two nominees of the Association shall serve as observers on the University Review Committee with voice, but without vote.

New members to serve to June 30, 2015

Barry Ziola Pathology
 Rob Pywell Physics and Engineering Physics
 Phil Chilibeck Kinesiology

Continuing members

Chair: Jim Germida, Vice-Provost, Faculty Relations		
Chris Adams	Library	2013
Jim Merriam	Geological Sciences	2013
Gillian Muir	Veterinary Biomedical Sciences	2013
Eric Neufeld	Computer Science	2013
Dwight Newman	Law	2014
Linda Wason-Ellam	Curriculum Studies	2013
Jim Handy	History	2012
Alex Moewes	Physics & Engineering Physics	2012
Nazeem Muhajarine	Community Health & Epidemiology	2012

Secretary: Administrative Assistant to the Vice-Provost, Faculty Relations

RENEWALS AND TENURE APPEAL PANEL

From this roster, the members are chosen for committees on Sabbatical Appeal, Promotion Appeal, and Tenure Appeal Committees, and for the President's Review Committee.

This panel is mandated by Collective Agreement (15.9.5.2):

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

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

New members to serve to June 30, 2015

Sabina Banniza	Plant Sciences
James Brooke	Mathematics and Statistics
Fionna Buchanan	Animal and Poultry Science [reappointment]
Phil Chilibeck	Kinesiology
Gary Entwistle	Accounting
Rob Flanagan	Law
Lou Hammond Ketilson	Management and Marketing
Ramji Khandelwal	Biochemistry
Karen Lawson	Psychology
Brian Pratt	Geological Sciences
Donna Rennie	Nursing
Bill Roesler	Biochemistry [reappointment]
Bing Si	Soil Science [reappointment]
Jaswant Singh	Veterinary Biomedical Sciences [reappointment]
Lisa Vargo	English
Fran Walley	Soil Science
Gordon Zello	Pharmacy and Nutrition [reappointment]

New member to serve to June 30, 2013

Rajini Sankaran	Physical Medicine
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Continuing members

to June 30, 2014

Andy Allen	Veterinary Pathology
Daniel Beland	Public Policy
Hilary Clark	English
Glenn Donnelly	Nursing
Vicki Duncan	Library
Donna Goodridge	Nursing
Xulin Guo	Geography and Planning
Pam Haig Bartley	Drama
Judith Henderson	English
Mehran Hojati	Edwards School of Business
Lisa Kalynichuk	Psychology
Suren Kulshreshtha	Bioresource Policy, Business & Economics
Yen-Han Lin	Chemical and Biological Engineering

Karen Semchuk	Nursing
Ray Stephanson	English
Susan Whiting	Pharmacy & Nutrition

to June 30, 2013

Al Barth	Large Animal Clinical Sciences
Dean Chapman	Anatomy & Cell Biology
John Campbell	Large Animal Clinical Sciences
Ralph Deters	Computer Science
Sherif Faried	Electrical & Computer Engineering
Don Gilchrist	Economics
Glen Gillis	Music
Deborah Haines	Veterinary Microbiology
Jill Hobbs	Bioresource Policy, Business & Economics
Peter Howard	Microbiology & Immunology
George Khachatourians	Food & Bioproduct Sciences
Hans Michelmann	Political Studies
Lyall Petrie	Large Animal Clinical Sciences
Roger Pierson	Obstetrics, Gynecology & Reproductive Sciences
Klaas Post	Small Animal Clinical Sciences
Rob Pywell	Physics & Engineering Physics
Chary Rangacharyulu	Physics & Engineering Physics
Walerian Szyszkowski	Mechanical Engineering

to June 30, 2012

Fionna Buchanan	Animal and Poultry Science
Moir Day	Drama
Susan Fowler Kerry	Nursing
Pat Krone	Anatomy & Cell Biology
Gillian Muir	Veterinary Biomedical Sciences
Malcolm Reeves	Civil Engineering
Bill Roesler	Biochemistry
Gordon Sarty	Psychology
Bing Si	Soil Science
Carey Simonson	Mechanical Engineering
Jaswant Singh	Veterinary Biomedical Sciences
Julio Torres	Languages & Linguistics
John Tse	Physics & Engineering Physics
Gordon Zello	Pharmacy & Nutrition

OTHER COMMITTEES 2012-13

DISTINGUISHED CHAIRS ADVISORY COMMITTEE

As the General Academic Assembly member on this committee which is advisory to the Provost, regarding appointment of University of Saskatchewan Distinguished Chairs

Term indefinite

Appointed Dec. 17, 2009

Valerie Korinek, History

JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS

Brings the approving bodies of Council and the Board of Governors to a joint table to ensure the academic and financial concerns regarding Chairs and Professorships can be addressed simultaneously.

New Council member to serve to June 30, 2015: Ravi Chibbar, Plant Sciences

Complete Membership of Committee:

Jim Basinger	VP Research designate
Sandra Calver	University Secretary designate
Jim Germida	Vice-Provost (Chair)
Laura Kennedy	Associate Vice-President, Financial Services
	Jim Traves, Alternate designate
Heather Magotiaux	Vice-President, University Advancement
	Doug Clark, Alternate designate
Grit McCreath	Board of Governor's representative
Jaswant Singh	Council representative 2012
Amit Shukla	Research Services (resource person)
Secretary: Administrative Assistant to the Vice-Provost, Faculty Relations	

POLICY OVERSIGHT COMMITTEE

Chary Rangacharyulu	Physics & Engineering Physics	2014
John Rigby	Vice-Chair of Council	2013

RECREATION AND ATHLETICS ADVISORY COUNCIL

Recommends on the recreation and athletic fees charged to students and reviews reports on expenditures. Committee includes three faculty members (at least two of whom are not members of the College of Kinesiology) Members may serve a maximum of two consecutive terms.

New member to serve to June 30, 2015

Jim Merriam	Geological Sciences
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Continuing members

Doug Degenstein	Physics & Engineering Physics	First term	2014
Nancy Gyurcsik	Kinesiology	First term	2013
Jane Alcorn	Pharmacy & Nutrition	Second term	2012

SENATE ROUND TABLE ON OUTREACH & ENGAGEMENT

This is an initiative of the Foundational Document on Outreach & Engagement. It includes four faculty representatives:

New member to serve to June 30, 2015

Grant Wood	Plant Sciences
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Continuing members:

Vicki Duncan	Library	2014
Glenn Hussey	Physics & Engineering Physics	2013
Kathleen James-Cavan	English	2013
Glen Luther	Law	2012

STUDENT ACADEMIC HEARING AND APPEALS PANEL

From this roster, the faculty representatives for student disciplinary and appeal committees are selected. This panel is mandated by Council policies on Student Appeals in Academic Matters and Student Academic Misconduct, and by Senate Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals. Only members of Council are eligible for membership on this panel.

New members to serve to June 30, 2015

Angela Bowen	Nursing	2015
Ravi Chibbar	Plant Sciences	2015
Liz Harrison	Physical Therapy [reappointment]	2015
Ramji Khandelwal	Biochemistry	2015
Ed Krol	Biology	2015
Dwight Makaroff	Computer Science	2015
Regina Taylor Gjevre	Rheumatology	2015
Fran Walley	Soil Science	2015
Terry Wotherspoon	Sociology	2015

Continuing members

Joel Bruneau	Economics	2014
Bruce Coulman	Plant Sciences	2013
Signa Daum Shanks	Law	2013
Don Drinkwater	Kinesiology	2014
Lois Marie Jaeck	Languages & Linguistics	2013
Nic Ovsenek	Medicine	2014
Bev Pain	Education	2014
Louise Racine	Nursing	2014
Richard Schwier	Curriculum Studies	2013
Ed Tymchatyn	Mathematics & Statistics	2013
Yandou Wei	Biology	2013
Gordon Zello	Pharmacy & Nutrition	2013
Donna Goodridge	Nursing	2012
Don Hamilton	Veterinary Biomedical Sciences	2012
Liz Harrison	Physical Therapy	2012
Jim Kells	Civil and Geological Engineering	2012
Patti MacDougall	Psychology STM	2012
Dirk Morrison	Curriculum Studies	2014
Rob Pywell	Physics & Engineering Physics	2012

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Ed Krol, Vice-chair,
Nominations Committee of Council

DATE OF MEETING: May 17, 2012

SUBJECT: **Additional nomination to Teaching and Learning Committee**

DECISION REQUESTED:

That Council approve the nomination of Aaron Phoenix, Chemical and Biological Engineering, as a member of the Teaching and Learning Committee for a three year term ending June, 2015.

BACKGROUND

This nomination was missed in the Nominations Committee report to Council item 10.1, included with the agenda.

ITEM FOR INFORMATION

For the Governance Committee (page 4) please note that Heather Heavin, College of Law, will be the President's Designate for 2012-13.

**UNIVERSITY COUNCIL
BYLAWS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Gordon Zello
Chair, Governance Committee

DATE OF MEETING: May 17, 2012

SUBJECT: **Request for Decision: Revisions to Part Three of Council Bylaws**

DECISION REQUESTED: *It is recommended:*
That Council approve the revisions to Part Three of Council Bylaws as outlined in the attachment

PURPOSE:

To bring Part Three of Council Bylaws up to date with current language, policies, and authorities.

CONTEXT AND BACKGROUND:

The Governance Committee is undertaking a review of Council's Bylaws in order to bring them into line with existing policies and procedures and to ensure that they are up to date in their content and language.

CONSULTATION:

The changes to Part Three of Council Regulations were reviewed by the Academic Programs Committee of Council; consultation has also been undertaken as appropriate with the office of the Vice-provost Faculty Relations, the Registrar, the Admissions Office, and the College of Graduate Studies and Research. The changes were brought to the April meeting of Council as a Notice of Motion.

ATTACHMENTS:

1. Side by side version of the proposed changes including rationale for the changes.

Existing	Proposed	Rationale and Review
Part Three Council Regulations		
INTRODUCTION Following are the academic regulations of the University of Saskatchewan enacted by Council. Prior to 1995, these regulations were approved by the University of Saskatchewan Senate. Under the University of Saskatchewan Act of 1995, the authority over these academic regulations was transferred to Council. Specific instances where procedures are mandated by the Act are identified.	Following are the academic regulations of the University of Saskatchewan enacted by Council. Prior to 1995, these regulations were approved by the University of Saskatchewan Senate. Under the <i>University of Saskatchewan Act, of 1995 (hereinafter referred to as "the Act")</i> , the authority over these academic regulations was transferred to Council. Specific instances where procedures are mandated by the Act are identified.	More accurately reflects the name of our founding statute and enables future references to be simply to "the Act".
I. DEGREES, DIPLOMAS AND CERTIFICATES	same	
II. CANCELLATION OF DEGREES The Council may revoke the Degree or Degrees, Diplomas, Certificates and Distinctions of the University and all privileges connected therewith of any holder of the same for cause or whose name shall have been removed for misconduct by a properly constituted legal authority from any official register of members of the profession to which he belongs or whose conduct, in the opinion of the Council, shall constitute a breach of any agreement made with the University as a condition of the conferment of such degree or degrees, diplomas, certificates or distinctions. The Council may restore, on cause being shown, any person so deprived to the degree, distinction or privileges previously enjoyed by him without further examination.	II. CANCELLATION OF DEGREES The Council may revoke the Degree or Degrees, Diplomas, Certificates and Distinctions of the University and all privileges connected therewith of any holder of the same for cause or whose name shall have been removed for misconduct by a properly constituted legal authority from any official register of members of the profession to which he or she belongs or whose conduct <u>where the conduct of the holder</u> , in the opinion of the Council <u>and following due process under the Academic Misconduct regulations</u> , shall constitute a breach of any agreement made with the University as a condition of the conferment of such degree or degrees, diplomas, certificates or distinctions. The Council may restore, on cause being shown, any person so deprived to the degree, distinction or privileges previously enjoyed by him that person <u>person</u> without further examination.	Incorporates changes for consistency and gender inclusiveness, and to indicate that due process is required in order to revoke a degree.

<p>III. UNIVERSITY SCHOLARSHIPS</p> <p>Under section 61(1) (d) of the University Act, Council is authorized to grant scholarships, prizes, fellowships, bursaries and exhibitions. Under section 49 (1) (i) the Board of Governors provides for the establishment of scholarships, fellowships, bursaries and exhibitions if authorized by Council.</p>	<p>III. UNIVERSITY SCHOLARSHIPS</p> <p>Under section 61(1) (d) of the University Act, Council is authorized to grant scholarships, prizes, fellowships, bursaries and exhibitions. Under section 49 (1) (i) the Board of Governors provides for the establishment of scholarships, fellowships, bursaries and exhibitions if authorized by Council.</p>	
<p>IV. THE ESTABLISHMENT OF COLLEGES AND DIVISIONS</p>	<p>same</p>	
<p>V. CONSTITUTION AND DUTIES OF FACULTY COUNCILS</p>	<p>same</p>	
<p>VI. PROGRAMS OF STUDY</p> <p>Each Faculty shall prepare its program or programs of study, including the curriculum for any degree of that Faculty, and shall submit them to the Council for approval. Upon the approval of the Council they may be published in the Calendar and go into effect.</p>	<p>VI. PROGRAMS OF STUDY</p> <p><u>Under section 61(1)(f) of the Act, Council is authorized to prescribe curricula, programs of instruction and courses of study in colleges, schools or departments.</u></p> <p>Each College or School Faculty Council shall prepare its program or programs of study, including the curriculum for any degree of that College or School Faculty, and shall submit them to the Council for approval <u>under regulations established for that purpose by Council</u>. Upon the approval of the Council they may be published in the Calendar and go into effect.</p>	<p>Reflects the designation of “faculty councils” rather than “faculties” approved in an earlier revision to the bylaws.</p> <p>Clarifies Council’s authority over programs and Council’s authority and intention to prescribe regulations under which the faculty councils may prepare curricula.</p> <p>Acknowledges that there are other vehicles (such as the web site) where curricula are published</p>

	<p>New section:</p> <p>VII ENROLMENT MANAGEMENT</p> <p><u>The University reserves the right to restrict the registration of students in programs, courses and classes. Council delegates to Colleges, Schools and Departments, in consultation with the Registrar, authority to restrict and to control registration in any or all courses and classes where such restriction is necessary or advisable.</u></p> <p><u>Subject to the approval by Council and confirmation by Senate of a strategic enrolment management plan, Council delegates to Colleges and Schools the management of enrolment in accordance with the approved plan.</u></p>	<p>Reflects the newly approved Admissions policy and incorporates language previously under the section on “admission and classification of students’ (now renamed “admission of students”)</p>
<p>VII. ADMISSION AND CLASSIFICATION OF STUDENTS</p> <p>1. The classes of the University shall be open to persons who are deemed qualified to take up the work of the classes which they propose to enter.</p> <p>2. A candidate for a degree is required to satisfy all the requirements for admission which may be prescribed by the Faculty concerned with the approval of the Council. Such requirements shall be published in the calendars.</p> <p>3. Every student will be required as a condition of admission to the University to register at the beginning of each year of the students attendance, to supply such information and to pay fees as may be required, and may be required by the Registrar, as a condition of such admission, to submit to the Registrar, not later than the published date prior to the beginning of each year, an</p>	<p>VIII. ADMISSION AND CLASSIFICATION OF STUDENTS</p> <p><u>Under section 61(1)(i) and (l) of the Act, Council is authorized to prescribe academic and other qualifications required for admission as a student, and to prescribe and limit the number of students who may be admitted to a college or a program of study. Subject to the authority given to Senate under the Act, Council will approve admission qualifications for all programs. Upon the approval of Council and subject to any necessary approvals by Senate, these may be published and go into effect.</u></p> <p><u>1. Council may establish policies, regulations and procedures concerning admission of students and granting of credit for prior learning.</u></p> <p><u>2. In accordance with these regulations, Council may delegate to Faculty Councils</u></p>	<p>Clarifies Council’s and Senate’s respective authority over admission.</p> <p>This section previously addressed a number of matters not related to admission; these have been moved to more appropriate sections of Part Three.</p> <p>This section provides context for Council’s delegation of authority and responsibility to faculty councils and others under the Admissions Policy. The nomenclature has been brought into line with the language of the Act and of the policy.</p>

<p>application in writing for admission and such information as may be required.</p> <p>4. The University reserves the right to restrict registration in any or all courses whenever in the opinion of the Council such restriction of registration is necessary or advisable.</p> <p>5. The University reserves the right, through Council, to require the withdrawal of any student at any time when</p> <ul style="list-style-type: none"> (a) in the opinion of the faculty or the college it is manifest that the student is incompetent; or (b) pursuant to a hearing, held upon the recommendation of the faculty of the student's college, the panel established under Council discipline regulations is of the opinion that the student is for any reason unsuitable to continue the course or to graduate. <p>6. Under section 62 (3) (a) and (b) of the University Act (1995), a decision of Council to change academic and other qualifications required for admission as a student, and a decision to change the number of students who may be admitted to a college or a program of study are to be reported to the Senate at its next meeting and are not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is earlier.</p>	<p><u>and/or to the Admissions Office responsibility for setting application deadlines and for the assessment of applications and for making admission offers in accordance with the admission qualifications approved by Council.</u></p> <p>1. The classes of the University shall be open to persons who are deemed qualified to take up the work of the classes which they propose to enter.</p> <p>2. A candidate for a degree is required to satisfy all the requirements for admission which may be prescribed by the Faculty concerned with the approval of the Council. Such requirements shall be published in the calendars.</p> <p>3. Every student will be required as a condition of admission to the University to register at the beginning of each year of the students attendance, to supply such information and to pay fees as may be required, and may be required by the Registrar, as a condition of such admission, to submit to the Registrar, not later than the published date prior to the beginning of each year, an application in writing for admission and such information as may be required.</p> <p>4. The University reserves the right to restrict registration in any or all courses whenever in the opinion of the Council such restriction of registration is necessary or advisable.</p> <p>5. The University reserves the right, through Council, to require the withdrawal of any student at any time</p>	
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	<p>when</p> <p>(a) in the opinion of the faculty or the college it is manifest that the student is incompetent;—or</p> <p>(b) pursuant to a hearing, held upon the recommendation of the faculty of the student's college, the panel established under Council discipline regulations is of the opinion that the student is for any reason unsuitable to continue the course or to graduate.</p> <p>6.—— Under section 62 (3) (a) and (b) of the University Act (1995), a decision of Council to change academic and other qualifications required for admission as a student, and a decision to change the number of students who may be admitted to a college or a program of study are to be reported to the Senate at its next meeting and are not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is earlier.</p>	
<p>VIII. EXAMINATIONS FOR DEGREES</p> <p>1. The Examiners of the University shall be:</p> <p>(a) The Professors, Associate Professors, Assistant Professors, Lecturers, Special Lecturers, Sessional Lecturers and Instructors of the University.</p> <p>b) Such other Lecturers or teachers of the University as the Council may appoint.</p> <p>(c) Such external and independent examiners, not being Professors, Lecturers or teachers of the University, as the Board on</p>	<p><u>IX. EXAMINATIONS, GRADING AND ASSESSMENT OF STUDENTS FOR DEGREES</u></p> <p><u>Under section 61(1)(g) and (j) of the Act, Council is authorized to prescribe methods and rules for evaluating student performance, including prescribing examination timetables and the conduct of examinations, and to hear appeals by students or former students concerning academic decisions affecting them.</u></p> <p>1.——</p> <p>2.1. 1. The Examiners of the University shall be:</p> <p>(a) The Professors, Associate Professors, Assistant Professors, Lecturers, Special Lecturers,</p>	<p>Updates language.</p> <p>Clarifies Council's authority over grading and assessment of students.</p>

<p>the recommendation of the Council may appoint.</p> <p>2. All matters respecting the subjects, time and mode of the examinations and respecting the degrees and distinctions to be conferred by the University shall be provided for by regulations which are prepared by the Council. Such regulations shall be published from time to time in the University Calendar.</p> <p>3. Section 23 (g) of the University Act (1995) authorizes the Senate to appoint examiners for and make bylaws respecting the conduct of examinations for professional societies or other bodies if the university or any of its agencies is required or authorized by any act to do so.</p>	<p>Sessional Lecturers and Instructors of the University.</p> <p>(b) Such other Lecturers or teachers of the University as the Council may appoint.</p> <p>(c) <u>By delegation from Council, sSuch adjunct faculty, professional affiliates, professors emeriti and external and independent examiners, not being Professors, Lecturers or teachers of the University included in (a) or (b), as the Board-College of Graduate Studies and Research may appoint to serve on graduate studies examining committees and boards for the purpose of assessing candidates for graduate-level degrees and diplomas. on the recommendation of the Council may appoint.</u></p> <p>2. <u>Council may establish policies, regulations and procedures concerning the examination, grading and assessment of students and concerning All matters respecting the subjects, time and mode of the examinations and respecting the degrees and distinctions to be conferred by the University, as well as policies, regulations and procedures governing student appeals in academic matters. shall be provided for by regulations which are prepared by the Council. Such policies, regulations and procedures may include delegation of authority by Council and shall be published from time to time in the University Calendar and made available to students</u></p> <p>3. Section 23 (g) of the University Act (1995) authorizes the Senate to appoint examiners for and make bylaws respecting the conduct of examinations for</p>	<p>Formalizes Council's longstanding delegation of authority to the College of Graduate Studies and Research to appoint examiners for graduate studies, and removes a reference (which was not supported by the Act or by practice) to the board's appointing external examiners.</p> <p>Sets out a more policy-based approach for the oversight of grading and assessment, including provision for Council to delegate authority through policy, for example to Faculty Councils, Colleges and Schools, instructors, department heads, or the registrar.</p>
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	professional societies or other bodies if the university or any of its agencies is required or authorized by any act to do so.	
IX. AFFILIATION AND FEDERATION	X. AFFILIATION AND FEDERATION [under review]	

**UNIVERSITY COUNCIL
BYLAWS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Gordon Zello
Chair, Bylaws Committee

DATE OF MEETING: May 17, 2012

SUBJECT: **Request for Decision: Change to Council Bylaws
re Membership of the Open Studies Faculty Council**

DECISION REQUESTED: *It is recommended:*
That Council approve the changes to the membership of
the Open Studies Faculty Council outlined in the
attachment.

PURPOSE:

To revise the bylaws of the Open Studies Faculty Council to better reflect their current environment.

CONTEXT AND BACKGROUND:

The changes indicated have been proposed by the Open Studies Faculty Council and are sought in order to recognize the importance of admission and enrolment issues in the college and to reflect the fact that Nursing is no longer a direct-entry program and therefore not a stakeholder college in Open Studies.

CONSULTATION:

These changes were discussed by the Open Studies Faculty Council and the College of Nursing with historical perspectives provided by Bob Cram. Open Studies Faculty Council has approved these changes, which were brought to the April meeting of Council as a Notice of Motion.

ATTACHMENTS:

1. Open Studies Faculty Council membership list (current and former) with rationale for the proposed changes.

Proposed changes to the Open Studies Faculty Council (Council Bylaws Part Three)

A. In addition to those members listed in (B) below as members of Faculty Councils of each college and school, the Faculty Council of all colleges and schools shall include the following (*denotes non-voting members):

- (a) The President of the University*
- (b) The Provost and Vice-president Academic*
- (c) Vice-president Research*
- (d) The Vice-president Finance and Resources*
- (e) The Vice-president University Advancement*
- (f) The Vice-provost Teaching and Learning*
- (g) The Associate Vice-president Student and Enrolment Services*
- (h) The Associate Vice-president Information and Communications Technology*
- (i) The Dean of the College or school or, in the case of a school that is not part of a college, the Executive Director of the school
- (j) The Dean of Graduate Studies and Research
- (k) The Dean, University Library or designate*
- (l) The University Secretary *
- (m) The Registrar*
- (n) Such other persons as the university Council may, from time to time, appoint in a voting or non-voting capacity;
- (o) Such other persons as the Faculty Council may, from time to time appoint in a non-voting capacity*

Open Studies Faculty Council

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

A dean or associate or assistant dean of a direct entry undergraduate college will be appointed by the provost to act as Designated Dean of Open Studies for a two-year term. Membership in the Open Studies Faculty Council is as follows (**denotes non-voting member*):

- (p) The Designated Dean ~~as chair; in place of 1.A., section (i).~~
- (q) Two faculty members from Arts and Science;
- (r) One faculty member from each of the other colleges with a direct-entry program;
- ~~(s) One faculty member from Nursing;¹~~
- (t) Two students;
- (u) One sessional lecturer;
- ~~(v) The Director of Support Services, the Director of the University Learning Centre; the Director of Off-Campus & Certificate Programs, Centre for Continuing & Distance Education; and the Manager of Open Studies Advising.²~~
- (v) The Registrar and Director of Academic Services³
- (w) The Director of Enrolment Services⁴
- (x) The Director of the University Learning Centre
- (y) The Director of Off-campus and Certificate Programs, Centre for Continuing and Distance Education
- (z) The Manager and Assistant Registrar (Student Central)⁵

¹ College of Nursing no longer wishes to be represented as they now have no direct entry program.

² These 4 positions are now listed separately and a fifth position has been added; some titles have changed as indicated.

³ Listed in section A as a non-voting member of all faculty councils; will be a voting member in Open Studies by virtue of this position assuming oversight of the Open Studies Unit (formerly a responsibility of the Director of Support Services).

⁴ New position on the faculty council, because of the significant interaction between this position and the Open Studies Unit.

⁵ Formerly called the Manager of Open Studies Advising; non-voting position.

UNIVERSITY COUNCIL
SCHOLARSHIPS AND AWARDS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Dr. Gordon DesBrisay
Chair, Scholarships and Awards Committee

DATE OF MEETING: May 17, 2011

SUBJECT: *Update of Undergraduate Awards Policies*

DECISION REQUESTED:

It is recommended:

That Council approve the amended *Undergraduate Awards Policies* as presented

RATIONALE:

The Scholarships and Awards Committee presented the amended Undergraduate Awards Policies to University Council's April 2012 meeting for input. Having received only positive feedback on the document, the Committee brings it forward for approval.

COMMITTEE COMMENTS AND RECOMMENDATION:

In a typical year, the Scholarships and Awards Committee reviews undergraduate awards policies on a case-by-case basis as issues arise and circumstances change. In 2011-12 the committee chose to undertake a wholesale review of the policies, which numbered 45 and ran to 60 pages.

A subcommittee of Gordon DesBrisay, Patti McDougall, Norman Zlotkin and Wendy Klingenberg Roe was charged with clarifying, simplifying and, where necessary, revising the policies. The result is a set of policies of just 12 pages which is clearer, consistent and which addresses current realities. An abridged version of the revised policy document will ultimately be posted to the web for students and the full version for award administrators.

The Scholarships and Awards Committee has provided input on the process throughout and, following its regular March meeting, unanimously recommended the revision to Council.

ATTACHMENT:

Undergraduate Awards Policies, April 2012

Undergraduate Awards Policies

The University of Saskatchewan's undergraduate awards program is designed both to reward the academic achievement and mitigate the financial need of undergraduate students working toward completing University of Saskatchewan programs.

PREAMBLE

Authority

These policies govern all undergraduate scholarships, bursaries, awards and prizes (collectively referred to as "awards") regardless of the college, department or unit responsible for administration, with the exception of awards administered by Huskie Athletics, which are subject to Canadian Interuniversity Sport (CIS) regulations.

Rationale: To ensure consistent, transparent and accountable administration of undergraduate awards across the institution, and consistent with the authority of the Scholarships and Awards Committee and University Council. **Reference:** #41, Huskie Athletic awards – exclusion from Scholarship & Awards jurisdiction (2007-08).

Definitions for Awards Purposes

- a. A **first year** or **entering student** is one who either has not previously taken courses at the university level or has earned fewer than 18 credit units of university courses at or transferable to the University of Saskatchewan. *Students who are beginning study in non-direct-entry colleges are not entering students for awards purposes.*
- b. A **continuing student** is one who has earned 18 or more credit units at or transferable to the University of Saskatchewan in previous academic years, regardless of their year in program.
- c. A **transfer student** is one who has earned 18 or more credit units of university courses transferable to the University of Saskatchewan, *not one who has transferred from one U of S college or program to another.*
- d. An **Aboriginal student** is one who is [an Indian, Inuit or Métis person of Canada](#). Aboriginal students are encouraged to [identify themselves](#) to the university.
- e. An **international student** is one who is studying at the University of Saskatchewan on a visa or study permit.
- f. A **student with a disability** is one who is registered with the office of [Disability Services for Students](#).
- g. A **dual registered student** is a University of Saskatchewan student who is registered and taking courses at the University of Saskatchewan and is also completing credit units at another post-secondary institution(s) which are transferable to the University of Saskatchewan and are used towards completion of a University of Saskatchewan degree.
- h. For awards purposes, a **visiting student** is an outbound University of Saskatchewan student who has approval on a Letter of Permission from his or her college to take one or more courses at another accredited post-secondary institution and receive credit towards their U of S degree. *Students of other institutions taking University of Saskatchewan courses for credit at their home institutions are not eligible for University of Saskatchewan awards.*
- i. For awards purposes, an **exchange student** is an outbound University of Saskatchewan student who spends up to one year at a university in another country under an exchange agreement while obtaining



credit towards their U of S degree. Students approved to participate in an exchange program are considered U of S students during the period of exchange, are assessed standard full-time U of S tuition, and are responsible for their own travel and accommodation costs. *Students of other institutions taking University of Saskatchewan courses for credit at their home institutions are not eligible for University of Saskatchewan awards.*

- j. A **full-time** student for awards purposes is one who completes 18 credit units or more over the fall and winter terms (Regular Session).
- k. The **academic year** begins on May 1 and is defined as the spring, summer, fall and winter terms.
- l. The **regular session** is defined as the fall and winter terms. Courses taken in the fall and winter terms are used to calculate averages for awards purposes; *spring and summer terms are not included in average calculations for awards purposes.*
- m. **Scholarships** are awards granted fully or partially on the basis of academic merit.
- n. **Bursaries** are awards granted fully or partially on the basis of financial need.
- o. **Prizes** are awards granted in recognition of a specific accomplishment or project.
- p. **Entrance awards** are awards granted to students beginning their University studies in a direct-entry college. *Students who are beginning study in non-direct-entry colleges are not entering students for awards purposes.*
- q. **Continuing awards** or **awards for continuing students** are awards for students with 18 or more credit units at or transferred to the U of S, generally beyond their first year of program. *Continuing awards are not awards where payment continues from one academic year to another: such awards are known as renewable awards.*
- r. **Renewable awards** are those awards that a student may receive in one or more academic years subsequent to the original award, provided she or he meets renewal requirements, typically of an academic achievement nature.
- s. **Guaranteed awards** are granted to students on the basis of achievement and require no application and no competition. At this point guaranteed awards are limited to the Guaranteed Entrance Scholarships.
- t. **Competitive awards** are awards for which students apply and compete among their peers.
- u. **Centrally-administered awards**, also known as **awards administered by the Scholarships and Awards Committee**, are primarily those open to students of more than one college or program, or to students university-wide. Such awards are adjudicated by Awards and Financial Aid with oversight by Scholarships and Awards Committee of University Council. Awards and Financial Aid adjudicates some college awards on behalf of the designated award committees.
- v. **College-administered awards** are those open to students of a single college or program. Such awards are adjudicated by a committee of the college or program department as authorized by the Dean.

I. AWARD ELIGIBILITY

A. Entrance awards

1. In order to be eligible for entrance awards, either centrally- or college-administered, students must have a complete secondary level standing or equivalent, either Canadian or international, necessary to obtain admission to the University of Saskatchewan, unless otherwise specified by an award's terms of reference.

Rationale: *It is a priority for the University of Saskatchewan to recruit out-of-province and*

international and, increasingly, nontraditional students. Previous policy language limited eligibility to graduates of Canadian high schools, disadvantaging international students and homeschooled students, among others, and limiting recruitment efforts. Reference: #28, Attendance at any accredited high school (2008-09, 2007, 2004).

2. Students must have fewer than 18 credit units completed at or transferable to a U of S direct-entry program of study.

Rationale: *The intent of entrance awards is to support students in their first full year of post-secondary study. The University of Saskatchewan defines a full-time student as a student enrolled in a minimum of 18 credit units in the Regular Session; therefore, a student entering the U of S with fewer than 18 cu completed is considered to be in his or her first year. Under this definition students who are beginning study in non-direct entry colleges are not entering students for awards purposes. Reference: #29, Eligibility for University of Saskatchewan entrance awards – credit unit requirements (2004, 1998-99, 1997).*

a. *Exceptions include:*

- i. students competing for entrance awards with a performance component administered by the Department of Music for students in any B.Mus. program are eligible regardless of previous academic study.

Rationale: *In order to meet its recruitment needs, the Department of Music interprets an “entering” student to be one who is entering their first year of study in any B.Mus. program, regardless of the student’s previous academic study. The Department of Music therefore selects the most appropriate candidate regardless of the student’s post-secondary standing when distributing entrance awards with musical performance components. Reference: #30, Entering music students – exception to eligibility for entrance awards (2004-05).*

B. Credit unit requirements

1. All credit units used to meet requirements for undergraduate awards must be earned at the University of Saskatchewan.

a. *Exceptions Include:*

- i. students studying on an approved study abroad program, exchange or letter of permission. Credits earned under such a program will be used to meet credit unit minimums for awards purposes; marks may be used in calculating academic averages for awards, depending upon practices specific to the college.
- ii. students transferring credits earned at other institutions to University of Saskatchewan programs may be eligible to receive the U of S Transfer Scholarship and must meet eligibility requirements set out in the terms of reference for the specific award.
- iii. students of the Northern Teacher Education Program. Course registrations at both the University of Saskatchewan and the University of Regina will be used, unless otherwise specified by an award’s terms of reference.

Rationale: *Under the Northern Teacher Education Program (NORTEP), all students are considered University of Saskatchewan students regardless of whether they are enrolled in courses at the University of Saskatchewan or in courses at the University of Regina. These students are therefore eligible for all awards administered by the U of S. Reference: #38, Northern Teacher Education Program (NORTEP) – award eligibility and payment (2004-05).*

2. In order to be eligible for entrance and continuing awards, students must register for and complete at least 18 credit units over the fall and winter terms in the academic year in which the award is paid.

Rationale: Consistent with the university's definition of a full-time student, to minimize barriers to nontraditional students. Reference: #7, Credit units required for payment of awards (2008-09, 2006, 1994).

a. **Exceptions include:**

- i. students at regional colleges, who are not subject to a credit unit minimum.

Reference: #7, Credit units required for payment of awards, addendum 1 (2008-09).

- ii. graduating students who require fewer than 18 cu to complete their degree requirements are eligible for scholarships, subject to a minimum of 9 cu in either the fall or the winter term.

Rationale: Students who are near graduation may require fewer than 18 credit units in order to complete their degree, and consequently should not be penalized or excluded from scholarship competitions. This exemption does not apply to bursary funding, which is reserved for full-time students unless otherwise specified by an award's terms of reference. Reference: #8, Scholarships for graduating students – exception to credit units required for payment of awards (2004, 1996-97).

- iii. students receiving prizes/awards specific to particular courses or projects, who are not subject to a credit unit minimum.

Rationale: The intention of prizes is to reward students for a specific past performance, such as the highest mark in a class; therefore, students can receive prizes without subsequent enrolment.

Reference: #11, Eligibility to receive prizes – exception to credit units required for payment of awards (2004-05).

- iv. students with disabilities approved to study on a reduced course load, who must register for and complete 12 credit units over the fall and winter terms in the academic year in which the award is paid.

Rationale: Many students with disabilities need to study at a reduced course load in order to be successful at university. Canada Student Loans Program regulations state that students with disabilities are considered full-time if they are registered in 40% of a full course load – 12 credit units per Regular Session. Because students on reduced course load are considered to be full-time students, it is logical to alter the credit unit regulations required for these students to receive payment of awards. Students can prove their eligibility to study at a reduced course load through medical documentation that is either attached to their awards application or on file at Disability Services for Students. Reference: #9, Students approved for a reduced course load – exception to credit units required for payment of awards (2004-05).

C. Continuing Awards

1. For all continuing awards, in order to compare student achievement at a common baseline, students must have completed 18 credit units over the previous fall and winter terms.

Rationale: The previous minimum requirement was 18 cu for bursaries and 24 cu for scholarships. The change to 18 cu for both takes into account several factors: (1) increasing numbers of students do not fit the "traditional full-load student" profile: students with families, part-time students, mature students, Aboriginal students, those with disabilities, (2) a growing number of students cannot take 100% of what the University defines as a full course load (30 credit units over the fall and winter terms) because of financial constraints, family obligations, or course availability.

Reference: #1, Credit units required to be eligible for awards (2009, 1999, 1995-96, 1994).

a. **Exceptions include:**

- i. students approved for a reduced course load because of disability, who must have completed 12 cu over the previous fall and winter terms.

Rationale: See 1.B.2.a.iv. above. Reference: #2, Students approved for a reduced course load – exception to credit units required to be eligible for awards (2004-05).

- ii. students in professional internship and cooperative education programs, who are eligible for consideration for all central and college administered awards based upon completion of at least 18 academic (i.e., non-work experience) credit units. Academic terms appropriate for assessment are a maximum of one previous spring and summer session and two previous fall and winter terms. The combination of sessions that provides the minimum number of required credit units and applicable award averages will be assessed. Applicable academic sessions, up to and including the session the credit unit requirement is reached, will be included in the calculation of an award average.

Rationale: Professional internship and cooperative education programs are typically taken over a five-year period and consist of 8 academic and up to 4 work education terms. Whether their programs include internships or co-op work experience placements, students pursuing these university-designed and sanctioned programs would be excluded from award opportunities under the credit unit minimums for award eligibility. Extending the period for calculating previous registration recognizes that internships and work placements form part of recipients' formal program of study and that candidates remain full-time students responsible for tuition and student fees for the duration of their programs. Reference: #35, Computer Science Professional Internship Program – award eligibility and payment (2004-05); #36, Cooperative Education Program in Agriculture, Geography, Land Use and Environmental Studies and Rural and Urban Development – award eligibility and payment (1999-2000); #37, Engineering Professional Internship Program – award eligibility and payment (2004-05).

- iii. University of Saskatchewan students participating in formal exchange programs will be eligible during their absence and upon their return for all centrally-administered undergraduate awards including both scholarships and bursaries. In all cases, it is the student's responsibility to notify the appropriate awarding body of their wish to be considered for University of Saskatchewan awards.

Rationale: Participation in formal exchange programs is believed to be of benefit to the student and to their community upon their return. Given the current emphasis on student mobility, it is incumbent upon the university not to disadvantage students who choose to participate in exchange programs. Reference: #19, University awards for visiting & exchange students (2008-09, 2007).

2. Students entering their first year of study in a non-direct entry degree program and students transferring from another institution may be considered for department- and college-administered awards at the department or college's discretion, unless otherwise specified by an award's terms of reference.
3. College and department award committees may consider, on a case by case basis and at their discretion, a student's request to re-enter the award pool after an absence from the University of Saskatchewan of one or more years unless otherwise specified by an award's terms of reference. It is the student's responsibility to request consideration by the college prior to the selection of recipients by the college.

Rationale: Students occasionally interrupt their formal studies at the University of Saskatchewan to pursue formal or informal educational opportunities at other institutions, in other environments, and/or in other countries. Colleges are in the best position to judge how such an absence impacts on student performance and skills. Reference: #34, Student eligibility for college-

administered awards - deferrals and re-entry (1998-99).

D. Academic average requirements

1. For continuing awards, academic averages will be calculated based on all U of S courses attempted during the previous year's fall and winter terms, as defined in paragraph I.B.1. above.
***Rationale:** To ensure a consistent method of calculation for all candidates for centrally-administered awards, and consistent with credit unit requirements for award eligibility and payment. The majority of students at the University of Saskatchewan enrol in the fall and winter terms (September to April) as opposed to spring and summer terms (May to August).
Reference: #13, Calculation of award averages for continuing students (2005-06).*
2. Eligibility for centrally-administered awards requires a minimum sessional average of 65%. Colleges may set academic achievement thresholds for awards granted at the college or department level.
***Reference:** #24, Minimum average required to be eligible for centrally-administered bursaries 2004, 2001-02).*
3. For the purposes of determining whether a student has met renewal criteria for a centrally-administered award, the average will be rounded to the nearest whole number unless otherwise prohibited by an award's terms of reference.
***Reference:** #14, Calculation of award averages – renewable awards (2007-08).*

II. BURSARIES

- A. Recipient selection for bursaries will be based on financial need alone, unless additional selection criteria are imposed in an award's terms of reference.
- B. Where terms of reference specify the use of both financial need and academic achievement as selection criteria for awards under the administration of the Scholarships and Awards Committee, the weighting of financial need and academic achievement will be 50/50.
***Rationale:** Some donors wish to provide assistance to students with need who also demonstrate academic merit. Using a formula that places a 50/50 weighting on financial need and academic achievement ensures consistency across the institution for the administration of these awards and it ensures the donor's direction is followed. This weighting does not disadvantage students with high need who have good academic records and it allows for high academic achievers with moderate need to be considered. **Reference:** #21, Administration of awards that have both financial need and academic achievement as selection criteria (2001-02).*
- C. All bursary candidates will be required to provide financial information in a standardized format to and as determined by Awards and Financial Aid, for determination of need.
***Rationale:** Bursaries by their nature are intended to assist students with financial need, although additional selection criteria may be imposed in specific awards' terms of reference. Assessment of need for bursaries uses guidelines similar to those of the Canada Student Loans program; however, this policy allows Awards and Financial Aid to move to a more equitable method when one is identified by Canadian research. **Reference:** #22, Financial need assessment for bursaries (2009-10, 2001-02, 1995).*
- D. A bursary may be awarded to a recipient even if the value of the bursary exceeds the actual value of the recipient's calculated financial need.
***Rationale:** No method of calculating financial need is perfect, nor are the actual allowable living costs used excessive: a student may have actual financial need greater than the calculated need.*



As well, some donors stipulate the number and value of bursaries, and it would be unacceptable to act contrary to terms of reference to manipulate award value to match the calculated financial need of each student. Reference: #23, Application of financial need values in bursary distribution (2006-07).

- E. Students in the colleges of Medicine and Dentistry will be considered for centrally-administered bursaries based on living need (excluding tuition, fees, books, equipment), in order to eliminate the disadvantage to students of other, non-health sciences, programs and provide a more level playing field for bursary distribution.

Rationale: *Tuition, books and equipment costs are a major influence in determining need outcomes and including those costs in need calculations for students in Medicine and Dentistry results in a disproportionate number of these students receiving bursaries. Considering financial need independent of high tuition and equipment costs acknowledges the distorting effect of these costs, ensuring a more equitable distribution of bursary funds among colleges. Students who make the conscious decision to enrol in medical and dental programs have taken into consideration their financial situation prior to acceptance of an offer of admission. However, these students should be rewarded for strong academic performance and therefore are not excluded from consideration for centrally-administered scholarships. Reference: #40, Eligibility of students from the College of Dentistry for centrally-administered awards (1999-2000).*

III. AWARD ADJUDICATION

- A. The Scholarships and Awards Committee may establish adjudication committees for any awards under its administration¹ at its discretion. Each adjudication committee is comprised of at least three members as determined by the Chair or designate with the Chair being a voting member *ex officio* and a member of Awards and Financial Aid being a voting member, and is empowered to make award selection decisions and report these decisions back to the full Committee. The Chair may change or augment membership, or appoint members from beyond the Scholarships and Awards Committee.

Reference: #43, Establishment of Scholarships and Awards Committee Selection Subcommittees (1994-95).

IV. LIMITS ON RECEIVING AWARDS

Principle: Given the limited student award resources available, the Scholarships and Awards Committee has opted to place limits on award support to any one student, thereby broadening distribution and mitigating the distorting effect of high tuition and equipment costs in some colleges to ensure access to all programs.

- A. Entering students may receive one competitive entrance award.

Rationale: *By allowing students entering the University of Saskatchewan to receive one competitive award only during their first year of studies, the university ensures "that monies are spread to the greatest number of students possible" (Entrance Awards with Special Terms Selection Committee, April 12, 2004). Reference: #31, Entrance award limit – one per student (2008-09).*

1. *Exceptions include:*

¹ As of December 1, 2011 adjudication subcommittees are regularly convened to adjudicate awards with subjective terms on the advice of Awards and Financial Aid staff.

- a. Guaranteed Entrance Scholarships and any other automatic awards.
 - b. awards with specialized criteria with a resulting small pool of eligible candidates may be awarded to students who have qualified for a competitive award.²

Rationale: Several competitive entrance awards have specialized criteria with resultingly small pools of eligible candidates. To exclude students with the highest levels of academic standing from the eligibility pools for these specialized awards because they have already earned a competitive award limits the eligibility pool for these specialized awards, thus hindering the University's ability to administer specialized awards to deserving students. Reference: #31, Entrance award limit – one per student (2008-09), replacing "Entrance Awards with Special Terms – Exception to Entrance Award Limit" (2007).
- B. Continuing students may receive one centrally-administered scholarship annually.
- Rationale:** See Principle, above. Reference: #15, Continuing student scholarship limit (2005-06).
1. Exceptions include:
 - a. second and subsequent years of renewable awards.

Rationale: Recipients of renewable entering awards are among best and brightest students, and have been attracted to the University of Saskatchewan in part because of the possibility of renewable scholarships. The intent of the renewable scholarship was not to exclude the student from receiving other awards at the University of Saskatchewan. In addition, because entering awards are based on Grade 11 and 12 marks, students should not be penalized later on in their university careers for receiving these awards. As such, renewable scholarships will be considered an exception to the limit on continuing awards. Reference: #17, Renewable awards – exception to cumulative awards cap (1999-2000).
 - b. awards with specialized criteria with a resulting small pool of eligible candidates may be awarded to students who have qualified for a centrally-administered bursary.³

Rationale: A number of University of Saskatchewan awards have specialized criteria, and as a result there are only small pools of eligible candidates for these awards. In the past students with the highest levels of academic standing were excluded from the eligibility pools for these specialized awards because they had already earned a centrally-administered scholarship. Thus, these specialized awards are exceptions to the scholarship limit since the limit would restrict the eligibility pool for these specialized awards, hindering the University's ability to administer specialized awards to deserving students. Reference: #15, Continuing student scholarship limit (2005-06).
- C. Continuing students may receive centrally-administered bursaries to a maximum of \$3,000 over the fall and winter terms (if receiving multiple bursaries) or a single bursary of a value greater than \$3,000.
- Rationale:** Given the limited resources available, a cap on bursary support allows the university to broaden distribution. The cap is not intended to restrict donors who wish to provide more direction for their donations; it is still entirely possible for donors to determine the value of any award they establish at the University of Saskatchewan. Reference: #25, Bursary cap for continuing students

² As of December 1, 2011, exempt competitive entrance awards include the Allen Memorial Scholarship Fund of the Turtleford School District, Allen Blakeney Entrance Scholarship, Canada-Wide Science Fair Scholarships, Clark Scholarship Awarded in Memory of Gertrude Evelyn Clark, English for Academic Purposes Scholarship, Douglas Christie Ferguson Fund, Sidney Green Entrance Scholarships, Harry Hunking Scholarship, India-Canada Cultural Association Bursary, Constable Brian King Memorial Bursary, Gertrude Lotz Memorial Scholarship, Reid-Steele Family Award, Saskatchewan Elocution and Debate Association (SEDA) Excellence Award, Clare and Margaret Sherrard Memorial Scholarships, Sikh Society of Saskatchewan Bursary, Toupin Family Memorial Bursary.

³ As of December 1, 2011, exempt continuing scholarships include the Marion Evans Younger Scholarship, Teck Cominco Limited Scholarship in Engineering and Geology, John Labatt Scholarship, Husky Oil Scholarship, Meloche Monnex Scholarship.

(2004, 2001-02).

- D. No undergraduate student may receive awards with a cumulative dollar value greater than the cost of tuition for the fall and winter terms plus the amount designated by Saskatchewan's Student Financial Assistance Branch as the allowable living costs of a 'single student living away from home' for student loans purposes. The differential fee for international students, sometimes referred to as "differential tuition," is not considered in this calculation. This policy does not prevent or limit the value of any single award.

Rationale: Balances the need to cap support with variances in tuition among colleges and the generally consistent living costs that the majority of students face. The university aims to distribute its awarding monies to as many students as possible, while still offering awards that are significant in value. If a student reaches the award cap and would have received other awards that s/he cannot accept because of the limit, the student is notified that they were in fact the top candidate for the award, but that the award cannot be paid out to them because of the award cap. That they were the top candidate will not be kept as part of the permanent University record, but they are free to include it on a resume if they so desire. Reference: #16, Cumulative awards cap for University of Saskatchewan awards (2011, 2007-08).

1. Exceptions include:
 - a. second and subsequent years of renewable awards.
 - b. travel awards.

Rationale: See IV.B.1.a. above.

V. DEFERRAL OF AWARDS

- A. Competitive entrance awards may not be deferred.

Rationale: The University has a limited number of entrance awards available to first year students and, consequently, is not able to offer awards to all worthy students. Deferring awards ties up limited funds for a year and thus accentuates the problem of limited funding. In addition, the University has no assurance that a student will attend the University after an absence of one or more years and may be reserving funds for a student who will not enrol at the University of Saskatchewan. Finally, students choosing not to attend the University in any given year are eligible to apply for entrance awards in subsequent years. If the student feels there are exceptional circumstances to their deferral request, they may submit an appeal to the Scholarship and Awards Committee of Council. Reference: #32, Deferral of entrance awards prohibited (1999-2000).

- B. To accommodate opportunities for learning experiences outside the academic setting, students pursuing non-academic opportunities may apply to Awards and Financial Aid to defer centrally-administered renewable scholarships and centrally-administered continuing scholarships for one year, provided they are not registered as regular students at another post-secondary institution for the duration of the deferral period.

Rationale: Often our best and brightest students wish to expand their educational experience to include learning experiences outside of the classroom walls. Renewable scholarships are generally not re-awarded to another student if a student fails to meet the renewal criteria or if the student ceases to attend the University of Saskatchewan. Reference: #18, Deferral of renewable and continuing scholarships allowed (2008-09).

- C. Centrally-administered bursaries (awards for which selection is made wholly or partially on the basis on financial need) may not be deferred.

Rationale: Bursaries are awarded to students in recognition of demonstrated financial need. Each

student's financial need is calculated based on his/her current economic situation and the costs the student can expect to incur during the upcoming academic year. As both the student's expected costs and economic situation will change during the year of absence from the University, deferral of awards wholly or partially awarded on the basis of financial need will not be granted.

Reference: #27, Deferral of bursaries prohibited (1998-99).

- D. College and department award committees may allow undergraduate students to defer college-administered awards unless otherwise specified by an award's terms of reference.

Rationale: *Students occasionally interrupt their formal studies at the University of Saskatchewan to pursue formal or informal educational opportunities at other institutions, in other environments, and/or in other countries. Colleges are in the best position to judge how such an absence impacts on student performance and skills. It is the student's responsibility to request consideration by the college prior to the selection of recipients by the college. Reference: #34, Student eligibility for college-administered awards - deferrals and re-entry (1998-99).*

VI. TRANSFERRING OF AWARDS

- A. Under exceptional circumstances on the recommendation of the appropriate academic units, students registered as visiting students at other universities may request permission to transfer University of Saskatchewan awards. The recommendations must be based on academic considerations and approved by the Dean's Office. The supporting documents must verify that the selected courses are required or recommended as an asset to the academic program. Students must be proceeding to the completion of a degree at the University of Saskatchewan. This regulation will be administered at the college level; however, colleges must inform Awards and Financial Aid of their decisions under this regulation.

Rationale: *For the most part, awards are to recognize achievement and encourage students studying U of S courses toward U of S degrees. Students studying elsewhere for academic reasons but working towards the completion of a degree at the University of Saskatchewan are justified in taking a University of Saskatchewan award with him/her only in exceptional circumstances.*

Reference: #19, University awards for visiting & exchange students (2008-09).

VII. TRAVEL AWARDS

- A. Travel award recipients must follow university policies around international travel risk management, administered by the International Student and Study Abroad Centre.⁴

Rationale: *In order to manage risk associated with travel outside Canada. Students must work with Study Abroad staff to comply with all university requirements around international travel and minimize travel risk. Reference: #20, Hannon Travel Scholarships – policy regarding risk assessment & management (2008-09)..*

VIII. PAYMENT OF AWARDS

- A. Payment of all undergraduate awards is authorized by Awards and Financial Aid upon confirmation that candidates have met all eligibility requirements. Award administrators will submit presumptive recipient and award information in a consistent format as determined from time to time by Awards and financial

⁴ As of December 1, 2011 the applicable policy is University Policy 7.01: International Travel Risk Management – Academic Mobility Programs.

Aid. In cases where presumptive recipients are found to be ineligible for an award, the award administrator is notified by Awards and Financial Aid and an alternate recipient is identified wherever possible.

Rationale: *Awards and Financial Aid is responsible for ensuring that all undergraduate awards are paid out in a manner consistent with the terms of reference of the award; as well, this unit is the sole voice authorizing Student Accounts and Treasury to pay out undergraduate awards, regardless of the college, department or unit that administers the awards. Therefore, in order to ensure that Awards and Financial Aid is able to carry out its compliance and fiduciary responsibilities, payment of all undergraduate awards must be vetted by this unit.*

- B. All undergraduate awards except book prizes are paid out through the student's U of S tuition account upon confirmation of compliance with all requirements (including credit unit requirements) by Awards and Financial Aid.

- C. Book prizes are authorized by Awards and Financial Aid and are paid out through the University of Saskatchewan Bookstore as vouchers or credits.

Rationale: *As with policy 8.a. above to ensure compliance with policies and specific award requirements and to allow the Bookstore to manage the actual awards.*

- D. Awards are generally paid out in a single instalment per academic year; however, some awards' terms of reference dictate otherwise, and in some cases Awards and Financial Aid will recommend payment in instalments by term.

Rationale: *Consistency with credit unit requirements for eligibility and payment.*

- E. Award payment will not be pro-rated.
- F. Notification of award recipients by the adjudicating college or department will include conditions for maintaining the award (minimum registration, achievement, etc.) and the consequences of not meeting those conditions (revoking of awards). Award administrators are strongly encouraged to counsel students of the consequences for dropping below the minimum registration.

IX. REVOKING AWARDS

- A. Students whose course loads fall below 18 credit units over the fall and winter terms will have their awards revoked, unless otherwise specified in an award's terms of reference.
- B. Students whose awards are revoked are notified in writing by Awards and Financial Aid.
- C. A revoked award appears on the student's tuition account as an amount owing to the university. Collection of the outstanding balance is subject to the policies of Student Accounts and Treasury.

Rationale: *Reflects conditions which students must meet to receive awards.*

- D. Students whose awards have been revoked may appeal the decision on the basis of compassionate or medical grounds. All appeals must be in writing and contain documentation (e.g., doctors' notes) supporting the student's case. Awards and Financial Aid adjudicates all appeals and reports decisions to the Scholarships and Awards Committee. Awards and Financial Aid consults with the Committee on appeals that in Awards and Financial Aid's judgment are of an equivocal or difficult nature. All adjudications, whether conducted by Awards and Financial Aid or the Committee, are considered final, with no further appeal option.

Rationale: *Occasionally students find themselves in circumstances beyond their control that necessitate their minimizing or temporarily suspending their university studies. In the case of students who have received U of S student awards, this means that the students often fall below the minimum registration required to maintain eligibility for awards, and any awards are revoked.*



This policy provides an opportunity for students to appeal the revocation of an award on medical or other grounds. On humanitarian grounds and in the interests of minimizing the obstacles such students often face to a return to university, the Committee has typically granted appeals that are based on clear medical grounds and supported by documentation from medical professionals, or that are based on compassionate grounds and supported by documentation. Authorizing Awards and Financial Aid to adjudicate appeals will reduce the time between appeal submission and decision, providing students who appeal with information about their status as quickly as possible. The Committee retains its authority to adjudicate appeals considered by Awards and Financial Aid to be equivocal. Reference: #45, Student appeals of revoked awards (2010-11).

X. NEW AWARDS TO MEET EDUCATION EQUITY GOALS

- A. The University of Saskatchewan shall ensure that fund raising activities related to the establishment of student awards address education equity goals through the creation of scholarships, bursaries and other awards for Aboriginal people, persons with disabilities, visible minorities, and women. Furthermore, all awards including terms that are affirmative with respect to an identifiable group under *The Saskatchewan Human Rights Code* must include a clause that directs how the award should be made when it is no longer necessary to be affirmative towards the group.

Rationale: *The University's Mission Statement contains as a goal the promotion of under-represented groups, specifically Aboriginal people, persons with disabilities, visible minorities, and women. This policy represents an effort to support education equity goals through the establishment of awards for the four groups identified in the Mission Statement. Reference: #42, New awards to meet education equity goals (1995).*

XI. PRIVACY AND PUBLIC RECOGNITION OF AWARD RECIPIENTS

- A. Any public recognition of award recipients will be made only with recipients' prior permission. The sole exception to this practice will be for those awards announced at Convocation.

Rationale: *Balances provision of recognition to award recipients and donors but also recognizes that individuals have the right to refuse the release of their name to the media. Awards and Financial Aid will forward to the University Advancement office only the names of award recipients who have given permission for the release of their names. Reference: #44, Public recognition of award recipients (2004, 1994).*



College of Medicine

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To: Members of University Council
From: Thomas W. Wilson, Chair, College of Medicine Faculty Council
Date: May 11, 2012

As Chair, and with the strong support of Faculty Council, I urge University Council to reject the motions to approve the proposed structural changes to the College of Medicine.

Many individuals, Departments and Divisions have written lengthy and reasoned arguments against the proposed changes (available on our website <http://www.medicine.usask.ca/leadership/faculty-council/index.html>). The following is a summary of the feedback:

The Process:

- It is "top-down". Although Administration has trumpeted their widespread consultation in the form of Town Hall and other meetings, these have been mostly didactic lectures by administrators. Pointed questions have been sidestepped.
- The "urgency" is false. We will have a new Dean (and a new President) on July 1, 2012. One Decanal candidate wants to have input into any major structural change.

The Concept Paper:

- Changing our structure alone will not solve our problems. We must deal with Accreditation, Research Intensity and the Clinical Service interface as separate issues. We have the resources and will to do that.
- The three division model will lead to further problems: Clinician Teachers, Clinician Scientists and Basic Scientists will have competing claims to resources (including financial) and assignment of duties. Department Heads will not be able to assign teaching duties to Community Based faculty. If Community Based faculty cannot or will not accept teaching assignments, either students will suffer or University Faculty will be assigned. This will increase tension within our College and reduce our overall performance.
- The uncertainty about layoffs will reduce performance: Current faculty, faced with uncertain futures, will look actively for alternative employment. As was shown in previous decades, our faculty members are sought after by other Universities.

On May 9, 2012, I convened a Special Meeting of Faculty Council. Over 100 members of Council, students, staff and faculty attended. A motion was moved and seconded:

The College of Medicine Faculty Council requires replacing the current Concept Paper-Draft with one to be developed. The development process must be timely, transparent, and inclusive.

The written, secret ballot results:

Agree: 56 Disagree: 8 Abstain: 2

Respectfully,

T.W. Wilson, MD, MSc, FRCPC, FACP