AGENDA
2:30 p.m. Thursday, June 21, 2018
Biology 106

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*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 2017/18 academic year marks the 23rd year of the representative Council.*

As Council gathers, we acknowledge that we are on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of our gathering place and reaffirm our relationship with one another.

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1. Adoption of the agenda

2. Opening remarks

3. Approval of Minutes of the meeting of May 17, 2018

4. Business Arising from the Minutes

5. Report of the President

6. Report of the Provost

7. Student Societies

    7.1   Report from the USSU

    7.2   Report from the GSA

8. Nominations Committee

    8.1   Request for Decision: Nomination to the University Review Committee

    It is recommended that Council approve the nomination of Moira Day, Department of Drama, to serve on the university review committee for a two-year term, effective July 1, 2018 and continuing until June 30, 2020.

    8.2   Request for Decision: Nominations to the Promotions Appeal Panel

    It is recommended that Council approve the nominations of Leslie Howe, Department of Philosophy, and Bram Noble, Department of Geography and Planning, to the promotions appeal panel for three-year terms, effective July 1, 2018 and continuing until June 30, 2021.

8.3   Request for Decision: Nominations to the Teaching, Learning and Academic Resources Committee

It is recommended that Council approve the nomination of Kathleen James-Cavan, Department of English, to serve on the teaching, learning and academic resources committee for a three-year term, effective July 1, 2018 and continuing until June 30, 2021.

9.   Academic Programs Committee

     9.1   Request For Decision: Changes to Admissions Qualifications for the Doctor of Dental Medicine (D.M.D.) program

     It is recommended that Council approve the proposed changes to the admissions qualifications for the Doctor of Dental Medicine (D.M.D.) program, effective the 2020-21 admission cycle.

     9.2   Request for Decision: Graduate Certificates from the Johnson Shoyama Graduate School of Public Policy

         Graduate Certificate in Economic Analysis for Public Policy

         It is recommended that Council approve the Graduate Certificate in Economic Analysis for Public Policy, effective May 2019.

         Graduate Certificate in Non-Profit Management

         It is recommended that Council approve the Graduate Certificate in Non-Profit Management, effective May 2019.

         Graduate Certificate in Public Management

         It is recommended that Council approve the Graduate Certificate in Public Management, effective May 2019

         Graduate Certificate in Public Policy Analysis

         It is recommended that Council approve the Graduate Certificate in Public Policy Analysis, effective May 2019.

     9.3   Report for Information: Annual report of the Academic Programs Committee of Council for 2017-18

10.   Planning and Priorities Committee

     10.1   Report for Information: Annual Report of the Planning and Priorities Committee for 2017-18

11.   Governance Committee

     11.1   Report for Information: Number of Student Appeals for 2017-18

11.2   Report for Information: Annual Report of the Governance Committee for 2017-18

12.   Teaching, Learning and Academic Resources Committee

12.1   Report for Information: Annual Report of the Teaching, Learning and Academic Resources Committee for 2017-18

13.   Research, Scholarly and Artistic Work Committee

13.1   Report for Information: Annual Report of the Research, Scholarly and Artistic Work Committee for 2017-18

14.   International Activities Committee

14.1   Report for Information: Annual Report of the International Activities Committee for 2017-18

15.   Joint Committee on Chairs and Professorships

15.1   Report for Information: Annual Report of the Joint Committee on Chairs and Professorships for 2017-18

16.   Other business

17.   Question period

18.   Adjournment

Next meeting September 20, 2018 – Please send regrets to Katelyn.wells@usask.ca
Deadline for submission of motions to the coordinating committee: September 4, 2018.

UNIVERSITY OF SASKATCHEWAN

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

Chelsea Willness, acting chair of Council, called the meeting to order at 2:30 p.m., observing that quorum had been attained.

Memorial tributes to honour former members of the College of Agriculture and Bioresources were presented. Associate Dean Bob Tyler delivered a memorial tribute to honour Professor George Khachatourians, former colleague within the Department of Food and Bioproduct Sciences, and Professor Emeritus David Christensen, gave a tribute in recognition of the passing of former colleague Professor Emeritus Charles (Red) Williams, Department of Animal and Poultry Science.

1.   Adoption of the agenda

  AITKEN/DOBSON: To adopt the agenda as circulated.

CARRIED

2.   Opening remarks

The acting chair reminded members of the usual procedures for debate and reported on the two topics discussed at the most recent meeting of Council chairs with members of the president's executive committee. The first of these involved the process for selecting honorary degree recipients and how controversies that involve recipients are handled. Additionally, the group discussed senior administration's approach to issues arising from freedom of expression on campus.

3.   Minutes of the meeting of April 19, 2018

AITKEN/DOBSON: That the April 19, 2018 Council minutes be approved.

CARRIED

4.   Business arising from the minutes

There was no business arising from the minutes.

5.   Report of the President

Tony Vannelli, provost and vice-president academic, presented the President's Report on behalf of President Stoicheff. Provost Vannelli highlighted the prestigious NSERC Steacie fellowship awarded to Dr. Regan Mandryk, Department of Computer Science, the honorary degree recipients to be recognized at Spring Convocation, and the election by Senate of Joy Crawford and Allan Adam to the Board of Governors.

In response to a member request for an update in follow-up to the conflict of interest discussion at the April Senate meeting, Beth Bilson, university secretary, indicated that the Senate had referred

the matter to the executive committee and the education committee of Senate, and the issue would be placed on the agenda at the next meetings of these committees..

6.   Report of the Provost

Provost Vanelli invited Patti McDougall, vice-provost, teaching, learning and student experience to present the 2017/18 academic year (May-April) enrolment report *(see Appendix B)*. Vice-provost McDougall indicated the university is evaluating its enrolment in terms of overall numbers of students and their distribution (e.g. undergraduate versus graduate students, types of graduate students, and numbers of Indigenous and international students). Strategic enrolment management involves setting new enrolment goals in areas where there is opportunity for strategic growth.

In the 2017-18 academic year, the university's total enrolment increased 1.0% from that of 2016-17; specifically, undergraduate student enrolment increased by 1.5%; undergraduate international student enrolment decreased by 6.1%; graduate student enrolment decreased by 0.3%; and international graduate student enrolment increased by 4.0%. Data was provided of the numbers of students entering direct entry programs; number of international undergraduate and graduate students by country of origin; and the percentage decrease and increase of Master's thesis, project, and course-based programs and Ph.D. programs.

The enrolment of Indigenous students increased by 4.6% at the undergraduate level and 3.0% at the graduate level. Indigenous students comprised 12% of the total number of students graduating in 2017-18. Overall, there were increases in student retention and graduation rates and an increase in the numbers of students across all student groups registered for Access and Equity Services (AES).

Questions and discussion included the need to encourage Indigenous graduate student enrolment in colleges in addition to the Colleges of Education, Nursing, and Arts and Science, where these students have traditionally gravitated. Vice-provost McDougall agreed that alternate pathways for Indigenous students need to be encouraged and indicated that she could provide a breakdown of Indigenous graduate students by discipline, if desired.

The resources required to support a larger student population were acknowledged by vice-provost McDougall. In response to a question about the correlation of increasing tuition rates with the university's enrolment goals, vice-provost McDougall indicated that the university has not seen a decline in enrolment in response to increasing tuition rates. Despite a decrease in the number of high school graduates in the province, the university's enrolment continues to increase and its tuition rates remain comparatively lower than similar institutions.

Provost Vannelli and Greg Fowler, vice-president finance and resources, reported on the 2018-19 preliminary university budget and budget allocation process *(see Appendix C)*. Vice-president Fowler outlined the annual funding and allocations that comprise the university resources, noting that as the amount of targeted funding from the province increases, the unrestricted portion of the university's operating grant is reduced.

The preliminary 2018-19 budget comprises $504.0 M in resources allocated, with total revenues of $498.0 M, resulting in a $6.0 M funding shortfall. The 2017-18 budget deficit of $38.0 M resulted from the province's reduction in funding and the redirection by the province of $20.0 M in central funding to the College of Medicine. Based on financial projections, the university's multi-year budget forecast shows a return to a balanced budget by 2020-21.

Although the 2018-19 budget requires that resource allocations be reduced, senior leaders are committed to advancing the objectives and goals of the *University Plan 2025*. Resources will be strategically allocated to competitive areas to develop and sustain high quality programs in areas of demand; cognate program areas will also be strengthened.

7. Student Societies

    7.1 Report from the USSU

    Coden Nikbakht, president of the University of Saskatchewan Students' Union (USSU) referenced his written report and indicated that the new USSU Executive is excited to work with University Council.

    7.2 Report from the GSA

    Naheda Sahtout, president of the Graduate Students' Association (GSA) presented the report. The GSA intends to advance a number of initiatives already underway. These include enhancing the graduate student-graduate supervisor relationship, increasing graduate student representation on committees, pressing to have a graduate student seat on the Board of Governors, and continuing to lead initiatives directed at increasing the resources available to graduate students to promote their success.

8. Nominations Committee

    Jim Greer, chair, nominations committee, presented the committee report, reporting that the committee met frequently over the past several weeks to ensure the vacancies within the committee membership lists presented to Council were filled. In nominating individuals, the committee seeks to attain gender equity and representation across discipline areas.

    8.1 Request for Decision: Committee Nominations for 2018/19

    The chair called three times for nominations from the floor. There were none.

    GREER/GOODRIGDE: That Council approve the nominations to University Council committees, Collective Agreement committees, and other committees for 2018-19, as outlined in the attached list.

    <div align="right">CARRIED</div>

9. Governance Committee

    Heather Heavin, vice-chair, governance committee, presented the committee request to approve new members of the nominations committee.

    9.1 Request for Decision: Nominations to the Nominations Committee for 2018/19

    The chair called three times for nominations from the floor. There were none.

    WOTHERSPOON/DE BOER: That Council approve the nominations to the nominations committee as outlined in the attachment for three-year terms effective July 1, 2018 to June

30, 2021, and that Pamela Downe be appointed as chair for a one-year term effective July 1, 2018 to June 30, 2019.

<u>CARRIED</u>

10.   Coordinating Committee

Acting Council chair, Chelsea Willness, presented the report.

10.1   Report for Information: College of Medicine Procedures Manual for Medical Faculty and Standards for Promotion and Tenure

Acting chair Chelsea Willness noted the approved *College of Medicine Procedures Manual for Medical Faculty* and the approved *College of Medicine Standards for Promotion and Tenure* were provided to Council to fulfill the commitment made by former provost Michael Atkinson, in response to concerns raised at the time the *Medical Faculty Policy* was presented to Council. She further noted the presence of vice-provost Jim Germida, chair of the university review committee, who would be able to answer questions about the standards; and of vice-dean of Medicine Keith Ogle, who could answer questions about the procedures. There were no questions about the documents.

11.   International Activities Committee

Gord Zello, chair, international activities committee, introduced the report.

11.1   Report for Information: International Blueprint

Karen Chad, vice-president research, and Jim Lee, executive director, international, gave a presentation about the International Blueprint for Action 2025 *'Connecting with the World' (see Appendix D)*. The blueprint is to serve as a foundational guide to the university's internationalization goals as expressed in the *University Plan 2025.* The blueprint is based on four pillars: internationalizing learning experiences, diversifying university community, strengthening global impact through discovery, and growing global citizenship and international community service. Under each pillar, there are specific objectives and metrics.

Several of the new initiatives launched in response to the blueprint were highlighted. These include the new Global Engagement Scholarships to increase student study-abroad participation, college-specific study abroad plans, more campus-supported international student engagement opportunities, and a new recruitment mission, including partnering with other post-secondary institutions to promote the province as an education destination. The new Global Ambassador Program will provide more information about the university's partnerships to enhance research collaborations.

12.   Scholarship and Awards Committee

Donna Goodridge, chair, scholarship and awards committee, presented the report.

12.1   Report for Information: Annual Report to Council - Undergraduate and Graduate Scholarships and Awards

Professor Goodridge referred members to the committee's annual written report, highlighting that $13.2 M in undergraduate student awards was disbursed in 2017-18; in addition, 75 new undergraduate student awards and 14 new graduate student awards were established.

13.   Other business

There was no other business noted.

14.   Question period

There were no questions.

15.   Adjournment

The meeting adjourned by motion (GJEVRE/ZELLO) at 4:30 pm.

Voting Participants

Name	Sept 21	Oct 19	Nov 16	Dec 21	Jan 18	Feb 15	Mar 15	Apr 19	May 17	June 21
Abbasi, Aliya	R	A	R	A	A	P	A	A	n/a	n/a
Aitken, Alec	P	P	R	R	R	L	P	P	P	
Bell, Scott	A	A	A	A	P	A	A	P	P	
Bindle, David	P	P	P	P	P	P	P	P	P	
Bonham-Smith, Peta	P	R	P	P	P	P	P	P	P	R
Bowen, Angela	A	P	R	P	R	R	R	R	P	R
Brothwell, Doug	P	P	P	P	P	P	P	R	P	
Bruni-Bossio, Vince	P	P	P	P	P	P	P	P	P	
Buhr, Mary	P	R	P	R	P	P	P	P	P	
Burgess, David	P	P	P	P	P	A	P	P	P	
Calvert, Lorne	R	P	R	A	P	R	R	A	A	
Cameron, Mason	A	A	A	A	A	A	A	A	n/a	n/a
Card, Claire	R	P	P	P	P	P	P	P	A	
Carter, Mark	P	R	P	P	P	P	A	P	A	
Chernoff, Egan	P	P	P	P	R	R	A	P	P	
Chibbar, Ravindra	P	P	R	P	A	R	A	P	P	
Crowe, Trever	P	P	P	P	P	P	P	P	P	
De Boer, Dirk	P	P	P	P	P	P	P	P	P	
Deters, Ralph	P	P	A	A	P	P	P	A	A	
Detmer, Susan	P	P	P	R	P	P	P	R	P	
Dick, Rainer	P	P	P	R	R	P	P	P	P	
Dobson, Roy	P	P	R	P	P	P	P	P	P	
Downe, Pamela	P	P	P	P	P	P	P	P	R	
Dumont, Darcy	P	P	R	R	R	R	P	P	n/a	n/a
Elias, Lorin	P	P	P	R	P	P	P	P	P	
Eskiw, Christopher	A	P	A	P	P	A	A	P	P	
Findlay, Len	P	A	P	R	P	P	P	P	P	
Flynn, Kevin	P	P	R	R	R	R	R	R	R	
Freeman, Douglas	P	R	R	R	R	P	P	P	R	
Gabriel, Andrew	A	A	R	R	A	A	A	A	P	
Gjevre, John	P	P	P	P	P	P	P	P	P	
Goodridge, Donna	P	P	P	P	P	P	R	P	P	
Gordon, John	P	P	R	P	P	R	A	P	P	R
Greer, Jim	P	R	P	P	P	P	P	P	P	
Grosvenor, Andrew	P	P	P	P	P	P	P	P	R	
Gyurcsik, Nancy	P	P	R	R	P	P	R	R	P	
Hamilton, Murray	P	P	P	R	P	R	P	R	R	
Harrison, William	P	P	P	R	R	A	A	P	A	
Heintz, Austin James	R	A	R	R	A	R	R	A	n/a	n/a
Henry, Carol	R	R	P	P	R	R	P	P	P	
Honaramooz, Ali	A	P	P	P	P	R	R	R	P	
Jensen, Gordon	P	P	R	P	P	R	R	P	P	
Jones, Paul	R	P	R	P	P	R	P	P	P	
Just, Melissa	P	R	P	P	R	P	P	P	R	
Kalra, Jay	P	P	P	P	P	P	P	R	P	
Kampman, Courtney	A	A	A	A	A	A	A	A	n/a	n/a
Khandelwal, Ramji	P	P	R	P	P	P	R	P	R	
Ali Kiani	A	P	P	P	P	P	A	P	n/a	n/a
Ko, Seok-Bum	n/a	P	P	R	P	P	R	R	P	
Kobes, Brent	P	A	A	A	A	A	A	A	n/a	n/a
Koh-Steadman, Noah	A	A	A	A	A	A	A	A	n/a	n/a
Kresta, Suzanne	n/a	n/a	n/a	n/a	P	A	A	A	P	
Kumaran, Arul	P	P	P	A	P	P	P	P	P	
Lamb, Eric	P	P	P	P	P	P	P	P	P	
Lane, Jeffrey	P	P	P	P	P	P	A	P	P	

Name	Sept 21	Oct 19	Nov 16	Dec 21	Jan 18	Feb 15	Mar 15	Apr 19	May 17	June 21
Langhorst, Barbara	P	R	R	A	P	P	R	R	P	
Lemisko, Lynn	P	P	P	P	R	P	P	P	P	
Lindemann, Rob	P	A	P	A	P	A	A	A	A	
London, Chad	P	P	P	P	R	P	R	R	R	
Luke, Iain	R	R	R	P	R	A	A	R	R	
Macfarlane, Cal	A	A	A	A	A	A	A	A	A	
Macnab, Sabrina	A	P	R	A	P	A	A	A	n/a	n/a
Martinez-Soberanes, Edgar	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	P	
Mathews, Rosemary	A	A	A	A	A	A	A	A	n/a	n/a
McMillan, Alexandria	P	R	R	P	A	R	A	A	n/a	n/a
Mousseau, Darrell	P	A	P	A	P	A	P	P	A	
Muri, Allison	P	R	P	P	P	P	P	P	P	
Murphy, Aidan	P	P	R	P	P	P	R	A	n/a	n/a
Murphy, JoAnn	P	A	R	R	A	A	A	P	P	
Nagel, Madison	A	A	A	A	A	A	A	A	n/a	n/a
Nicol, Jennifer	P	R	P	R	R	R	R	R	A	
Osgood, Nathaniel	R	R	P	R	P	P	P	P	P	
Papagerakis, Petros	A	P	P	R	P	P	A	P	A	
Phillips, Peter	P	P	P	R	P	P	P	R	R	
Phillipson, Martin	R	P	R	A	P	R	P	R	P	
Pocha, Sheila	R	P	R	A	P	A	A	P	R	
Poettcker, Grant	A	A	A	A	A	A	A	A	A	
Prytula, Michelle	R	P	P	P	P	P	A	P	P	
Racine, Louise	P	R	R	R	R	R	R	R	R	R
Risling, Tracie	P	P	P	P	P	R	P	P	P	
Roy, Wendy	P	P	R	P	P	R	P	P	P	
Sarty, Gordon	P	P	P	P	P	P	P	P	R	
Saxena, Anurag	P	A	P	A	P	R	R	A	P	
Shevyakov, Alexey	P	P	R	R	P	P	P	R	R	R
Smith, Charles	A	P	R	P	P	P	A	P	P	
Smith, Preston	P	P	P	A	P	P	P	P	A	
Solose, Kathleen	P	P	R	A	A	P	P	P	R	
Soltan, Jafar	P	P	P	R	P	P	P	P	P	
Spurr, Shelley	P	P	P	R	P	R	P	P	R	
Stoicheff, Peter	P	P	P	P	P	P	P	P	R	R
Swidrovich, Jaris	P	P	P	R	R	P	R	P	P	
Stone, Scot	P	R	P	P	R	P	A	P	A	
Tait, Caroline	R	P	P	P	P	P	A	P	P	
Tyler, Robert	P	R	P	P	R	P	P	P	P	
Tzeng, Huey-Ming	P	P	P	A	P	P	R	P	A	
Vannelli, Tony	P	P	P	R	P	P	P	P	P	
Vargo, Lisa	P	R	P	R	P	P	P	R	R	
Vassileva, Julita	P	P	R	P	P	A	P	A	R	
Waldner, Cheryl	n/a	P	R	P	P	P	P	P	P	
Walker, Keith	R	R	P	P	R	R	P	P	P	
Walker, Ryan	P	R	P	P	R	R	P	P	P	
Wasan, Kishor	P	P	P	P	P	P	R	P	R	
Willness, Chelsea	P	P	P	P	P	P	P	P	P	
Willoughby, Keith	P	R	P	P	P	P	P	A	R	
Wilson, Jay	P	P	P	P	P	R	P	P	R	
Wilson, Ken	P	P	R	P	P	P	P	P	P	
Wilson, Lee	P	A	P	P	P	A	P	A	A	
Wotherspoon, Terry	P	P	P	P	P	P	P	P	P	
Wurzer, Greg	P	P	P	P	P	R	P	P	R	
Zello, Gordon	P	R	P	P	P	R	P	P	P	

Enrolment report

Academic Year 2017/2018

UNIVERSITY OF SASKATCHEWAN

Thinking about our enrolment numbers

- Strategically managing enrolment
- Evaluating against goals (new goals being set - growth)
  - Numbers of students (overall size)
    - Distribution of undergraduate and graduate students
    - Types of graduate students (MA, Ph.D.)
    - Indigenous students
    - International Students
  - Recruitment, retention, graduation

Total Enrolment
Academic Year

Total enrolment up 1.0%
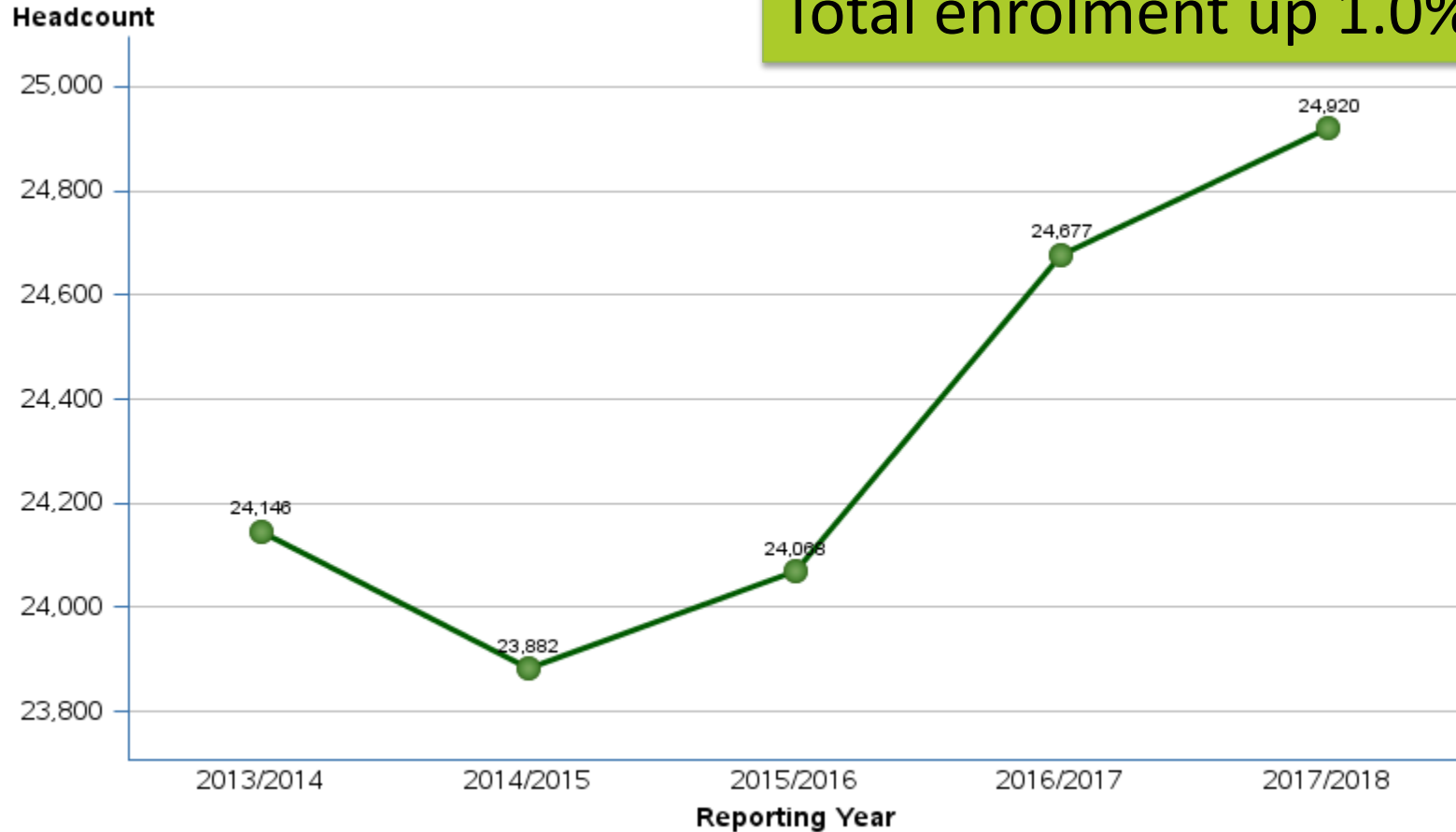
Strategic Enrolment Targets

College	Academic Year (May-April) 2017-18	2015/16 SEM Targets (annualized)
AgBio	1,426	828
Arts and Science	9,411	8,679
Dentistry	117*	112*
Education	1,847	1,389
Edwards School of Business	2,143	1,827
Engineering	1,676	2,063
Graduate Studies	4,159	4,445
Kinesiology	571	523
Law	442	370
Medicine	408*	400*
Nursing	1,043	995
Pharmacy and Nutrition	434	460
Vet Med	333	320

* Excludes post-grad clinical

Academic Year Enrolment

Undergraduate

Undergraduate enrolment up 1.5%
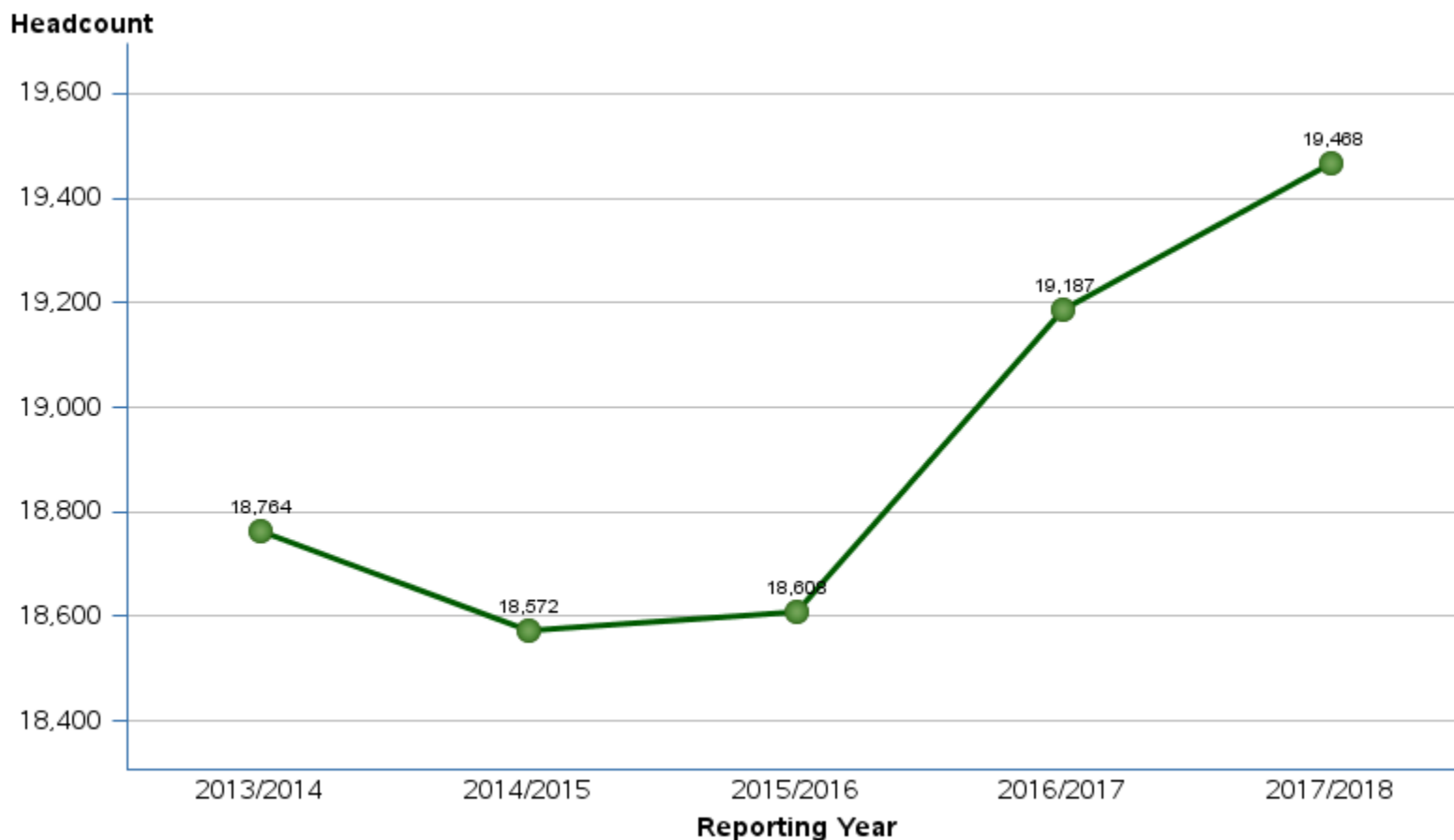
Factors impacting our undergraduate enrolment?

- Highly competitive market for post-secondary students in Canada and internationally.

- Increased interest in technical and vocational programs tied to job market.

- Increase in the number of new direct entry undergraduate students from Saskatchewan of 2% (57) students over last year (one focus of recruitment).

- Increase in total number:

  - new direct entry undergraduate students 3%

  - external transfers students 9%

  - continuing students 2%.

Academic Year
Where do students come from?

Direct Entry Programs

- 75% from Saskatchewan
- 17% from out-of-province
- 8% international

Academic Year Enrolment
International Undergraduates
By Country
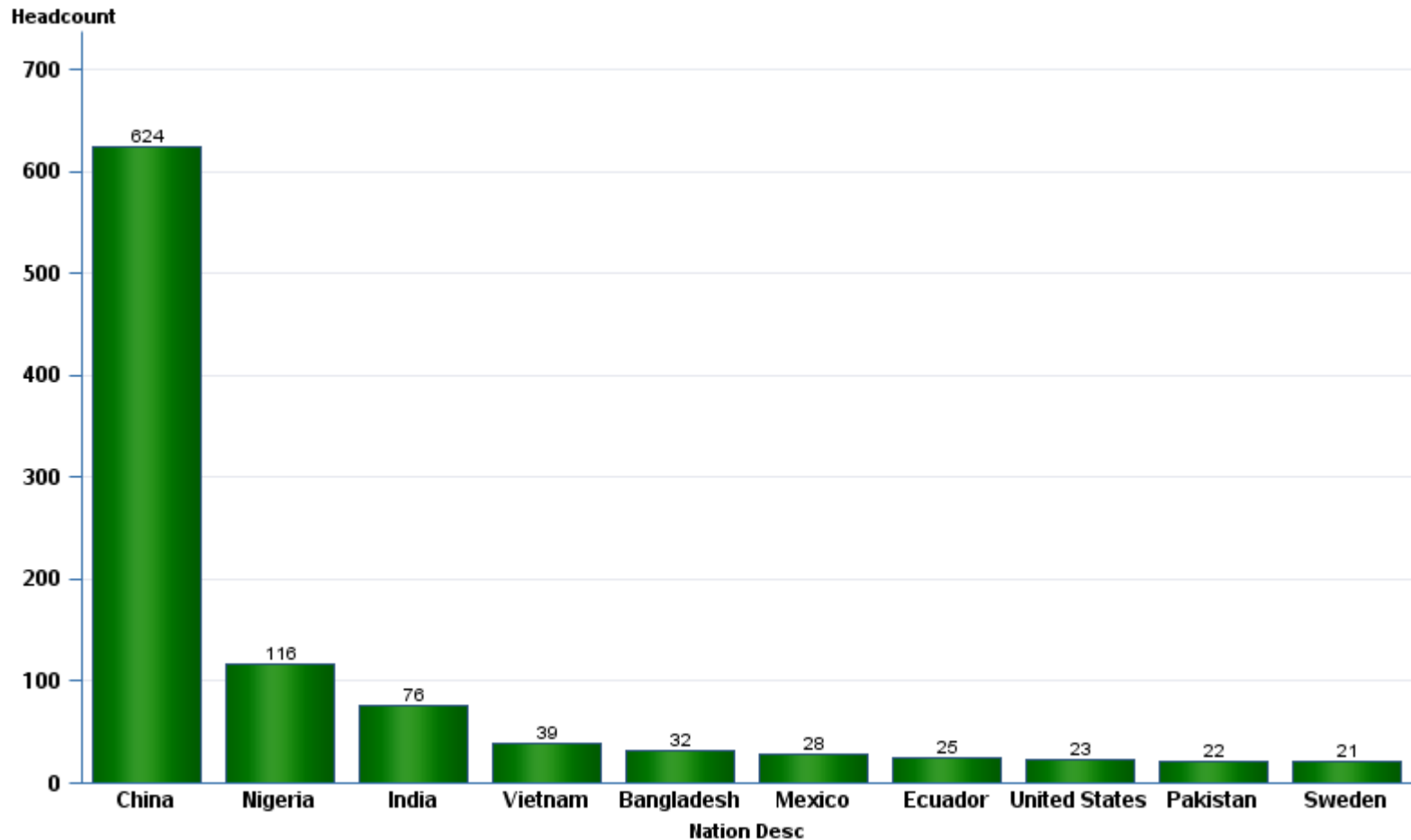
Academic Year Enrolment

Graduate

Graduate enrolment down 0.3%
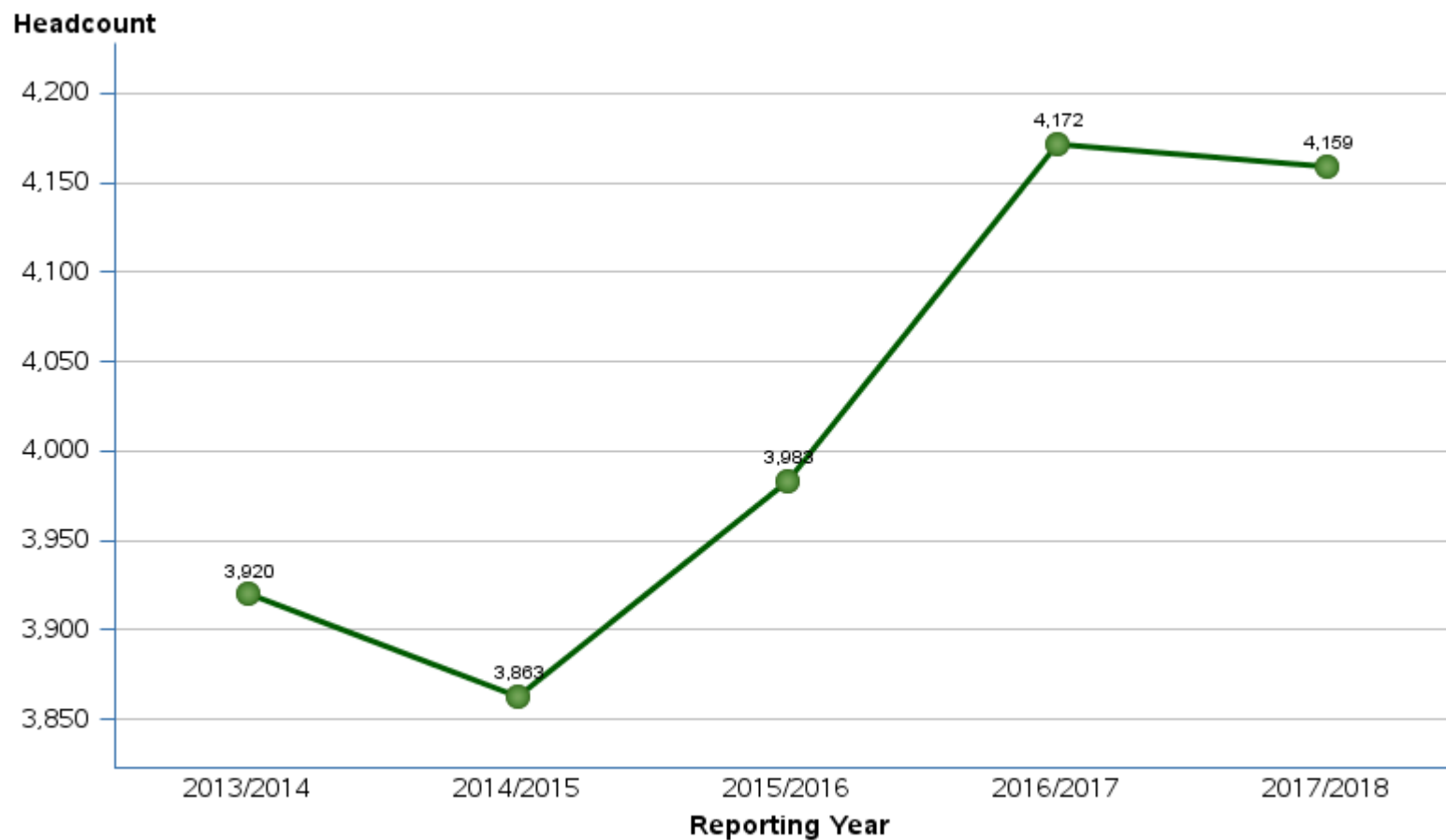
Academic Year Enrolment
Graduate, By Program Type
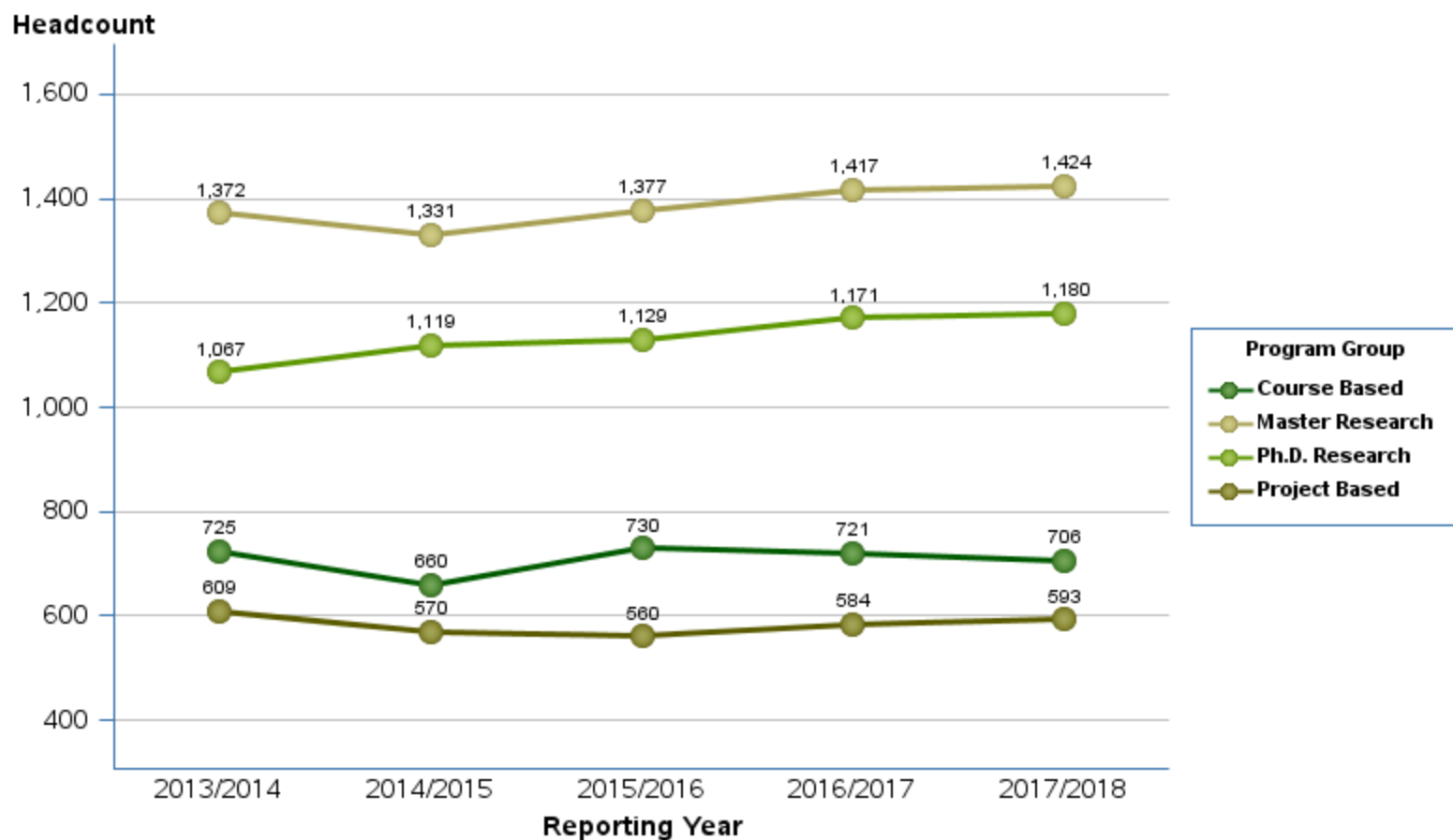
Academic Year Enrolment

Graduate Students (Domestic and International)
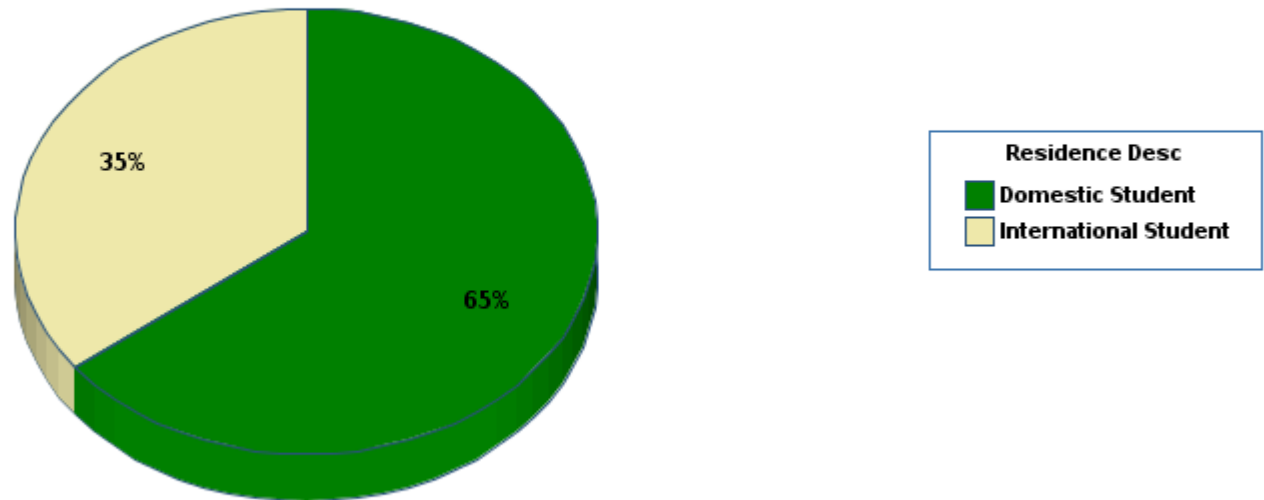
Academic Year Enrolment
International Graduate Students
By Country
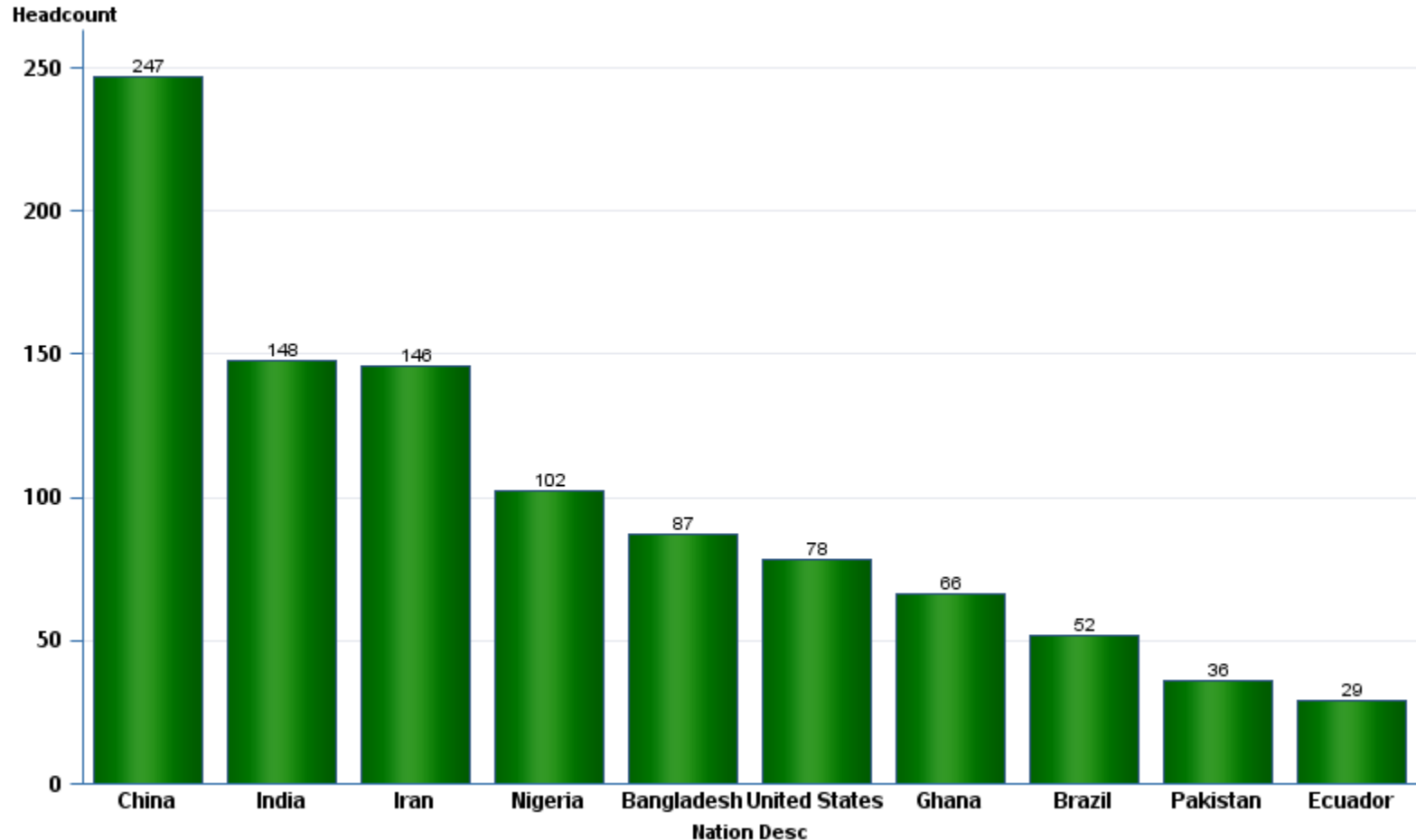
Academic Year Enrolment

Indigenous Students (Undergraduate and Graduate)

Fall Term
1st to 2nd Year Retention Rate
Direct Entry Programs
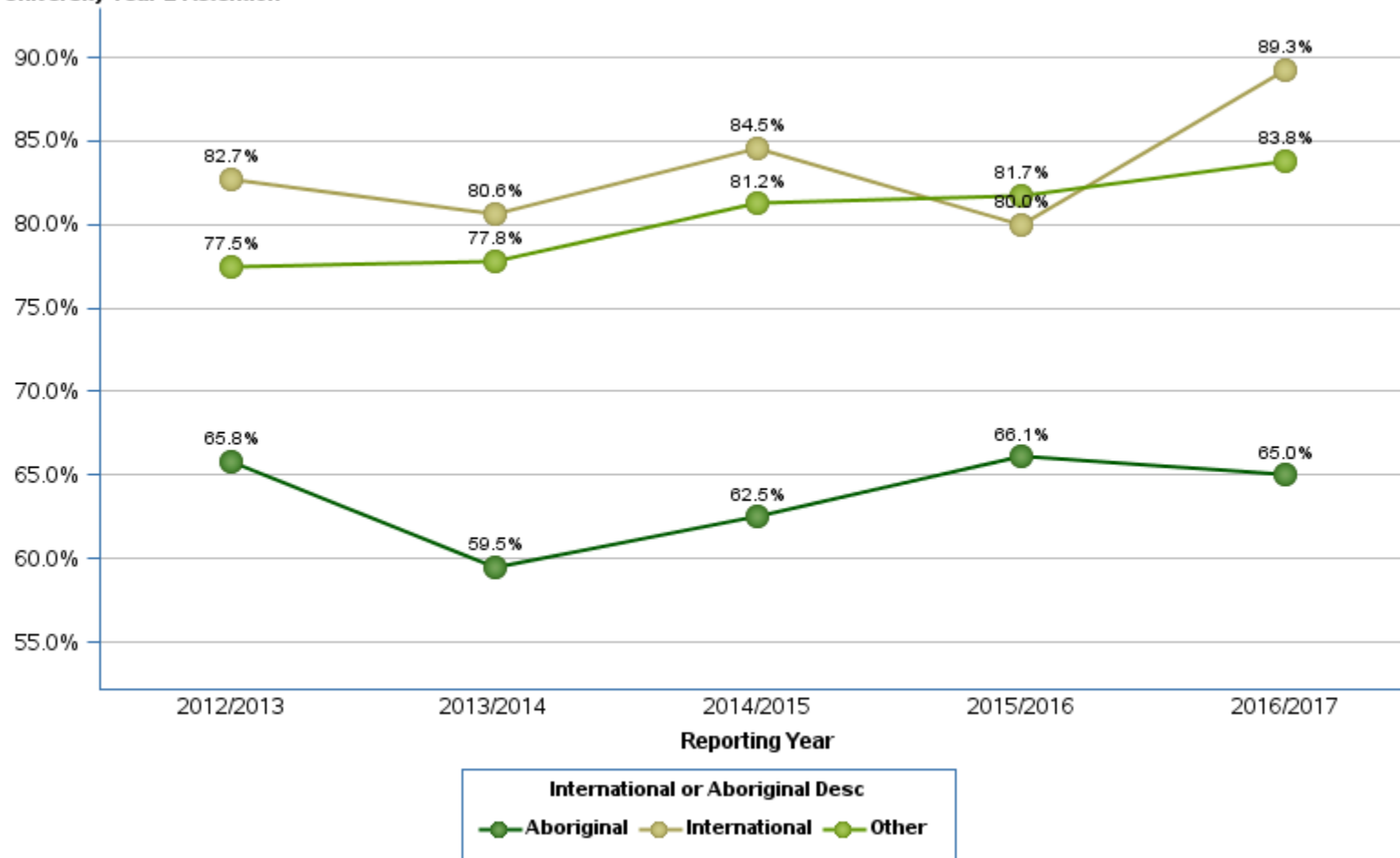
Graduation
Fall and Spring Convocation
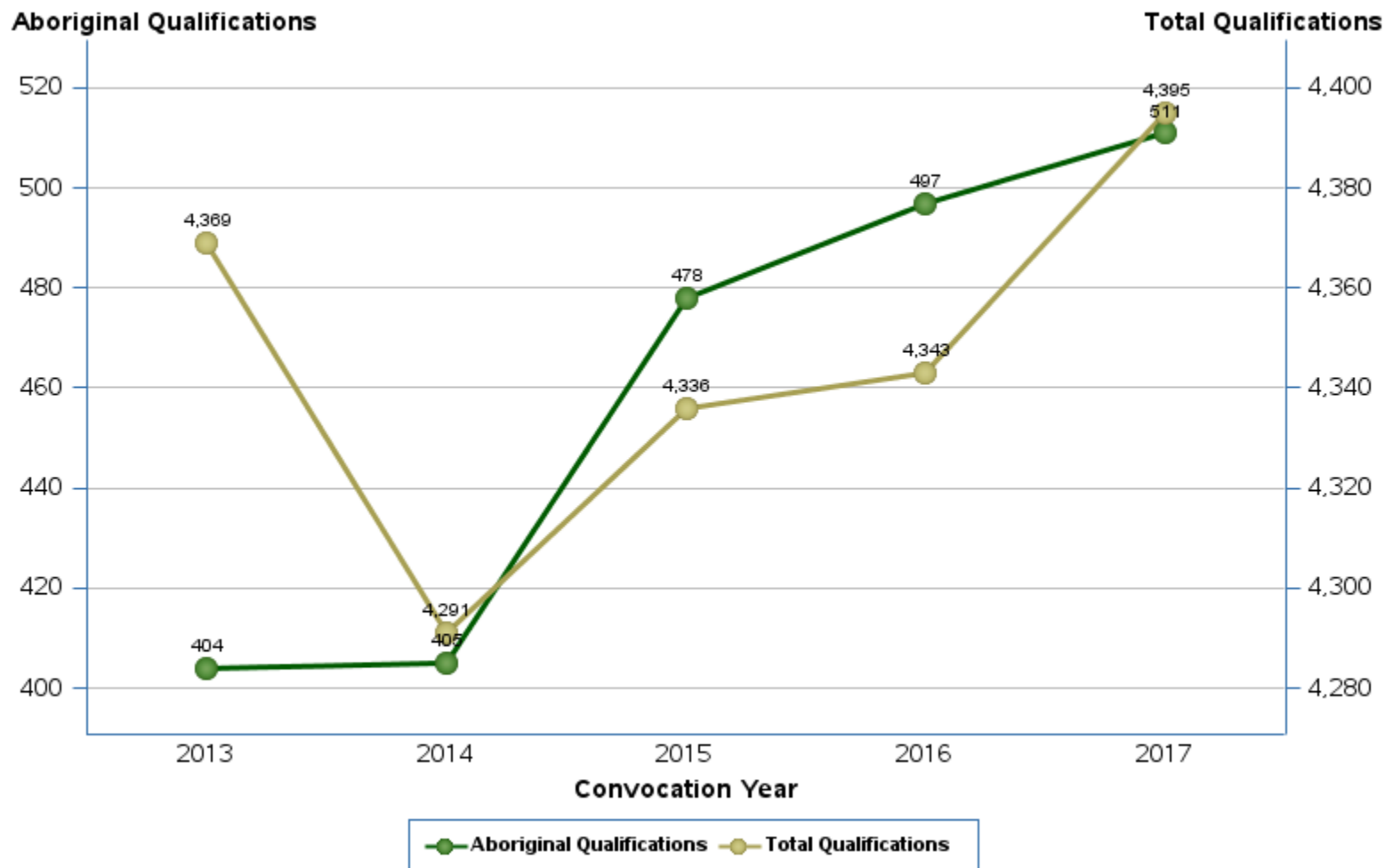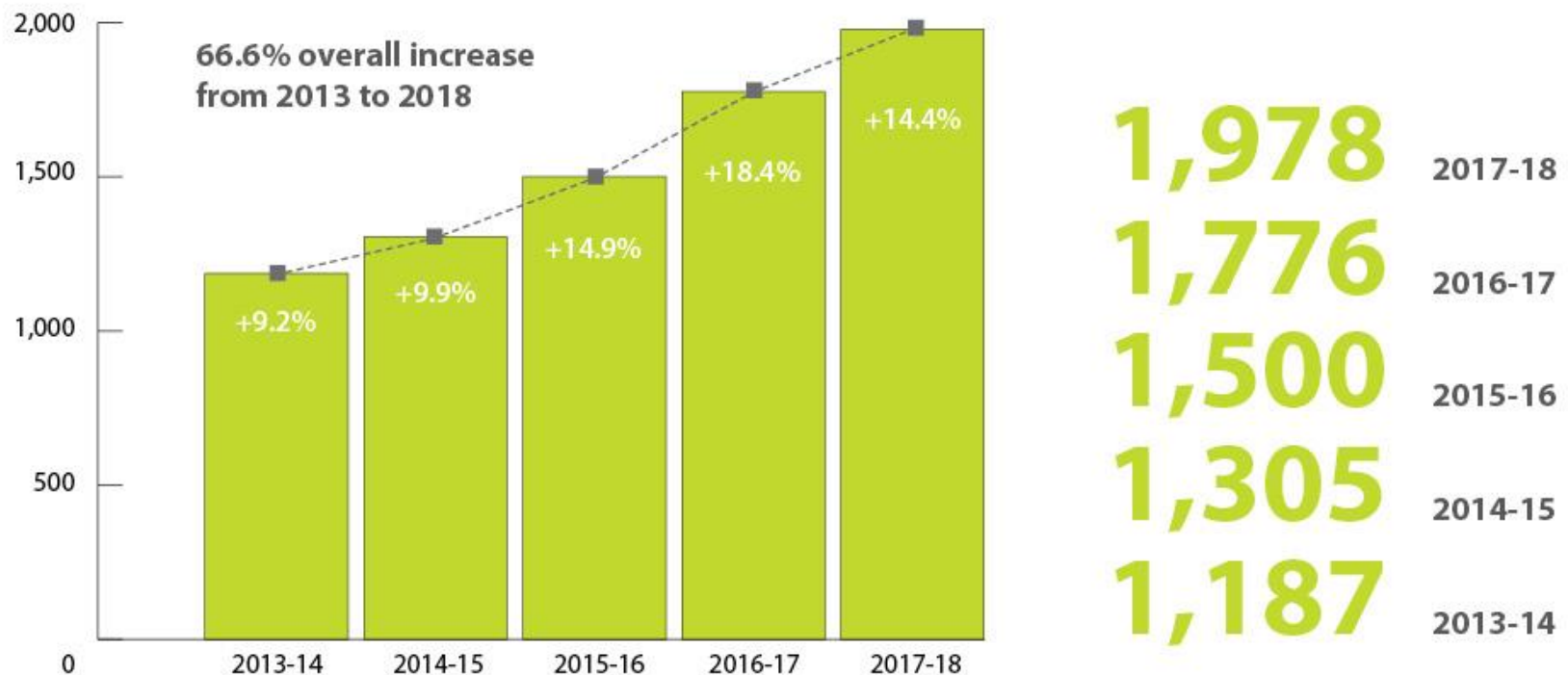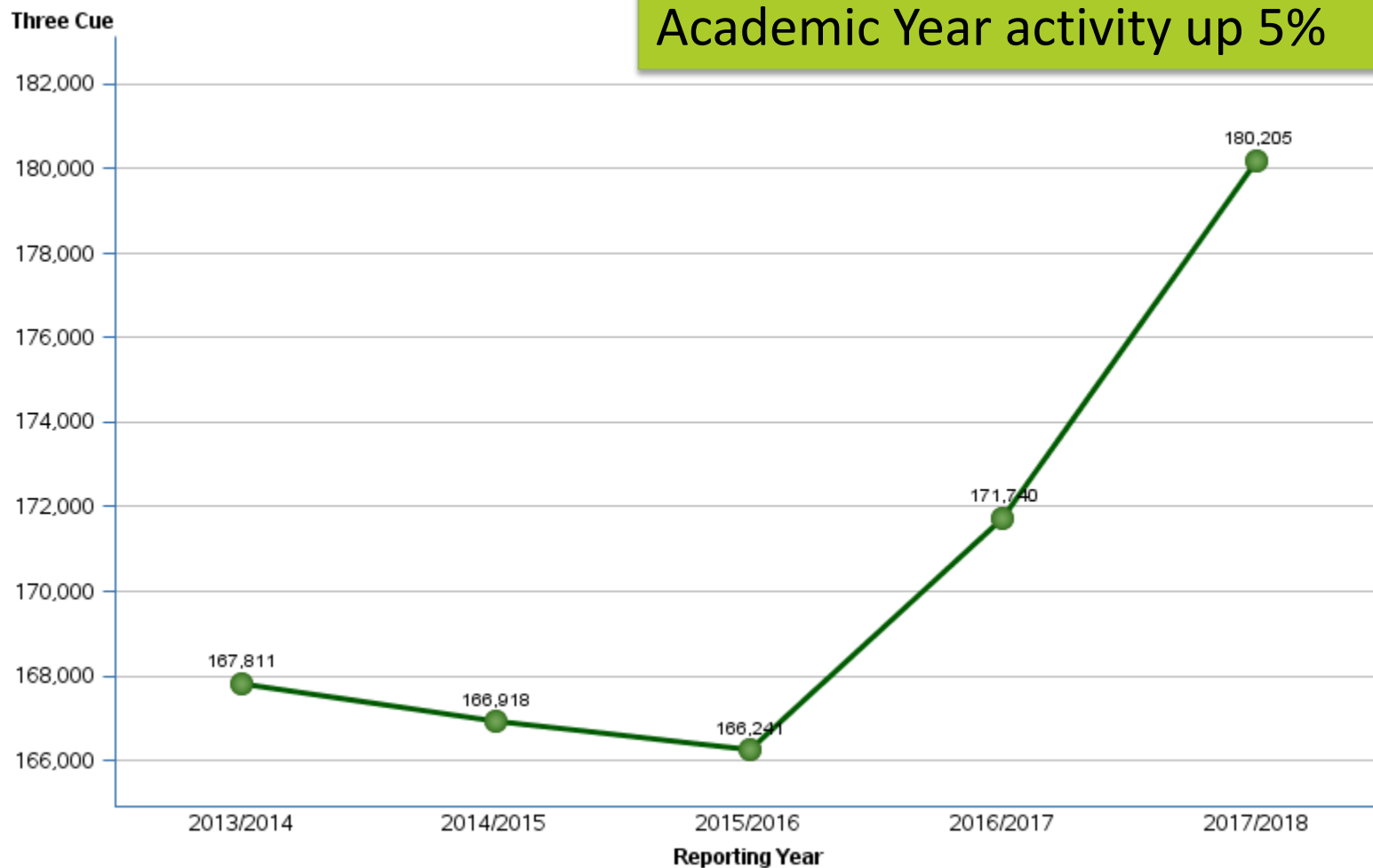
Distributed Teaching Activity

Off Campus, All Student Groups

Off-campus activity up 8%
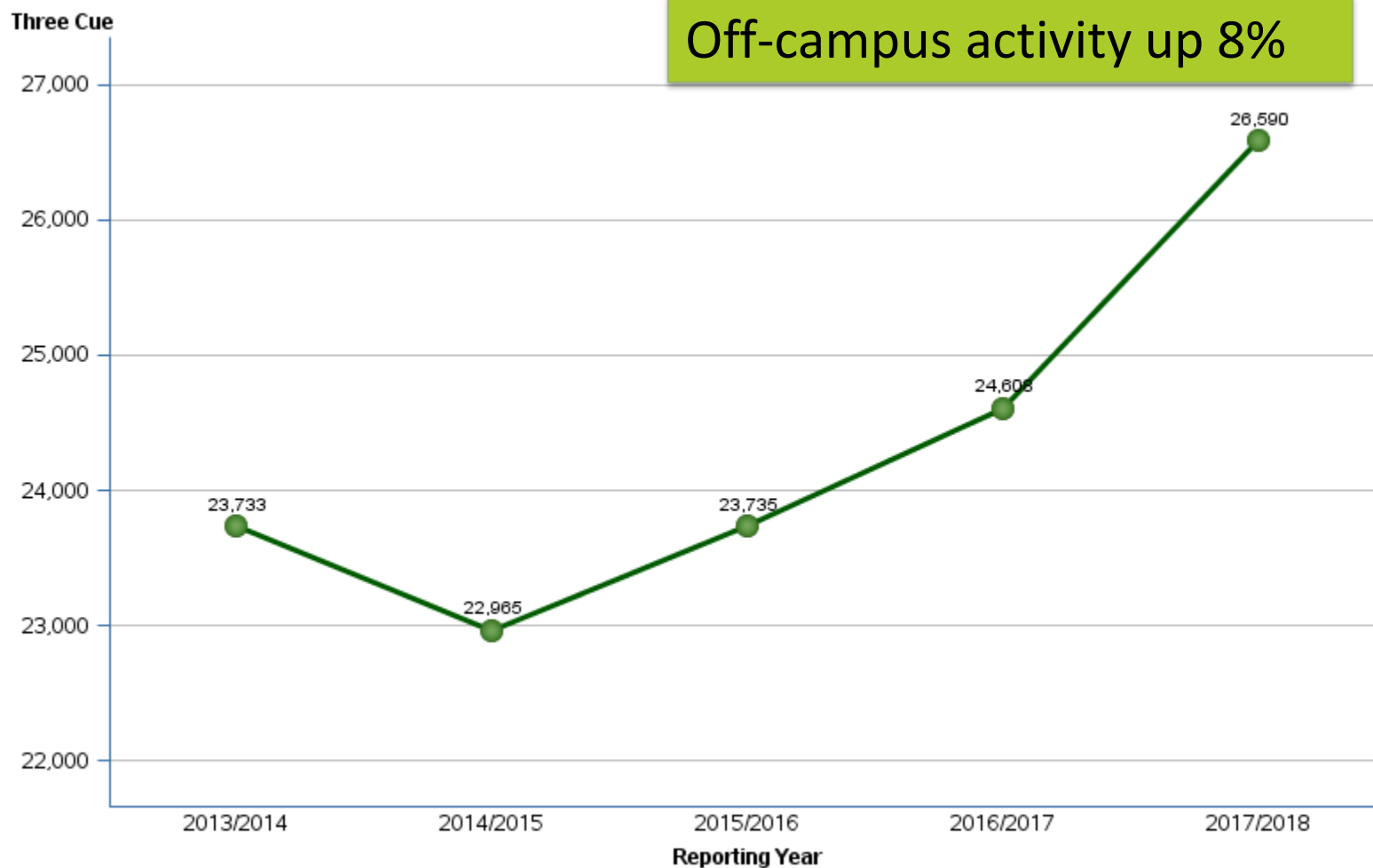
Thank you
Questions?

2018-19 Financial Update to University Council

Agenda

- Sources of Funds 2016/17
- Provincial Budget Highlights 2018/19
- Preliminary Operating Budget 2018/19
- Highlights of Annual Funding and Allocations
- Investing in our Future
- 19/20 Operations Forecast
- Timelines

2016-17 Funding Sources ($million)

$1.06 billion consolidated revenue 2016-17
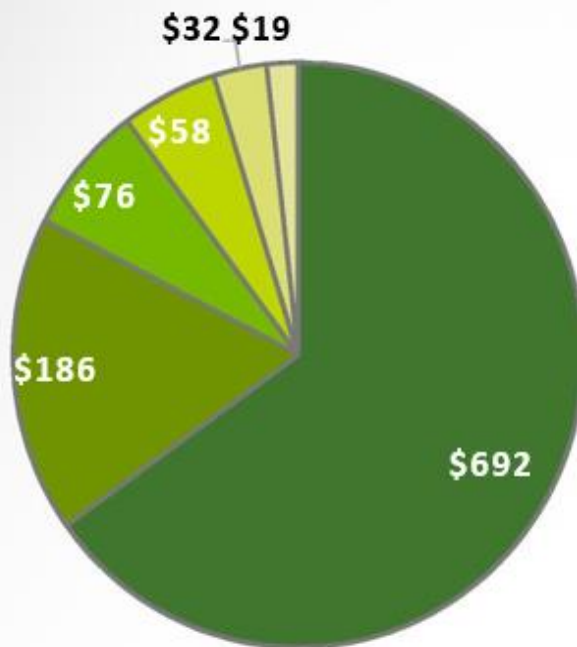
OPERATING FUNDS ($692)
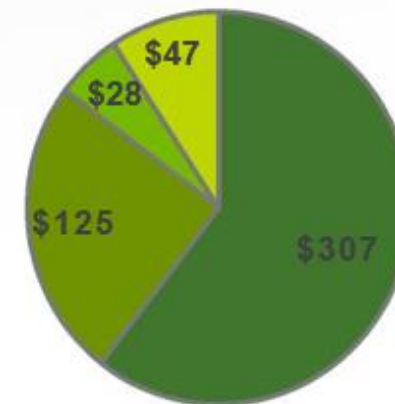
OTHER FUNDS
Research ($186)
Ancillary ($58)
Student financial aid ($19)
Endowment ($32)
Capital ($76)

$1.06 billion ($507)

$32 $19
$58
$76
$186
$692

Operating Funds   Research
Capital   Ancillary
Endowment   Student Financial Aid

OPERATING BUDGET REVENUE

$47
$28
$125
$307

Provincial Government Grant ($307)
Tuition ($125)
Other ($28)
Investment income ($47)

$507 million

Provincial Government Grant
Tuition
Other

Annual Funding and Allocations
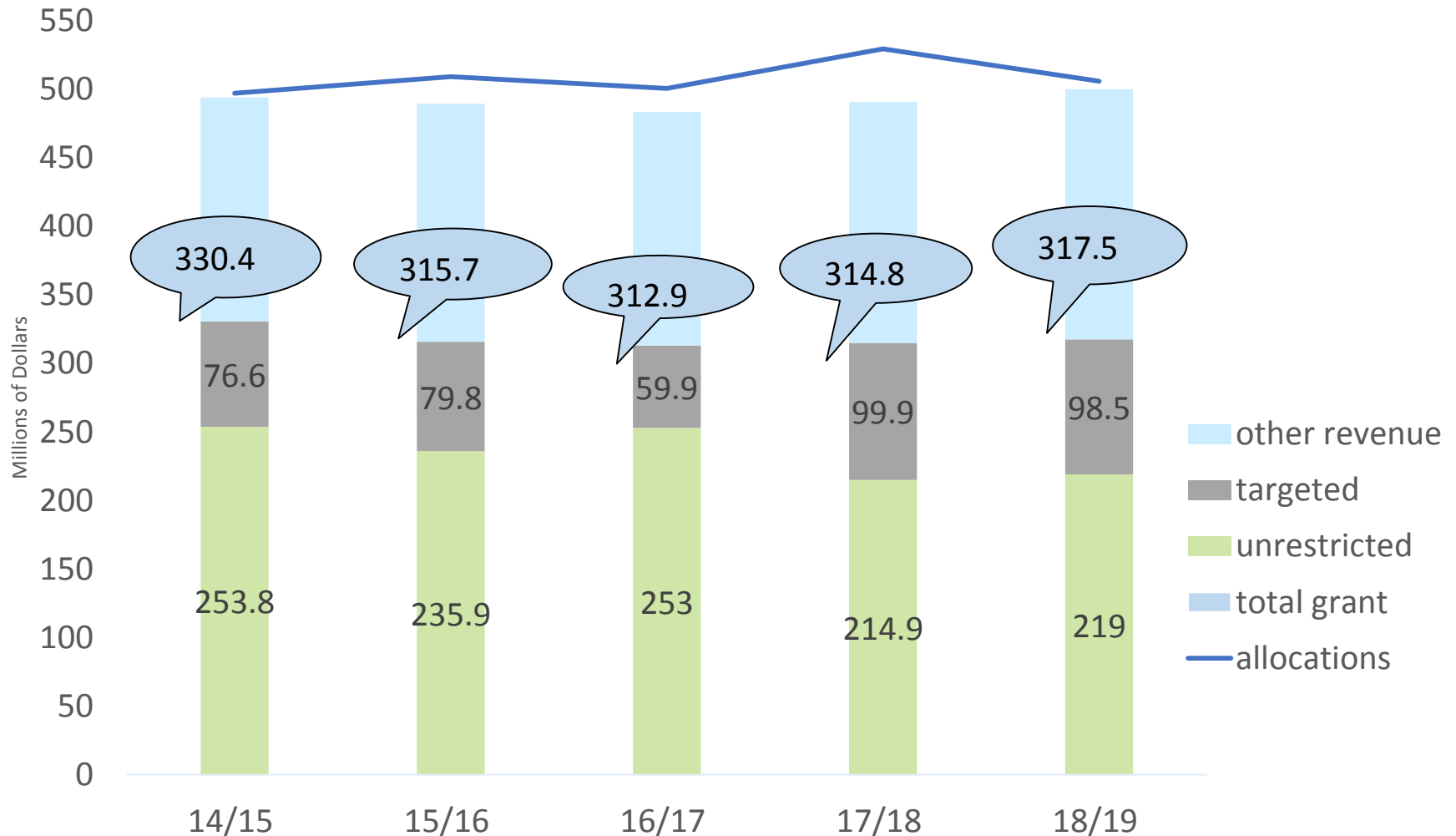
** 14/15 pre RCM

Preliminary Operating Budget 2018/19

Budgeted 2017/18

$25
$128
$20
$101
$216

2018/19 Budget (as of May 14, 2018)

$20
$138
$120
$219
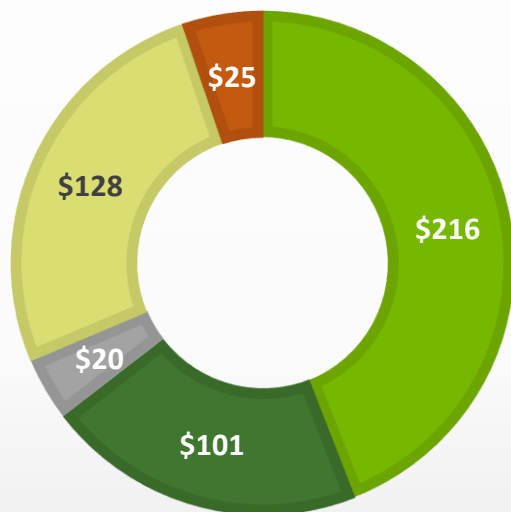
Legend:
- Unrestricted provincial operating grant
- Provincial targeted funding
- CoM one-time funding
- Tuition
- Investment and other
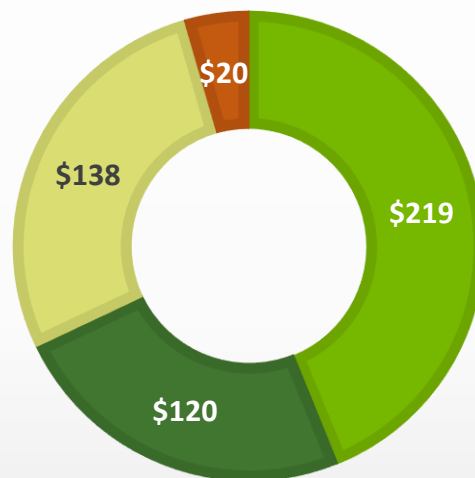
Resource Allocation Decisions 2018/19*
- **5.3%** net average revenue centre resource allocations
  - **2.4%** net after strategic and tuition investments
  - **3.5%** net to vice presidents' envelopes
- **11%** net (inc. transition) central & institutional funds

	2017/18	2018/19
Total revenue	$491 M	$498 M
Total allocations	$529 M	$504 M
Central Surplus/ Deficit =	(~$39 M)	(~$6M)*

* Pending Board of Governors approval of 2018/19 University Budget

5

Principles of Resource Allocation

- Alignment with M/V/V and the *University Plan: 2025*;
- Benefit to the long term success of university;
- Projected accomplishments of units as assessed through unit plans;
- Efficiency and effectiveness of program and service delivery;
- Overall financial health of unit;
- Multi-year perspective;
- Respect for limitations placed on targeted and restricted funding; and
- Direction and authority of the U of S Board of Governors for allocation of resources.

Strategic Investments: 2018-19

- ~$2.2M Tuition bridge funding
  - Enrolment growth (e.g., Computer Science and Engineering)
  - Existing Program Enhancements
  - Student retention, focussing on student success in Year 1
- ~$2.9M in strategic allocations to revenue centres (Colleges/Schools)
  - Specific college initiatives
  - Program development
  - Graduate and UG recruitment
  - e.g. Arts and Science academic recovery learning community initiative
- ~$2.5M to support centres
  - Student support
  - Comprehensive Campaign
- **Future strategic allocations considered in Fall after Strategic Plans received**

Investing in our Future

Major opportunities: *University Plan 2025*

- Overall enrollment growth
  - demand for professional and regular programs
- Major targeted areas
  - Biomedical Sciences, Engineering/Computer Science, Business
- Experiential learning
  - industrial internships, coop, grad
- Research, grad growth opportunities, accelerated masters
- Comprehensive fundraising campaign
- Community engagement
  - i.e., campus, Prince Albert, SK and abroad
- Innovation engagement
  - social and technical
- Land development

2019-20 Operations Forecast

- Ongoing conversations with the province regarding:
  - our exciting plans and priorities
  - impacts for college/school/unit resource allocation
- Annual and multi-year financial projections
  - 0% and modest increase to operating envelopes
  - Return to balanced position by 2020/21
- Meet with Advanced Education on June 12th
- Final submission after October board meeting

Timelines

Item	Date
Government of Saskatchewan 2018/19 Budget Released	April 10, 2018
PCIP's Resource allocations released to Deans' Council 2018/19*	May 4, 2018
Planning and Priorities Committee updates 2018/19-19/20	April – June 2018
Operations Forecast 2019/20 conversations with Government	June – Oct 2018
University Budget 2018/19 request for Board of Governors approval	June 26, 2018
DRAFT Operations Forecast 2019/20 information item to Board	June 26, 2018
University Financial Statements 2017/18 request for Board approval	July 27, 2018
Final Operations Forecast 2019/20	October 11, 2018

Questions or Comments?

'Connecting with the World'
University of Saskatchewan
International Blueprint for Action 2025

Internationalization Objectives

- Create global citizens
- Prepare students to work in the global knowledge economy and society
- Enrich the culture & economy of our campus and people
- Help solve global challenges facing humanity

From Commitment to Action

- Research
- Academic programming
- Student mobility
- Global citizenship and community service
- Partnerships and alumni/donor engagement

Developing the Blueprint

1. Metrics (comprehensive document)
   - where we have been & where we are now

2. Consultations

3. Development of a first draft

4. University-wide consultation

5. Revision/refinement

6. Consultations

7. Implementation

International Blueprint for Action 2025

- Focused strategy and actionable roadmap allowing us to:
  - ➢ work more collaboratively and effectively
    - accountability
    - shared roles and responsibilities
    - coordination and integration
  - ➢ better support and recognize faculty, students and staff in their international activities
  - ➢ enhance engagement with partners, alumni, & stakeholders
  - ➢ promote and bolster our international profile and reputation
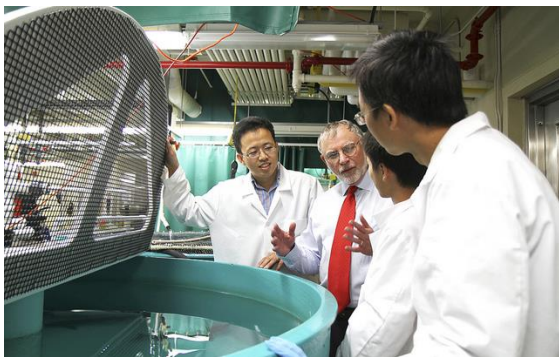
International Blueprint: 4 Key Pillars
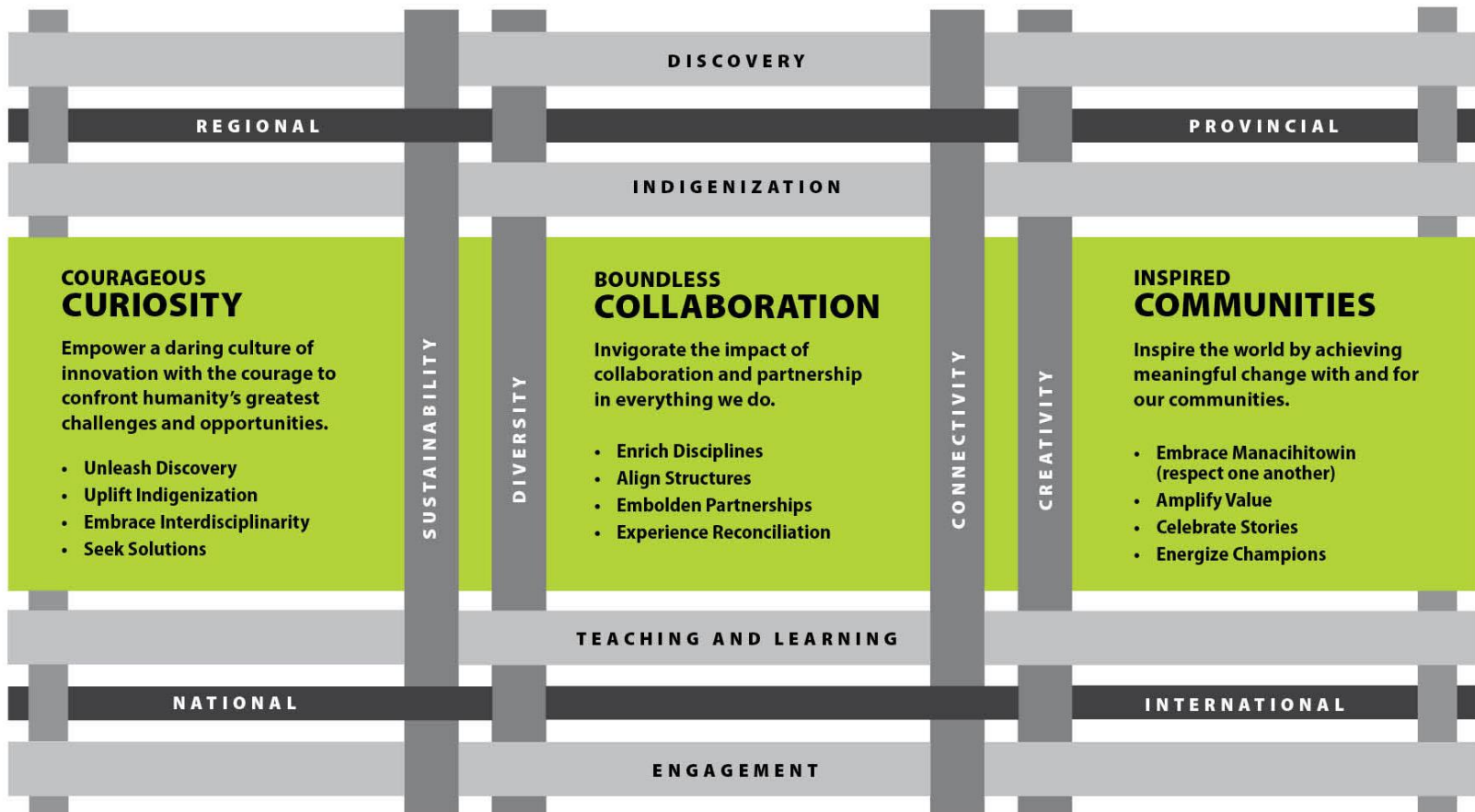
1. Internationalizing learning experiences
   - increase student study-abroad experiences
   - internationalize the curriculum
   - promote intercultural co-curricular activities

2. Diversifying our university community
   - increase the number and diversity of int'l students
   - support student well-being and success
   - increase faculty supports

International Blueprint: 4 Key Pillars

3. Strengthening our global impact through discovery
   - enhance our research successes
   - showcase our research capabilities & achievements

4. Growing our global citizenship and international community service
   - address global challenges
   - engage in deeper community service and outreach

Linkage to University Plan

- One of the foundational documents in the suite of those that will support the University Plan

Highlights to Date

Pillar 1 (Internationalizing Learning Experiences)

– new Global Engagement Scholarships and promotional campaign implemented to increase student study-abroad participation

– College-specific study-abroad actions plans being developed

– more campus-supported international student engagement activities fostering inclusivity and intercultural understanding

Pillar 2 (Diversifying our University Community)

– new student recruitment support systems are currently being implemented

– "Bring the World to Saskatchewan" undergraduate and graduate scholarships for int'l student support launched

– SK Education Alliance partnership (U of S, Sask Polytech, U Regina) established and first joint mission launched

Highlights to Date

Pillar 3 (Strengthening our Global Impact through Discovery)

– international partnership information system implemented and publicly available

– Global Ambassador Program established to enhance research collaborations and our reputation with U of S partners

– Global Innovation Fund & Int'l Research Partnerships Fund to support new & existing research partnerships launched

Pillar 4 (Growing our Global Citizenship & International Community Service)

– 1st global conference on "Supporting the Well-Being of Communities around the World" launched in Feb. 2018

– Global Community Service Partnerships Fund launched

UNIVERSITY OF SASKATCHEWAN

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL   June 2018

Convocation

As of the writing of this report, the U of S is holding eight convocation ceremonies where close to 3,500 students will be set to graduate. This number includes 384 self-declared Aboriginal students (11% of graduates). Convocation is a special time of year allowing all of us to focus on our students and to celebrate their accomplishments.

With eight ceremonies this year we also celebrate eight honorary degree recipients, including our first honorary degree awarded in absentia to international icon Joni Mitchell.

Saskatchewan Education Alliance Delegation to Mexico

Last year, the University of Saskatchewan, University of Regina, and Saskatchewan Polytechnic signed an agreement to pursue international opportunities collectively in the areas of recruitment. This Saskatchewan Education Alliance (SEA) recently collaborated to plan a mission to Mexico, an emerging partner in post-secondary education.

The mission included representatives from all three institutions as well as the Minister of Advanced Education. It included visits to a number of partners including: the Intercultural University of the State of Mexico, Instituto Politenico Nacional, the Canadian Chamber of Commerce in Mexico, and the federal ministries of Public Education and Foreign Affairs.

The mission was a resounding success both for our new Alliance and for our mutual recruitment strategies. Staff will be working on the outcomes of the mission over the coming months.

Funding for New Sport Science and Health Hub

Merlis Belsher Place will not only soon become a new home of Huskie hockey, but a hub for state-of-the-art sport science and health research. The new Ron and Jane Graham Sport Science and Health Centre will complement and enhance the features of Merlis Belsher Place multi-sport complex, which will open this fall with two full-sized ice surfaces and two NBA-length basketball practice courts.

The addition of the new sport science and health facility will make the complex unique in the province. Construction of the state-of-the-art facility was made possible by a donation of $2,068,000 from long-time donors and U of S alumni Ron and Jane Graham. The Grahams have provided almost $22 million in funding over the years, making them the largest cumulative alumni donors in the history of the university.

UNIVERSITY OF SASKATCHEWAN

Pride Month Initiatives

June is Pride Month in Saskatoon and many places around the world, and the U of S is joining in the celebrations and learning opportunities. There are a number of pride initiatives taking place on campus and in Saskatoon this month.

On June 11th we raised the pride flag on our flag standard on the Thorvaldson building. Members of our community also raised two-spirit and transgender flags.

On June 16th, OUT Saskatoon will be coordinating Saskatoon's first public two spirit powwow. The event is slated to take place on campus, in the *Bowl.*

On June 23rd at 12pm, Members of our senior leadership team, along with student leaders will take part in the U of S procession as part of the Saskatoon Pride Parade. I encourage you to find a spot along the Pride Parade route and cheer us on.

By taking part in Pride, we remind the community that the U of S is committed to an inclusive and positive working and learning environment for everyone, including those who identify as gay, lesbian, bisexual, transgender, queer or two-spirit.

PROVOST'S REPORT TO COUNCIL

June 2018

GENERAL REMARKS

I want to begin by thanking the many faculty, staff and senior leaders that participated in the 8 successful 2018 Summer Convocations held at TCU Place from June 4-7, 2018. Your participation means the most to the graduates and their families and friends that attended these Convocations throughout the week. I also want to acknowledge the strong efforts of Patti McDougall and senior leaders in TLSE (below) that continue to support teaching innovation as described in detail. In addition, I also want to acknowledge the successful **Saskatchewan Teaching and Learning Today Conference** was held on May 1 and 2, 2018. The university takes pride in the balance that we strive for in teaching, learning and scholarship (including discovery). It is important to continue to find strong venues to disseminate teaching innovation described below.

Institutional Planning and Assessment is working on defining metrics to measure the progress towards our objectives in the approved University Plan 2025. In addition, Colleges and Schools are preparing their detailed strategic plans aligning to the University Plan. These strategic plans will be ready for discussion including requests for strategic investments in Fall 2018. I will bring a detailed summary of the major highlights of these plans to Council in the Fall so that the university is able to see the detailed plans that will make the University Plan come to life over the next seven years.

Most important, senior administration is discussing the emerging plans with provincial government as we continue to plan for the next budget in 2019-20. An emerging focus will be on enrollment growth both at the undergraduate and graduate levels. We are looking to meet the demand for students in Saskatchewan, Canada as well as internationally. We are seeing strong sustained demand in several key areas (high tech, biomedical and health sciences, business, industry-based internships among other initiatives) that will drive this growth. We are discussing with government the need for resources aside from tuition (personnel and infrastructure) to allow this growth to occur.

I want to thank all of University Council for your help and support that you have provided to me during my first year in this position. I will continue to strongly support this body in a very transparent way so that we continue to make informed decisions as we move the university to a better place. I especially want to thank the members that have served Council and will not be with us in the Fall and to thank those Council members returning and new members that will join in the Fall 2018. Thank you to all.

TEACHING LEARNING, AND STUDENT EXPERIENCE

On May 14, 2018 the creation of a new coordinated student recruitment structure was announced, that will live within the Teaching, Learning and Student Experience (TLSE) portfolio. The College of Graduate & Postdoctoral Studies, the University of Saskatchewan Language Centre, and the TLSE Student Recruitment Office have combined resources to support this strategic and collaborative approach. This consolidation of recruitment structures reflects the next logical step in our work over the last few years to move toward an institution-wide, coordinated, and data-informed approach to undergraduate,

graduate, and language student recruitment. A single, integrated administrative structure will enable us to more effectively and efficiently support the university's strategic enrolment growth goals, especially in a resource challenged environment. Duplication will be eliminated and resources will be deployed to maximize success.

The University of Saskatchewan's Student Recruitment and Prospective Student Office will continue to be managed by Danny Freire, Manager of Student Recruitment and it will continue to be one of the portfolios that report through to Alison Pickrell, Assistant Vice-Provost, Strategic Enrolment Management. The priorities of the office will be informed by the university's enrolment goals and our work will include:

- Consultation with university leadership, colleges and departments to understand enrolment goals and challenges.
- Creating a more formalized recruitment environment with college- and market-specific plans.
- Maintaining our holistic student recruitment strategy which considers the full prospective student lifecycle from creating awareness, through application, pre-arrival, and arrival.
- Ensuring that activities are comprehensive and data informed, taking student level (language, undergraduate, graduate) and student diversity into consideration.
- Working closely with our college-embedded counterparts, limiting duplications of effort, and inviting college student recruiters into our network, allowing for access to professional development, materials, and shared information.

The University of Saskatchewan allocates strategic funds each year to support curriculum and teaching innovation. These funds, managed by the Gwenna Moss Centre for Teaching and Learning (GMCTL), are allocated to support projects across the institution. The lists below outline projects approved for funding in the last academic year. For more information on these funds please visit the teaching.usask.ca website or contact the GMCTL (gmctl@usask.ca).

Curriculum Innovation Fund (2017/18)
Eleven curriculum innovation proposals were approved in the 2017/18 academic year.
The total funding approved was $140,604.

Title: Curriculum Developer for the Complete Redesign of First Year Engineering
Proponent: Bruce Sparling, College of Engineering
Description: a comprehensive re-design of first year engineering to re-think learning objectives, teaching strategies and the delivery model

Title: Targeted Learning in the Dispute Resolution Stream of the Curriculum
Proponent: Michaela Keet, College of Law
Description: a strategic review of the dispute resolution program with a goal of integrating new information and expanding access in response to high demand from students

Title: Syllabi Review for Nursing Curriculum Evaluation and Advancement
Proponent: Tracie Risling, College of Nursing
Description: a systematic review of all course syllabi, learning outcomes and activities, and a mapping of themes such as indigenous content and theoretical constructs

Title: Psychology Department Undergraduate Program Renewal: Fall Faculty Retreat
Proponent: Gordon Sarty, College of Arts and Science: Psychology Department

Description: a comprehensive examination of the 6 undergraduate psychology programs, leading to the possible revision and streamlining of future programs

Title: Assessment Methods in the Master of Physical Therapy Program
Proponent: Kim Soo, College of Medicine: School of Physical Therapy
Description: a review of current assessment methods with the future goal of coordinating a cohesive and consistent teaching assessment platform across all courses in the MPT program

Title: Evaluation of Distributed Learning Programming of the College of Nursing using "Quality Matters" tools
Proponent: Donald Leidl, College of Nursing
Description: as part of a broader curriculum review, this initiative will use a mixed methods approach to evaluate the quality of student learning that is taking place in the Colleges' blended learning programs

Title: Development of areas of specialization in the B. Sc. (Kin)
Proponent: Kent Kowalski, College of Kinesiology
Description: development of recommendations for the Undergraduate Programming Committee (Kin) following a review of "areas of specialization" being offered in undergraduate Kinesiology programs across Canada

Title: Department of Agricultural and Resource Economics Curriculum Review and Stakeholder Consultation
Proponent: Kenneth Belcher, College of Agriculture and Bioresources: AREC
Description: a curriculum review project that will survey recent graduates and potential employers to assess the need for program changes based on any identified discrepancies

Title: Curriculum Mapping for SENS Professional Master Degree Programs
Proponent: Douglas Clark, School of Environment and Sustainability
Description: a curriculum mapping project to review all current SENS graduate courses and associated learning outcomes to determine how each course contributes to a working set of competencies

Title: Chemistry first-year learning enhancement project: Phase 1
Proponent: Tom Ellis, College of Arts and Science: Chemistry Department
Description: integration of support programs into first year chemistry, including the Chemistry Learning Centre, peer assisted learning (SLS) and targeted feedback to students based on learning analytics information

Title: Virtus - A Game About Male Honour in the Middle Ages
Proponent: Frank Klaassen, College of Arts and Science: History Department
Description: refinement and creation of the final outputs (resources) for an instructional game that has been developed and used in a number of History and CMRS courses

Experiential Learning Fund (2017/18)
Thirteen Experiential Learning proposals were approved in the 2017/18 academic year.
The total funding approved was $68,080.

Title: Onikaniwak: For Those Who Lead: Supporting Culturally Relevant Teaching, Learning, and Leading Through Indigenous Perspectives
Proponent: Dawn Wallin, College of Education
Description: Field-Based Instruction - funding was provided to offset costs directly born by students to attend this land-based experiential learning course

Title: Poster Day for BMSC 210 Students
Proponent: Harold Bull, College of Medicine: Microbiology and Immunology
Description: Undergraduate Research - funding provided to cover the printing cost of student posters

Title: Intercultural Approaches to Animal Communication
Proponent: M.J. Barrett, School of Environment and Sustainability
Description: Indigenous Knowledge – funding supported the delivery costs of a 1.5 day workshop for SENS students which was led by 2 Elders and Dr. M.J. Barrett

Title: Field Experience in Environmental Research
Proponent: Bert Weichel and Rod Johnson, College of Arts and Science: Geography and Planning Department
Description: UGR/Field-Based Instruction - funding was provided to offset transportation costs to six different locations for data collection

Title: Brussels Taught Abroad
Proponent: Martin Gaal, College of Arts and Science: Political Studies Department
Description: Taught Abroad – funding was provided to cover students cost to attend the "Brussels Summer School for Young Leaders" as part of the Political Studies 398.3 taught abroad course

Title: The Puppetry Project
Proponent: Dwayne Brenna, College of Arts and Science: Drama Department
Description: Field-Based Instruction - funding was provided to offset costs associated with bringing in a master puppeteer to lead a week long workshop for Drama 418 students

Title: Indigenous and Qualitative Research Guest-Led Lesson
Proponent: Saija Kontulainen, College of Kinesiology
Description: Indigenous Knowledge – funding supported materials cost associated with a guest led session on Indigenous and qualitative research

Title: History 165: History Matters, Health & Society
Proponent: Erika Dyck, College of Arts and Science: History Department
Description: Undergraduate Research - funding provided to cover the printing cost of student posters and additional costs related to the exhibition, judging, and friendly competition prizes

Title: Theatre Workshops in England
Proponent: Dwayne Brenna, College of Arts and Science: Drama Department
Description: Taught Abroad – funding was provided to offset some students cost related to the Drama 285.3 taught abroad course

Title: Object Analysis Research Project - WGST 112
Proponent: Emily Snyder, College of Arts and Science: Indigenous Studies & Women's and Gender Studies
Description: Undergraduate Research - funding provided to cover the printing cost of student posters and refreshments

Title: GEOG 120 First Year Research Experience (FYRE)
Proponent: Xulin Guo, College of Arts and Science: Geography and Planning Department
Description: Undergraduate Research - funding provided to cover the printing cost of student posters and additional costs related to the exhibition, judging, refreshments, and friendly competition prizes

Title: Community-Based Education: Study Tour to Nicaragua (2018)
Proponent: Geraldine Balzer, College of Education: Curriculum Studies
Description: Taught Abroad – funding was provided to offset some students cost related to the taught abroad course

Title: Human Rights in History: Experiential Learning in Partnership with the Canadian Museum of Human Rights
Proponent: Mark Meyers, College of Arts and Science: History Department
Description: UGR/Field-Based Instruction - funding was provided to offset student costs associated with travel to the Canadian Museum of Human Rights in Winnipeg for History 272.3

Open Textbook Fund (2017/18)
Four open textbook proposals were approved in the 2017/18 academic year.
The total funding approved was $22,116.00.

Title: Entrepreneurship (the Business Plan Development Guide)
Proponent: Lee Swanson, Edwards School of Business
Description: textbook adaptation

Title: Medical Imaging (Diagnostic Radiology)
Proponent: Brent Burbridge, College of Medicine
Description: creation of a new resource

Title: Veterinary Clinical Pharmacology
Proponent: Trisha Dowling, Western College of Veterinary Medicine
Description: creation of a new resource

Title: Development of Homework/Exam Question Bank for PHYS 155
Proponent: Kathryn McWilliams, College of Arts and Science: Physics Department
Description: open textbook adaptation

Scholarship of Teaching and Learning (SoTL) Fund (2017/18)
Four SOTL cluster proposals were approved in the 2017/18 academic year.
The total funding approved was $40,000.00.

Title: Interprofessional Clinical Simulation
Lead Proponent: Kristen Haase, College of Nursing

Title: Developing Visual Literacy in Veterinary Medicine
Lead Proponent: Nicole Fernandez, Western College of Veterinary Medicine

Title: Using Learning Analytics to Assess Learning Outcomes in Large Classes
Lead Proponent: Vicki Squires, College of Education

Title: Across Words and Worlds: students collaborative literary study at Ahmedabad University and the U of S
Lead Proponent: David Parkinson, College of Arts and Science

Saskatchewan Teaching and Learning Today Conference
The Saskatchewan Teaching and Learning Today conference was held on May 1 and 2, 2018. This conference is a bi-annual collaboratively planned event hosted in rotation by the University of Saskatchewan, Saskatchewan Polytechnic and the University of Regina. This year the University of Saskatchewan hosted the conference and chose to focus on two important and emerging paradigm shifts in postsecondary institutions across Canada, Indigenizing and opening academia.

The conference looked at each initiative independently from the perspective of implementation and support while also exploring areas where these initiatives overlapped (e.g., Creative Commons licensing of traditional knowledge). Kory Wilson, Executive Director of Aboriginal Initiatives and Partnerships at BCIT gave the keynote address where she articulated the need to support Indigenous learning with open and accessible, but culturally sensitive and appropriate approaches that decolonize and support reconciliation. Similar messages permeated the 18 concurrent sessions, presented by individuals from 14 institutions across Saskatchewan (i.e., U of S, U of R, FNUC, SaskPoly, and SIIT) and Canada (i.e., Vancouver Island University, BC Campus, BCIT, eCampus Ontario, Rebus Foundation, and the Universities of Fraser Valley, Winnipeg, Ottawa and Waterloo).

Over 180 attendees from across the province (130) and country (54) participated in person, including over 20 senior leaders, dignitaries and Elders from across Canada. In addition, there were well over 100 views of the live-stream of the key conference activities. If you were unable to attend or would like to view parts of the conference again (Zoey Roy's amazing closing is one to watch several times over!), several recordings of the conference sessions are available on the TLT 2018 website.

INSTITUTIONAL PLANNING AND ASSESSMENT

The University Plan: Measuring Our Progress
We head into summer with a University Plan that has been approved by University Council and poised for release in the fall. In addition, I am happy to report that our academic and administrative units have made considerable progress on identifying and confirming their strategic priorities as they work towards finalizing their plans by September 28 and November 30, respectively. As a consequence, there is increasing interest and activity relating to how we will measure progress on our plans. That is, how will we demonstrate to ourselves and communicate to our stakeholders that we are advancing on the objectives we set out to achieve? The office of Institutional Planning and Assessment (IPA) is providing leadership and support in this regard by collaborating with senior leaders across the campus to develop appropriate metrics and indicators that will enable us to report on progress towards our stated objectives. This work is underway at both the institutional and unit levels.

With respect to the University Plan, IPA is currently in the process of refining metrics to measure progress on the guideposts and aspirations stated in the plan. We want to ensure that the metrics chosen will allow us to understand our activities, benchmark with our peers, and set high-level (and perhaps ambitious) targets against which progress towards our objectives can be monitored and/or corrected when necessary. Over the next few months, there will be opportunities for discussion and feedback on this important work.

As we endeavour to create alignment between the strategies articulated in University Plan and unit level plans, we also need to focus on alignment with the metrics and indicators used to measure our plans. IPA will be collaborating with individual colleges, schools and administrative units to evaluate options and tactics to assist them in monitoring progress. The new Framework for Assessment that is scheduled for completion towards the end of 2018 will greatly assist in this regard by articulating priorities, approaches, tools and strategies for the assessment and evaluation of plans and goals while providing us with a greater understanding and awareness of the impact of our academic, research and outreach activities. Ultimately, we want to ensure that all of our campus colleagues have an understanding of how their success contributes to their unit's success and how their unit's success contributes to the success of our university. I am looking forward to continued collaborations on this as the work unfolds.

COLLEGE AND SCHOOL UPDATES

College of Arts and Science
A Memorandum of Understanding between the College of Arts and Science and St. Thomas More College (STM) was signed on May 30 relating to the undergraduate and graduate Religion and Culture academic programs. Through this MOU, administrative oversight of the Religion and Culture programs will shift to STM with academic responsibility remaining with the College of Arts and Science. The Vice-Dean Academic, Arts and Science will serve as academic chair of the programs while the head of the Department of Religion and Culture at STM will serve as the program chair of both programs.

For more news and events please visit: http://artsandscience.usask.ca/news/.

College of Pharmacy and Nutrition
Please congratulate Dr. Carol Henry who received a special teaching award from Hawassa University in Ethiopia. In particular Dr. Henry was recognized for:
- Benefiting 10,000 Ethiopian households and impacting directly 36,000 women and their children through educational campaigns on the benefits of eating pulses and on food preparation to preserve the nutritious properties of these seeds;
- Successfully training 200 graduate students at Hawassa University, 40 per cent of whom are female, and having 26 U of S students visit Ethiopia to gain first-hand experience.

https://pharmacy-nutrition.usask.ca/news/2018/twenty-year-partnership-helping-thousands-in-ethiopia.php

University of Saskatchewan – Graduate Students' Association
University Council Report – June 2018

The summer months are quiet as graduate students are often engrossed in their research or representing the University at regional, national or international conferences. The GSA Executives; however, have been busy strategizing for the year to come and partnering with both internal and external units to foster an academic environment of success for graduate students.

We will continue to push forth the student-supervisor agreement as well as ensure graduate student representation on committees across campus. This month's report, though, will focus on two main topics.

One: Creating Close Connections

The GSA represents members of diverse cultural, social and ethnic backgrounds and needs. With the vast range of resources and units on campus, it is important that the GSA maintains strong connections and ties to better support and serve graduate students. The GSA Executives recently met with members of the International Student and Study Abroad Centre (ISSAC) to discuss the strategic priorities of the GSA for the year to come. With approximately 34 % of the graduate student population being international, ISSAC and the GSA often work closely to address graduate student queries so as to ensure a superior academic experience at the University. The GSA Executives also met with the Director of Student Affairs and Services as well as members of the Student Wellness and Student Outreach teams. With graduate students often facing high levels of depression, anxiety and stress and with approximately 15 % of the student population accessing the Wellness Centre being graduate students, it is important that the GSA maintains a strong and close relationship with the Director of Student Affairs and their leadership team. As the needs of graduate students differ to that of undergraduate students, we hope that the GSA can continue to be a resource for addressing the needs of graduate students at the University.

We hope to continue strengthening the GSA's ties with other units on campus, such as the Gwenna Moss Centre for Teaching and Learning and the Student Employment Centre, with the full intention of enhancing the academic experience of graduate students on campus and preparing our graduate students for a successful future.

<u>Two: Linking Academa and Industry</u>

With the majority of Graduate Students having to find jobs outside academia, it is important that we be able to provide them with opportunities that would prepare them for non-academic jobs. While it is important for graduate students to complete their academic research, it is also important for them to know how to expand and integrate their research to industry. There are a plethora of opportunities in Saskatoon that are ultimately beneficial for students as they provide them with a means of linking their academic research to industry so that when they do eventually graduate, they are able to represent themselves and be competitive to the job market.

For this reason, the GSA has partnered with the Saskatoon Chamber of Commerce Health Opportunities Committee. This partnership will encourage graduate students to present their research to folks working in industry, to network and make connections and to have the opportunity to pitch their research so as to find industrial applications. The GSA will also be partnering with Innovation place to encourage graduate students in the fields of Computer Science, Physics and Math to participate in their events, again with the intention that their participation will allow them to network and connect with industry and to gain the confidence of presenting to a non-academic group. We hope that through these partnerships, graduate students will know that there are plenty of opportunities in Saskatoon, that their research can be applicable to industry and that with practice; they can find links to industry. In this way, we are better preparing our graduate students to be successful.

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Jim Greer, chair, nominations committee of Council

DATE OF MEETING: June 21, 2018

SUBJECT: University Review Committee Member Nomination

DECISION REQUESTED: *It is recommended:*

That Council approve the nomination of Moira Day, Department of Drama, to serve on the university review committee for a two-year term, effective July 1, 2018 and continuing until June 30, 2020.

DISUSSION SUMMARY

Due to a member resignation, a new member from the GAA or Council is required to serve on the university review committee.

ATTACHMENT(S):

University review committee membership 2018-19

Reviews college recommendations for awards of tenure, renewals of probation, and promotions to professor; reviews and approves college standards for promotion and tenure. This committee is mandated by the **Collective Agreement (15.8.4):**

15.8.4   University Review Committee. 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.

Jim Germida (chair)	Vice-Provost, Faculty Relations	
~~Erika Dyck~~	~~History~~	~~2019~~
Mark Carter	Law	2020
Ravindra Chibbar	Plant Sciences	2020
Laurie Hellsten	Educational Psychology & Special Education	2020
Kalyani Premkumar	Community Health & Epidemiology	2020
Michael Bradley	Physics and Engineering Physics	2021
Lorraine Holtslander	Nursing	2021
Louise Humbert	Kinesiology	2021
Dwight Makaroff	Computer Science	2021
Jacque Zinkowski	Committee Secretary - Faculty Relations Officer	

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Jim Greer, chair, nominations committee of Council

DATE OF MEETING: June 21, 2018

SUBJECT: Promotion Appeal Panel Member Nominations

DECISION REQUESTED: *It is recommended:*

> *That Council approve the nominations of Leslie Howe, Department of Philosophy, and Bram Noble, Department of Geography and Planning, to the promotions appeal panel for three-year terms, effective July 1, 2018 and continuing until June 30, 2021.*

DISUSSION SUMMARY

Due to a member retirement and a member resignation (pending appointment to the university review committee), new members (GAA or Council) are required to serve on the promotion appeal panel.

ATTACHMENT(S):

Promotion appeal panel membership 2018-19

PROMOTIONS APPEAL PANEL 2018-19

From this roster, the members are chosen for Promotion Appeal Committee (promotion appeals), Sabbatical Leave Appeal Committee (sabbatical appeals), and for the President's Review Committee (salary review appeals). This panel is mandated by Collective Agreement (16.3.5.1):

16.3.5.1 Appeal Panel. 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 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.

Members of the Appeal Panel shall not serve on more than one of the committees hearing appeals promotion (Article 16.3.5), sabbatical leaves (Article 20.3) or salary review (Article 17.3.5).

16.3.5.2 Promotions Appeal Panel. The Promotions Appeals Panel shall consist of those members of the Appeal Panel who hold the rank of Professor.

To June 30, 2021
  TBD
  TBD
  Rob Pywell   Physics and Engineering Physics
  Jennifer Nicol   Educational Psychology and Special Education
  Angela Bowen   Nursing
  Ralph Deters   Computer Science
  Marcel D'Eon   Community Health and Epidemiology
  Sabine Banniza   Plant Sciences
  Ekaterina Dadachova   Pharmacy and Nutrition
  Stephen Foley   Chemistry
  Anh Dinh   Electrical and Computer Engineering
  Chris Zhang   Mechanical Engineering
  Yvonne Shevchuk   Pharmacy and Nutrition
  Emer O'Hagan   Philosophy
  John Gordon   Medicine
  Margaret Kovach   Educational Foundations

To June 30, 2020
  Cindy Peternelj-Taylor   Nursing
  Janet Hill   Veterinary Microbiology
  Claire Card   Large Animal Clinical Sciences
  Marcus Hecker   School of Environment and Sustainability
  Vikram Misra   Veterinary Microbiology
  Murray Fulton   Johnson Shoyama Graduate School of Public Policy

~~Moira Day~~	~~Drama~~
Dwayne Brenna	Drama
Scott Bell	Geography and Planning
Bev Brenna	Curriculum Studies
Valery Chirkov	Psychology
Jerzy Szpunar	Mechanical Engineering
Michael Plaxton	Law
Barb Phillips	Management and Marketing
Peter Phillips	Johnson Shoyama Graduate School of Public Policy
Jeremy Rayner	Johnson Shoyama Graduate School of Public Policy
Verna St. Denis	Educational Foundations

To June 30, 2019

Bram Noble	Geography and Planning
Rob Flannigan	Law
Keith Walker	Educational Administration
Suresh Tikoo	School of Public Health
Barbara von Tigerstrom	Law
Gord Zello	Nutrition
Linda McMullen	Psychology
Helen Nichol	Anatomy and Cell Biology
Jo-Anne Dillon	Microbiology & Immunology/VIDO-InterVac
Jeff McDonnell	School of Environment and Sustainability
Alexander Ervin	Archaeology and Anthropology
Steve Wormith	Psychology
Tony Kusalik	Computer Science
David Janz	Veterinary Biomedical Sciences
Keith Carlson	History
~~James Kells~~	~~Civil and Geological Engineering~~
Diane Knight	Soil Science

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Jim Greer, chair, nominations committee of Council

DATE OF MEETING: June 21, 2018

SUBJECT: Teaching, Learning and Academic Resources Committee Member Nomination

DECISION REQUESTED: *It is recommended:*

That Council approve the nomination of Kathleen James-Cavan, Department of English, to serve on the teaching, learning and academic resources committee for a three-year term, effective July 1, 2018 and continuing until June 30, 2021.

DISUSSION SUMMARY

Due to a member retirement, a new member from the GAA or Council is required to serve on the teaching, learning and academic resources committee.

ATTACHMENT(S):

Teaching, learning and academic resources committee membership

TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE – 2018-19

- Reviews and advises on pedagogical issues, support services for teaching and learning, Aboriginal teaching and learning, and policy issues on teaching, learning and academic resources.
- Membership comprises 11 members of the GAA, at least 5 of whom will be members of Council; includes 1 sessional lecturer.

Council Members

Vince Bruni-Bossio (chair)	Management and Marketing	2020
~~Len Findlay~~	~~English~~	~~2019~~
John Gjevre	Medicine	2019
Jo Ann Murphy	Library	2020
Petros Papagerakis	Dentistry	2020
Jaris Swidrovich	Pharmacy and Nutrition	2021

General Academic Assembly Members

Marie Battiste	Educational Foundations	2019
Jorden Cummings	Psychology	2021
Kathleen James-Cavan	English	
Gail MacKay	Curriculum Studies	2021
Sean Maw	Ron and Jane Graham School of Professional Development, College of Engineering	2020
Eric Micheels	Agricultural and Resource Economics	2020

Sessional

Darrell Bueckert	Music	2019

Other Members

Patti McDougall	Vice-Provost, Teaching, Learning and Student Experience
Shari Baraniuk	Chief Information Officer, Information and Communications Technology
Melissa Just	Dean, University Library
Cheri Spooner	Director, Distance Education Unit
Nancy Turner	Director, Teaching and Learning Enhancement
Chad Coller	Director, ICT Academic and Research Technologies
Candace Wasacase-Lafferty	Director, Indigenous Initiatives
Sheldon Moellenbeck	USSU Designate
Marie-Eve Presber	GSA Designate
Coral Sawchyn	Committee Secretary – Office of the Vice-provost, Teaching, Learning and Student Experience

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Terry Wotherspoon; Chair, Academic Programs
                                        Committee

DATE OF MEETING: June 21, 2018

SUBJECT: **Admissions Qualifications change – Doctor of
                                        Dental Medicine (D.M.D.)**

DECISION REQUESTED:

It is recommended:
*That Council approve the proposed changes to the
admissions qualifications for the Doctor of Dental
Medicine (D.M.D.) program, effective the 2020-21
admission cycle.*

PURPOSE:
Changes to admissions qualifications require approval by University Council and
confirmation by University Senate.

CONTEXT AND BACKGROUND:
The College of Dentistry is looking to make changes to admissions qualifications for
students applying for the DMD program as part of anticipated changes to the DMD
program. The recommended changes would add NUTR 120.3 and BMSC 210.3 as
requirements for admission and remove PHYS 117.3/125.3 as a requirement for
admission.

The College is looking to move some didactic content out of the program and making it a
requirement of admission, to allow for more and earlier opportunities for clinical
experience in the DMD program. Additionally, the changes reflect the understanding that
Nutrition is a critical topic to oral health that is underrepresented in the program
currently. The removal of PHYS 117.3/125.3 does not impact applicants' base
knowledge required in that area as the necessary physics of radiology are covered within
an applied dental course in the first year in the program.

FURTHER ACTION REQUIRED:
University Senate will be asked to confirm this decision at their October 2018 meeting.

ATTACHMENTS:
1. Proposal for Academic or Curricular Change: College of Dentistry Admission
   Requirement Changes

UNIVERSITY OF SASKATCHEWAN	**Proposal for Academic or Curricular Change**

PROPOSAL IDENTIFICATION

Title of proposal: College of Dentistry Admission Requirement Changes

Degree(s): Doctor of Dental Medicine (DMD)

Field(s) of Specialization: Dentistry

Level(s) of Concentration:

Option(s):

Degree College: Dentistry

Contact person(s) (name, telephone, fax, e-mail):
1. Dr. D. Brothwell, Dean, douglas.brothwell@usask.ca; 306-966-5122
2. Dr. D. Ardenghi, Associate Dean Academic (Acting), diego.ardenghi@usask.ca; 306-966-5107
3. Dr. D. Kolbinson, Curriculum Review Steering Committee (Chair), dean.kolbinson@usask.ca; 306-966-5070
4. Janice Cruise, Curriculum Review Steering Committee, janice.cruise@usask.ca; 306-966-5126
5. Kelly Mulligan, Director, Student and Academic Affairs, kelly.mulligan@usask.ca; 306-966-2760

Proposed date of implementation: 2020-2021 Admissions Cycle

Proposal Document

Please provide information which covers the following sub topics.

1. ACADEMIC JUSTIFICATION
This section is not applicable for this particular application, as this document addresses changes to admissions that will be required for changes to a program that are currently being explored within the College.

2. CURRENT ADMISSIONS
The College currently requires 3 years of undergraduate education and includes the following University of Saskatchewan courses (or equivalent):
BIOL 120.3 and BIOL 121.3 or BIOL 224.3 or BMSC 224.3
CHEM 112.3 and CHEM 250.3
PHYS 115.3 and PHYS 117.3 or PHYS 125.3
BMSC 200.3 and BMSC 230.3
PHSI 208.6 or PHPY 302.3 and PHPY 303.3
Six credit units of social science and/or humanities courses

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

1. ***The College of Dentistry is requesting approval to change the admission requirements such that applicants have the following additional courses as pre-requisites for admission into the DMD program:***
    a) **NUTR 120.3 Basic Nutrition**
    b) **BMSC 210.3 Microbiology**

The rationale for this change is as follows:
1. ***Changes to College of Medicine curriculum.*** *Currently the College of Dentistry Year One students take one major course (18 CU) with the College of Medicine. With significant changes to their curriculum, this course no longer meets the academic needs of our dental students but still consumes a large percentage of their first year didactic hours, as our students have different pre-requisite requirements.*
    The College has already started the process of change including the content areas of pharmacology, anatomy, pathology, histology and embryology. The addition of Basic Nutrition and Microbiology as admission requirements will ensure the students have the necessary background courses to begin applied studies in dentistry without continuing in the basic science course with the College of Medicine.
    The College of Dentistry at Dalhousie added microbiology to their admission requirements when they recently renewed their curriculum. Nutrition is a critical topic to oral health care and is currently under-represented in our program.

2. ***Earlier clinical experiences.*** *Our College has been known to graduate students with strong clinical skills. However, as technology and techniques continue to advance and expand in the field of dentistry, there are increasing demands to add content to our curriculum in order to maintain the strong clinical skills our students have been able to historically achieve upon graduation. Making some didactic content a prerequisite to admission is an important component in the College's plans. These plans include having the students start clinical care at an earlier stage of their program. This will help ensure that they achieve sufficient clinical experience to be competent before graduation. Earlier clinical experiences will enhance the program such that our students*

not only have the physical skills required by a dentist, but also the social and humanistic skills required by an expert clinician. Earlier clinical experiences are a realistic goal if our students enter the College with many of the basic foundational sciences required to begin applied studies in dentistry.

3. ***Outreach experience.*** *A curriculum review began in the fall of 2016. One of the key changes to the current student experience is not only earlier clinical experiences, but also the opportunity to increase clinical experiences outside of the University Dental Clinic. A change to admission requirements and a restructuring of the first two years of pre-clinical courses should provide additional time in the clinic, thus preparing fourth year students for experiences beyond the Dental Clinic floor.*

2. ***The College of Dentistry is requesting approval to change the admission requirements to remove the following course as a pre-requisite:***
   a. ***PHYS 117.3/125.3***

The rationale for this change is as follows:

1. ***To continue to offer maximum flexibility to applicants****. The majority of topics in Physics that are related to the study of dentistry are included in the course PHYS 115.3 with the exception of those related to radiology. The necessary physics of radiology would be taught to students within an applied dental course in first year.*

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

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

Not applicable. The DMD program is an established degree program.

5. RESOURCES

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

Not applicable. Additional resources are not required for the proposed changes.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

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

1. Impact on Departmental Activities

Not applicable. The proposed changes will not impact any departmental activities.

2. Impact on Students/Applicants

The proposed change to increase the pre-requisites will not have a significant impact on students applying to the dental program. Students currently require three years of study to be admitted to the College, and the net addition of three credit units is easily achievable. These specific courses will better prepare students to be successful in the program.

The course work that has been added would easily be incorporated into a variety of degree programs. As previously mentioned, seats in a dental program are highly competitive with more applications received than spots available. Having course work towards a degree program will broaden the students' career opportunities and ensure that applicants have a back-up plan should they not be successful at being accepted into a dental program.

Additionally, these courses would be natural choices for students applying to the Colleges of Veterinary Medicine, Pharmacy, Medicine and Nursing and would strengthen the students' likelihood of success in the College of Dentistry as well as the aforementioned other colleges.

Basic Nutrition is an introductory course with three offerings: one in first semester and two in second semester (one face-to-face and one online). The indication from the College of Pharmacy and Nutrition is that although the two face-to-face are typically full, there is room in the online course. The course is a natural fit for online as it does not have a laboratory component. Students today are both familiar with and adept at online study. Some applicants to the program have taken Basic Nutrition during their initial studies. We would like to see that for all applicants.

Microbiology is a second year course, to which our students already require the prerequisites to enter the course. Again some applicants have taken this course and the College believes that the topic is a critical part of oral health care.

3. Impact on other Colleges/Departments

Given that applicants are already required to have three years of university courses working towards a degree and that the pre-requisites added would be a natural fit within that requirement, there should be minimal impact upon other departments. Drs. Yvonne Shevchuk and Jo-Anne Dillon were all contacted by email to inform them of the possible changes to pre-requisites for the College. A phone conversation with Dr. Shevchuk provided the opportunity for further discussions to take place. Dr. Dillon responded by email that she did not see a problem with BMSC 210 and that overall, increased enrollments are welcome. Dr. Shevchuk explained that although the first semester face-to-face course was always full, but in the second semester, an online course could accommodate extra students. (See Appendix A.)

7. BUDGET
Please indicate if budget allocations within the department or the college will change due to this program.

Not applicable. Budgetary changes are not required for the proposed changes.

College Statement
Please provide here or attach to the online portal, a statement from the College which contains the following:
- □   Recommendation from the College regarding the program
- □   Description of the College process used to arrive at that recommendation
- □   Summary of issues that the College discussed and how they were resolved

The College of Dentistry is requesting approval for two changes to be implemented for the 2020-2021 admissions cycle: (1) increasing the pre-requisite course requirements to include NUTR 120.3 and BMSC 210.3; (2) decreasing the pre-requisite course requirement in physics by removing PHYS 117.3/125.3. The net results will increase the pre-requisite course requirement by three credit units. Proposed changes were reviewed extensively and approved by the Foundational Sciences Working Group, Curriculum Review Steering Committee, Admissions Committee, Undergraduate Education Committee, and Executive Committee. Pre-requisite additional courses were also approved by Faculty Council. The proposed changes will not be effective until the 2020-2021 admissions cycle to accompany the beginning of a renewed curriculum that is currently being planned and approved by the College Faculty.

Since our meeting with the APC and resulting memo of concerns, specific faculty with expertise in immunology, the Curriculum Review Steering Committee, Director of Student and Academic Affairs, Associate Dean Academic and the Dean have been consulted with to discuss and determine the best path forward. The Department of Physics was contacted by email to invite a conversation either by phone or in person. Once the College has heard back from the APC regarding this revised proposal, Drs. Mohammed, Shevchuk, Dillon and Bull will be contacted to ensure they are aware of the decision.

The College believes the proposed changes are in the best interests of the applicants. Increasing the prerequisite course work requirement provides applicants with the background they require for the rigorous demands of a dental program. The change in pre-requisite admission requirements will provide the foundational science background required to begin the applied study of dentistry and will allow for earlier focused time with patients, more time for applied dental courses and the opportunity for enhanced outreach experiences in the final year of dentistry.

Related Documentation
At the online portal, attach any related documentation which is relevant to this proposal to the online portal, such as:
- □   Excerpts from the College Plan and Planning Parameters
- □   SPR recommendations
- □   Relevant sections of the College plan
- □   Accreditation review recommendations
- □   Letters of support
- □   Memos of consultation

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

Consultation Forms

At the online portal, attach the following forms, as required

Required for all submissions: □ Consultation with the Registrar form

Required for all new courses: □ Course proposal forms

                                      □ OR Calendar-draft list of new and revised courses

Required if resources needed: □ Information Technology Requirements form

                                      □ Library Requirements form

                                      □ Physical Resource Requirements form

                                      □ Budget Consultation form

Appendix A

Email received April 4, 2018

Hello Janice,
We are pleased that the College of Dentistry recognizes nutrition knowledge as important for dentists. Nutrition 120 is offered on campus in Term 1 and Term 2 and is generally full. We have no capacity to increase as it is in the largest theatre on campus (Health E1150). The course is also offered online in Term 2 with no enrollment limit which should allow sufficient access to the course.

Yvonne Shevchuk
Yvonne M. Shevchuk, Pharm.D., FCSHP
Associate Dean Academic
College of Pharmacy and Nutrition
University of Saskatchewan
Room E3114
104 Clinic Place
Saskatoon,SK S7N 2Z4
306 966-6330 (telephone)
306 966-6377(FAX)
Website: www.usask.ca/pharmacy-nutrition

Email received April 6, 2018

Hello Janice

I don't think we have a problem with BMSC 210. Can you tell me how many students might be taking MCIM321?

Overall, we welcome increased enrolments.

Jo-Anne

Jo-Anne R Dillon PhD, FCAHS, FRSC

Distinguished Professor and Head, Department of Microbiology and Immunology
2D01.10 Health Sciences Building
College of Medicine – Division of Biomed Sciences
University of Saskatachewan
107 Wiggins Rd
Saskatoon, SK, S7N 5E5
Tel: 306 9665851

Research Scientist
Vaccine and Infectious Disease Organization – International Vaccine Centre
University of Saskatchewan
120 Veterinary Rd,
Saskatoon, SK
Tel: 306 966 1535

Interim Chair, IUSTI Canada

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Terry Wotherspoon, chair
                       Academic Programs Committee

DATE OF MEETING: June 21, 2018

SUBJECT: Graduate Certificates from the Johnson Shoyama Graduate School of Public
                  Policy
  1. Graduate Certificate in Economic Analysis for Public Policy
  2. Graduate Certificate in Non-Profit Management
  3. Graduate Certificate in Public Management
  4. Graduate Certificate in Public Policy Analysis

DECISION REQUESTED: *It is recommended:*

  1. *That Council approve the Graduate Certificate in Economic Analysis for Public Policy,*
     effective May 2019.
  2. *That Council approve the Graduate Certificate in Non-Profit Management, effective*
     May 2019.
  3. *That Council approve the Graduate Certificate in Public Management, effective May*
     2019.
  4. *That Council approve the Graduate Certificate in Public Policy Analysis, effective May*
     2019.

PURPOSE:
The College of Graduate and Postdoctoral Studies is proposing four new graduate-
level certificates through the Johnson Shoyama Graduate School of Public Policy.
The four certificates are currently being offered at the University of Regina and are
successful at attracting students.

The proposed certificates are designed to provide advanced training to practicing
public administrators, policy analysts, and non-profit managers in addressing key
policy issues in society.

The Graduate Certificate in Economic Analysis for Public Policy provides students
with basic skills and techniques for sound economic analysis for public policy, along
with an understanding of the advantages or disadvantages of various policy models.
It is designed for those currently working or wanting to work directly in the area of
policy analysis in the public sector.

The Graduate Certificate in Non-Profit Management provides students with an understanding of the Canadian non-profit sector and its public policy involvement. This certificate will also explore strategic leadership in the sector and will help students develop analytical skills to evaluate policy frameworks that guide the operation of non-profit organizations.

The Graduate Certificate in Public Management allows students to develop the ability to analyze governing institutions and the processes of modern government along with some of the basic skills and techniques required to manage effectively in the public sector. It will be of interest to individuals currently working in the public sector who do not have a background in administration and who want to improve their administrative and management skills.

The Graduate Certificate in Public Policy Analysis provides students with a foundation in public policy analysis, development and implementation. This certificate will be of interest to those directly involved in policy analysis development or to those involved in policy decisions who want to increase their understanding of policy processes.

The proposed certificates will benefit working professionals seeking further education. At the University of Regina, about 20-25% of students in the certificate program move on to complete an Master of Public Administration (MPA) degree. It is anticipated that approval of these certificates at the UofS will attract students who will be able to use the certificates to ladder into graduate degree programs, specifically the MPA degree program.

However, students already possessing an MPA will not be able to recount their existing courses towards graduate certificates. Additionally, students will not be able to double-count courses towards multiple certificates.

DISCUSSION SUMMARY:
The Graduate Programs Committee of CGPS reviewed the proposal in February and April 2018 and in April recommended to the Executive Committee of CGPS that they approve the proposal. The Executive Committee approved the proposal for the four certificates on May 16, 2018.

The Academic Programs Committee reviewed the proposal for the four JSGS certificates at its May 30, 2018 meeting and recommends that Council approve them.

FURTHER ACTION REQUIRED:
Tuition for these certificates requires review and approval by the Board of Governors and will be presented at its December 2018 meeting.

ATTACHMENT:
- Proposal for Academic or Curricular Change – Graduate Certificate in Economic Analysis for Public Policy

- Proposal for Academic or Curricular Change - Graduate Certificate in Non-Profit Management
- Proposal for Academic or Curricular Change – Graduate Certificate in Public Management
- Proposal for Academic or Curricular Change – Graduate Certificate in Public Policy Analysis

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Johnson Shoyama Graduate School of Public Policy
                           Certificate in Economic Analysis for Public Policy

Degree(s):   College of Graduate and Postdoctoral Studies

Field(s) of Specialization: Economic Analysis for Public Policy

Level(s) of Concentration:

Option(s):

Degree College: College of Graduate and Postdoctoral Studies

Contact person(s):   Murray Fulton, JSGS Director
                           Telephone: 306-966-8507
                           Fax: 306-966-1967
                           Email: murray.fulton@usask.ca

Proposed date of
implementation: May 2019

Proposal Document

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

1. **Academic justification:**

   a. *Describe why the program would be a useful addition to the university, from an academic programming perspective.*

   The Johnson Shoyama Graduate School of Public Policy (JSGS), University of Saskatchewan campus, wants to introduce additional programming designed to provide advanced training to practicing public administrators, policy analysts, and non-profit managers in addressing key policy issues in society.

   Reflecting the needs of the public services of Canada, the provinces, and the municipalities, the School's curriculum provides students with opportunities to gain knowledge in core competency areas and exercise their thinking and problem-solving skills while looking at issues that touch all aspects of our daily lives. The Master's of Public Administration (MPA) curriculum underwent a comprehensive review in 2015

with support from the Gwenna Moss Centre, following which it was revised from an outcomes-based to a competency-based curriculum. The revised curriculum was approved as meeting academic standards and societal needs both by external accreditation from the Canadian Association of Programs in Public Administration (CAPPA) and the School's external review team.

When the JSGS was founded in 2007 as a joint school between the U of S and the University of Regina, the U of R campus was offering graduate-level certificate programs composed of selected core courses from the MPA program, which have been regularly updated and modernized over the last decade. These certificates have never been approved for delivery at the U of S campus, an anomaly that we seek to address in this proposal.

b. *Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.*

The proposed certificate in Economic Analysis for Public Policy supports goals set out by the University's Third Integrated Plan 2012-2016, the University's Draft Strategic Plan 2025, the organizational goals of JSGS as described in the School's Strategic Plan 2016-2020, and the direction outlined in the 2018 draft strategic plan that has been submitted by the U of S campus. The certificate programs are intended to develop diversity in graduate education, finding new ways to support and collaborate with our partners in the public services and the not-for-profit sectors in Canada. They will make graduate education and professional development more accessible for a variety of students who are currently unable to make the commitment to a full-time Master's program. These working professionals bring interdisciplinary perspectives to our programs, elevate class discussion, and help students apply the theories and concepts presented in class to work experience.

The proposed certificate is specifically in support of the "Enriching the Education Experience" strategic direction articulated in the JSGS' 2016-2020 Strategic Plan, as follows.

Develop teaching methods and curriculum that are based on adult learning processes and professional expectations to produce exemplary professionals through JSGS programs and teaching by:

- Providing effective academic supports for a diverse student body comprised of domestic students and international students with diverse disciplinary backgrounds and varied English language proficiencies.
- Expanding online and distance learning opportunities to reach new markets and serve the needs of adult in-service learners.
- Adopting technologies that support integrated, collaborative learning environments.
- Embracing the effective use of technology to engage, educate, and inform.

The concept of facilitating the transition into graduate degree programs is a high priority within the proposed plan of the College of Graduate and Postdoctoral Studies, and a model that allows students to ladder into a graduate degree through a certificate is a proven practice. The CGPS has issued a statement of strong support in principle for the development of these four certificates.

c. *Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*

The certificate programs are designed to meet the needs of practicing public administrators, policy analysts, and non-profit managers who wish to increase their conceptual and technical skills in the fields of public administration, non-profit administration, or public policy.

In addition, the certificate programs – which require a 70% entrance average as opposed to 75% for the MPA – allow early- to mid-career professionals, mature students, and some under-represented populations, including Aboriginal peoples, an opportunity to establish a track record in graduate studies and build a case to be admitted to the MPA.

d.   *What are the most similar competing programs in Saskatchewan and in Canada? How is this program different?*

Of the dozen other policy schools in Canada, none offer certificate programming.

The certificate in Economic Analysis for Public Policy (together with three other certificate programs being proposed) is currently offered at the JSGS U of R campus and has been highly successful in attracting students. These are special tuition programs (currently $1,251.25 per three-credit course); the U of R campus currently has 44 students total enrolled across all the certificates, a number that has been quite stable over the years. Historically, approximately 20-25% of these students have laddered into the MPA (see Appendix 2).

2.   Admissions

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

Applicants must have completed a four-year undergraduate degree from a recognized university. An average of 70 percent or better must be maintained during the final two years (60 credit units) of the undergraduate program or in the graduate program if students are entering the certificate program after a graduate degree. Proof of English proficiency is required.

3.   Description of the program

a.   *What are the curricular objectives, and how are these accomplished?*

The Economic Analysis for Public Policy Certificate provides students with the basic skills and techniques for sound economic analysis of public policy along with an understanding of the advantages or disadvantages of various policy models. This program is designed for those currently working or wanting to work directly in the area of policy analysis in the public sector.

The certificate program consists of one required three-CU course, JSGS 805 Economics for Public Policy Analysis, and two electives (six credit units) from the following:

- JSGS 803 Quantitative Methods
- JSGS 806 Public Policy Analysis
- JSGS 807 Statistics for Public Managers
- JSGS 820 Micro-Economics for Policy Analysis
- JSGS 821 Macro-Economics for Policy Analysis
- JSGS 837 Health Economics

Objectives in the certificate are accomplished through course work, regular faculty-student and student-student interaction, and the in-depth analyses of problems in the context of term papers for courses.

b. *Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.*

Students have the option of attending in-person courses or accessing some of the courses online. Two of the courses (JSGS 806 Public Policy Analysis and JSGS 807 Statistics for Public Managers) have been successfully delivered online and others will be developed and delivered in 2017-18. Through online delivery, JSGS plans to increase enrolment of Canadian distance learners (primarily those from the ROC) who are enticed by this delivery mode, as indicated in our enrolment plan.

Students enrolled in the certificate programs will be strongly encouraged to participate in the *Get Connected!* orientation held each fall, the case competition that provides students with an opportunity to participate on a team that analyses and evaluates a real-world policy scenario, the IPAC Student Essay Competition, the Policy Research Poster Competition, the JSGS Policy Shop, and the many 990 and public seminars offered by the School.

The School is committed to developing teaching methods and curriculums that are based on adult learning processes and professional expectations to produce exemplary professionals through our programs and teaching. We do this by providing effective academic support for our diverse student body; ensuring our teachers have access to training in various types of adult learning appropriate for both pre-service and in-service students; expanding online and distance learning opportunities; adopting technologies that support integrated and collaborative learning environments; embracing the effective use of technology to engage, educate, and inform; and supporting experiential learning.

c. *Provide an overview of the curriculum mapping.*

Economic Analysis for Public Policy Certificate	Required course	Two electives from among these courses					
	JSGS 805 Economics for Public Policy Analysis	JSGS 803 Quantitative Methods	JSGS 806 Public Policy Analysis	JSGS 807 Statistics for Public Managers	JSGS 820 Micro-Economics for Policy Analysis	JSGS 821 Macro-Economics for Policy Analysis	JSGS 837 Health Economics
Management, Governance, and Leadership Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it			✓				
Communication and Social Skills Ability to communicate effectively and build enduring, trust-based interpersonal, professional relationships			✓	✓			
Systems Thinking and Creative Analysis Ability to identify key issues and problems, analyze them systematically, and reach sound and innovative conclusions	✓	✓	✓	✓	✓	✓	✓
Public Policy and Community Engagement Ability to understand how organizational and public policies are formulated, their impact on public policy and management, and how to influence their development	✓		✓		✓	✓	✓
Continuous Evaluation and Improvement Commitment to ongoing evaluation for continuous organizational and personal improvement							
Policy Knowledge Ability to analyze and contribute content to at least one applied policy field	✓		✓		✓	✓	✓

d. *Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.*

Problem solving – This is a key element in the course work, with students completing in-depth assignments in each course. It is also an integral part of the problems that students are asked to address both in class and in outside activities such as the Case Study Competition, the Policy Shop, the IPAC Student Essay Competition, and the Policy Research Poster Competition.

Synthesis and critical thinking – The opportunity to develop these skills takes place mainly in the preparation of term papers and final exam questions where students are given the opportunity to reflect on and incorporate different perspectives and arguments.

Analysis – Analytical skills are developed throughout the certificate program but particularly in JSGS 806 Public Policy Analysis, which is a core course in this program. These skills are also stressed in key electives such as Economics for Public Policy Analysis and Statistics for Public Managers.

Application – The application of theory and concepts to real-world problems is at the heart of the certificate program and is found in all aspects of the courses in the program (i.e., course readings, assignments, and term papers).

e. *Explain the comprehensive breadth of the program.*

The certificate program is designed to meet the needs of practicing public administrators, policy analysts, and non-profit managers who wish to enhance their conceptual and technical skills in the fields of public administration or public policy.

As the curriculum map above demonstrates, students who earn the certificate designation will be competent in key areas that are vital to success in the roles to which the certificate is targeted.

f. *Referring to the university "Learning Charter", explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.*

The University of Saskatchewan's Learning Charter sets out the following five learning goals. The manner in which these goals will be addressed, and the attributes and skills that will be acquired by graduates, are listed under each goal.

Discovery Goals
- Apply critical and creative thinking to problems, including analysis, synthesis, and evaluation.
- Be adept at learning in various ways, including independently, experientially, and in teams.
- Possess intellectual flexibility, ability to manage change, and a zest for life-long learning.

The discovery goals will be met through the problem-solving exercises that students will be given in their courses. To successfully complete these different requirements, students will be required to work together at times; at other times, they will work independently. The discovery goals will also be met through the philosophy of problem-based learning – i.e., one where the goal is not just to understand and develop theories but to apply them to real-life problems.

Knowledge Goals
- Have a comprehensive knowledge of their subject area, discipline, or profession.
- Understand how their subject area may intersect with related disciplines.
- Utilize and apply their knowledge with judgement and prudence.

The knowledge goals will be met through the course work, which provides an environment where students have to delve deeply into specific areas all the while being able to connect ideas and concepts from one course to the other. In this work, students will be held to a high standard – they will be expected to know their subject area and be able to move beyond it. The knowledge goals will also be met through the applied nature of the program. Public policy and administration requires an in-depth knowledge of the problem that is being examined, the institutions that affect behaviour, the players that are involved and their different motivations, and the manner in which these players interact. To truly understand this context requires knowledge of many areas.

Integrity Goals
- Exercise intellectual integrity and ethical behaviour.
- Recognize and think through moral and ethical issues in a variety of contexts.
- Recognize the limits to their knowledge and act accordingly.

The integrity goals will be met through a discussion of the larger context in which public policy and administration are situated and how problems in this sphere have moral and ethical dimensions. Students will be encouraged to consider these dimensions in their assignments and presentations.

Skills Goals
- Communicate clearly, substantively, and persuasively.
- Be able to locate and use information effectively, ethically, and legally.
- Be technologically literate and able to apply appropriate skills of research and inquiry.

The skills goals will be met by requiring students to participate actively in giving presentations in a wide variety of settings – e.g., the classroom, to clients of the Policy Shop, and to public policy leaders at the poster competition. This goal will also be met through the manner of debate in public policy, which focuses on developing a healthy dose of skepticism and making clear arguments backed up with strong evidence.

Citizenship Goals
- Value diversity and the positive contributions this brings to society.
- Share their knowledge and exercise leadership.
- Contribute to society, locally, nationally, or globally.

Citizenship goals will be met by constantly showing students that the problems being dealt with in public policy are critical to societal wellbeing and involve the pressing issues of the time – everything from climate change to social policy to health care to natural resource management to immigration. Citizenship goals will also be met by students' interactions with their peers in a diverse student body from all parts of the world and different racial and ethnic groups with a safe place to explore ideas and discuss issues.

g. *Describe how students can enter this program from other programs (program transferability).*

The certificate is open to students from all disciplines; thus, students could enter from any other graduate program on campus. Realistically, since the certificate is a stand-alone program, we anticipate that the number of students who would seek to transfer would be very small. Students are eligible to apply for entry into the certificate program upon completion of any four-year undergraduate degree with a minimum overall GPA of 70 percent.

h. *Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.*

Success will be measured in two ways: 1) student enrolment across all certificate programs, and 2) number of students who ladder from the certificate program into the MPA program.

1. In the first year of offering at the U of S campus, our enrolment target will be a total of 10 students across all four certificate programs; by the third year of offering, we aim to increase this number to a total of 15; within five years, we will aim to have a total of 25 students enrolled across all of the certificate programs. It is difficult to know what the enrolment might be in each individual certificate program; thus, we are aiming for an enrolment cohort across all four programs combined. At that time, enrolment numbers will be reviewed and targets adjusted if necessary. For comparison purposes, in fall 2017, the U of R campus had 44 students total active across all of the certificate programs.

2. Experience at the School's University of Regina campus has shown that approximately 25% of certificate students annually ladder into the MPA. Since the MPA represents an opportunity to gain advanced skills in public policy analysis, we aim to also have 25% of certificate students ladder into the MPA each year.

i. *If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.*

The course offerings would be from the existing MPA program, which is accredited by the Canadian Association of Programs in Public Administration (CAPPA) (achieved in 2011 for a full seven-year term). The professional standard criteria set by CAPPA will be deemed to have been met if accreditation is achieved and maintained.

4. Consultation

a. *Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?*

The courses comprising the certificate program are currently offered for the MPA program (and other JSGS programs), either as core or elective courses. Students who have successfully completed a certificate program are eligible to ladder into the MPA program if they so choose and meet all of the qualifications. Because no new course offerings are proposed, it is not anticipated that students from other programs will benefit. In fact, JSGS courses will be more fully subscribed by JSGS students.

b. *List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*

No new course offerings are being proposed and no courses are being deleted. In addition, none of these courses are required in programs in other areas of the University. Therefore, it was deemed that consultation with other units, besides CGPS, was not necessary.

c. *Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.*

Resources from other colleges are not required for the certificate programs, and therefore no consultation was conducted.

d. *Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*

Because the courses that comprise the certificate program are existing JSGS courses, it is anticipated that demand on library resources will be minimal. Therefore, no consultation was conducted.

e. *List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*

No other consultation was conducted.

5. Budget

a. *How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).*

The Economic Analysis for Public Policy certificate requires JSGS 805 Economics for Public Policy Analysis (in addition to two electives), which is offered as a core course for the MPA program. The enrolment of students from the certificate program will ensure that this course is more fully subscribed.

b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*

Because the courses are existing JSGS offerings, no programs would be deleted as a result of offering the new certificate.

c. *How are the teaching assignments of each unit and instructor affected by this proposal?*

There will be no effect on teaching assignments because no new courses are being added. As indicated above, the introduction of the certificates should result in a number of our courses being more fully subscribed.

d. *Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, classroom availability, studio/practice rooms laboratory/clinical or other instructional space requirements).*

Because no new courses are being added, no additional resources are required. Existing courses, both in person and online, will be more fully subscribed, thereby offering an opportunity to better utilize existing resources.

e. *If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.*

Because the courses are existing JSGS offerings, there are no additional costs anticipated. In fact, courses are expected to be more fully subscribed because of increased enrolment through the certificate programs.

f. *If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*

The certificates are interdisciplinary, as are all JSGS programs. The faculty complement in the School features individuals from a range of disciplines (such as economics, political studies, and sociology), thereby providing a pool of resources for students. These faculty members have relationships with the departments of their discipline, which provides further resources to students in the program.

g. *What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?*

Students enrolled in the certificate program are not eligible for financial assistance.

The certificate program is accessible to individuals working full time. There is a range of elective courses for the students to choose from, based on their interest and availability.

h. *What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).*

Courses comprising the certificate program are part of the JSGS special tuition programs. As of September 2018, tuition will be $1,313.82 per three-credit course, for a total program tuition of $3,941.44.

i.   *What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)*

The total net cost (i.e., for the three courses) for each student based on the TABBS model is $1,988 (this cost is determined by the portion of the operating grant we would receive less the indirect expenses that would be charged). The total cost for 10 students estimated in the first year (across the four new certificate programs being proposed) would be $19,880.

j.   *What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?*

In the first year of offering at the U of S campus, our enrolment target will be a total of 10 students across all certificate programs; by the third year of offering, we aim to increase this number to a total of 15; within five years, we will aim to have a total of 25 students enrolled across all of the certificate programs. At that time, enrolment numbers will be reviewed and targets adjusted if necessary. It is difficult to know what the enrolment might be in each individual certificate program; thus, we are aiming for an enrolment cohort across all four programs combined.

There are no programmatic or resource changes being made to accommodate the addition of the certificates programs; therefore, there is no minimum enrolment target that is essential to achieve.

If the MPA program consistently enrols 50 students (i.e., our target by 2020-21), total enrolment across all of the certificate programs combined will be capped at 25 students to ensure that students in the degree program can access required courses. If admissions to the MPA fall below the target, additional students could be admitted to the certificates.

k.   *What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?*

Initially, the tuition revenue can be expected to be $39,414 per annum based on 10 new students total (across the four new certificate programs being proposed) each taking three courses (nine credit units) per year and would grow to $98,536 for 25 students by year five. A key point is that there is an expectation that approximately 25% of the students (across the four new certificate programs being proposed) will ladder into the MPA program, which would generate additional revenue.

l.   *At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?*

It is not the intention of the School to make the certificate programs independently sustainable. The maximum enrolment across all certificate programs will be capped at 25 students total, as long as the enrolment target of 50 in the MPA program is met. With 50 students in the MPA and 25 students across all certificate programs, the School has sufficient resources to meet all commitments.

m.   *Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-*

kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).

Because no new courses are being added, there are no incremental costs anticipated. Existing courses, both in person and online, will be more fully subscribed, thereby offering an opportunity to better utilize existing resources.

n. *List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicated any anticipated surpluses/deficits associated with the new program*

Because no new courses are being added, there are no incremental costs anticipated.

College Statement

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

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

Please see the attached memo from Dr. Murray Fulton.

Related Documentation

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

- Excerpts from the College Plan and Planning Parameters (embedded in proposal)
- SPR recommendations (none)
- Relevant sections of the College plan (embedded in proposal)
- Accreditation review recommendations (none)
- Letters of support (attached)
- Memos of consultation (none)

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

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

Required for all submissions:
- Consultation with the Registrar form
- Complete Catalogue entry, if proposing a new program, (attached) or excerpt of existing program with proposed changes marked in red

Required for all new courses: (None)
- New Course Proposal forms
- Calendar-draft list of new and revised courses

Required if resources needed: (None)
- Information Technology Requirements form
- Library Requirements form
- Physical Resource Requirements form
- Budget Consultation form

	# Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Johnson Shoyama Graduate School of Public Policy
Certificate in Non-Profit Management

Degree(s): College of Graduate and Postdoctoral Studies

Field(s) of Specialization: Non-Profit Management

Level(s) of Concentration:

Option(s):

Degree College: College of Graduate and Postdoctoral Studies

Contact person(s): Murray Fulton, JSGS Director
Telephone: 306-966-8507
Fax: 306-966-1967
Email: murray.fulton@usask.ca

Proposed date of
implementation: May 2019

Proposal Document

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

1. **Academic justification:**

   a. *Describe why the program would be a useful addition to the university, from an academic programming perspective.*

   The Johnson Shoyama Graduate School of Public Policy (JSGS), University of Saskatchewan campus, wants to introduce additional programming designed to provide advanced training to practicing public administrators, policy analysts, and non-profit managers in addressing key policy issues in society.

   Reflecting the needs of the public services of Canada, the provinces, and the municipalities, the School's curriculum provides students with opportunities to gain knowledge in core competency areas and exercise their thinking and problem-solving skills while looking at issues that touch all aspects of our daily lives. The Master's of Public Administration (MPA) curriculum underwent a comprehensive review in 2015

with support from the Gwenna Moss Centre, following which it was revised from an outcomes-based to a competency-based curriculum. The revised curriculum was approved as meeting academic standards and societal needs both by external accreditation from the Canadian Association of Programs in Public Administration (CAPPA) and the School's external review team.

When the JSGS was founded in 2007 as a joint school between the U of S and the University of Regina, the U of R campus was offering graduate-level certificate programs composed of selected core courses from the MPA program, which have been regularly updated and modernized over the last decade. These certificates have never been approved for delivery at the U of S campus, an anomaly that we seek to address in this proposal.

b. *Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.*

The proposed certificate in Non-Profit Management supports goals set out by the University's Third Integrated Plan 2012-2016, the University's Draft Strategic Plan 2025, the organizational goals of JSGS as described in the School's Strategic Plan 2016-2020, and the direction outlined in the 2018 draft strategic plan that has been submitted by the U of S campus. The certificate programs are intended to develop diversity in graduate education, finding new ways to support and collaborate with our partners in the public services and the not-for-profit sectors in Canada. They will make graduate education and professional development more accessible for a variety of students who are currently unable to make the commitment to a full-time Master's program. These working professionals bring interdisciplinary perspectives to our programs, elevate class discussion, and help students apply the theories and concepts presented in class to work experience.

The proposed certificate is specifically in support of the "Enriching the Education Experience" strategic direction articulated in the JSGS' 2016-2020 Strategic Plan, as follows.

Develop teaching methods and curriculum that are based on adult learning processes and professional expectations to produce exemplary professionals through JSGS programs and teaching by:

- Providing effective academic supports for a diverse student body comprised of domestic students and international students with diverse disciplinary backgrounds and varied English language proficiencies.
- Expanding online and distance learning opportunities to reach new markets and serve the needs of adult in-service learners.
- Adopting technologies that support integrated, collaborative learning environments.
- Embracing the effective use of technology to engage, educate, and inform.

The concept of facilitating the transition into graduate degree programs is a high priority within the proposed plan of the College of Graduate and Postdoctoral Studies, and a model that allows students to ladder into a graduate degree through a certificate is a proven practice. The CGPS has issued a statement of strong support in principle for the development of these four certificates.

c. *Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*

The certificate programs are designed to meet the needs of practicing public administrators, policy analysts, and non-profit managers who wish to increase their conceptual and technical skills in the fields of public administration, non-profit administration, or public policy.

In addition, the certificate programs – which require a 70% entrance average as opposed to 75% for the MPA – allow early- to mid-career professionals, mature students, and some under-represented populations, including Aboriginal peoples, an opportunity to establish a track record in graduate studies and build a case to be admitted to the MPA.

d. *What are the most similar competing programs in Saskatchewan and in Canada? How is this program different?*

Of the dozen other policy schools in Canada, none offer certificate programming.

The certificate in Non-Profit Management (together with three other certificate programs being proposed) is currently offered at the JSGS U of R campus and has been highly successful in attracting students. These are special tuition programs (currently $1,251.25 per three-credit course); the U of R campus currently has 44 students total enrolled across all certificates, a number that has been quite stable over the years. Historically, approximately 20-25% of these students have laddered into the MPA (see Appendix 2).

2. Admissions

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

Applicants must have completed a four-year degree from a recognized university. An average of 70 percent or better must be maintained during the final two years (60 credit units) of the undergraduate program or in the graduate program if students are entering the certificate program after a graduate degree. Proof of English proficiency is required.

3. Description of the program

a. *What are the curricular objectives, and how are these accomplished?*

The Non-Profit Management Certificate will provide students with an understanding of the Canadian non-profit sector and its public policy involvement. This certificate program will also explore strategic leadership in the sector, focusing on governance, executive leadership, and the roles of boards of directors in strategy formation and implementation. The students will develop analytical skills to evaluate policy frameworks that guide the operation of non-profit organizations and critically assess policies that advance the functionality and greater contribution of the sector to our society.

The certificate program consists of one required three-CU course, JSGS 811 Nongovernmental Organizations and Alternative Service Delivery, and two electives (six CU's) from the following:

- JSGS 810 Non-Profit Leadership and Governance
- JSGS 838 Public Sector Financial Management
- JSGS 846 Philanthropy and Fundraising for Non-Profit Organizations
- JSGS 882 Strategic Management in the Public Sector

Objectives in the certificate are accomplished through course work, regular faculty-student and student-student interaction, and the in-depth analyses of problems in the context of term papers for courses.

b. *Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.*

Students have the option of attending in-person courses or accessing some of the courses online. Three core courses in the MPA program have been successfully delivered online and others will be developed and delivered in 2017-18. Through online delivery, JSGS plans to increase enrolment of Canadian distance learners (primarily those from the ROC) who are enticed by this delivery mode, as indicated in our enrolment plan.

Students enrolled in the certificate programs will be strongly encouraged to participate in the *Get Connected!* orientation held each fall, the case competition that provides students with an opportunity to participate on a team that analyses and evaluates a real-world policy scenario, the IPAC Student Essay Competition, the Policy Research Poster Competition, the JSGS Policy Shop, and the many 990 and public seminars offered by the School.

The School is committed to developing teaching methods and curriculums that are based on adult learning processes and professional expectations to produce exemplary professionals through our programs and teaching. We do this by providing effective academic support for our diverse student body; ensuring our teachers have access to training in various types of adult learning appropriate for both pre-service and in-service students; expanding online and distance learning opportunities; adopting technologies that support integrated and collaborative learning environments; embracing the effective use of technology to engage, educate, and inform; and supporting experiential learning.

c. *Provide an overview of the curriculum mapping.*

Non-Profit Management Certificate	Required course	Two electives from among these courses			
	JSGS 811 *Nongovernmental Organizations and Alternative Service Delivery*	JSGS 810 *Non-Profit Leadership and Governance*	JSGS 838 *Public Sector Financial Management*	JSGS 846 *Philanthropy and Fundraising for Non-Profit Organizations*	JSGS 882 *Strategic Management in the Public Sector*
Management, Governance, and Leadership Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it		✓		✓	✓
Communication and Social Skills Ability to communicate effectively and build enduring, trust-based interpersonal, professional relationships	✓	✓		✓	✓
Systems Thinking and Creative Analysis Ability to identify key issues and problems, analyze them systematically, and reach sound and innovative conclusions	✓	✓	✓	✓	✓
Public Policy and Community Engagement Ability to understand how organizational and public policies are formulated, their impact on public policy and management, and how to influence their development	✓	✓	✓	✓	✓
Continuous Evaluation and Improvement Commitment to ongoing evaluation for continuous organizational and personal improvement	✓	✓		✓	✓
Policy Knowledge Ability to analyze and contribute content to at least one applied policy field		✓		✓	

d. *Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.*

   Problem solving – This is a key element in the course work, with students completing in-depth assignments in each course. It is also an integral part of the problems that students are asked to address both in class and in outside activities such as the Case Study Competition, the Policy Shop, the IPAC Student Essay Competition, and the Policy Research Poster Competition.

   Synthesis and critical thinking – The opportunity to develop these skills takes place mainly in the preparation of term papers and final exam questions where students are given the opportunity to reflect on and incorporate different perspectives and arguments.

   Analysis – Analytical skills are developed throughout the certificate program. These skills are also stressed in key electives such as Public Finance, Economics, and Statistics for Public Managers.

   Application – The application of theory and concepts to real-world problems is at the heart of the certificate program and is found in all aspects of the courses in the program (i.e., course readings, assignments, and term papers).

e. *Explain the comprehensive breadth of the program.*

   The certificate program is designed to meet the needs of practicing public administrators, policy analysts, and non-profit managers who wish to enhance their conceptual and technical skills in the fields of public administration or public policy.

   As the curriculum map above demonstrates, students who earn the certificate designation will be competent in key areas that are vital to success in the roles to which the certificate is targeted.

f. *Referring to the university "Learning Charter", explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.*
   The University of Saskatchewan's Learning Charter sets out the following five learning goals. The manner in which these goals will be addressed, and the attributes and skills that will be acquired by graduates, are listed under each goal.

   Discovery Goals
   - Apply critical and creative thinking to problems, including analysis, synthesis, and evaluation.
   - Be adept at learning in various ways, including independently, experientially, and in teams.
   - Possess intellectual flexibility, ability to manage change, and a zest for life-long learning.

   The discovery goals will be met through the problem-solving exercises that students will be given in their courses. To successfully complete these different requirements, students will be required to work together at times; at other times, they will work independently. The discovery goals will also be met through the philosophy of problem-based learning – i.e., one where the goal is not just to understand and develop theories, but to apply them to real-life problems.

   Knowledge Goals
   - Have a comprehensive knowledge of their subject area, discipline, or profession.
   - Understand how their subject area may intersect with related disciplines.
   - Utilize and apply their knowledge with judgement and prudence.

The knowledge goals will be met through the course work, which provides an environment where students have to delve deeply into specific areas all the while being able to connect ideas and concepts from one course to the other. In this work, students will be held to a high standard – they will be expected to know their subject area and be able to move beyond it. The knowledge goals will also be met through the applied nature of the program. Public policy and administration requires an in-depth knowledge of the problem that is being examined, the institutions that affect behaviour, the players that are involved and their different motivations, and the manner in which these players interact. To truly understand this context requires knowledge of many areas.

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- Exercise intellectual integrity and ethical behaviour.
- Recognize and think through moral and ethical issues in a variety of contexts.
- Recognize the limits to their knowledge and act accordingly.

The integrity goals will be met through a discussion of the larger context in which public policy and administration are situated and how problems in this sphere have moral and ethical dimensions. Students will be encouraged to consider these dimensions in their assignments and presentations.

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- Communicate clearly, substantively, and persuasively.
- Be able to locate and use information effectively, ethically, and legally.
- Be technologically literate and able to apply appropriate skills of research and inquiry.

The skills goals will be met by requiring students to participate actively in giving presentations in a wide variety of settings – e.g., the classroom, to clients of the Policy Shop, and to public policy leaders at the poster competition. This goal will also be met through the manner of debate in public policy, which focuses on developing a healthy dose of skepticism and making clear arguments backed up with strong evidence.

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- Value diversity and the positive contributions this brings to society.
- Share their knowledge and exercise leadership.
- Contribute to society, locally, nationally, or globally.

Citizenship goals will be met by constantly showing students that the problems being dealt with in public policy are critical to societal wellbeing and involve the pressing issues of the time – everything from climate change to social policy to health care to natural resource management to immigration. Citizenship goals will also be met by students' interactions with their peers in a diverse student body from all parts of the world and different racial and ethnic groups with a safe place to explore ideas and discuss issues.

g. *Describe how students can enter this program from other programs (program transferability).*

The certificate is open to students from all disciplines; thus, students could enter from any other graduate program on campus. Realistically, since the certificate is a stand-alone program, we anticipate that the number of students who would seek to transfer would be very small. Students are eligible to apply for entry into the certificate program upon completion of any four-year undergraduate degree with a minimum overall GPA of 70 percent.

h. *Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.*

Success will be measured in two ways: 1) student enrolment across all certificate programs, and 2) number of students who ladder from the certificate program into the MPA program.

1. In the first year of offering at the U of S campus, our enrolment target will be a total of 10 students across all four certificate programs; by the third year of offering, we aim to increase this number to a total of 15; within five years, we will aim to have a total of 25 students enrolled across all of the certificate programs. It is difficult to know what the enrolment might be in each individual certificate program; thus, we are aiming for an enrolment cohort across all four programs combined. At that time, enrolment numbers will be reviewed and targets adjusted if necessary. For comparison purposes, in fall 2017, the U of R campus had 44 students total active across all of the certificate programs.

2. Experience at the School's University of Regina campus has shown that approximately 25% of certificate students annually ladder into the MPA. Since the MPA represents an opportunity to gain advanced skills in public policy analysis, we aim to also have 25% of certificate students ladder into the MPA each year.

i. *If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.*

The course offerings would be from the existing MPA program, which is accredited by the Canadian Association of Programs in Public Administration (CAPPA) (achieved in 2011 for a full seven-year term). The professional standard criteria set by CAPPA will be deemed to have been met if accreditation is achieved and maintained.

4. Consultation

a. *Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?*

The courses comprising the certificate program are currently offered for the MPA program (and other JSGS programs), either as core or elective courses. Students who have successfully completed a certificate program are eligible to ladder into the MPA program if they so choose and meet all of the qualifications. Because no new course offerings are proposed, it is not anticipated that students from other programs will benefit. In fact, JSGS courses will be more fully subscribed by JSGS students.

b. *List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*

No new course offerings are being proposed and no courses are being deleted. In addition, none of these courses are required in programs in other areas of the University. Therefore, it was deemed that consultation with other units, besides CGPS, was not necessary.

c. *Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.*

Resources from other colleges are not required for the certificate programs, and therefore no consultation was conducted.

d. *Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*

Because the courses that comprise the certificate program are existing JSGS courses, it is anticipated that demand on library resources will be minimal. Therefore, no consultation was conducted.

e. *List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*

No other consultation was conducted.

5. Budget

a. *How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).*

The Non-Profit Management certificate requires JSGS 811 Nongovernmental Organizations and Alternative Service Delivery (in addition to two electives), which is offered as part of the School's suite of courses. Typically, one section of this course is offered, taught by a single instructor. The enrolment of students from the certificate program will ensure that this course is more fully subscribed.

b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*

Because the courses are existing JSGS offerings, no programs would be deleted as a result of offering the new certificate.

c. *How are the teaching assignments of each unit and instructor affected by this proposal?*

There will be no effect on teaching assignments because no new courses are being added. As indicated above, the introduction of the certificates should result in a number of our courses being more fully subscribed.

d. *Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, classroom availability, studio/practice rooms laboratory/clinical or other instructional space requirements).*

Because no new courses are being added, no additional resources are required. Existing courses, both in person and online, will be more fully subscribed, thereby offering an opportunity to better utilize existing resources.

e. *If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.*

Because the courses are existing JSGS offerings, there are no additional costs anticipated. In fact, courses are expected to be more fully subscribed because of increased enrolment through the certificate programs.

f. *If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*

The certificates are interdisciplinary, as are all JSGS programs. The faculty complement in the School features individuals from a range of disciplines (such as economics, political studies, and sociology), thereby providing a pool of resources for students. These faculty members have relationships with the departments of their discipline, which provides further resources to students in the program.

g. *What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?*

Students enrolled in the certificate programs are not eligible for financial assistance.

The certificate program is accessible to individuals working full time. There is also a range of elective courses for the students to choose from, based on their interest and availability.

h. *What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).*

Courses comprising the certificate program are part of the JSGS special tuition programs. As of September 2018, tuition will be $1,313.82 per three-credit course, for a total program tuition of $3,941.44.

i. *What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)*

The total net cost (i.e., for the three courses) for each student based on the TABBS model is $1,988 (this cost is determined by the portion of the operating grant we would receive less the indirect expenses that would be charged). The total cost for 10 students estimated in the first year (across the four new certificate programs being proposed) would be $19,880.

j. *What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?*

In the first year of offering at the U of S campus, our enrolment target will be a total of 10 students across all certificate programs; by the third year of offering, we aim to increase this number to a total of 15; within five years, we will aim to have a total of 25 students enrolled across all of the certificate programs. At that time, enrolment numbers will be reviewed and targets adjusted if necessary. It is difficult to know what enrolment might be in each individual certificate program; thus, we are aiming for an enrolment cohort across all four programs combined.

There are no programmatic or resource changes being made to accommodate the addition of the certificates programs; therefore, there is no minimum enrolment target that is essential to achieve.

If the MPA program consistently enrols 50 students (i.e., our target by 2020-21), total enrolment across all of the certificate programs combined will be capped at 25 students to ensure that students in the degree program can access required courses. If admissions to the MPA fall below the target, additional students could be admitted to the certificates.

k. *What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?*

Initially, the tuition revenue can be expected to be $39,414 per annum based on 10 new students total (across the four new certificate programs being proposed) each taking three courses (nine credit units) per year and would grow to $98,536 for 25 students by year five. A key point is that there is an expectation that approximately 25% of the students (across the four new certificate programs being proposed) will ladder into the MPA program, which would generate additional revenue.

l. *At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?*

It is not the intention of the School to make the certificate programs independently sustainable. The maximum enrolment across all certificate programs will be capped at 25 students total, as long as the enrolment target of 50 in the MPA program is met. With 50 students in the MPA and 25 students across all certificate programs, the School has sufficient resources to meet all commitments.

m. *Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).*

Because no new courses are being added, there are no incremental costs anticipated. Existing courses, both in person and online, will be more fully subscribed, thereby offering an opportunity to better utilize existing resources.

n. *List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicated any anticipated surpluses/deficits associated with the new program*

Because no new courses are being added, there are no incremental costs anticipated.

College Statement

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

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

Please see the attached memo from Dr. Murray Fulton.

Related Documentation

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

- Excerpts from the College Plan and Planning Parameters (embedded in proposal)
- SPR recommendations (none)
- Relevant sections of the College plan (embedded in proposal)
- Accreditation review recommendations
- Letters of support (attached)
- Memos of consultation (none)

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

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

Required for all submissions:
- Consultation with the Registrar form (none)
- Complete Catalogue entry, if proposing a new program, (attached) or excerpt of existing program with proposed changes marked in red

Required for all new courses: (None)
- New Course Proposal forms
- Calendar-draft list of new and revised courses

Required if resources needed: (None)
- Information Technology Requirements form
- Library Requirements form
- Physical Resource Requirements form
- Budget Consultation form

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Johnson Shoyama Graduate School of Public Policy
Certificate in Public Management

Degree(s):   College of Graduate and Postdoctoral Studies

Field(s) of Specialization: Public Management

Level(s) of Concentration:

Option(s):

Degree College: College of Graduate and Postdoctoral Studies

Contact person(s):   Murray Fulton, JSGS Director
Telephone: 306-966-8507
Fax: 306-966-1967
Email: murray.fulton@usask.ca

Proposed date of
implementation: May 2019

Proposal Document

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

1. **Academic justification:**

    a. *Describe why the program would be a useful addition to the university, from an academic programming perspective.*

    The Johnson Shoyama Graduate School of Public Policy (JSGS), University of Saskatchewan campus, wants to introduce additional programming designed to provide advanced training to practicing public administrators, policy analysts, and non-profit managers in addressing key policy issues in society.

    Reflecting the needs of the public services of Canada, the provinces, and the municipalities, the School's curriculum provides students with opportunities to gain knowledge in core competency areas and exercise their thinking and problem-solving skills while looking at issues that touch all aspects of our daily lives. The Master's of Public Administration (MPA) curriculum underwent a comprehensive review in 2015

with support from the Gwenna Moss Centre, following which it was revised from an outcomes-based to a competency-based curriculum. The revised curriculum was approved as meeting academic standards and societal needs both by external accreditation from the Canadian Association of Programs in Public Administration (CAPPA) and the School's external review team.

When the JSGS was founded in 2007 as a joint school between the U of S and the University of Regina, the U of R campus was offering graduate-level certificate programs composed of selected core courses from the MPA program, which have been regularly updated and modernized over the last decade. These certificates have never been approved for delivery at the U of S campus, an anomaly that we seek to address in this proposal.

b. *Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.*

The proposed certificate in Public Management supports goals set out by the University's Third Integrated Plan 2012-2016, the University's Draft Strategic Plan 2025, the organizational goals of JSGS as described in the School's Strategic Plan 2016-2020, and the direction outlined in the 2018 draft strategic plan that has been submitted by the U of S campus. The certificate programs are intended to develop diversity in graduate education, finding new ways to support and collaborate with our partners in the public services and the not-for-profit sectors in Canada. They will make graduate education and professional development more accessible for a variety of students who are currently unable to make the commitment to a full-time Master's program. These working professionals bring interdisciplinary perspectives to our programs, elevate class discussion, and help students apply the theories and concepts presented in class to work experience.

The proposed certificate is specifically in support of the "Enriching the Education Experience" strategic direction articulated in the JSGS' 2016-2020 Strategic Plan, as follows.

Develop teaching methods and curriculum that are based on adult learning processes and professional expectations to produce exemplary professionals through JSGS programs and teaching by:

- Providing effective academic supports for a diverse student body comprised of domestic students and international students with diverse disciplinary backgrounds and varied English language proficiencies.
- Expanding online and distance learning opportunities to reach new markets and serve the needs of adult in-service learners.
- Adopting technologies that support integrated, collaborative learning environments.
- Embracing the effective use of technology to engage, educate, and inform.

The concept of facilitating the transition into graduate degree programs is a high priority within the proposed plan of the College of Graduate and Postdoctoral Studies, and a model that allows students to ladder into a graduate degree through a certificate is a proven practice. The CGPS has issued a statement of strong support in principle for the development of these four certificates.

c. *Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*

The certificate programs are designed to meet the needs of practicing public administrators, policy analysts, and non-profit managers who wish to increase their conceptual and technical skills in the fields of public administration, non-profit administration, or public policy.

In addition, the certificate programs – which require a 70% entrance average as opposed to 75% for the MPA – allow early- to mid-career professionals, mature students, and some under-represented populations, including Aboriginal peoples, an opportunity to establish a track record in graduate studies and build a case to be admitted to the MPA.

d. *What are the most similar competing programs in Saskatchewan and in Canada? How is this program different?*

Of the dozen other policy schools in Canada, none offer certificate programming.

The certificate in Public Management (together with three other certificate programs being proposed) is currently offered at the JSGS U of R campus and has been highly successful in attracting students. These are special tuition programs (currently $1,251.25 per three-credit course); the U of R campus currently has 44 students total enrolled across all the certificates, a number that has been quite stable over the years. Historically, approximately 20-25% of these students have laddered into the MPA (see Appendix 2).

2. Admissions

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

Applicants must have completed a four-year undergraduate degree from a recognized university. An average of 70 percent or better must be maintained during the final two years (60 credit units) of the undergraduate program or in the graduate program if students are entering the certificate program after a graduate degree. Proof of English proficiency is required.

3. Description of the program

a. *What are the curricular objectives, and how are these accomplished?*

The Public Management Certificate provides students with a solid foundation of understanding and skills in public-sector management. Students will develop the ability to analyze governing institutions and the processes of modern government along with some of the basic skills and techniques required to manage effectively in the public sector. This certificate will be of interest to individuals currently working in the public sector who do not have a background in administration and who want to improve their administrative and management skills.

The certificate program consists of one three-CU course, JSGS 801 Governance and Administration, and two electives (six CU's) from the following:

- JSGS 802 Public Finance
- JSGS 807 Statistics for Public Managers
- JSGS 808 Ethical Leadership and Democracy in Public Service
- JSGS 815 Strategic Human Resource Management
- JSGS 828 Project Management
- JSGS 847 Strategic Planning
- JSGS 853 Negotiation and Conflict Resolution
- JSGS 882 Strategic Management in the Public Sector

Objectives in the certificate are accomplished through course work, regular faculty-student and student-student interaction, and the in-depth analyses of problems in the context of term papers for courses.

b. *Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.*

Students have the option of attending in-person courses or accessing some of the courses online. Two of the courses (JSGS 801 Governance and Administration and JSGS 807 Statistics for Public Managers) have been successfully delivered online and others will be developed and delivered in 2017-18. Through online delivery, JSGS plans to increase enrolment of Canadian distance learners (primarily those from the ROC) who are enticed by this delivery mode, as indicated in our enrolment plan.

Students enrolled in the certificate programs will be strongly encouraged to participate in the *Get Connected!* orientation held each fall, the case competition that provides students with an opportunity to participate on a team that analyses and evaluates a real-world policy scenario, the IPAC Student Essay Competition, the Policy Research Poster Competition, the JSGS Policy Shop, and the many 990 and public seminars offered by the School.

The School is committed to developing teaching methods and curriculums that are based on adult learning processes and professional expectations to produce exemplary professionals through our programs and teaching. We do this by providing effective academic support for our diverse student body; ensuring our teachers have access to training in various types of adult learning appropriate for both pre-service and in-service students; expanding online and distance learning opportunities; adopting technologies that support integrated and collaborative learning environments; embracing the effective use of technology to engage, educate, and inform; and supporting experiential learning.

c. *Provide an overview of the curriculum mapping.*

Public Management Certificate	Required course	Two electives from among these courses						
	JSGS 801 Governance and Administration	JSGS 802 Public Finance	JSGS 807 Statistics for Public Managers	JSGS 808 Ethical Leadership and Democracy in Public Service	JSGS 815 Strategic Human Resource Management	JSGS 828 Project Management	JSGS 847 Strategic Planning	JSGS 853 Negotiation and Conflict Resolution
Management, Governance, and Leadership Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it	✓			✓	✓	✓	✓	✓
Communication and Social Skills Ability to communicate effectively and build enduring, trust-based interpersonal, professional relationships	✓		✓	✓	✓		✓	✓
Systems Thinking and Creative Analysis Ability to identify key issues and problems, analyze them systematically, and reach sound and innovative conclusions	✓	✓	✓	✓	✓	✓	✓	✓
Public Policy and Community Engagement Ability to understand how organizational and public policies are formulated, their impact on public policy and management, and how to influence their development	✓	✓				✓	✓	✓
Continuous Evaluation and Improvement Commitment to ongoing evaluation for continuous organizational and personal improvement	✓	✓		✓	✓	✓	✓	
Policy Knowledge Ability to analyze and contribute content to at least one applied policy field	✓	✓						

d. *Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.*

Problem solving – This is a key element in the course work, with students completing in-depth assignments in each course. It is also an integral part of the problems that students are asked to address both in class and in outside activities such as the Case Study Competition, the Policy Shop, the IPAC Student Essay Competition, and the Policy Research Poster Competition.

Synthesis and critical thinking – The opportunity to develop these skills takes place mainly in the preparation of term papers and final exam questions where students are given the opportunity to reflect on and incorporate different perspectives and arguments.

Analysis – Analytical skills are developed throughout the certificate program. These skills are also stressed in key electives such as Public Finance and Statistics for Public Managers.

Application – The application of theory and concepts to real-world problems is at the heart of the certificate program and is found in all aspects of the courses in the program (i.e., course readings, assignments, and term papers).

e. *Explain the comprehensive breadth of the program.*

The certificate program is designed to meet the needs of practicing public administrators, policy analysts, and non-profit who wish to enhance their conceptual and technical skills in the fields of public administration or public policy.

As the curriculum map above demonstrates, students who earn the certificate designation will be competent in key areas that are vital to success in the roles to which the certificate is targeted.

f. *Referring to the university "Learning Charter", explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.*
The University of Saskatchewan's Learning Charter sets out the following five learning goals. The manner in which these goals will be addressed, and the attributes and skills that will be acquired by graduates, are listed under each goal.

Discovery Goals
- Apply critical and creative thinking to problems, including analysis, synthesis, and evaluation.
- Be adept at learning in various ways, including independently, experientially, and in teams.
- Possess intellectual flexibility, ability to manage change, and a zest for life-long learning.

The discovery goals will be met through the problem-solving exercises that students will be given in their courses. To successfully complete these different requirements, students will be required to work together at times; at other times, they will work independently. The discovery goals will also be met through the philosophy of problem-based learning – i.e., one where the goal is not just to understand and develop theories, but to apply them to real-life problems.

Knowledge Goals
- Have a comprehensive knowledge of their subject area, discipline, or profession.
- Understand how their subject area may intersect with related disciplines.
- Utilize and apply their knowledge with judgement and prudence.

The knowledge goals will be met through the course work, which provides an environment where students have to delve deeply into specific areas all the while being able to connect ideas and concepts from one course to the other. In this work, students will be held to a high standard – they will be expected to know their subject area and be able to move beyond it. The knowledge goals will also be met through the applied nature of the program. Public policy and administration requires an in-depth knowledge of the problem that is being examined, the institutions that affect behaviour, the players that are involved and their different motivations, and the manner in which these players interact. To truly understand this context requires knowledge of many areas.

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- Exercise intellectual integrity and ethical behaviour.
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- Recognize the limits to their knowledge and act accordingly.

The integrity goals will be met through a discussion of the larger context in which public policy and administration are situated and how problems in this sphere have moral and ethical dimensions. Students will be encouraged to consider these dimensions in their assignments and presentations.

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- Communicate clearly, substantively, and persuasively.
- Be able to locate and use information effectively, ethically, and legally.
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- Value diversity and the positive contributions this brings to society.
- Share their knowledge and exercise leadership.
- Contribute to society, locally, nationally, or globally.

Citizenship goals will be met by constantly showing students that the problems being dealt with in public policy are critical to societal wellbeing and involve the pressing issues of the time – everything from climate change to social policy to health care to natural resource management to immigration. Citizenship goals will also be met by students' interactions with their peers in a diverse student body from all parts of the world and different racial and ethnic groups with a safe place to explore ideas and discuss issues.

g. *Describe how students can enter this program from other programs (program transferability).*

The certificate is open to students from all disciplines; thus, students could enter from any other graduate program on campus. Realistically, since the certificate is a stand-alone program, we anticipate that the number of students who would seek to transfer would be very small. Students are eligible to apply for entry into the certificate program upon completion of any four-year undergraduate degree with a minimum overall GPA of 70 percent.

h. *Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.*

Success will be measured in two ways: 1) student enrolment across all certificate programs, and 2) number of students who ladder from the certificate program into the MPA program.

1. In the first year of offering at the U of S campus, our enrolment target will be a total of 10 students across all four certificate programs; by the third year of offering, we aim to increase this number to a total of 15; within five years, we will aim to have a total of 25 students enrolled across all of the certificate programs. It is difficult to know what the enrolment might be in each individual certificate program; thus, we are aiming for an enrolment cohort across all four programs combined. At that time, enrolment numbers will be reviewed and targets adjusted if necessary. For comparison purposes, in fall 2017, the U of R campus had 44 students total active across all of the certificate programs.

2. Experience at the School's University of Regina campus has shown that approximately 25% of certificate students annually ladder into the MPA. Since the MPA represents an opportunity to gain advanced skills in public policy analysis, we aim to also have 25% of certificate students ladder into the MPA each year.

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The course offerings would be from the existing MPA program, which is accredited by the Canadian Association of Programs in Public Administration (CAPPA) (achieved in 2011 for a full seven-year term). The professional standard criteria set by CAPPA will be deemed to have been met if accreditation is achieved and maintained.

4. Consultation

a. *Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?*

The courses comprising the certificate program are currently offered for the MPA program (and other JSGS programs), either as core or elective courses. Students who have successfully completed a certificate program are eligible to ladder into the MPA program if they so choose and meet all of the qualifications. Because no new course offerings are proposed, it is not anticipated that students from other programs will benefit. In fact, JSGS courses will be more fully subscribed by JSGS students.

b. *List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*

No new course offerings are being proposed and no courses are being deleted. In addition, none of these courses are required in programs in other areas of the University. Therefore, it was deemed that consultation with other units, besides CGPS, was not necessary.

c. *Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.*

Resources from other colleges are not required for the certificate programs, and therefore no consultation was conducted.

d. *Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*

Because the courses that comprise the certificate program are existing JSGS courses, it is anticipated that demand on library resources will be minimal. Therefore, no consultation was conducted.

e. *List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*

No other consultation was conducted.

5. Budget

a. *How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).*

The Public Management Certificate requires JSGS 801 Governance and Administration (in addition to two electives), which is offered as a core course for the MPA program. Typically, two sections (each taught by a single instructor) of this course are offered. The enrolment of students from the certificate program will ensure that this course is more fully subscribed.

b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*

Because the courses are existing JSGS offerings, no programs would be deleted as a result of offering the new certificate.

c. *How are the teaching assignments of each unit and instructor affected by this proposal?*

There will be no effect on teaching assignments because no new courses are being added. As indicated above, the introduction of the certificates should result in a number of our courses being more fully subscribed.

d. *Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, classroom availability, studio/practice rooms laboratory/clinical or other instructional space requirements).*

Because no new courses are being added, no additional resources are required. Existing courses, both in person and online, will be more fully subscribed, thereby offering an opportunity to better utilize existing resources.

e. *If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.*

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f. *If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*

The certificates are interdisciplinary, as are all JSGS programs. The faculty complement in the School features individuals from a range of disciplines (such as economics, political studies, and sociology), thereby providing a pool of resources for students. These faculty members have relationships with the departments of their discipline, which provides further resources to students in the program.

g. *What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?*

Students enrolled in any of the certificate programs are not eligible for financial assistance.

The certificate programs is accessible to individuals working full time; hence, the one required course is offered both in person and online. There is also a range of elective courses for the students to choose from, based on their interest and availability.

h. *What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).*

Courses comprising the certificate program are part of the JSGS special tuition programs. As of September 2018, tuition will be $1,313.82 per three-credit course, for a total program tuition of $3,941.44.

i. *What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)*

The total net cost (i.e., for the three courses) for each student based on the TABBS model is $1,988 (this cost is determined by the portion of the operating grant we would receive less the indirect expenses that would be charged). The total cost for 10 students estimated in the first year (across the four new certificate programs being proposed) would be $19,880.

j. *What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?*

In the first year of offering at the U of S campus, our enrolment target will be a total of 10 students across all certificate programs; by the third year of offering, we aim to increase this number to a total of 15; within five years, we will aim to have a total of 25 students enrolled across all of the certificate programs. At that time, enrolment numbers will be reviewed and targets adjusted if necessary. It is difficult to know what the enrolment might be in each individual certificate program; thus, we are aiming for an enrolment cohort across all four programs combined.

There are no programmatic or resource changes being made to accommodate the addition of the certificates programs; therefore, there is no minimum enrolment target that is essential to achieve.

If the MPA program consistently enrols 50 students (i.e., our target by 2020-21), total enrolment across all of the certificate programs combined will be capped at 25 students to ensure that students in the degree program can access required courses. If admissions to the MPA fall below the target, additional students could be admitted to the certificates.

k. *What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?*

Initially, the tuition revenue can be expected to be $39,414 per annum based on 10 new students total (across the four new certificate programs being proposed) each taking three courses (nine credit units) per year and would grow to $98,536 for 25 students by year five. A key point is that there is an expectation that approximately 25% of the students (across the four new certificate programs being proposed) will ladder into the MPA program, which would generate additional revenue.

l. *At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?*

It is not the intention of the School to make the certificate programs independently sustainable. The maximum enrolment across all certificate programs will be capped at 25 students total, as long as the enrolment target of 50 in the MPA program is met. With 50 students in the MPA and 25 students across all certificate programs, the School has sufficient resources to meet all commitments.

m. *Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).*

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Because no new courses are being added, there are no incremental costs anticipated.

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

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

Required for all submissions:
- Consultation with the Registrar form (none)
- Complete Catalogue entry, if proposing a new program, (attached) or excerpt of existing program with proposed changes marked in red

Required for all new courses: (None)
- New Course Proposal forms
- Calendar-draft list of new and revised courses

Required if resources needed: (None)
- Information Technology Requirements form
- Library Requirements form
- Physical Resource Requirements form
- Budget Consultation form

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Johnson Shoyama Graduate School of Public Policy
                       Certificate in Public Policy Analysis

Degree(s):   College of Graduate and Postdoctoral Studies

Field(s) of Specialization: Public Policy Analysis

Level(s) of Concentration:

Option(s):

Degree College: College of Graduate and Postdoctoral Studies

Contact person(s):   Murray Fulton, JSGS Director
                       Telephone: 306-966-8507
                       Fax: 306-966-1967
                       Email: murray.fulton@usask.ca

Proposed date of
implementation: May 2019

Proposal Document

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

1. **Academic justification:**

    a. *Describe why the program would be a useful addition to the university, from an academic programming perspective.*

    The Johnson Shoyama Graduate School of Public Policy (JSGS), University of Saskatchewan campus, wants to introduce additional programming designed to provide advanced training to practicing public administrators, policy analysts, and non-profit managers in addressing key policy issues in society.

    Reflecting the needs of the public services of Canada, the provinces, and the municipalities, the School's curriculum provides students with opportunities to gain knowledge in core competency areas and exercise their thinking and problem-solving skills while looking at issues that touch all aspects of our daily lives. The Master's of Public Administration (MPA) curriculum underwent a comprehensive review in 2015

with support from the Gwenna Moss Centre, following which it was revised from an outcomes-based to a competency-based curriculum. The revised curriculum was approved as meeting academic standards and societal needs both by external accreditation from the Canadian Association of Programs in Public Administration (CAPPA) and the School's external review team.

When the JSGS was founded in 2007 as a joint school between the U of S and the University of Regina, the U of R campus was offering graduate-level certificate programs composed of selected core courses from the MPA program, which have been regularly updated and modernized over the last decade. These certificates have never been approved for delivery at the U of S campus, an anomaly that we seek to address in this proposal.

b. *Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.*

The proposed certificate in Public Policy Analysis supports goals set out by the University's Third Integrated Plan 2012-2016, the University's Draft Strategic Plan 2025, the organizational goals of JSGS as described in the School's Strategic Plan 2016-2020, and the direction outlined in the 2018 draft strategic plan that has been submitted by the U of S campus. The certificate programs are intended to develop diversity in graduate education, finding new ways to support and collaborate with our partners in the public services and the not-for-profit sectors in Canada. They will make graduate education and professional development more accessible for a variety of students who are currently unable to make the commitment to a full-time Master's program. These working professionals bring interdisciplinary perspectives to our programs, elevate class discussion, and help students apply the theories and concepts presented in class to work experience.

The proposed certificate is specifically in support of the "Enriching the Education Experience" strategic direction articulated in the JSGS' 2016-2020 Strategic Plan, as follows.

Develop teaching methods and curriculum that are based on adult learning processes and professional expectations to produce exemplary professionals through JSGS programs and teaching by:

- Providing effective academic supports for a diverse student body comprised of domestic students and international students with diverse disciplinary backgrounds and varied English language proficiencies.
- Expanding online and distance learning opportunities to reach new markets and serve the needs of adult in-service learners.
- Adopting technologies that support integrated, collaborative learning environments.
- Embracing the effective use of technology to engage, educate, and inform.

The concept of facilitating the transition into graduate degree programs is a high priority within the proposed plan of the College of Graduate and Postdoctoral Studies, and a model that allows students to ladder into a graduate degree through a certificate is a proven practice. The CGPS has issued a statement of strong support in principle for the development of JSGS certificate programs.

c. *Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*

The certificate programs are designed to meet the needs of practicing public administrators, policy analysts, and non-profit managers who wish to increase their conceptual and technical skills in the fields of public administration, non-profit administration, or public policy.

In addition, the certificate program – which requires a 70% entrance average as opposed to 75% for the MPA – allow early- to mid-career professionals, mature students, and some under-represented populations, including Aboriginal peoples, an opportunity to establish a track record in graduate studies and build a case to be admitted to the MPA.

d. *What are the most similar competing programs in Saskatchewan and in Canada? How is this program different?*

Of the dozen other policy schools in Canada, none offer certificate programming.

The certificate in Public Policy Analysis (together with three other certificate programs being proposed) is currently offered at the JSGS U of R campus and has been highly successful in attracting students. These are special tuition programs (currently $1,251.25 per three-credit course); the U of R campus currently has 44 students total enrolled across all the certificates, a number that has been quite stable over the years. Historically, approximately 20-25% of these students have laddered into the MPA (see Appendix 2).

2. Admissions

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

Applicants must have completed a four-year undergraduate degree from a recognized university. An average of 70 percent or better must be maintained during the final two years (60 credit units) of the undergraduate program or in the graduate program if students are entering the certificate program after a graduate degree. Proof of English proficiency is required.

3. Description of the program

a. *What are the curricular objectives, and how are these accomplished?*

The Public Policy Analysis Certificate provides students with a foundation in public policy analysis, development, and implementation. Students will develop analytical skills and gain a solid understanding of the basics of public policy development and implementation. This certificate will be of interest to those directly involved in policy analysis development or to those involved in policy decisions who want to increase their understanding of overall policy processes.

The certificate program consists of one required three-CU course, JSGS 806 Public Policy Analysis, and two electives (six CU's) from the following:

- JSGS 805 Economics for Public Policy Analysis
- JSGS 807 Statistics for Public Managers
- JSGS 818 Program Evaluation
- JSGS 819 Gender and Public Policy
- JSGS 822 Comparative Public Policy
- JSGS 864 Social Policy: Interdisciplinary Perspectives
- JSGS 867 Advanced Policy Analysis

Objectives in the certificate are accomplished through course work, regular faculty-student and student-student interaction, and the in-depth analyses of problems in the context of term papers for courses.

b. *Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.*

Students have the option of attending in-person courses or accessing some of the courses online. Two of the courses (JSGS 806 Public Policy Analysis and JSGS 807 Statistics for Public Managers) have been successfully delivered online and others will be developed and delivered in 2017-18. Through online delivery, JSGS plans to increase enrolment of Canadian distance learners (primarily those from the ROC) who are enticed by this delivery mode, as indicated in our enrolment plan.

Students enrolled in the certificate programs will be strongly encouraged to participate in the *Get Connected!* orientation held each fall, the case competition that provides students with an opportunity to participate on a team that analyses and evaluates a real-world policy scenario, the IPAC Student Essay Competition, the Policy Research Poster Competition, the JSGS Policy Shop, and the many 990 and public seminars offered by the School.

The School is committed to developing teaching methods and curriculums that are based on adult learning processes and professional expectations to produce exemplary professionals through our programs and teaching. We do this by providing effective academic support for our diverse student body; ensuring our teachers have access to training in various types of adult learning appropriate for both pre-service and in-service students; expanding online and distance learning opportunities; adopting technologies that support integrated and collaborative learning environments; embracing the effective use of technology to engage, educate, and inform; and supporting experiential learning.

c. *Provide an overview of the curriculum mapping.*

Public Policy Analysis Certificate	Required course	Two electives from among these courses						
	JSGS 806 Public Policy Analysis	JSGS 805 Economics for Public Policy Analysis	JSGS 807 Statistics for Public Managers	JSGS 818 Program Evaluation	JSGS 819 Gender and Public Policy	JSGS 822 Comparative Public Policy	JSGS 864 Social Policy: Interdisciplinary Perspectives	JSGS 867 Advanced Policy Analysis
Management, Governance, and Leadership Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it	✓							
Communication and Social Skills Ability to communicate effectively and build enduring, trust-based interpersonal, professional relationships	✓		✓					
Systems Thinking and Creative Analysis Ability to identify key issues and problems, analyze them systematically, and reach sound and innovative conclusions	✓	✓	✓	✓	✓	✓		✓
Public Policy and Community Engagement Ability to understand how organizational and public policies are formulated, their impact on public policy and management, and how to influence their development	✓	✓			✓	✓		✓
Continuous Evaluation and Improvement Commitment to ongoing evaluation for continuous organizational and personal improvement				✓				
Policy Knowledge Ability to analyze and contribute content to at least one applied policy field	✓	✓			✓	✓		✓

d. *Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.*

Problem solving – This is a key element in the course work, with students completing in-depth assignments in each course. It is also an integral part of the problems that students are asked to address both in class and in outside activities such as the Case Study Competition, the Policy Shop, the IPAC Student Essay Competition, and the Policy Research Poster Competition.

Synthesis and critical thinking – The opportunity to develop these skills takes place mainly in the preparation of term papers and final exam questions where students are given the opportunity to reflect on and incorporate different perspectives and arguments.

Analysis – Analytical skills are developed throughout the certificate program but particularly in JSGS 806 Public Policy Analysis, which is the core course. These skills are also stressed in key electives such as Economics and Statistics for Public Managers.

Application – The application of theory and concepts to real-world problems is at the heart of the certificate program and is found in all aspects of the courses in the program (i.e., course readings, assignments, and term papers).

e. *Explain the comprehensive breadth of the program.*

The certificate program is designed to meet the needs of practicing public administrators, policy analysts, and non-profit managers who wish to enhance their conceptual and technical skills in the fields of public administration or public policy.

As the curriculum map above demonstrates, students who earn the certificate designation will be competent in key areas that are vital to success in the roles to which the certificate is targeted.

f. *Referring to the university "Learning Charter", explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.*
The University of Saskatchewan's Learning Charter sets out the following five learning goals. The manner in which these goals will be addressed, and the attributes and skills that will be acquired by graduates, are listed under each goal.

Discovery Goals
- Apply critical and creative thinking to problems, including analysis, synthesis, and evaluation.
- Be adept at learning in various ways, including independently, experientially, and in teams.
- Possess intellectual flexibility, ability to manage change, and a zest for life-long learning.

The discovery goals will be met through the problem-solving exercises that students will be given in their courses. To successfully complete these different requirements, students will be required to work together at times; at other times, they will work independently. The discovery goals will also be met through the philosophy of problem-based learning – i.e., one where the goal is not just to understand and develop theories, but to apply them to real-life problems.

Knowledge Goals
- Have a comprehensive knowledge of their subject area, discipline, or profession.
- Understand how their subject area may intersect with related disciplines.
- Utilize and apply their knowledge with judgement and prudence.

The knowledge goals will be met through the course work, which provides an environment where students have to delve deeply into specific areas all the while being able to connect ideas and concepts from one course to the other. In this work, students will be held to a high standard – they will be expected to know their subject area and be able to move beyond it. The knowledge goals will also be met through the applied nature of the program. Public policy and administration requires an in-depth knowledge of the problem that is being examined, the institutions that affect behaviour, the players that are involved and their different motivations, and the manner in which these players interact. To truly understand this context requires knowledge of many areas.

Integrity Goals
- Exercise intellectual integrity and ethical behaviour.
- Recognize and think through moral and ethical issues in a variety of contexts.
- Recognize the limits to their knowledge and act accordingly.

The integrity goals will be met through a discussion of the larger context in which public policy and administration are situated and how problems in this sphere have moral and ethical dimensions. Students will be encouraged to consider these dimensions in their assignments and presentations.

Skills Goals
- Communicate clearly, substantively, and persuasively.
- Be able to locate and use information effectively, ethically, and legally.
- Be technologically literate and able to apply appropriate skills of research and inquiry.

The skills goals will be met by requiring students to participate actively in giving presentations in a wide variety of settings – e.g., the classroom, to clients of the Policy Shop, and to public policy leaders at the poster competition. This goal will also be met through the manner of debate in public policy, which focuses on developing a healthy dose of skepticism and making clear arguments backed up with strong evidence.

Citizenship Goals
- Value diversity and the positive contributions this brings to society.
- Share their knowledge and exercise leadership.
- Contribute to society, locally, nationally, or globally.

Citizenship goals will be met by constantly showing students that the problems being dealt with in public policy are critical to societal wellbeing and involve the pressing issues of the time – everything from climate change to social policy to health care to natural resource management to immigration. Citizenship goals will also be met by students' interactions with their peers in a diverse student body from all parts of the world and different racial and ethnic groups with a safe place to explore ideas and discuss issues.

g. *Describe how students can enter this program from other programs (program transferability).*

The certificate is open to students from all disciplines; thus, students could enter from any other graduate program on campus. Realistically, since the certificate is a stand-alone program, we anticipate that the number of students who would seek to transfer would be very small. Students are eligible to apply for entry into the certificate program upon completion of any four-year undergraduate degree with a minimum overall GPA of 70 percent.

h. *Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.*

Success will be measured in two ways: 1) student enrolment across all certificate programs, and 2) number of students who ladder from the certificate program into the MPA program.

1. In the first year of offering at the U of S campus, our enrolment target will be a total of 10 students across all four certificate programs; by the third year of offering, we aim to increase this number to a total of 15; within five years, we will aim to have a total of 25 students enrolled across all of the certificate programs. It is difficult to know what the enrolment might be in each individual certificate program; thus, we are aiming for an enrolment cohort across all four programs combined. At that time, enrolment numbers will be reviewed and targets adjusted if necessary. For comparison purposes, in fall 2017, the U of R campus had 44 students total active across all of the certificate programs.

2. Experience at the School's University of Regina campus has shown that approximately 25% of certificate students annually ladder into the MPA. Since the MPA represents an opportunity to gain advanced skills in public policy analysis, we aim to also have 25% of certificate students ladder into the MPA each year.

i. *If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.*

The course offerings would be from the existing MPA program, which is accredited by the Canadian Association of Programs in Public Administration (CAPPA) (achieved in 2011 for a full seven-year term). The professional standard criteria set by CAPPA will be deemed to have been met if accreditation is achieved and maintained.

4. Consultation

a. *Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?*

The courses comprising the certificate program are currently offered for the MPA program (and other JSGS programs), either as the core or elective courses. Students who have successfully completed a certificate program are eligible to ladder into the MPA program if they so choose and meet all of the qualifications. Because no new course offerings are proposed, it is not anticipated that students from other programs will benefit. In fact, JSGS courses will be more fully subscribed by JSGS students.

b. *List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*

No new course offerings are being proposed and no courses are being deleted. In addition, none of these courses are required in programs in other areas of the University. Therefore, it was deemed that consultation with other units, besides CGPS, was not necessary.

c. *Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.*

Resources from other colleges are not required for the certificate programs, and therefore no consultation was conducted.

d. *Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*

Because the courses that comprise the certificate program are existing JSGS courses, it is anticipated that demand on library resources will be minimal. Therefore, no consultation was conducted.

e. *List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*

No other consultation was conducted.

5. **Budget**

a. *How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).*

The Public Policy Analysis Certificate requires JSGS 806 Public Policy Analysis (in addition to two electives), which is offered as a core course for the MPA program. Typically, two sections (each taught by a single instructor) of this course are offered. The enrolment of students from the certificate program will ensure that this course is more fully subscribed.

b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*

Because the courses are existing JSGS offerings, no programs would be deleted as a result of offering the new certificate.

c. *How are the teaching assignments of each unit and instructor affected by this proposal?*

There will be no effect on teaching assignments because no new courses are being added. As indicated above, the introduction of the certificates should result in a number of our courses being more fully subscribed.

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l. *At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?*

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m. *Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).*

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- Memos of consultation (none)

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

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

Required for all submissions:
- Consultation with the Registrar form (none)
- Complete Catalogue entry, if proposing a new program, (attached) or excerpt of existing program with proposed changes marked in red

Required for all new courses: (None)
- New Course Proposal forms
- Calendar-draft list of new and revised courses

Required if resources needed: (None)
- Information Technology Requirements form
- Library Requirements form
- Physical Resource Requirements form
- Budget Consultation form

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Terry Wotherspoon, Chair, Academic Programs Committee

DATE OF MEETING: June 21, 2018

SUBJECT: **Annual Report to Council for 2017-18**

COUNCIL ACTION: For information only

ANNUAL REPORT OF THE
ACADEMIC PROGRAMS COMMITTEE OF COUNCIL
2017-18

The terms of reference for the Academic Programs Committee are as follows:

1. Recommending to Council policies and procedures related to academic programs and sustaining program quality.
2. Recommending to Council new programs, major program revisions, and program deletions, including their budgetary implications.
3. Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses, and reporting them to Council
4. Considering outreach and engagement aspects of programs.
5. Reporting to Council processes and outcomes of academic program review, following consultation with Planning and Priorities and other Council committees as appropriate.
6. Undertaking the academic and budgetary review of proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program, and forwarding recommendations to the Planning and Priorities Committee.
7. Undertaking the academic and budgetary review of the proposed or continuing affiliation or federation of other institutions with the University and forwarding recommendations to the Planning and Priorities Committee.
8. Reporting to Council on the academic implications of quotas and admission standards.
9. Approving the annual academic schedule and reporting the schedule to Council for information, and recommending to Council substantive changes in policy governing dates for the academic sessions.
10. Approving minor changes (such as wording and renumbering) to rules governing examinations, and reviewing and recommending to Council substantive changes in this regard.
11. Recommending to Council classifications and conventions for instructional programs.
12. Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.
13. Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal

communities, inclusion of Indigenous knowledge, and experience in curricular offerings, as well as intercultural engagement among faculty, staff, and students.

Council Members

Terry Wotherspoon (chair)	Sociology	2020
Nathaniel Osgood	Computer Science	2018
Tammy Marche	Psychology, STM	2018
Kathleen Solose	Music	2019
Shelley Spurr	Nursing	2020
Susan Detmer	Veterinary Pathology	2020

General Academic Assembly Members

Sina Adl	Soil Science	2018
Michael Cottrell	Educational Administration	2020
Longhai Li	Mathematics and Statistics	2019
Ken Fox	Accounting	2020
Angela Kalinowski	History	2020

Sessional Lecturer

Clayton Beish	Linguistics and Religious Studies	2018

Other members

Patti McDougall [Provost designate] Vice-Provost, Teaching, Learning and Student Experience *(ex officio)*
Russell IsingerUniversity Registrar *(ex officio)*
Jessica Quan/Sheldon Moellenbeck [USSU designate]
Naheda Sahtout/ Edgar Martinez Soberanes [GSA designate]

Resource members

Alison Pickrell Assistant Vice-Provost, Strategic Enrolment Management
John Rigby Interim Associate Provost, Institutional Planning and Assessment
Lucy Vuong Financial Analyst, Institutional Planning and Assessment
Secretary: Amanda Storey, Office of the University Secretary

The Academic Programs Committee of Council held 12 meetings this year (compared to 14 last year.) The Committee has dealt with 37 proposals for new programs, program revisions, and policy revisions to date (compared to 30 last year.)

Curricular Changes

Council's curricular approval process. As indicated in the Terms of Reference, the Academic Programs Committee has responsibility for oversight of curricular changes at the University of Saskatchewan. Before 1995, the U of S system required that every change, even so much as a course title, had to be approved by a university-level committee. The resulting complexity and gridlock were disincentives for curricular renewal. Approval authority has been devolved so that colleges are now in substantial control of their own curriculum.

University-level approval procedures now focus on major curricular changes or changes that may affect the students or programs in other colleges. Many curricular changes can be approved quickly and, for the most part, automatically through the Course Challenge. This allows the Academic Programs Committee to focus on the major curricular innovations and improvements that colleges propose. The Committee also deals with wider academic and curricular policy issues, and acts as a reference and approval body for various academic policies.

New programs, major program revisions, and program terminations. The Academic Programs Committee reviews major curricular innovations and improvements and makes recommendations to Council regarding approval. The Academic Programs Committee has also been delegated the authority to approve several types of program changes from colleges, including new Options and Minors in new fields of specialization. This improves Council's ability to handle these types of program changes more quickly and efficiently, while still maintaining a university-level review of the changes to maintain quality and resolve any conflicts with other colleges.

The following proposals and policies were dealt with by APC this year and forwarded to Council for decision or for information:

October 2017
Request for Decision:
- Admissions Change for Certificate in Sustainability
- Change to Admissions Templates – Visiting Research Students
Item for Information:
- APC endorsement of Architecture Programs (B.Des in Architecture and the M.Arch)
- Jewish and Christian Origin Certificate of Proficiency and termination of the minor in Jewish and Christian Origins
- Admissions Templates 2018/19

November 2017
Request for Decision:
- Certificate Guidelines
- Direct-entry Doctor of Philosophy (Ph.D.) in Chemistry
- Deletion of the Master of International Trade (M.I.T.) program

December 2017
Request for Decision:
- Undergraduate Degree-level Certificate: Internationally Educated Teacher Certificate

Items for Information:
- Master of Physical Therapy- Removal of Major Project Option
- Degree-level Certificate in Indigenous Governance and Politics
- Deletions of Fields of Study
  1) Biochemistry and Biotechnology
  2) Biotechnology, Microbiology, and Immunology

January 2018
Request for Decision:
- Admissions Requirement Change – Bachelor of Education, Sequential Music Program (Secondary)

Item for Information:
- Academic Calendar 2018/19
- French Common Law Option with tuition implications
- Name change and program change for Certificate in Aboriginal Theatre (now Certificate in wîcêhtowin Theatre)

February 2018
Requests for Decision:
- Admissions Qualifications Change- Kanawayihetaytan Askiy diplomas in Aboriginal Lands Governance and Aboriginal Resource Management
- Admissions Qualifications Change – Doctor of Philosophy (Ph.D.) program in Biostatistics

Item for Information:
- Deletion of the Northern Teacher Education Program (NORTEP)
- Second Degree Policy for the College of Agriculture and Bioresources
- Deletion of the Large Animal Clinical Sciences Field of Study for Master of Veterinary Science (M.Vet.Sci.) program

March 2018
Request for Decision:
- Changes to Admissions Requirements for the Master of Business Administration (M.B.A.) program

Item for Information:
- Graduate Program Review 2016/17

April 2018
Requests for Decision
- Changes to Arts and Science program templates
- Admissions Qualifications change – English proficiency requirements for graduate programs in Plant Sciences

Item for Information
- Project-option for the Master of Arts (M.A.) program in French

June 2018 (anticipated)
Request for Decision:
- Graduate Certificate in Public Policy Analysis
- Graduate Certificate in Non-Profit Management
- Graduate Certificate in Economic Analysis for Public Policy

- Graduate Certificate in Public Management
- Admissions Qualifications change – Doctor of Dental Medicine (DMD)

Item for Information:
- Annual Report from Academic Programs Committee

University Course Challenge. The University Course Challenge is a process mandated by University Council that allows for efficient collegial review and approval of curricular revisions. University Course Challenge documents are posted on the UCC website at http://www.usask.ca/secretariat/governing-bodies/council/committee/academic_programs/index.php

During the 2017-18 year, a total of 11 Course Challenge documents will have been posted. These included new courses, prerequisite changes, course deletions, and program revisions for programs in Agriculture & Bioresources, Arts & Science, Education, Edwards School of Business, Engineering, Graduate and Postdoctoral Studies, Kinesiology, Law, Medicine, Nursing, Pharmacy and Nutrition, and the Western College of Veterinary Medicine.

The University Course Challenge is posted on a regular schedule, so that items posted on approximately the 15th of each month are considered to be approved by the end of the month.

One proposed curricular change was challenged this year. A meeting was held with representatives from the challenging college, the college proposing the curricular change, and the Office of the University Secretary and the Office of the Provost and a mutually agreeable resolution to the challenge was accepted by all parties.

Other curricular changes, Council has delegated authority for approval of many other curricular changes, such as course titles and descriptions, to colleges. In some cases, such as changes of course labels, this should be done in consultation with Teaching, Learning, and Student Experience (TLSE) Portfolio. Changes of this type, which affect the Catalogue listings of other colleges, can be posted for information in a course challenge posting.

Under the approval authority delegated by Council, the appropriate Dean and/or the Provost can approve changes to non-university-level programs, such as non-degree and community level certificates. There were no non-degree level certificates or community-level certificates approved

Policies and Procedures
Several areas of Council policy and procedures are reviewed on a regular basis by the Academic Programs Committee. These include issues around implementation of the enrolment plan, exam regulations, admission policies and procedures, and other areas of interest to students and faculty. This year, the Academic Programs Committee dealt with the following:
- Tuition and Fees Authorization Policy (consultation)

Student Enrolment and Services Division
The following item was presented to Council for information, as shown above:
- 2018-19 Admissions Templates

Academic calendar
The APC reviewed and approved the 2018-19 Academic Calendar. This was reported at the January 2018 meeting of Council.

<u>Members of the Academic Programs Committee</u>

I wish to thank Committee members for their willingness to undertake detailed and comprehensive reviews of program proposals. Their commitment to excellence and high standards resulted in improved programs for the University of Saskatchewan.

I wish also to thank the many proponents and their administrative support who appeared at meetings of APC over the last year to present proposals and to answer questions of committee members. I offer thanks to Angela Kalinowski and Kenneth Fox for serving in the role of vice-chair this year and extend my thanks to Amanda Storey for her administrative support.

Respectfully submitted on behalf of the Committee,

Terry Wotherspoon, Chair

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY: Dirk de Boer, chair

DATE OF MEETING: June 21, 2018

SUBJECT: **Planning and Priorities Committee Annual Report to
                           Council for 2017-18**

COUNCIL ACTION: For information only

COMMITTEE TERMS OF REFERENCE

1. Conducting and reporting to Council on university–wide planning and review
    activities in consultation with the Provost and Vice-President Academic.

2. Evaluating College and Unit plans and reporting the conclusions of those evaluations
    to Council.

3. Recommending to Council on academic priorities for the University.

4. Recommending to Council on outreach and engagement priorities for the University.

5. Seeking advice from other Council committees to facilitate university-wide academic
    planning.

6. Recommending to Council on the establishment, disestablishment or amalgamation
    of any college, school, department or any unit responsible for the administration of
    an academic program, with the advice of the Academic Programs Committee.

7. Balancing academic and fiscal concerns in forming its recommendations.

8. Providing advice to the President on budgetary implications of the Operations
    Forecast and reporting to Council.

9. Considering the main elements of the Operating Budget and the Capital Budget and
    reporting to Council.

10. Advising the Academic Programs Committee on the fit with University priorities and
    the general budgetary appropriateness of proposals for new academic programs and
    program deletions.

11. Integrating and recommending to Council on matters referred to it from other Council committees.

12. Advising the President and senior executive on operating and capital budgetary matters, including infrastructure and space allocation issues, referred from time to time by the President, providing the advice is not inconsistent with the policies of Council. The Planning and Priorities Committee will report to Council on the general nature of the advice and, where practicable, obtain the guidance of Council. However, the Committee need not disclose to Council matters the disclosure of which would be inimical to the interests of the University.

COMMITTEE MEMBERSHIP FOR 2017-2018

Council Members	Department/Unit	Term Expiry
Dirk de Boer (Chair)	Geography and Planning	June 30, 2019
Ken Wilson (Vice-chair)	Biology	June 30, 2018
Ralph Deters	Computer Science	June 30, 2018
Veronika Makarova	Linguistics and Religious Studies	June 30, 2018
Peter Phillips	Johnson-Shoyama Graduate School of Public Policy	June 30, 2019
Louise Racine	Nursing	June 30, 2020
Darrell Mousseau	Psychiatry	June 30, 2020

General Academic Assembly Members		
Karen Lawson	Psychology	June 30, 2018
Norman Sheehan	Accounting	June 30, 2019
Angela Bedard-Haughn	Soil Science	June 30, 2020
Maxym Chaban	Economics	June 30, 2020

Dean		
Keith Willoughby	Dean, Edwards School of Business	June 30, 2020

Sessional Lecturer		
Meera Kachroo	Linguistics and Religious Studies	June 30, 2018

Undergraduate Student Member		
Deena Kapacila	VP Operations & Finance, USSU	May 1, 2017 - April 30, 2018
Brent Kobes	VP Operations & Finance, USSU	May 1, 2018 - April 30, 2019

Graduate Student Member		
Ziad Ghaith	GSA President	May 1, 2017 – April 30, 2018
Naheda Sahtout	GSA President	May 1, 2018 – April 30, 2019

Ex Officio (Voting)	
Tony Vannelli	Provost & Vice-President Academic
Greg Fowler	Vice-President, Finance and Resources
Kevin Schneider	Interim Associate Vice-President Research) [VP Research designate]
Jacqueline Ottmann	Vice-Provost Indigenous Engagement

Ex Officio (Non-voting)
Peter Stoicheff			President
Chelsea Willness		Acting Chair, Council

Resource Personnel (Non-voting) – attend all committee meetings
John Rigby			Associate Provost, Institutional Planning and Assessment (IPA)
Troy Harkot			Director, Institutional Effectiveness, IPA
Jacquie Thomarat		Director, Resource Allocation and Planning, IPA
Shari Baraniuk			Chief Information Officer (CIO) and Associate VP Information and
				Communications Technology (AVP ICT)

Administrative Support
Sandra Calver (Secretary) Associate Secretary, Academic Governance

ATTACHMENTS:

1.	Planning and Priorities Committee Annual Report for 2017-18

PLANNING AND PRIORITIES COMMITTEE
ANNUAL REPORT FOR 2017-18

The planning and priorities committee (PPC) met on 21 occasions throughout 2017-18. The chair and/or members of the committee also served on subcommittees of PPC (centres subcommittee), and on the coordinating committee, the governance committee, the information systems steering committee, CFI advisory committee, and the *ad hoc* planning advisory group constituted to advise on the development of the *University Plan*.

The committee was significantly engaged throughout the year in the development of the new *University Plan 2025,* presenting the plan to Council as a request for input, notice of motion, and request for decision.

COUNCIL ITEMS

The committee presented the following items to Council for approval:

- *University Plan 2025*
- *Name Change of the School of Physical Therapy to School of Rehabilitation Science*
- *Merger of Biomedical Sciences Departments in the College of Medicine*

The committee reported on the following items to Council for information:

- *2018-2019 Operations Forecast*

STRATEGIC AND INTEGRATED PLANNING

The committee received presentations and provided feedback on the following university-level initiatives and plans:

- *IT Communications Services Policy*
- *Living our Values Policy*
- *Discussion Paper on Re-examining the University's Approach to Centres*
- *Framework for Assessment*
- *An Overview of Institutional Data/Metrics/Reporting*

In addition, Council approved that Jacqueline Ottmann, Vice-Provost Indigenous Engagement be made an *ex officio* voting member of the committee in recognition of the importance of the university's Indigenization strategy.

UNIVERSITY FINANCES and CAPITAL

The committee considered the following:

- *Responsibility Centre Management (RCM)*
- *Transparent Activity-Based Budget System (TABBS)*
- *2018-19 Provincial Budget*
- *2018-19 University Comprehensive Budget and Resource Allocation*
- *2018-19 Tuition Rates*

- *Updates on Major Capital Projects*
- *Bond-Funded Building Renewal*
- *Update on Classroom Renewal*
- *Revised Tuition Policy and Procedures*
- *2019-20 Operations Forecast*

ACADEMIC MATTERS

The proposed *Guidelines for Certificates and Diplomas* were discussed by the committee and feedback provided to the academic programs committee of Council.

Notices of Intent

The committee discussed and provided feedback to proponents on the following notices of intent for new programs:
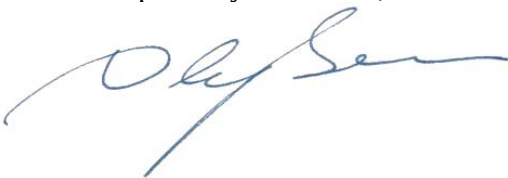
- *Internationally Educated Teachers Certificate (IETC) Program*
- *Certificate of Proficiency in Indigenous Governance and Politics*
- *Master's Certificate Programs in Public Policy Analysis, Public Management, Economic Analysis for Public Policy, and Non-Profit Management*
- *Merged Bachelor of Arts (B.A.) in Archaeology and Anthropology*
- *Master of Education in Health Professions Education*
- *Master of Science in Field Epidemiology (non-thesis)*
- *Doctor of Education (Ed.D.) in Educational Leadership*

In addition, the committee revised its Notice of Intent template in light of the new *University Plan* and to emphasize that NOI's are to be submitted early on in the program development process *(changes to be reported to Council in September)*

ACKNOWLEDGEMENTS

I want to thank the members of the committee for their thoughtful and substantive discussion of the issues at hand. Many of the items on the committee's agenda involved a considerable amount of reading, and committee members always came to the meeting well prepared. I also want to thank the committee members for collectively creating a positive environment in which discussion took place with collegiality, integrity, and respect for diverse opinions. I also want to thank the members of the committee executive—Ken Wilson (vice-chair), John Rigby, and Sandra Calver—who attended many additional meetings to plan and coordinate the committee's agendas, and our resource personnel for supporting the committee's activities. Most importantly, the committee could not have functioned without the support of the committee secretary—Sandra Calver—and I thank her for her guidance, insight, and dedication to the committee.

Respectfully submitted,

Dirk de Boer, chair

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

ITEM FOR INFORMATION

PRESENTED BY: Jay Wilson; Chair, Governance committee

DATE OF MEETING: June 21, 2018

SUBJECT: **Number of student appeals from 2017/18**

CONTEXT AND BACKGROUND:

The governance committee requested that the University Secretary, as a matter of course, report on the nature and number of student appeals under Council's regulations on Student Appeals in Academic Matters, as well as appeals of decisions related to Academic Misconduct. These statistics cover only appeals at the university level, and do not reflect appeal activity at the college or school level.

SUMMARY:

1. Student appeals in academic matters

From May 1, 2017 to April 30, 2018 there were nine applications for appeals in academic matters that were submitted to the University Secretary. This compares to twelve applications for appeals received from May 1, 2016 to April 30, 2017. Of the nine applications received, all, but one went forward to an appeal board. One of the appeals was successful on limited grounds and seven were unsuccessful. The one that did not go forward to an appeal board was ultimately not pursued by the student.

2. Appeals of decisions related to academic misconduct

From May 1, 2017 to April 30, 2018 there were three applications for an appeal of a decision of a college hearing board under the Student Academic Misconduct Regulations and all went forward to a formal hearing. This compares to six applications for appeal received from May 1, 2016 to April 30, 2017. Of the three appeals received, two were denied and one was successful on limited grounds and the college was ordered to strike a new hearing board at the college-level to re-hear the matter.

Under Council's regulations on student misconduct, allegations of academic misconduct are heard first at the college level.

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY: Jay Wilson, chair
                        Governance committee

DATE OF MEETING: June 21, 2018

SUBJECT: **Governance Committee Annual Report to Council**

COUNCIL ACTION: For information only

COMMITTEE TERMS OF REFERENCE

1. Reviewing the Bylaws of Council and recommending to Council revisions to the Bylaws.

2. Reviewing the Bylaws of Faculty Councils and recommending to Colleges and Schools changes to the Bylaws.

3. Reviewing the membership, powers, and duties of committees of Council and recommending to Council revisions to the membership, powers and duties of committees.

4. Recommending to Council regulations and procedures for Council and Council committees.

5. Advising Council with respect to its responsibilities and powers under *The University of Saskatchewan Act, 1995* and recommending to Council on proposed changes to the Act.

6. Nominating members and Chair of the Nominations Committee of Council.

7. Providing advice to the Chair of Council on the role of the Chair.

8. Recommending to Council rules and procedures, including the penalties as prescribed by section 61(1)(h) of *The University of Saskatchewan Act, 1995*, to deal with allegations of academic misconduct on the part of students.

9. Recommending to Council rules and procedures to deal with appeals by students and former students concerning academic decisions affecting them as provided in section 61 (1) (j) of *The University of Saskatchewan Act, 1995*.

10. Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to

COMMITTEE MEMBERSHIP FOR 2017-2018

	Department/Unit
Council Members	
Jay Wilson (chair)	Curriculum Studies
Trever Crowe	Interim dean, College of Graduate and Postdoctoral Studies
Pamela Downe	Archaeology and Anthropology
Ex officio members	
Kevin Flynn/Chelsea Willness	Chair/Acting Chair, Council
Dirk de Boer	Chair, Planning and Priorities Committee
Terry Wotherspoon	Chair, Academic Programs Committee
Beth Bilson	University Secretary
Other members	
Heather Heavin (vice-chair)	President's designate
Student Guests	
David D'Eon/Coden Nikbakht	USSU representative
Robert Henderson/Ziad Ghaith	GSA representative
Resource members	
Secretary: Sandra Calver, Office of the University Secretary	

INTRODUCTION

The governance committee reports regularly to Council on changes to the *Council Bylaws*, changes to the membership of faculty councils, and the number of student appeals under Council's regulations governing academic misconduct and academic appeals.

DISCUSSION SUMMARY:

The governance committee meets once per month for two hours. Each September the committee reviews and approves a yearly work plan which may include new initiatives or work on projects begun previously. This year, the committee's work focused on two areas: the affiliation and federation of the university with other academic institutions and organizations, and the detailed review of Council's *Procedures for Student Appeals in Academic Matters.* A summary of the committee's work on these topics and others follows.

Affiliation and Federation: The committee continues its work on the university's affiliation and federation with other institutions. Dan Perrins, executive in residence of the Johnson-Shoyama Graduate School of Public Policy was engaged by the committee and the provost and vice-president academic to interview representatives from St. Thomas More College, the university's federated college, and the university's affiliated institutions: the College of Emmanuel and St. Chad, St. Andrew's College, Lutheran Theological Seminary, St. Peter's College, Horizon College and Seminary, Briercrest College and Seminary, and the Gabriel Dumont Institute.

The review was initially prompted by the outdated section of the bylaws on affiliation and federation and the need to ensure that the university's agreements with its affiliated and federated colleges and institutes are mutually respectful, fair, and collegial. Existing agreements were developed on an *ad hoc* basis and reflect a divergent set of arrangements. The committee has begun discussion of the principles that relate to affiliation and federation, so that these may be codified to some degree and guide the university in considering any new requests for affiliation or federation.

Council's Procedures for Student Appeals in Academic Matters: The committee spent the majority of its time this year on revisions to Council's *Procedures for Student Appeals in Academic Matters.* A request for feedback on the existing procedures was submitted in September to student groups, associate and assistant deans academic, deans, administrative staff, legal counsel, and to Council. In response, much feedback was received. The committee is carefully working through the comments and suggested changes, and will circulate a revised copy of the procedures in the fall of 2018 to representative groups, including Council; with the request for further feedback.

Faculty Council Bylaws: The governance committee offers assistance to college and schools in the development and review of their bylaws. As Council has delegated to colleges and schools the authority to approve their own bylaws, the committee's role is advisory; however, Council retains the authority to approve any membership changes, and these are first submitted for review to the governance committee. This year the committee reviewed and made suggested revisions to the bylaws of the College of Arts and Science and the School of Rehabilitation Science.

Student Representation on the Governance Committee: This year, in response to the interest

expressed by the GSA in having student representation on the committee, student member guests from the GSA and USSU were invited to attend committee meetings on a trial basis. At its June 15 meeting, the committee will consider whether the committee terms of reference should be amended to include student members on an ongoing basis.

ACKNOWLEGEMENTS

The committee met on 10 occasions in 2017-18. Meetings were always held in a fine spirit of comradeship and collegiality. The items on the committee's agendas require a considerable amount of in-depth reading prior to meetings, and I commend members on their diligence and preparation for meetings. Of special note are the long-standing contributions of the committee's vice-chair Heather Heavin, President's designate, and the clarity, knowledge and guidance provided by Beth Bilson, university secretary and Sandra Calver, associate secretary, academic governance.

Respectfully submitted,

Jay Wilson, chair

UNIVERSITY COUNCIL

TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY: Alec Aiten, Chair, Teaching, Learning and Academic Resources
                                      Committee of Council

DATE OF MEETING: June 21, 2018

SUBJECT: **Teaching, Learning and Academic Resources Committee
                                      Annual Report**

COUNCIL ACTION: For Information Only

ANNUAL REPORT OF THE
TEACHING, LEARNING AND ACADEMIC RESOURCES
COMMITTEE OF COUNCIL
2017-18

The Teaching, Learning and Academic Resources Committee deals with a range of teaching and learning issues at the university.

The committee is composed primarily of faculty from Colleges and Departments across the campus who share their experience and expertise in many areas. The number of university staff officially on the committee is small but it is important to have input from administrative and technical staff. To address this need, the TLARC Executive has developed a category of "associate member" of the Teaching, Learning and Academic Resources Committee. These individuals receive meeting agendas, and have access to the TLARC meeting website, and can attend meetings on request of the TLARC Executive, or on their own initiative, whenever there are relevant items on an agenda.

Terms of Reference

1)   Commissioning, receiving and reviewing scholarship and reports related to teaching, learning and academic resources, with a view to supporting the delivery of academic programs and services at the University of Saskatchewan.
2)   Making recommendations to Council and the Planning and Priorities committee on policies, activities and priorities to enhance the effectiveness, evaluation and scholarship of teaching, learning and academic resources at the University of Saskatchewan.

3) Promoting student, instructor and institutional commitments and responsibilities, as set out in the University of Saskatchewan Learning Charter and as reflected in the priority areas of the University of Saskatchewan Integrated Plans.
4) Designating individuals to act as representatives of the committee on any other bodies where such representation is deemed by the committee to be beneficial.
5) Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

Membership

Council Members
Alec Aitken (chair)	Geography and Planning	2018
Tamara Larre	Law	2018
Len Findlay	English	2019
Jon Gjevre	Medicine	2019
Vince Bruni-Bossio (vice-chair)	Management and Marketing	2020
Petros Papagerakis	Dentistry	2020

General Academic Assembly Members
Michel Gravel	Chemistry	2018
Marie Battiste	Educational Foundations	2019
Eric Micheels	Agriculture and Resource Economics	2020
Sean Maw	Ron and Jane Graham School of Professional Development	2020
Jo Ann Murphy	Library	2020

Sessional Lecturer
Darrell Bueckert	Mathematics and Statistics	2018

Other members
Patti McDougall	Vice-Provost, Teaching, Learning and Student Experience
Shari Baraniuk	Chief Information Officer, Information and Communications Technology
Melissa Just	Dean, University Library
Cheri Spooner	Director, Distance Education Unit
Nancy Turner	Director, Gwenna Moss Centre for Teaching and Learning
Chad Coller	Director, ICT Academic and Learning Enhancement
Jessica Quan	VP Academic Affairs, USSU
Iloradanon Efimoff	Indigenous Liaison, GSA
Candace Wasacase-Lafferty	Director, Indigenous Initiatives
Coral Sawchyn	Secretary/Committee Coordinator, VPTL Service Team (for the Office of the University Secretary)

Associate Member
Kate Langrell, Copyright Coordinator

Issues and discussions
The Teaching, Learning, and Academic Resources Committee of Council met 11 times during the 2017/18 year and addressed many issues that have an impact on teaching and learning activities at the University of Saskatchewan.

Working groups
At its September 2017 meeting, the committee identified four general priorities for committee development, and determined that two of the working groups established previously still represent priorities, and established two additional working groups in November 2017. These working groups are:

Student Experience of Teaching and Learning (Chair: Patti McDougall)
The Student Experience of Teaching and Learning working group has been active since 2013/14, crafting procedural and policy language around student-based evaluations. Worked continued through 2017/18 with the pilot of a Student Experience in Teaching and Learning Questionnaire (SETLQ), developed out of the University of Toronto, with the intent of replacing the existing SEEQ instrument. Five colleges and schools participated in the pilot which was deemed successful by the working group and sanctioned by TLARC at its March, 2018 meeting. A motion that SETLQ be designated the validated, institutionally supported student experience of teaching and learning instrument at the University of Saskatchewan and that the approval process for minor modifications to the SETLQ core question set based on validation results or requested by colleges/departments be delegated to TLARC, was presented to University Council on April 19, 2018.

Learning Charter (Chair: Nancy Turner)
After discussion of changes needed to the Learning Charter, including a thought-provoking and meaningful summit in October 2016, work on changing the Learning Charter began in earnest in early 2017. Nancy Turner and Stryker Calvez are leading a working group of TLARC members and Indigenous staff and faculty to look at what meaningful changes can be incorporated into the Learning Charter to help meet the University's goal of incorporating Indigenous content and ways of knowing into every academic program. Work continued through 2017/18 and a draft revision was presented and approved at TLARC in March 2017. After a thoughtful discussion, TLARC determined that further wordsmithing and consultation would take place through the spring and summer and the revised Learning Charter will go to University Council in September 2018.

Wellness Strategy (Chairs: Nancy Turner and Petros Papagerakis)
At its October 2017 meeting, TLARC recommended the development of a new working group to look at teaching and program development guidelines for faculty to ensure the wellness of students. Work commenced throughout 2018 with the development of a project charter focusing on the mental well-being of students.

Faculty Development (Chair: Vince Bruni-Bossio)
At its October 2017 meeting, TLARC recommended the development of a new working group to help identify additional ways to support faculty on campus. The focus of the work throughout 2018 was to brainstorm and conceptualize the working groups focus and strategy.

Reports received
There were no reports received in 2017-2018.

Other activities
TLARC received an update on the definition of Indigenization that was developed by Indigenous faulty in 2017 and the work done to gain student perspectives on Indigenization. Two events were held on campus in March 2017 and October 2017 consisting of small and large group discussions. TLARC was very grateful for the work that was undertaken to gain student perspectives on the definition of Indigenization.

TLARC received an update on teaching technology at the university and work being undertaken to replace the video lecture capture system and other ICT service and support initiatives.

The committee participated in two consultations relating to the University Plan 2025 and provided comments and feedback to the provost and vice-president academic. The committee agreed that the university plan as a framework will create inspiring ideas.

TLARC was presented with and reviewed a draft of a new IT communications services policy intended to replace the existing e-mail policy.

TLARC received an update from the co-curricular record advisory committee on the developments of the co-curricular transcript that will be a personalized and official record that formally acknowledges university approved activities in which our students engage, and that are beyond their academic work. It was agreed that the co-curricular advisory committee will report yearly to TLARC on its activities and TLARC will include this information in its annual report to University Council.

The committee was presented with an update on the international blueprint and the objectives and outcomes that are anticipated to be achieved by 2020.

Acknowledgements
As the Chair, I would like to recognize the efforts of those individuals who supported the work of TLARC: the executive committee of Vince Bruni-Bossio (who served as vice chair), Patti McDougall, Nancy Turner and Shari Baraniuk. They provided both guidance and leadership to all aspects of TLARC. To all of the University Council and General Academic Assembly members who volunteered their time and energy to sustain the work of TLARC, thank you. I would also like to recognize the excellent administrative support of Coral Sawchyn.

Respectfully submitted,

Alec Aitken, Chair, Teaching, Learning and Academic Resource Committee of Council

UNIVERSITY COUNCIL

RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY: Paul Jones; Chair, Research, Scholarly, and Artistic Work
                        Committee

DATE OF MEETING: June 21, 2018

SUBJECT: Research, Scholarly, and Artistic Work Committee Annual
                        Report

COUNCIL ACTION: For information only

**ANNUAL REPORT OF THE RESEARCH, SCHOLARLY, AND ARTISTIC
WORK COMMITTEE OF COUNCIL
2017-18**

Terms of Reference

1. Recommending to Council on issues and strategies to support research, scholarly and artistic work.
2. Recommending to Council on policies and issues relating to research integrity and ethics in the conduct of research, scholarly and artistic work.
3. Recommending to Council and providing advice to the Vice-President Research on community engagement and knowledge translation activities related to research, scholarly and artistic work.
4. Providing advice to the Vice-President Research and reporting to Council on issues relating to the granting agencies which provide funding to the University.
5. Providing advice to the Vice-President Research, the Vice-Provost Teaching and Learning, and Dean of Graduate Studies and Research on the contributions of undergraduate and graduate students and post-doctoral fellows to the research activity of the University.
6. Examining proposals for the establishment of any institute or centre engaged in research, scholarly or artistic work at the University and providing advice to the Planning and Priorities Committee of Council.
7. Receiving annual reports from the Vice-President Research and the Dean of Graduate Studies and Research.
8. Receiving and reporting to Council the University's research ethics boards' annual reports.
9. Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.

Committee Membership of 2017/18

<u>Council Members</u>

John Gordon	Medicine	2018
Paul Jones (chair)	School of Environment and Sustainability	2019
Julita Vassileva	Computer Science	2019
Bob Tyler	Associate Dean (Research and Graduate Studies) Agriculture and Bioresources	2019
Rainer Dick	Physics and Engineering Physics	2020

<u>General Academic Assembly Members</u>

Garry Gable	Music	2018
Virginia Wilson	Library	2018
Jon Farthing	Kinesiology	2020
David Burgess	Associate Dean (research, graduate support and international activities, College of Education	2020

<u>Other members</u>

Karen Chad	Vice-President Research *(ex officio)*
Trever Crowe	Interim Dean of Graduate Studies and Research *(ex officio)*
Jessica Quan/ Sheldon Moellenbeck	[USSU designate]
Mays Al – Dulaymi/ Jesus Corona Gomez	[GSA designate]

<u>Resource members</u>

Dena McMartin	Director, Research Services and Ethics
Laura Zink	Director, Strategic Research Initiatives

Secretary: Amanda Storey, Office of the University Secretary

The Research, Scholarly, and Artistic Work (RSAW) committee met 11 times during the 2017/18 year and addressed many issues related to research, scholarly and artistic work at the University of Saskatchewan.

In 2017/18, the RSAW committee provided input on changes to IT Communication Services Policy. The committee appreciated the work being done to strengthen the U of S's policies related to communications and to ensure that the university's suite of IT policies are well aligned and reflect current best practice.

RSAW engaged with representatives from the University Library a number of times over the course of the year to discuss the development of an institutional repository in response, in part, to tri-agency requirements for open access publications. The committee was pleased to have the opportunity to review and comment on policies and guidelines being developed to support the use of the repository.

The committee continued its work on artistic discovery at the University of Saskatchewan. The committee received a report, prepared in collaboration with RSAW, on phase one of the project from the Vice-President, Research in December 2017 and engaged in a frank and thorough discussion of the findings at that time. That report was ultimately presented to University Council in April 2018. RSAW remains committed to reviewing the forthcoming initiatives related to artistic discovery and will continue to engage University Council in discussion on this topic going forward.

The RSAW committee received an annual update from the Tri-agency leaders Bram Noble (SSHRC), Ron Borowsky (NSERC), and Darcy Marciniuk (CIHR) at its March 13

meeting. Committee members were interested in the success rate of applications of tri-agency funding, as well as the changes occurring at the national level with regards to the number of grants and grant sizes. Committee members were interested in the widely-disparate success rates depending on granting agency. Tri-agency leaders spoke about internal work conducted to improve success rates as well as work done by U of S members on the tri-agency review boards, and work being done to align the work of the three boards.

The RSAW committee has worked with the chairs of the Research Ethics Boards and has determined that annual reporting will occur in the fall, instead of in the spring, to better align with their workflows. Details of this meeting with Research Ethics Board chairs will be reported in the 2018-19 annual report from RSAW.

The RSAW committee provided comments on the University Plan on a couple of occasions in 2017-18 in addition to having the chair of RSAW on the University Plan Advisory Group. RSAW was pleased to have the opportunity to see its thoughts and goals reflected in the plan. RSAW commends the Provost and his whole team for their work on this impressive document. Additionally, the committee was provided the opportunity to provide feedback to the Vice-President, Research on the Research Strategic Plan in May 2018.

The committee also had the opportunity to meet with the Vice-President, University Relations to discuss University Rankings, as well as with the new Vice-Provost, Indigenous Engagement regarding the Indigenous Peoples Signature Research Area. Both these conversations highlighted a number of topics and projects that will be a part of the committee's work in the years to come.

The service of John Gordon as a representative of RSAW on the Centres Subcommittee of Planning and Priorities Committee and the Joint Committee on Chairs and Professorships, Bob Tyler as a representative on the New Researcher and Distinguished Researcher Awards Committee and David Burgess as a representative of RSAW on the Centres Subcommittee is recognized with appreciation. Appreciation is also extended to presenters who attended the RSAW committee this year. I also want to thank Garry Gable and John Gordon for their service as Vice-Chairs this year and acknowledge the exemplary administrative support provided by Amanda Storey.

Attached as appendices to this annual report are the annual reports of the Office of the Vice-President Research and the College of Graduate and Postdoctoral Studies 2017/18.

ATTACHMENTS:

1. Annual report of the Vice President Research for 2017/18
2. Annual Report of the College of Graduate and Postdoctoral Studies for 2017/18

Unleashing Discovery

Annual Report
2017-2018

Contents

A Year in Review: Discovery the world needs

University of Saskatchewan researchers are generating discoveries and insights the world needs. They are engaging in research, scholarly and artistic works that matter. I am proud to share with you some of the exciting highlights of the past year in this annual report.

We are building momentum with institutional-level grants, developing principles to inform public, industry and community partnerships, and creating new research clusters in areas of importance to Saskatchewan and Canada. We are developing a strategic research plan that includes advancing the Indigenous Peoples signature area of research. One in 10 first-year students now has a research experience--believed to be the highest rate in Canada.

For NSERC Discovery Grants, current data suggests that USask researchers matched the national average. We're in the top seven in the U15 Group of Canadian Research Universities for NSERC Industrial Research Chairs and were recently awarded our first NSERC Steacie Fellowship in 25 years. SSHRC success rates are steadily climbing and have benefited from implementation of internal review processes. And USask is making great strides in CIHR engagement and success. The USask success rate for 2018 was slightly higher than the national average.

With the launch of our re-branded commercialization unit Innovation Enterprise, we've become the Canadian hub for the novel academic-industry matchmaking approach known as AIMday™ which will increase research and innovation collaboration among universities within and outside Canada.

We're reaching out to community partners through agreements with the City of Saskatoon, the Saskatoon Symphony and Remai Modern.

We're advancing the International Blueprint for Action and hosted a highly successful *People Around the World* conference—PAW 2018: Global Learning, Mutual Gain—last winter.

We also increased our focus on telling the USask research story to the world through a new award-winning Research website, *Discovery Digest* newsletter, compelling short videos, and participation in the new academic newswire *The Conversation Canada.*

In short, working with our entire campus research community, we are building on our strengths, diversifying and seizing research, scholarly and creative opportunities.

Karen Chad,

Vice-President Research

Executive Initiatives and Projects

Strategic Research Plan

Vice-President Research Karen Chad is leading development of a strategic research plan that reflects on the university's progress and sets a vision for the next seven years, articulating institutional research priorities and directions to 2025.

The first phase resulted in the creation of a model and strategic framework based on interviews with senior researchers, leaders, partners, collaborators and advisors.

The second phase will result in a plan that describes an inspiring future for the University of Saskatchewan research community, including addressing barriers and identifying opportunities to enhance the university's global impact.

Consultation has been a hallmark of this project throughout its first phase. This will continue throughout the refinement and adoption of the strategic research plan.

Artistic Discovery

Vice-President Karen Chad and Dean Peta Bonham-Smith of the College of Arts and Science are co-executive sponsors of a project to articulate and celebrate the key role that the fine and performing arts has in the history, values and life of the university, and to enrich the contributions that these scholars and students make in advancing our mission, vision, and goals.

Chad has committed to ensure that artistic works related to the university's discovery mission are better understood and celebrated across the academy.

The first phase of this project involved data collection, background research, and open-ended consultations where a diversity of perspectives were sought. A report to University Council was presented on this first phase in March 2018.

New project for collaborative use of infrastructure

This project will encourage and enhance the collaborative use of infrastructure, enabling the university to carry out its academic mission with greater effectiveness. The vision is a university where users find it attractive and easy to use collaborative infrastructure, and infrastructure operations are consistent and transparent.

The project will support linked university initiatives and study best practices and successful examples elsewhere. The goal is a strategy and a roadmap that invites users to discover the value of collaboration, centered on the infrastructure lifecycle i.e. how we envision, design, build, operate, and evaluate space, facilities, and equipment.

The project is jointly initiated by the offices of the Vice-President Research and the Vice-President Finance and Resources.

Partnering with Mitacs

USask is a Mitacs full partner. In 2017-18, we accessed the following Mitacs programs for a total value of $2,235,900 (compared to $1,578,967 in the previous year).

- 94 *Accelerate Internships* (1.3x previous year), valued at $1,478,000, including 18 new companies and 15 new professors

- Three *Elevate Fellowships* (1.5x previous year), valued at $405,000 over two years
- 10 *Globalink Research Internships* hosted at UofS in Summer 2017, valued at $120,000
- Three *Globalink Graduate Fellowships* (3x previous year), valued at $90,000
- Six *Globalink Research Awards* (3x previous year), valued at $14,500
- 146 graduate students and postdoctoral fellows attended professional skills training workshops, valued at $58,400
- Six *Career Connect* placements (pilot program), valued at $70,000

Centres

In 2018, the OVPR launched an initiative to re-examine the institution's approach to centres with the intent of building on recent internal efforts and Canadian (and North American) best practices for structuring, supporting and managing university centres. This investigation, which resulted in a discussion paper on centres, reviewed recent USask process and practice changes, examined strategies employed at U15 research institutions, explored best practice literature and undertook consultation with key stakeholders within USask (i.e. Centre Directors' Forum, the Associate Deans Research Forum, the Research, Scholarly and Artistic Work Committee, and the Planning & Priorities Committee).

This investigation re-affirmed both the value of centres within the USask research environment and the need for new approaches to best position centres as drivers of multi-and transdisciplinary research, scholarly and artistic work. In 2018-19, the Office of the Vice President Research will spearhead two broad courses of actions that emerged from the reviews and consultations:
- Revision to the USask Policy on Centres; and
- Implementation of new guidelines, process and support mechanisms to enable centre development and activities based on best practices.

Partnership agreements

- **City of Saskatoon MOU**

   Following the signing of a Memorandum of Understanding (MOU) between the City of Saskatoon and USask in spring 2018, the OVPR is leading efforts to enhance research and collaboration between USask researchers and City of Saskatoon experts. In May, the two organizations collaborated on a "brain exchange" which enabled discussions on research around the theme *Adaptation to Climate Change*. In the coming year, USask will build on this pilot project to encourage enhanced collaborations on a variety of shared thematic interests.

- **USask-Remai Modern MOU**

   In what is believed to be the first agreement in Canada between a university and a city-owned art museum, USask and Remai Modern signed a partnership agreement to collaborate in areas of complementary strength and mission through joint initiatives that will benefit Remai Modern, the university, and the community. The province's two leading cultural institutions agreed to pursue collaborative initiatives in public programming; Indigenous initiatives; partnered exhibitions; research, scholarly and artistic work; teaching; and acquisition activities. A special focus is engagement with Remai Modern's pre-eminent collection of Pablo Picasso linocuts and a related collection of Picasso ceramics.

- USask-SSO MOU

  An MOU was signed January 28th by USask President Peter Stoicheff and Saskatoon Symphony Orchestra (SSO) Executive Director Mark Turner. The agreement aims to foster connections between the community and the university's diverse range of scholarly and artistic work, including events and projects across many colleges. The partnership also promotes engagement with the USask instrument collections, such as the Amati string instruments, a rare quartet of 17th-century instruments, and the growing Kaplan Collection, comprised of historical and indigenous instruments from around the world. The MOU formalized a collaboration underway since 1931, the inaugural year of the SSO and the USask Department of Music.

Indigenous Peoples Signature Area: Development of a strategic plan

The Vice-President Research has struck an advisory committee to guide development of a strategic path toward celebrating, supporting, and advancing research, scholarly and artistic work in our Indigenous Peoples' signature area. The Advisory Committee held its first meeting in May 2018 and will continue its work over the coming academic year.

Development of Partnership Principles

To ensure USask is focused on developing partnerships that mutually respect our mandate and that of our partners, the OVPR is leading an initiative to articulate a set of principles around engagement (how, when and why we partner) with a broad range of public, private and public good partners. In phase 1, a multi-disciplinary working group of faculty and student representatives focused on developing principles to inform university-industry partnerships. In phase 2, the OVPR will be working with the offices of Community Engagement and Indigenous Engagement to expand the principles to be more inclusive of the range of partners with whom USask engages.

Program and Services Refinement: Managing Budget Reductions

In 2017, PCIP levied budget reductions on a number of funds used to support programs for researchers. As a result of these cuts, the following programs were eliminated:
- Humanities and Social Sciences Research Fund, which funded a variety of initiatives aimed at enhancing social science and humanities research and artistic activity.
- Research Special Initiative Fund, which enabled the OVPR to sponsor special activities, usually public events (e.g. USSU's UGR poster event in January).
- Visiting Lecture Fund, which provided support to bring in external lecturer.
- CIHR Matching Program, a small discretionary fund, traditionally used to provide bridge funding for CIHR

The following programs were reduced:
- Undergraduate Research Initiative - *from $400K to $270K*
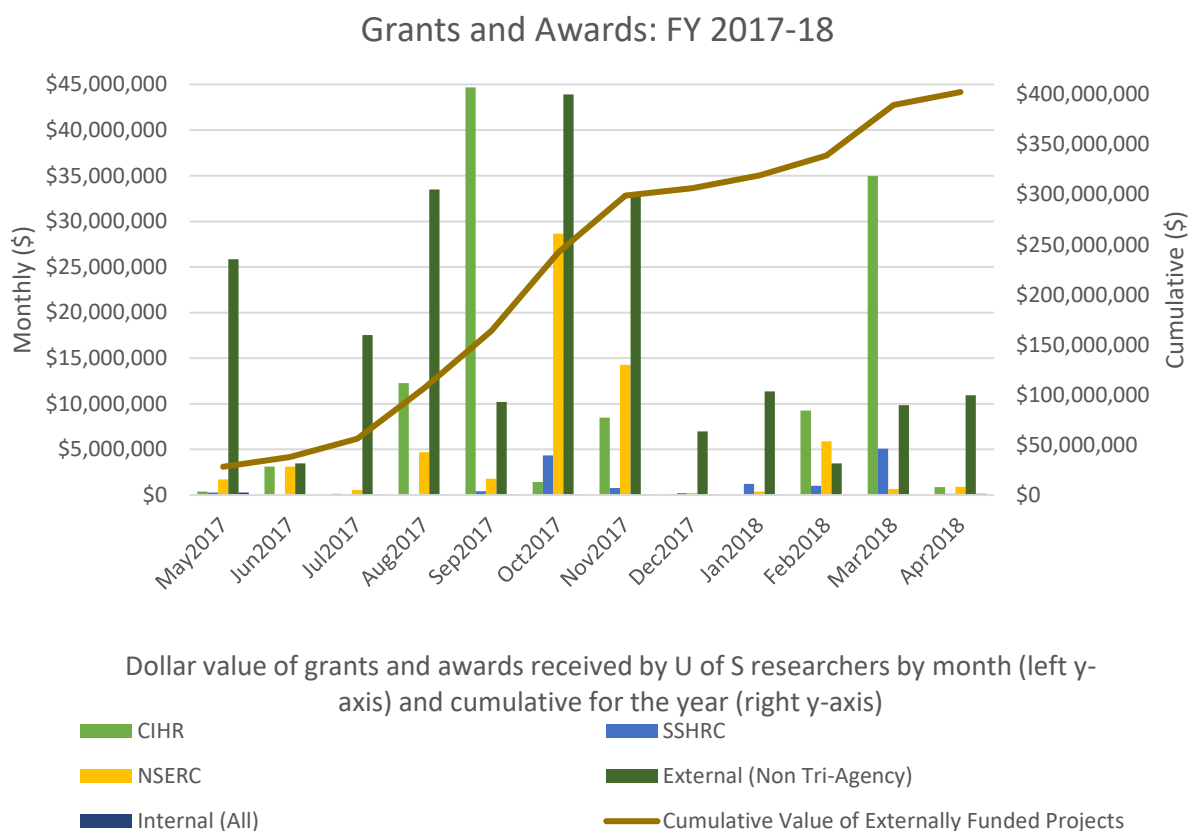- Publication Fund –*from $57,037 annually to $25,000 annually*

Research Services and Ethics Office (RSEO)

The RSEO serves the USask community by facilitating and promoting research success. Our team of highly skilled and dedicated staff support researchers and academic leaders in developing competitive proposals for innovative research that is safe and ethically sound.

Agreements

Research Support Specialists and Contracts Officers work directly with researchers and Research Facilitators to develop funding proposals and agreements with external and internal agencies primarily in Canada, but also with international partners like the U.S. National Institutes of Health. The goal is to provide proactive guidance to researchers in support of research integrity and autonomy, as well as to promote excellence as the "University the World Needs".

Our office is using 2017-18 as a baseline year for activity and research revenue as the first full year of UnivRS implementation for grants, awards, and contracts. In the most recent fiscal year, research revenue over the life of the agreements from grants and awards totaled nearly $400M, and from contracts nearly $90M.

Grants and Awards: FY 2017-18

Dollar value of grants and awards received by U of S researchers by month (left y-axis) and cumulative for the year (right y-axis)

- CIHR
- SSHRC
- NSERC
- External (Non Tri-Agency)
- Internal (All)
- Cumulative Value of Externally Funded Projects

Grants and Awards includes funding received from the Canadian Tri-Agencies (CIHR, NSERC, and SSHRC), as well as from non-Tri-Agency research funding sources, such as the Saskatchewan Health Research Foundation and Mitacs.

A total of 372 research contracts were negotiated and signed in 2017-18.

Contracts: 2017-18

Dollar value of contracts signed by USask researchers by month (left y-axis) and cumulative for the year (right y-axis)

The team uses a strict series of protocols to review all contracts to ensure that researchers have autonomy to conduct the cutting-edge research they pursue.

Tri-Agency Success

Overall success rates for key tri-agency funding programs are on par with national rates. For the NSERC Discovery Grants program, 2018 national results are not official but current data suggests that USask researchers matched the national average.

NSERC Discovery Grants Success Rates (2015-2018)

SSHRC success rates are steadily climbing and have benefited from implementation of internal review processes. The 2018 data for Insight Development Grants have not yet been received and are thus not directly comparable to those provided for 2015-2017.

SSHRC Insight and Insight Development Grants Success Rates (2015-2018)

Legend: ■ National Success Rate ■ USask Success Rate ■ Internal Review Success Rate
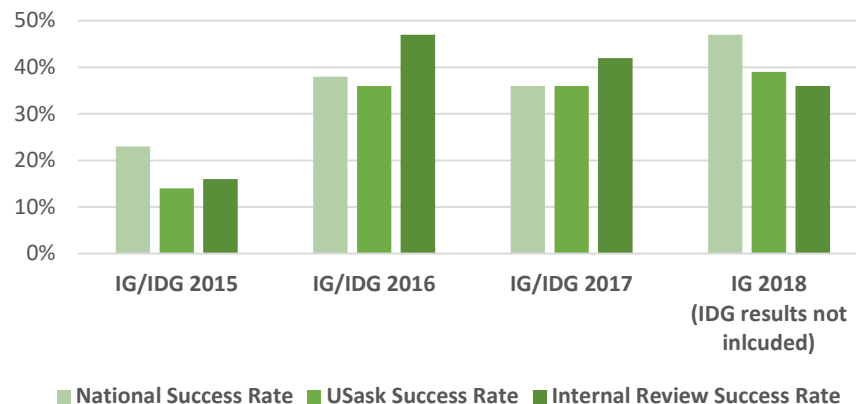
The new President's SSHRC Explore and Exchange programs are extremely popular and well supported across campus. This initiative is not only USask-supported, but championed by SSHRC for researchers to further develop and grow their ideas as well as to be shared on CVs under successful receipt of tri-agency funding.

USask is making great strides in CIHR engagement and success. The USask success rate for 2018 was slightly higher than the national average, although the total dollar value of those grants remains well below the national average. With strong success rates nationally, CIHR-funded research has significant momentum and continues to build.

CIHR Transitional/Project Grants Success Rates (2015-2017)

Legend: ■ National Success Rate ■ USask Success Rate ■ Internal Review Success Rate
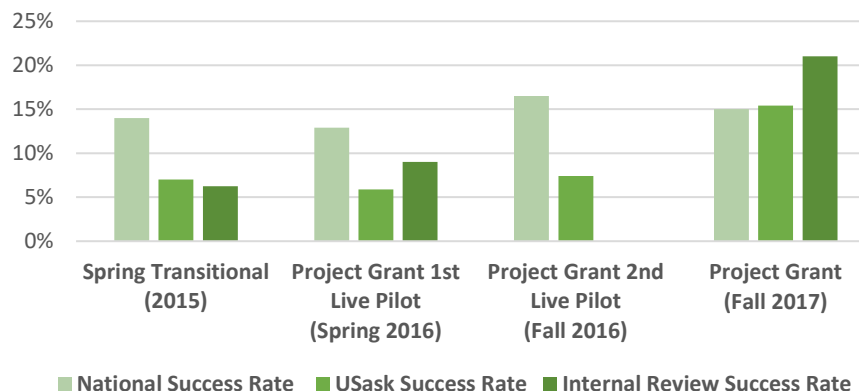
CIHR researchers have benefited most significantly from internal review processes. Established NSERC researchers not currently holding grants are also experiencing higher-than-national average success.

Animal and Human Ethics

Both animal and human ethics teams are leading transition to UnivRS, including changes to online forms creation and submission processes.

Academic Mentorship and Research Development

In its sixth year of existence and in collaboration with the Provost's Office, colleges and schools, a new model to support researchers' strategic goals and long-term plans will be launched.

With a proactive service model, RSEO leadership and staff will work with researchers, research facilitators, Associate- and Vice-Deans (Research), Deans, and Directors to help faculty build their individual strategic research plans and identify opportunities for growth, investment, collaboration, and development.

Individual Goals & Strengths

USask Signature Areas

Facilitation & Collaboration

Research Strategy
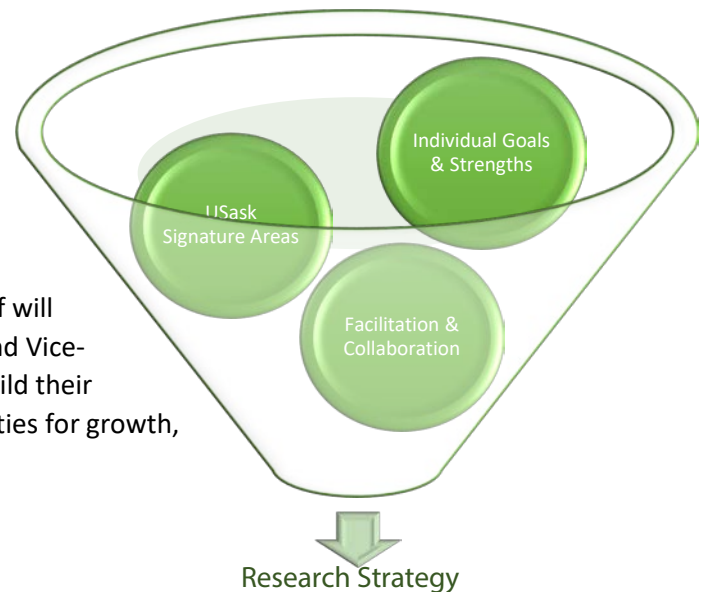
Responsible Conduct of Research

The Vice-President Research oversees the [Responsible Conduct of Research policy](#).

In 2017-18, six allegations were received by the OVPR, of which two proceeded to a hearing. No breaches of the policy were found.

Strategic Research Initiatives (SRI)

SRI supports development of institutional-level grants, faculty awards and recognition, and enhancement of the undergraduate research experience. In 2017-18, the unit focused on strengthening programs to support incubation of research clusters and development of competitive proposals.

Building Research Capacity and Success through Innovative Services

In 2017-18, the unit focused on strengthening programs to support incubation of research clusters and development of competitive proposals.

Test Your Concept
- Early-stage proposals presented to a panel of experts
- Available for: SSHRC Partnership, NSERC CREATE

Expert Peer Review
- By scholars with demonstrated success and/or national review panel experience

Research Cafés
- Builds momentum in areas of strategic importance
- Assists research cluster development and collaboration across units
- Enhances research culture
- Four cafés held in 2017-18

Research Cluster Incubation
- Infectious Disease Incubation
- Cannabis Research Cluster
- Energy Research Cluster

Building Momentum with Institutional-Level Grants

SRI submitted strong, well-developed, early-stage proposals that went through a rigorous feedback process through Test Your Concept events and expert peer reviews. Full proposals included two exciting firsts – the Canada 150 Research Chair program (4) and the Strategic Partnership Grants for Networks (led by USask). SRI supported 17 proposals and stage 1 submissions for programs.

Stage One/LOI Submissions
- CIHR Foundation (2)
- NSERC Create (2)
- SSHRC Partnership (3)
- CERC (2)
- NCE (1)

Full Proposal
- Canada 150 Research Chair (4)
- SuperCluster (1)
- NSERC SPG-N (first UofS led)
- Genome Prairie (1)

Successes
- Canada 150 Research Chair (Famiglietti, $7M)
- Industrial Research Chairs (Seddon, $2M; one embargoed)
- Western Diversification (Pomeroy, $12.19M; Sharpe, $3.7M)
- UNESCO Chair (Reed)
- NSERC CREATE (Siciliano, $2.7M)
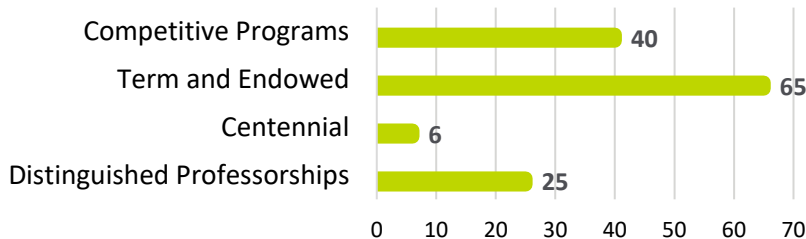- Supercluster (one)

Strategic Initiatives

SRI contributes to strategic initiatives through:

- Centres Strategy: discussion paper
- Chairs Strategy: including comprehensive USask profile of chairs and new website
- CRC Equity, Diversity and Inclusion Action Plan
- Research Clusters in development:
  - Infectious Disease; Cannabis; Energy

Supporting USask Research Chairs

SRI supports key aspects of the USask chairs program. In 2017-18, the first comprehensive survey of USask chairs was completed and a new website developed.

136 Total Research Chairs

Category	Value
Competitive Programs	40
Term and Endowed	65
Centennial	6
Distinguished Professorships	25

NSERC Industrial Research Chairs

U of S Average Award Value 06/07 vs 16/17

6/7: 175K
16/17: 294K
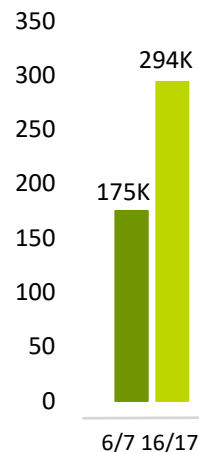
Since 2006, the U of S has increased its NSERC IRCs to 6, placing it among the top 7 in the U15 for NSERC IRCs

Canada Research Chairs

- 23 active chairs (30 allocated)
- 2017-2018: one Tier 1 and one Tier 2 chair awarded
- Active searches: five Tier 2 chairs

Awards and Recognition

SRI's support for international and national faculty awards and recognition includes 39 competitive award submissions in 2017.

Achievement Record Awards

Year	Value
2011	3
2012	2
2013	4
2014*	8
2015*	3
2016*	9
2017**	8
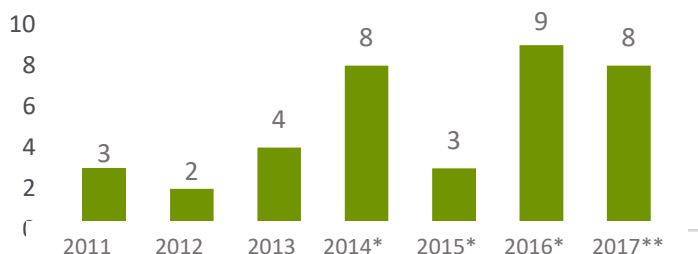
* SRI's inception in 2014
**15 nominations from 2017 remain outstanding

Highlights include:

- 9 successes to date, 8 of which are achievement record awards (15 results remain outstanding)
- Royal Society College of New Scholars, Artists and Scientists (2)
- Fellows of the Canadian Academy of Health Sciences (3)
- SHRF Achievement Award (1)
- NSERC Steacie Fellowship (1) – First U of S recipient in 25 years

Undergraduate Research Initiative

SRI provides programs and support to this initiative with the aim of ensuring every undergraduate student graduating from USask engages in a research, scholarly or artistic work experience. Currently, metrics for student engagement include:

10% have a first-year research experience (FYRE)

25% have a course-based undergraduate research experience

550 Followers

650 Weekly Reaches

7,200 have participated in FYRE since 2013

363 have used the USRA program since 2014

255 Followers

Research Profile and Impact (RPI) Initiatives

The unit works closely with researchers, research leaders and communicators across campus to tell the university's research story and build the university's research profile provincially, nationally and internationally through a variety of targeted communications strategies.

The unit is the university's liaison with government funding agencies and ensures compliance with communications clauses in research contracts. Communications products created by the unit—ranging from advertorials to news releases to videos—support student and faculty recruitment, government relations, and alumni and donor engagement. The unit also provides strategic communications counsel and support to OVPR units, research groups and communicators.

New Approaches to Highlighting Research Success

Over the past year, the unit focused on the following new initiatives:

- A **new *Funding Successes Database***, a sortable online database in the new Research website for searching successfully funded USask research projects
- A **new externally focused Research website** that highlights impacts of USask research, particularly in signature areas, community-based research, student research, Indigenous initiatives, international success, and commercialization
    - Won a 2017-18 national Canadian Council for the Advancement of Education award
- A new monthly ***Discovery Digest* newsletter** on USask research, scholarly and artistic work
    - Distributed to over 5,600 faculty and staff across campus, as well as to leaders in municipal, provincial, and federal governments
- Use of **compelling short videos** to tell research stories for a wide range of purposes, ranging from graduate student recruitment (events in Vietnam, China and Latin American countries through CALDO), profiles of Royal Society inductees and new university researchers, news releases, and alumni and development events across Canada and beyond.
    - Produced 12 videos including an "Overview Signature Areas" video and two water security videos
    - Invited to present on video as a research communications tool at the 2017 Universities Canada Directors of Communications meeting in Ottawa
- **The Conversation Canada:** Increased the visibility of USask nationally and internationally by promoting researcher participation in this new independent academic newswire funded by 22 Canadian universities, Universities Canada and SSHRC:

o As of April 30, the overall readership of 35 USask articles in the Conversation Canada and Conversation sites abroad was 427,106.

o Several stories were re-published or followed by media outlets, i.e. *The National Post*, *Maclean's, CBC*

o Several online sites and news aggregators republished stories including *The Weather Network* (52,434 readers), *IFLScience*: 40,898, *Quartz*: 26,989, *Daily Mail*: 22,239, *Business Insider*: 20,655, *Discover Magazine*: 9,500, and *World Economic Forum*: 2,145.

o Examples of reach: worldwide **audience of almost 89,000** for researcher Emily Jenkins' piece about a deadly parasite potentially transferring from dogs to humans, and more than **48,000 readers** for water expert John Pomeroy's analysis of the water woes in Cape Town, South Africa

o The majority of readers were in Canada (38%), U.S. (31%), UK (5%), Australia (4%), and India and South Africa (3%)
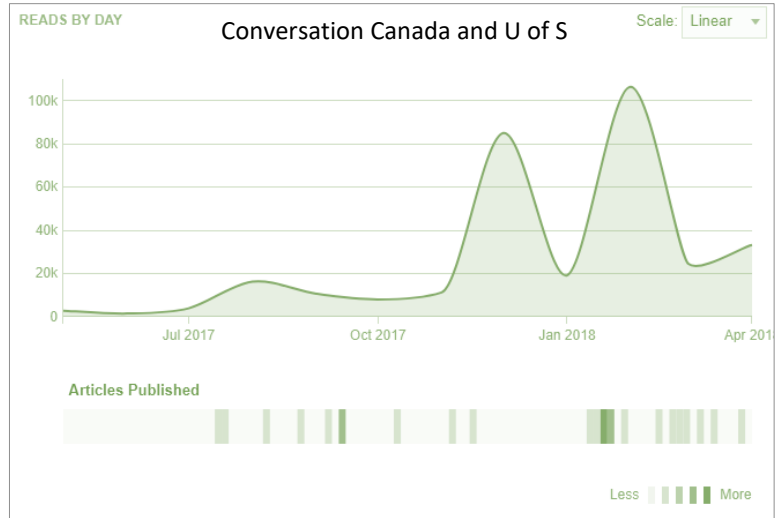
Leveraging Profile through Partnerships

• Partnered with **The StarPhoenix** newspaper on the **"Young Innovators"** story series**,** featuring 18 graduate student and supervisor profiles later re-purposed for a wide range of academic (Graduate Studies, student recruitment), government and Tri-Agency stakeholders

• Partnered with the **Saskatchewan Health Research Foundation (SHRF)** to produce stories on USask health researchers which SHRF publishes in their bi-annual magazine

• Worked with Universities Canada on an **economic mapping project** that highlighted USask research participation in nine economic sectors

• Organized many **ministerial research funding announcement events.** An example is partnering with the Canadian Space Agency for the launch of the USask student CubeSat project

• Partnered with **Tourism Saskatoon** to highlight research at USask via three widely distributed articles on international websites

Other Major Research Profile-Building Activities

• Organized and promoted **2018 Images of Research Competition.** 86 photo submissions (40,290 pageviews) and 9,200 visitors to the contest website from over 75 countries, with celebration event and a public photo exhibition in Place Riel.

o Invited to present on this innovative initiative at the 2017-18 Tri-Agency Communications Summit in Vancouver.

- **Promoting signature areas:** Examples include garnering national and international media attention for the new USask Canada 150 Chair in Remote Sensing. Featured our new CERC in Food Security as the speaker at the highly influential Bacon & Eggheads MP Forum in Ottawa in May, and arranged for CLS and GIFS directors to speak at Ottawa alumni events. Drafted a major multi-university communications strategy for the $170-million Global Water Futures (GWF) research program for the GWF Inception Meeting in Waterloo.
- **National profile-building through research advertorials:**
  - Highlighted USask community-based research and USask success as No. 1 in Canada for research income growth – full page in the *National Post, Ottawa Citizen* and *Hill Times*.
  - Produced a half-page advertisement with University Relations for *Canada's Innovation Leaders Supplement* (USask "First in Canada for Research Income Growth"), and a story focusing on two USask CFREFs in water and food security.
- **Promoting commercialization**: Promoted AIMday and the launch of a rebranded Innovation Enterprise (IE) and oversaw development of a communications plan for building IE profile.
- **Promoting international research**: 11 international students profiled in Young Innovators series; six research stories for the International Partnerships website; videos -- on maternal and infant health research in Mozambique, a $1M research and training donation for food security, USask Confucius Institute, Canada 150 Study Abroad scholarship winners, and stories for the PAW2018 Conference and Saskatchewan government's *Inside International Education* Newsletter

Canada 150: Promoting USask Discoveries and Leadership in Nation-Building

With Karen Chad as Canada 150 Project Executive Sponsor, the unit led the USask Canada 150 communications campaign, working with an advisory committee from across campus. Initiatives underscored how USask has played a disproportionately large role on the national stage in championing human rights, social justice and diversity:

- Produced 17 articles on USask Nation Builders such as John Diefenbaker, Emmett Hall, Hilda Neatby, Albert Johnson, Ted Hughes, Roy Romanow, Tom Molloy, Elizabeth Dowdeswell, and Patricia Monture.
- Produced 10 "Discoveries with Impact" stories (unique contributions to areas such as agriculture, construction engineering, transplant medicine, nuclear medicine). These stories were highlighted in the Convocation program.
- Arranged three public events with former prime ministers (Jean Chretien, Kim Campbell and Paul Martin – all interviewed by USask Chancellor Roy Romanow);
- Held a national forum on the future of health care in Canada,
- Organized four book launches highlighting diversity: Jim Miller's *Residential Schools and Reconciliation*; Craig McInness's *Mighty Hughes*; Bob Calder's *A Hero for the Americas*; and Peter MacKinnon's *University Commons Divided*.
- Produced videos of drone footage to highlight the beauty of the campus and key research facilities. The videos are now used by many groups on campus for recruitment, special events, postcards and other spin-off projects.

Innovation Enterprise (IE)

Innovation Enterprise (IE, formerly Industry Liaison Office) initiates, develops, commercializes, and implements innovative, sustainable and knowledge-based solutions generated by USask.

IE: Building on a New Vision and Brand

After rebranding from the previous "Industry Liaison Office" and launching with a new vision focused on an entrepreneurial approach to technology commercialization, Innovation Enterprise has undertaken implementation of a new strategy to support positioning and reinforcement of the brand and vision. This includes targeted stakeholder engagement and communications, growing new and existing programs, and building the team and organizational capacity required to be successful.

Programs and Initiatives

- **Student Innovation and Business Analysts (SIBAs)** are students of all years and fields engaged to perform commercialization research projects on active innovation files handled by IE. Projects range from market research and competitive analysis to summarizing reports on market trends, for example. This work promotes an entrepreneurial culture and offers undergraduate and graduate students a chance to explore dynamics of innovation and business development.
    - Over 50 students hired, including a Program Coordinator, with average participants working five hours per week.
    - 171 projects have been assigned, of which 124 have been completed.
- **Portal for Industry Engagement (PIE)**, a web-based database, provides an overview of expertise, facilities, services and technologies at USask: more than 5,500 page visits from over 100 countries.
- IE is evaluating the possibility of leading the **USask World's Challenge Program** which enables students to compete in this international challenge by coming up with ideas that address global issues. Incorporating this as a new program will be subject to resources required and available.
- In October 2017, IE published an **Innovator's Guide** for all campus innovators that explains the role of IE and answers common questions around commercialization of knowledge intensive products and solutions.
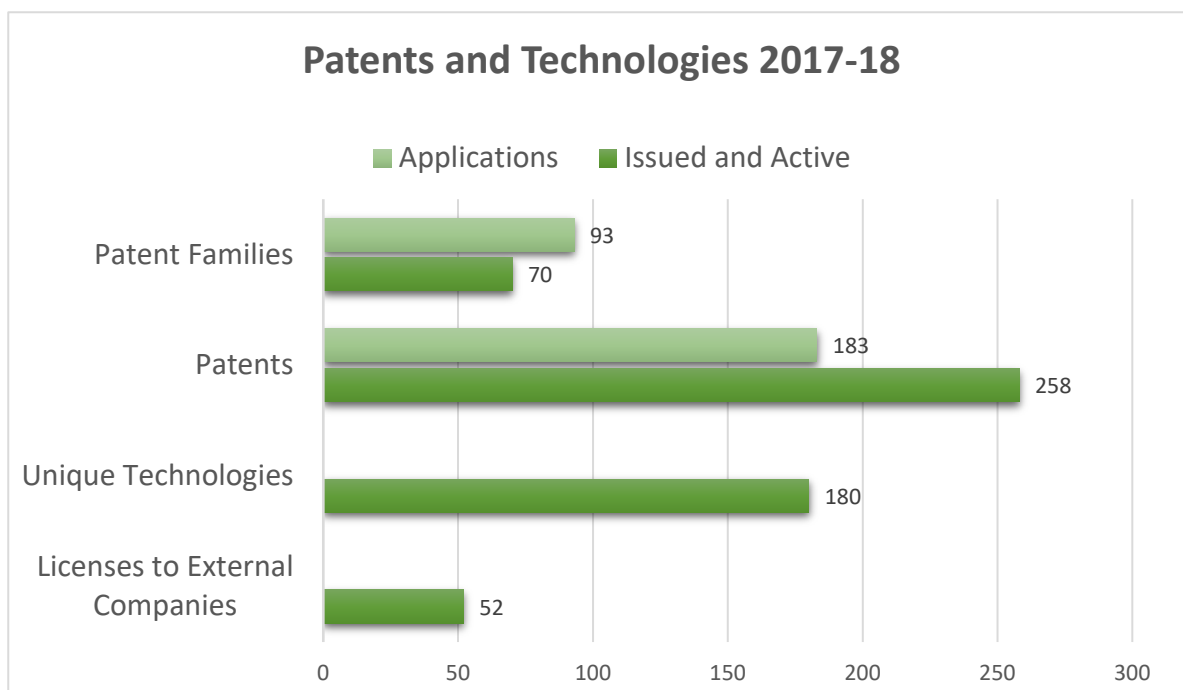
Stakeholder and Ecosystem Support

- IE is supporting a **new business accelerator program** launched in February 2018 by Co.labs, in partnership with Innovation Saskatchewan. The accelerator, Co.launch, provides an opportunity for very early-stage businesses and founders to develop their teams and business ideas through mentored learning and cash prizes awarded by an investor panel. The goal is to participate actively in growing the regional innovation and entrepreneurial ecosystem.

AIMdays - Encouraging Signs of Growth

Legend:
- Questions Submitted
- Researchers Involved
- Companies Involved
- Applications selected for funding
- Applications Submitted

Categories: AIMday Minerals 2017, AIMday Imaging 2017, AIMday Big Data 2018, Totals

Values — AIMday Minerals 2017: 26, 39, 5, 55, 17
AIMday Imaging 2017: 29, 50, 10, 69, 24
AIMday Big Data 2018: 22, 53, 12, 55, 16
Totals: 77, 142, 27, 179, 57
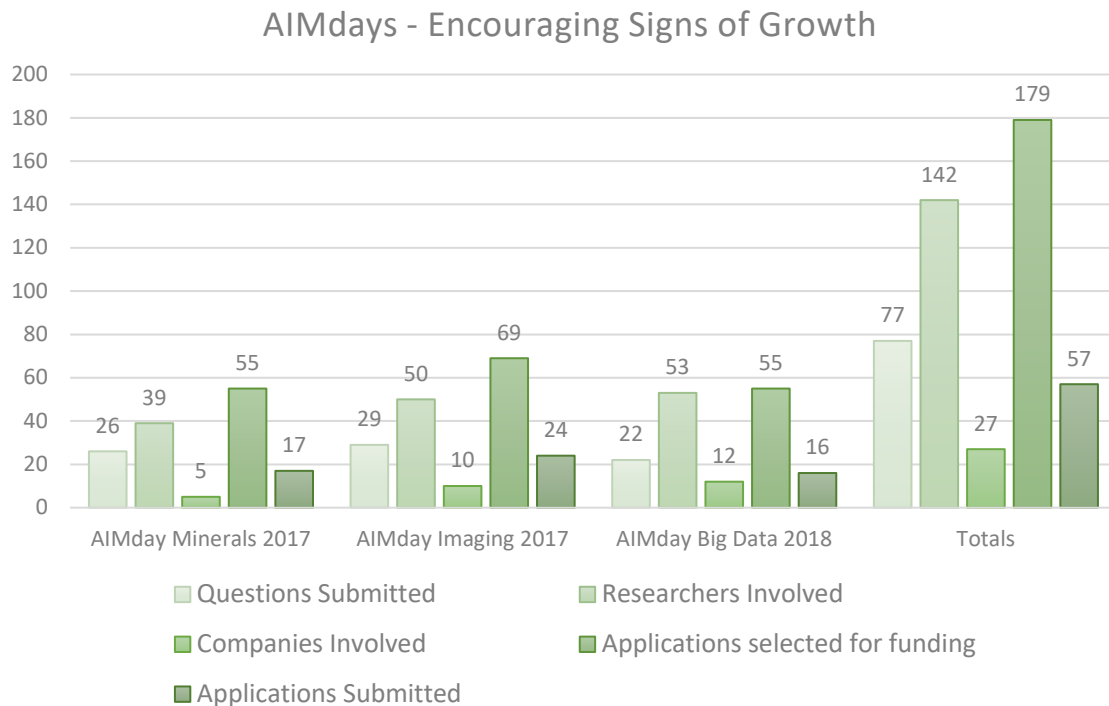
o AIMday™ is a unique academia/industry meeting concept initiated and successfully developed by Uppsala University in Sweden. IE has a collaboration agreement with Uppsala University to implement AIMday in North America.

o After hosting the first ever AIMday™ in North America in March 2017, with a focus on the mineral sector, IE hosted two more AIMday™ events, held in collaboration with University of Regina and Saskatchewan Polytechnic. The focus was on finding solutions to a wide variety of questions and problems on the topics of imaging (Oct 2017) and "big data" (April 2018).

o In March 2018, IE signed a collaboration agreement with Uppsala University to be the exclusive Canadian hub for AIMdays. This will increase both research and innovation collaboration among universities in and outside Canada.

Operational Overview and Highlights

Patents and Technologies 2017-18

■ Applications ■ Issued and Active

Patent Families	Applications: 93, Issued and Active: 70
Patents	Applications: 183, Issued and Active: 258
Unique Technologies	180
Licenses to External Companies	52

(Axis: 0, 50, 100, 150, 200, 250, 300)

▪ Having established a **Creative Works Portfolio Manager** position in early 2017, IE has begun growing the pipeline of innovations and services offered. This includes consulting with faculty on copyright and other non-patent IP ownership and protection issues ie. a Kinesiology project with two principal investigators on a multi-author work in several media, and a copyright analysis with a damage mitigation strategy for a fine arts professor whose work was in danger of piracy. Planning for continued development of this portfolio will be evaluated in light of resources available during the coming year.

Technology Transfer Highlights:

o   In 2017, Excir Works was founded based on technology developed at USask in the laboratory of Stephen Foley. The technology allows for recovery of gold from consumer electronic waste in a novel and environmentally friendly process. The company has three employees plus the CEO, and has raised $200K to date. This method is the fastest known, is highly selective for gold, far less toxic than other options, requires minimal energy input and ambient pressure, and uses reagents that are cheap and recyclable. In the report period, the company has gained traction with potential industry partners and investors.

o   In October 2017, USask signed a licensing agreement with Gastrogenix Inc. for a lossless image compression algorithm technology that the company will be using in wireless capsule endoscopy, allowing non-invasive imaging of the human gut. IE is working with the company on follow-on research as well as expanding our agreements to include newly developed and related technology.

o   A microbial endophyte, developed at and owned by USask, has passed regulatory approval by U.S. Department of Agriculture Animal and Plant Health Inspection Service (USDA APHIS), a significant milestone in the commercialization process. The technology, licensed to Boston-based Indigo

Agriculture in 2013, improves crop yield in drought conditions, and can now be sold to millions of farmers in the U.S. with future registration possible in many more countries. Currently, collaboration between the company and USask on new technologies derived from this initial work is continuing.

- In the past three years, Indigo Agriculture and USask, through IE, have built an extensive collaborative research program around this technology and secured almost $3 million in research grants, plus in excess of an additional $13 million from industry.

- In early 2017, Indigo launched its first commercial product into the US market. In late 2017, Indigo closed a $156M series D investment round, and initiated international expansion with offices in Australia and Argentina. The company has raised over $300M to date.

o Electrical and computer engineering researcher David Klymyshyn and his team invented a radically different approach to fabrication of compact radio frequency (RF) antennas and devices using non-traditional polymer-based materials, enabling improved performance and increased functionality for various emerging wireless communication and sensor devices.

Polytenna, a company started by Klymyshyn and his team, completed an accelerator program EvoNexus in San Diego. IE is working through the final steps required to license the technology to Polytenna for commercialization in fixed and mobile communications products and networks.

o Anandia Labs, founded in 2014, performs cannabinoid testing and research and is built on intellectual property developed by Jonathan Page jointly at NRC and USask. Anandia has grown to 24 employees and during this past year closed a round of financing totaling CAD $13.4 million. Anandia is now valued at CAD $63 million and has been recognized as the leading independent cannabis analytics, testing, and genetics company in Canada.

International Research and Partnerships

The International Office provides leadership, coordination, and support services to advance the internationalization of the university's core missions of research, teaching and learning, and service.

U of S Active International Partnerships
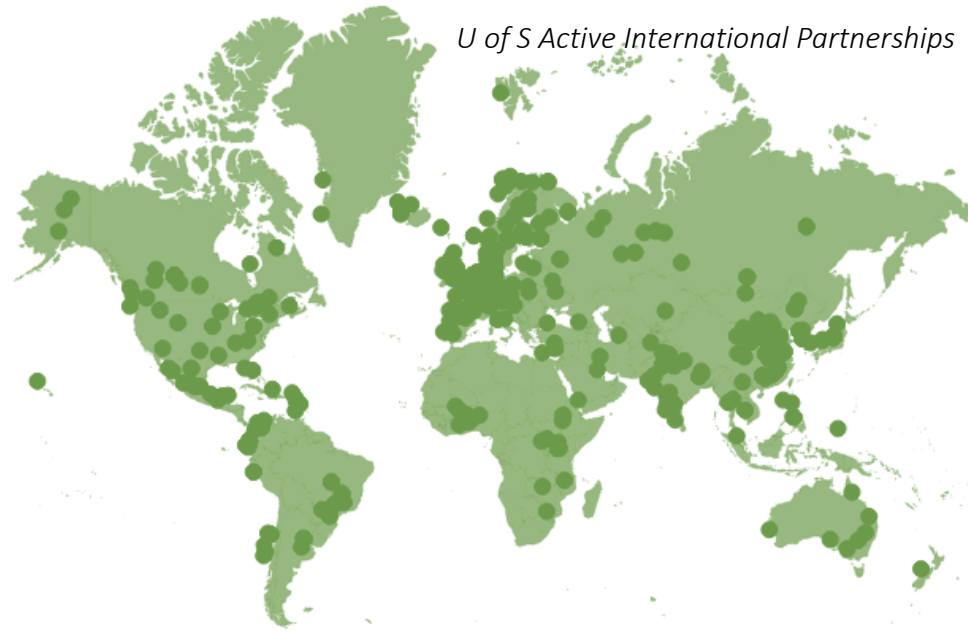
International Blueprint for Action

The USask International Blueprint is a strategy and roadmap to enable international learning experiences, increase diversity, strengthen our global impact through discovery, and grow our global citizenship and international community service.

Specific achievements in the past year include:

- Hosting the first *People Around the World* conference, *PAW 2018 – Global Learning, Mutual Gain* on February 7, 2018. The event will recur annually.

- Developing, communicating, adjudicating and awarding of international research and community development awards to 10 recipients totaling $375,000

- Development, communication, adjudication and awarding of two rounds of international travel awards totaling $164,000 to 36 faculty and staff

- Appointing two additional research specialists, one partnership specialist, and an Information Officer in the International Office, and piloted an International Liaison Officer in Shanghai

- Through the International Institution of Education (IIE) Scholar Rescue Program, a scholar from Cameroon was able to teach and do research in the College of Education

- Improving website information on international funding and conference opportunities for faculty students and staff

- Developing a strategy to better support and integrate visiting international faculty

- Establishing the Sask Alliance, a consortium among USask, University of Regina, and Saskatchewan Polytechnic, which collectively and collaboratively promotes Saskatchewan as an education destination for international students
- Receiving China Ministry of Education approval for the University of Saskatchewan-Beijing Normal University Joint Centre for Climate and Water Sciences and the USask masters of water security to be offered at BNU.
- Developing a partnership with the Global Challenges University Alliance.

Partnership Initiation and Agreement Development

During the period May 1, 2017 to April 30, 2018, a total of **46** new agreements and **26** renewals have been executed:

- **28** new MOUs and **15** renewals
- **18** new mobility agreements and **11** renewals
- **One** co-operation agreement to develop the Mini-Language Lesson Program with the Confucius Institutes of USask and U of R

Region	International MOUs		International Mobility	
	New	*Renewed*	*New*	*Renewed*
Africa	3	2	3	
Americas[1]	7		4	1
Asia[2]	6	8	4	1
Europe	11	5	7	8
Middle East				
Oceania				1
Total	**27**	**15**	**18**	**11**

Delegation Support

- 43 incoming delegations, with about 115 participants, providing invitation letters for visas, itineraries, logistics, briefings and hosting; these delegations included diplomatic officials, government and university representatives.
- 16 outgoing delegations, in the form of briefing notes, advice and guidance regarding priorities, and promotional materials.

International Research Success

More than 120 international research projects were awarded in the 2017/2018 fiscal year, for example:

- Irena Creed (SENS) was awarded $300,000 from Universities Canada Queen Elizabeth Diamond Jubilee fund for a project which will fund 44 scholarships.

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[1] Excluding domestic agreements, i.e. the SASK Alliance MOU and the cooperation agreement signed between the Confucius Institutes of U of S and U of R.

- Seok-Bum Ko (Engineering) was awarded $257,000 by the Korea Evaluation Institute of Industrial Technology and administered by Seoul National University R&DB Foundation called *Developing Processor-Memory-Storage Integrated Architecture for Low Power, High Performance Big Data Servers*.
- Li Chen (Engineering) awarded $144,604 from NSERC for project *On-Chip Voltage Regulation in Advanced Technologies*.
- Kasap Safa (Engineering) awarded $128,400 from NSERC for project titled *Optical Switching based on Transition Metal Oxide Thin Films*.
- Susan Whiting (Pharmacy and Nutrition) awarded $100,000 from the Grand Challenges for project called *Using eggshell calcium to mitigate fluorosis in Ethiopia*.

University International Conferences and Symposia

Support for international activities, providing conference organization, delegation co-ordination, briefing and speaking notes, flag and gift protocols, liaison with campus security, MOU signing ceremonies:
- University of Dhaka (UD) symposium and institutional visit, April 24-25, 2017;
- Pluses of Pulses Symposium, May 25-26, 2017;
- CONAHEC Conference, June 12-14, 2017;
- 23rd International Conference on Collaboration and Technology (CRIWG 2017), August 9-11, 2017; and
- International Symposium of Internationalization, Education and Social Development, hosted by the Confucius Institute at the University of Saskatchewan, August 17-18, 2017.

Other International Conferences

- 9th Atmospheric Limb Conference, June 11-14, 2017;
- 2nd Emerging Technologies for Global Food Security, June 19-22, 2017;
- 25th Canadian Symposium on Catalysis, May 8-11, 2018.

Upcoming International Conferences and Symposia

- Canadian Nuclear Society Annual Conference, June 3-6, 2018;
- 39th Symposium on Remote Sensing, June 17-23, 2018;
- 3rd Emerging Technologies for Global Food Security, June 18-21, 2018;
- 5th International One Health Congress, June 21-27, 2018;
- International Conference on Diseases in Nature Communicable to Man 2018, June 26-27, 2018;
- 2018 International Conference on X-Ray Microscopy, July 15-19, 2018;
- International Executive Council Meeting of the International Commission on Irrigation & Drainage, August 11-17, 2018;
- Canadian Lipid and Bioresource Conference 2018, September 9-11, 2018;
- 3rd Symposium of the Plant Phenotyping and Imaging Research Centre (P2IRC), October 16-19, 2018;

2018 Annual Report to the Research, Scholarly and Artistic Work (RSAW) Committee of University Council

Meeting: May 29, 2018

Dr. Trever Crowe, Interim Dean
College of Graduate and Postdoctoral Studies (CGPS)

Table of Contents

Message from Dr. Trever Crowe

The College of Graduate and Postdoctoral Studies was established in 1946, and our strong network of faculty and staff members works hard to attract the very best graduate students and support them from admission to convocation. Our team is highly committed to providing world-class student experiences, with a focus on 3 priorities

- Collaboration with partners internal and external to the university;
- Opportunities for international experiences; and
- Program quality and innovation.

The breadth of programming, including traditional and interdisciplinary topics, and research innovation make the University of Saskatchewan distinct. Our facilities are beyond compare. The Canadian Light Source Synchrotron, the Saskatchewan Structural Sciences Center, VIDO-Intervac, the Western College of Veterinary Medicine and the Social Sciences Research Laboratories don't exist elsewhere. The University of Saskatchewan is home to the Global Institute for Water Security, the Global Institute for Food Security, three interdisciplinary graduate schools, a division of biomedical engineering…and the list goes on. We have incredible facilities, unmatched program options and community relationships and engagement that are the envy of most.

Collaboration with academic units and other campus offices is an essential element of our success. Students enjoy tremendous support provided by campus partners such as the Gwenna Moss Centre for Teaching and Learning, the International Student and Study Abroad Centre or programming provided by our University of Saskatchewan Library. Our collaboration also extends beyond campus, and I encourage you to consider opportunities in international engagement which might take the form of a student exchange or the opportunity to study abroad.

We constantly seek innovation and creativity in program structure and delivery. This means expanding and enhancing mechanisms which facilitate student mobility. A number of exciting initiatives continue to move us forward to those ends. As a member of Canada's U15 top research-intensive universities, we continue to explore research partnerships with communities, governments and research collaborators that are critical to our meeting and exceeding societal, health and economic needs.

The College of Graduate and Postdoctoral Studies remains committed to new and enhanced graduate programs, stemming from areas of research excellence and supporting growth in areas of local and global importance.

Sincerely,

Trever Crowe Ph.D., P.Eng.
Interim Dean, College of Graduate and Postdoctoral Studies

College Governance

As a result of a change to the college name in 2017, postdoctoral fellows have been integrated into the governance structure of the college. This has largely involved revisions to committee titles, terms of reference and membership of standing committees of the CGPS Faculty Council. This work to update the college's governance structure is ongoing. Within the college plan, we propose an alternate structure that will formalize relationships and interactions with other colleges and schools while also streamlining processes and business with University Council and its committees.

College Membership

CGPS currently maintains 1801 graduate faculty files across all appointment types. We continue to work on a platform to automate membership, but until that is complete we will continue to renew members in the spring through notification to department heads and executive directors.
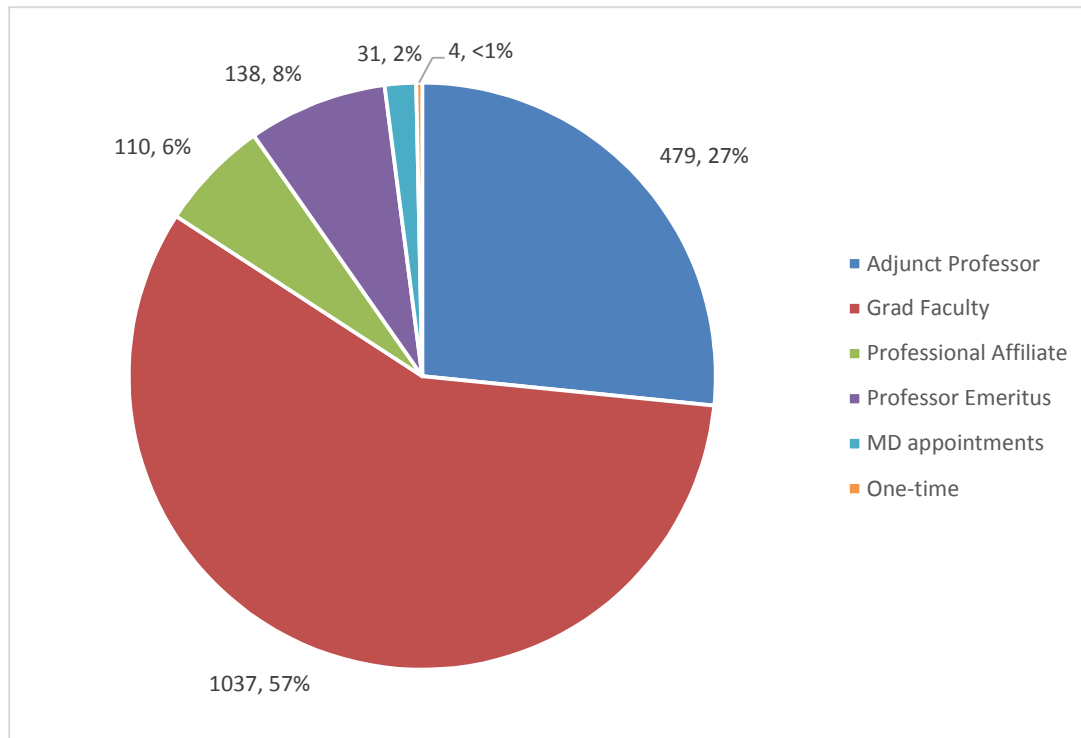
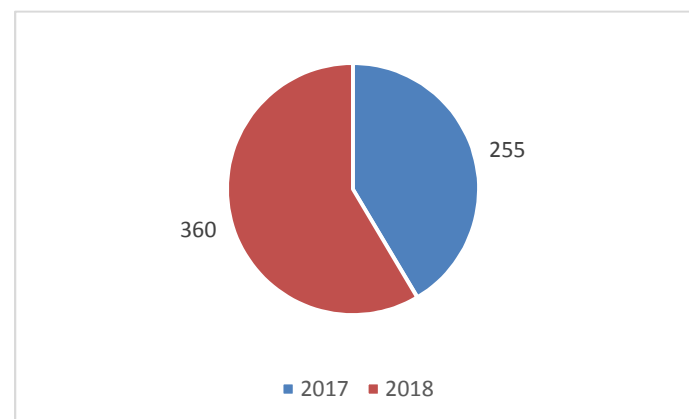*Figure 1: college faculty membership*

Figure 2: CGPS membership across all types - annual renewals

College Committees

The CGPS greatly depends on participation by faculty members to ensure the smooth operation of our committees. Across all CGPS committees 100 cross-discipline faculty seats must be filled. While new appointments begin in July of the current year, preparation for membership renewal on these committees begins in March. Figure 1 illustrates that there are an expected 23 seats opening in 2019 and 25 seats in 2020 respectively.
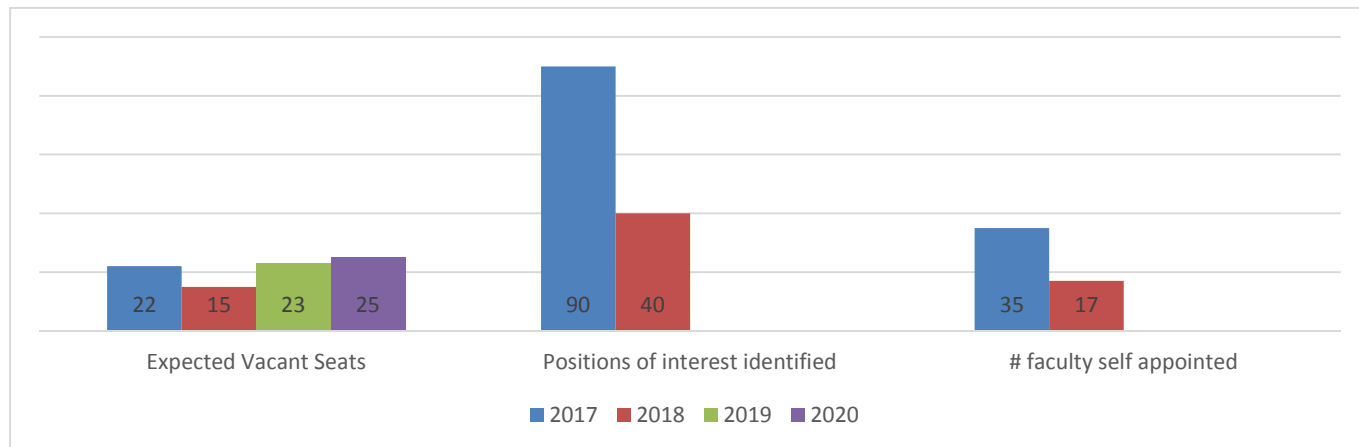

Figure 3: CGPS committee data

CGPS Student Financial Aid

There continues to be a variety of funding sources for graduate students at the University of Saskatchewan. Many students are supported by a combination of awards, fellowships and scholarships from university-wide competitions, department-specific-opportunities, and national or external awards.

The college currently adjudicates and manages an awards portfolio now reaching almost ~$15M across all competitions and available funding. Work continues to be completed on identifying new funding opportunities.

Scholarships and Awards Highlights

Indigenous Graduate Student Leadership Award:
- The committee reviewed 10 applications and have the privilege of awarding all six scholarships. (Annual budget of $150k). Award recipients will be announced shortly.

Dean's Scholarship Competition
- In total (Rounds 1 and 2), the CGPS Awards Committee offered 25 Master's and 70 PhD scholarships with a value of just over $2.1M. The final award counts for the Dean's scholarship are not finalized until all scholarships offered are officially accepted by students and all students have determined how they fared in tri-council competitions, when applicable.

Devolved Scholarships:
- The 2018/19 allocation to devolved units is $3,651,983. Work is underway contacting departments to deploy funding. Recent communication was distributing, regarding reporting.

Tri-Agency Doctoral Award Competitions:
- The **NSERC** Doctoral competition quota for 2018 was 22; we received 12 awards and 1 alternate. Of the 22 competition applications received all were high quality, and notably, 6 were top tier CGS $35k/yr.
- The SSHRC Doctoral results are currently being calculated. The committee reviewed 33 applications for this competition to fill our 20-award quota. Results of the national competition have not been received as yet.

Tri-Agency Master's Competitions:
- We are waiting to hear back from CIHR (4 awards), NSERC (17 awards) and SSHRC (19 awards). A total of 149 applications were reviewed by the CGPS Awards Committee for all of the CGSM Tri-Agency competitions with a total awards value of $700K plus top-ups of $240K.

NSERC USRA Competition:

- The NSERC Sub-Committee reviewed 143 applications of which 62 awards were offered. The scholarship includes $4500 per award paid by NSERC with a supervisor top-up commitment of at least 25% of the award value. Total award values for 2018 are expected to be $279K plus the supervisor supplements.

A nation-wide announcement is planned early September 2018 announcing this year's Vanier Scholars CGPS is limited to what can be said about these awards until the announcement, but we are excited to let you know that the University of Saskatchewan was award two NSERC and two CIHR Vanier scholarships this year. Our office reviewed a total of 19 applications for the 2018 competition.

Internationalization

Cotutelle Program guidelines and forms are now available online. There have been three Cotutelle agreements for individual students approved in the last three months. A further three are under development.

Partnership Agreements are an important tool used to open doors to increase bilateral graduate student training opportunities. The College has collaborated with faculty and staff to develop many agreements, most notably in China and various Latin American countries. In addition to numerous student mobility agreements completed throughout the year, the following dual degree agreements have been renewed or undertaken.

- M.A. Sociology, Xi'an Jiao Tong University, China: renewed
- M.Sc. Physics and Engineering Physics, Peoples Friendship University of Russia, Russia: renewal underway
- Ph.D. Soil Science, Meiji University Graduate School, Japan: new under development

Sponsorship Agreements with other universities or governments are a means to support international students to attend the U of S with external funding. The CGPS currently has four inter-institutional sponsored student agreements under development. In addition, the SENESCYT agreement with the Ecuadorian government is due to expire in June and negotiations for a renewed agreement are underway. The agreement with China Scholarship Council will expire next December and work has begun to renew that agreement as well.

Study Abroad Handbook was part of the work undertaken through the Canada 150 Graduate Student Fellowship, and in collaboration with ISSAC. Research into the international education opportunities available for U of S students, along with information on funding, types of programs and the process of applying, was completed during the winter months. An electronic handbook has been developed and should be available to students and faculty very soon on the website.

Recruitment

Collaborative Recruitment Model adopted by the CGPS, the University Language Centre (USLC) and the Student Recruitment Service Team in the TLSE (Teaching, Learning and Student Experience) several years ago enables joint planning and delivery of recruitment activities. This move has helped to maximize representation for the University of Saskatchewan in a broader range of markets and more effectively utilized the available staff resources. The efforts of individual faculty members, as well as colleges, schools and departments also play a significant role in graduate enrolments.

Table 1: graduate student enrolment growth over three years

Graduate Students	2014/16		2015/16		2016/2017		Growth Over 3 Years	
All	3863	% of total enrolment	3946	% of total enrolment	4086	% of total enrolment	223	6%
Domestic	2401	62%	2454	62%	2495	61%	94	4%
International	1462	38%	1495	38%	1591	39%	129	9%
Saskatchewan	1473	38%	1513	38%	1547	38%	19	2%
Out of Province	915	24%	926	23%	934	23%	74	5%
Aboriginal	246	6%	276	7%	301	7%	55	22%

Since 2012, the College has focused resources on recruitment efforts in those countries where the prospective students would be eligible for scholarships from their own governments. The intent was to maximize enrolment growth by attracting students who hold external scholarships. In this timeframe, the China Scholarship Council has provided scholarships to 99 PhD degree students and almost 144 visiting students and scholars, which represents an investment of over $9.5 million in funding support (based on monthly stipend of $1600/student x length of stay) for individuals attending the University.

There is a continued need to increase the diversity of the international graduate student body, while maintaining or increasing domestic enrolments. Other countries identified as potential markets for government sponsored students were Brazil, Ecuador, Vietnam, Colombia, and most recently, Mexico. Recruitment activity and investments have been expanding to include these countries, and as a result, we are seeing an increase in the numbers of sponsored students from countries other than China. Although it typically takes five years of market presence to realize change, greater diversity in the international graduate student population is emerging. Over the last three years, the international student enrolments have increased by 6% however, enrolments from China have dropped slightly, while other top or targeted countries have increased or remained stable.

Recruitment efforts for the 2017/2018 academic year saw CGPS staff actively on the ground in Colombia, China, Ecuador, India, Mexico and Vietnam. Partners in USLC and TLSE represented graduate recruitment interests into other locations, both domestic (Saskatchewan and Alberta) and international. In addition, faculty efforts in recruiting students have resulted in growth in student numbers from other countries, notably Bangladesh and Ghana.

Recruitment activities include attendance at graduate specific fairs, workshops and presentations, delivered either onsite at partner institutions or open house format at public venues, webinars and distribution of promotional materials. During the last year, CGPS staff attended:
- 25 recruitment fair days internationally
- 39 institutional partner workshops and in-country open house events
- 3 virtual fairs for students located in various Latin American and Caribbean countries;
- 3 webinars for prospective students and information sessions for partners and agents
- 5 presentations to international students who were attending a short term program at the U of S

Faculty Ambassador Program supported 12 faculty members' participation in various recruitment activities last year. This includes providing promotional materials, orientation and funding to individual faculty who are travelling to other universities, conferences and events so that they are better positioned to promote the U of S. It also included supporting three faculty to participate as a member of a recruiting team visiting key markets to take part in partnership development discussions for collaborations in graduate education and programs.

Marketing and Promotional efforts to increase name recognition and promote the U of S to prospective graduate students continued throughout the year. CGPS collaborated with the TLSE and USLC to jointly develop a single international view book, which was subsequently translated into Chinese, Vietnamese and Spanish for all recruiters to use. In addition, graduate program information was included in the domestic market view book, which was distributed throughout western Canada by domestic recruiters.

Research, writing and editing to produce the fourth edition of Discover uSASK, the CGPS graduate student research magazine, took place during the winter. The magazine, published on April 30, 2018, will be used as a marketing and promotional tool for the next year. Work continues to develop short stories on graduate student success for publication on the uSASK website, the CGPS Facebook page and the University's Chinese WeeChat site.

Programs and Operations

Banner Document Management

As has been previously discussed, Banner Document Management is now being used for all graduate admissions, which allows for electronic upload and storage of admissions documents. We are utilizing this software further by implementing it for our student file system as well. We will be undertaking a project to digitize all current student files, beginning February 1st and plan to have fully transitioned to a paperless student filing system by June 2019.

Graduate Administrators' Forum

We continue to hold our graduate administrators' forums three times per year. We appreciate the time that graduate administrators take to attend and participate in these forums, and we value the opportunity to spend time together providing updates, discussing challenges, and sharing information with one another. We appreciate when faculty and supervisory staff make accommodations so that grad admins can attend these forums. The next forum has been scheduled for May 9, 2018.

Academic Affairs

The university is a key constituent of the broader community, and we play a prominent role in preparing students as global citizens, role models and leaders. The university expects students to exhibit honesty and integrity in their academic endeavours and to behave responsibly and in a manner that does not interfere with the mission of the university or harm the interests of members of the university community. (*Guidelines for Academic Conduct 1999).* **The CGPS oversees a variety of academic areas primarily providing oversight in graduate academic policy and programs as well as advocating for students and faculty.**

Table 2: academic affairs snapshot

	Formal Academic Appeal Hearings (heard by CGPS)	Formal Academic Misconduct Cases (heard by CGPS)	Informal Resolutions of Academic Misconduct (reported to CGPS)	Requirement to Discontinue issued to student
2016-17	3	6 (7 students)	N/A	14
2017-18	5	4	6	25

Graduate Student Statistics

Comparing the origin of students (*Figure 4*), it is interesting to note that in 2017-18 overall enrolment has increased by 0.90%, over 2016-17; yet enrolment by Canadian students has decreased by 2.8%.
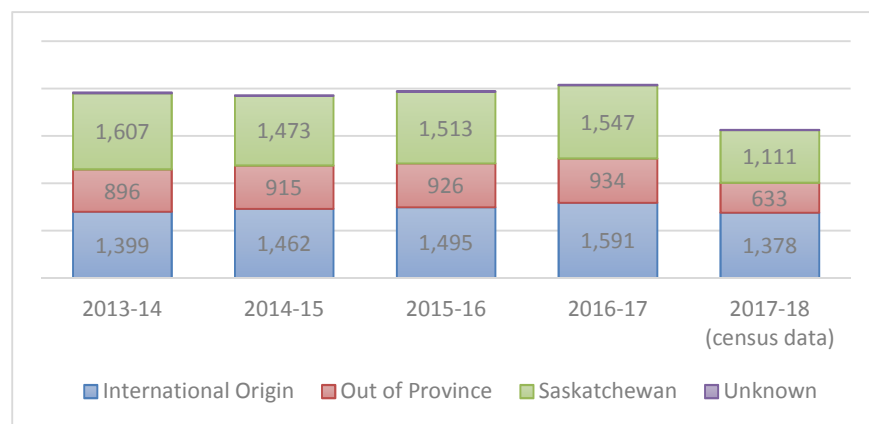

Figure 4: graduate enrolment by origin

Approximately, 27% of the graduate student population will convocate annually. Actual registrations increase approximately 25% after census dates. Registration numbers as at 201801 is 4,205.
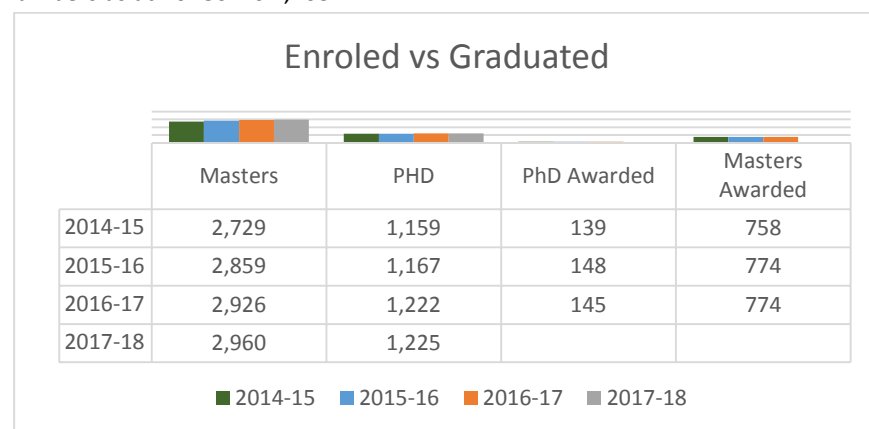
Enroled vs Graduated

	Masters	PHD	PhD Awarded	Masters Awarded
2014-15	2,729	1,159	139	758
2015-16	2,859	1,167	148	774
2016-17	2,926	1,222	145	774
2017-18	2,960	1,225		

■ 2014-15 ■ 2015-16 ■ 2016-17 ■ 2017-18

Figure 5: enrolled vs graduated students

Opportunity to grow unique and innovative programming is evident. Further research must be done to ensure CGPS capitalizes on emerging markets.
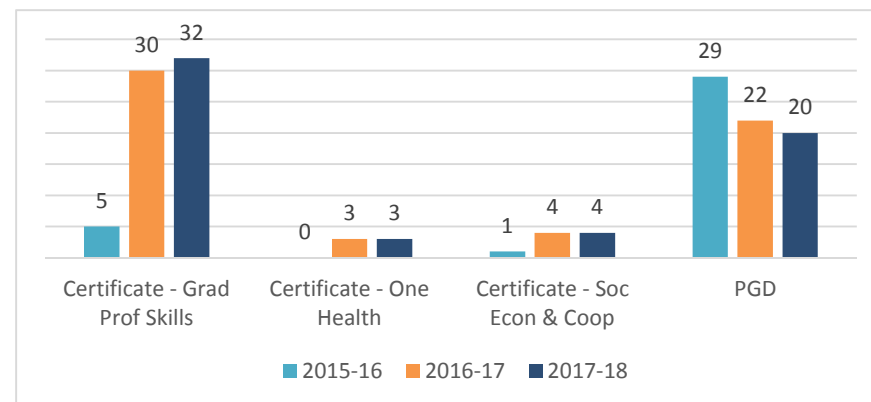

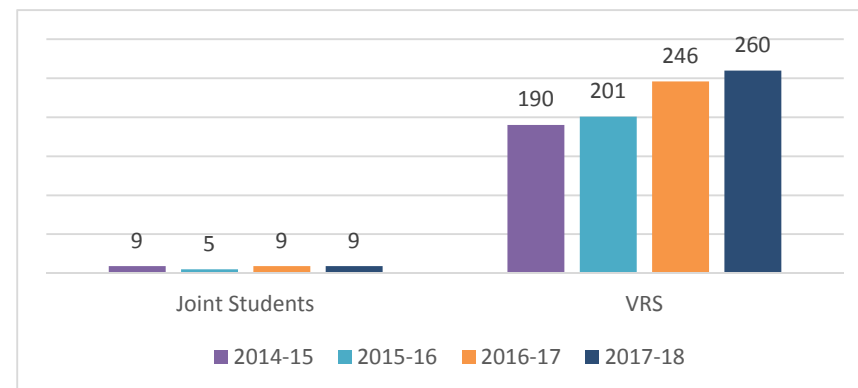*Figure 6: graduate enrolment (certificates/diplomas)*

Figure 7: joint and visiting research students

Aboriginal students showed a decrease of 6.9% as of the fall 2017 snapshot. Once all registrations were complete, census numbers are exactly on par from last year.
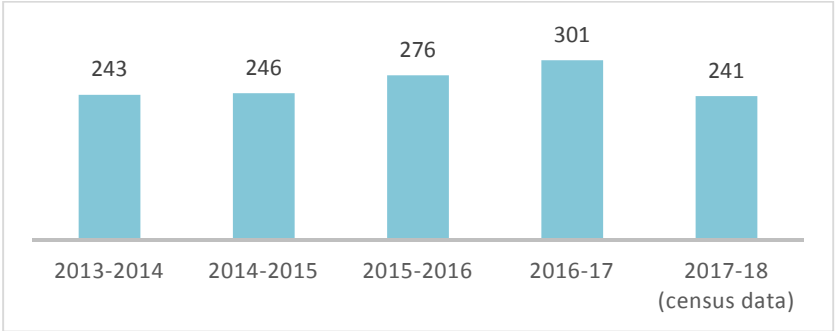

Figure 8: Aboriginal graduate student headcount

Figure 9 indicates the 3-year trend in the most popular international markets. Both China and Ecuador provide government scholarships to their citizens to go abroad for post-graduate studies.
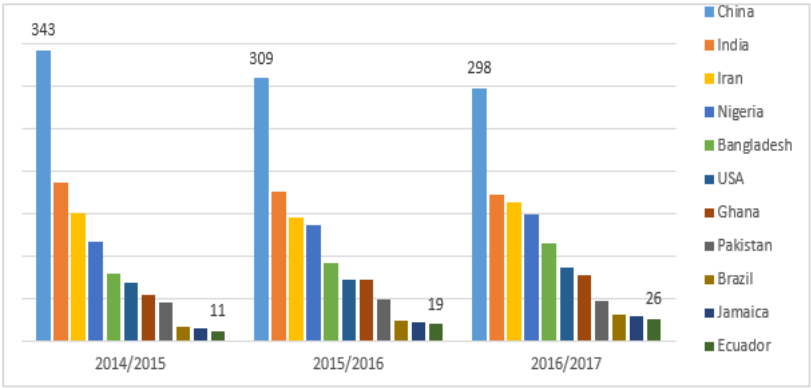

Figure 9: top international markets

In 2017-18 (YTD) a total of 7002 applications were received of which 1505 students were offered admission; of those applications 5498 were international (13.8% were offered admission).
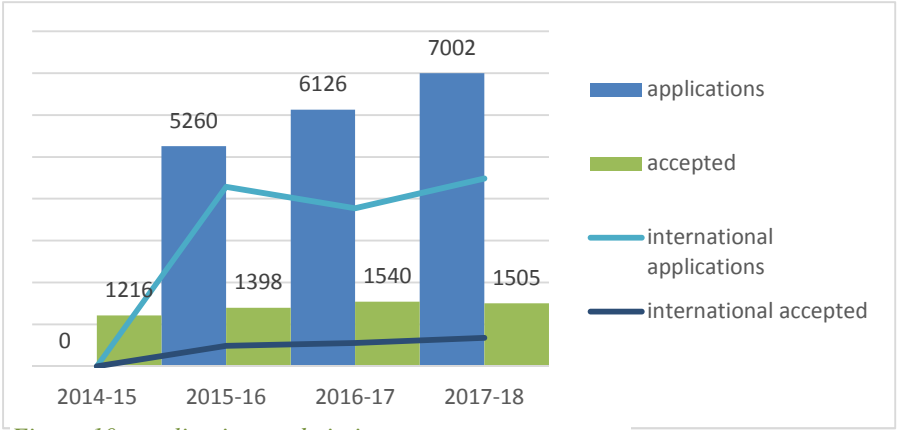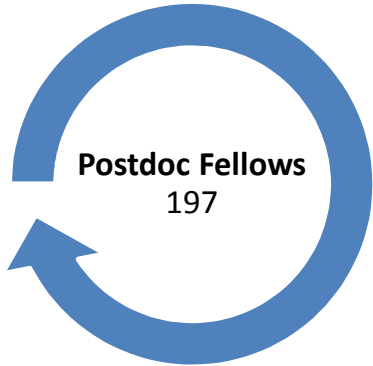

Figure 10: application v admission

Postdoc Fellows
197

Figure 11: number of active postdoctoral fellows at the University of Saskatchewan

Global grad student support grows

From sunny South America to the frosty Canadian prairies, Bruna Maria Remonato Franco's academic journey was sparked by her dedication to animal welfare.

LESLEY PORTER
Mar 7, 2018

"I am passionate about animal welfare," said Franco, originally from Curitiba, Brazil. "When I had the opportunity to do a PhD I was very interested because it seems like it's my life goal, to feel like I'm doing something to help the animals to get a better life."

Currently completing her PhD in animal and poultry science at the U of S, Franco is also a recipient of the Dean's Scholarship, awarded yearly since 2005 by the College of Graduate and Post-doctoral Studies (CGPS) to graduate students with outstanding academic records and research potential.

Franco earned her veterinary medicine degree in Brazil. She worked as a veterinarian while completing a master's degree in veterinary sciences specializing in farm animal welfare. Her husband received a scholarship to complete a portion of his graduate studies in Canada. While visiting him, she met with agriculture professor (and future graduate advisor) Karen Schwean-Lardner. After being accepted for her PhD program, Schwean-Lardner emailed her information about the Dean's Scholarship.

"There were some requirements about grades and publications," Franco recalled. "I thought, 'OK, let's give it a try.'"

Franco was already in Canada, so she worked with family and friends back in Brazil to arrange the necessary paperwork. Her efforts paid off when she was awarded the scholarship.

"I was so happy when I got it," she said. "We have our daughter here, so we have to pay for daycare, which is not cheap, and other expenses we have."

She added that without this funding, "it would be tight for us. So this helped us a lot. I have no words to say how grateful I am."

Not long after, the college announced another half a million dollars would be committed to the scholarship fund to cover tuition costs of doctoral student recipients.

"This was amazing—another amazing gift for us," said Franco. "I can concentrate on my studies and I know that at the end of the month I will have the money and what I need to pay for my family's expenses, so I can be full-time here and focused on my PhD."

On top of the Dean's Scholarship, CGPS recently announced two new scholarships aimed at supporting top graduate and post-doctoral researchers.

The Indigenous Graduate Leadership Award is geared towards Indigenous students who have taken on an active role of leadership in their community. In addition to covering tuition costs, master's and PhD students are eligible to receive $16,000 and $20,000 respectively—making it a unique award.

The Bringing the World to Saskatchewan scholarship is aimed at attracting top academic talent to the province. In total, $110,000 is available to international graduate students and post-doctoral fellows—making this the first U of S-backed funding package available to post-doctoral scholars.

PhD student Bruna Franco came to the U of S from Brazil. (Photo credit: Lesley Porter)

"The college is thrilled to support our talented students and post-doctoral researchers," said Trever Crowe, interim dean of CGPS. "Funding of this calibre will allow scholars to complete their studies and reach their research goals with minimal financial burden."

UNIVERSITY COUNCIL
INTERNATIONAL ACTIVITIES COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Gord Zello, International Activities Committee

DATE OF MEETING: June 21, 2018

SUBJECT: **Year-end Report to Council for 2017-18**

COUNCIL ACTION: For information only

INTERNATIONAL ACTIVITIES COMMITTEE OF COUNCIL
YEAR-END REPORT 2017-18

The committee met on nine occasions in the 2017-18 academic year.

The International Activities Committee is responsible for:
1. Recommending to Council on issues relating to international activities at the University of Saskatchewan.
2. Encouraging the development of programs and curricula that provide an international perspective on campus.
3. Promoting and expanding scholarly exchange programs for faculty, students and staff.
4. Encouraging interactions with university and education/research institutions outside Canada, thereby fostering new opportunities for University of Saskatchewan partners in international teaching, learning and research.
5. Receiving an annual report on matters relating to international student, faculty and alumni activities from the International Coordinating Committee.

Committee Membership

Council Members

Gord Zello (Chair)	Nutrition	2020
Jafar Soltan	Chemical and Biological Engineering	2018
Keith Walker	Educational Administration	2020

General Academic Assembly Members

Paul Orlowski (Vice-Chair)	Educational Foundations	2020
Vikram Misra	Veterinary Microbiology	2018
Mirela David	History	2019
Nazmi Sari	Economics	2020
Li Zhang	Library	2020

Student Members

Crystal Lau	(USSU designate)	2018
Naheda Sahtout	(GSA designate)	2018

Other members
Patti McDougall   [Provost designate] Vice-Provost Teaching, Learning and Student Experience (TLSE) *(ex officio)*

Jim Lee   [Vice-President Research designate] Executive Director, International *(ex officio)*
Alison Pickrell   Assistant Vice-Provost, Strategic Enrolment Management *(ex officio)*
Peter Stoicheff   President *(ex officio non-voting)*
Kevin Flynn   Council Chair *(ex officio non-voting)*

Resource members
David Parkinson   Director, University Language Centre (ULC)
Penny Skilnik   Director of Internationalization and Special Projects, College of Graduate and Postdoctoral Studies (CGPS)
Derek Tannis   Manager, International Student and Study Abroad Centre (ISSAC)

Committee Support   Roxanne Craig, International Research and Partnerships Office (IRPO)

Issues and discussions

Monthly Updates

At each meeting, the International Activities Committee (IAC) received monthly updates from International Office on major developments. The committee invited members from the College of Graduate and Postdoctoral Studies (CGPS) and the Vice-provost Teaching, Learning and Student Experience (TLSE) portfolio to attend meetings and provide regular updates to the committee on international activities in those units. The student representatives from the USSU and the GSA gave updates when applicable on international activities in those units.

It was decided at the April, 2018 meeting that unit updates will no longer be on the agenda as standing items, but be given under "Other" when an item of importance to the committee arises.

Activities

Blueprint for Internationalization
Continuing on the work initiated in 2015/16, the Office of the Vice-President Research, with support from the CGPS and the TLSE, brought an update to the IAC on the development of the Blueprint for Internationalization at their February 21 meeting. The IAC will present the Blueprint for Internationalization to Council for information at the June, 2018 meeting.

The international activities committee looks forward to incorporating the vision of the Blueprint into its work in 2018/19.

Subcommittee on International Website
A subcommittee was formed to develop guidelines for the new international website landing page. The committee met four times, including a brainstorming session to decide on best practices for this page. It was recommended that the page be a hub to direct visitors to the area of international that they are seeking. It was also recommended that there be a direct link to the new international page from the home page of the U of S website. The page is still in development under the direction of Rob Blizzard, Web Developer, TLSE.

Subcommittee on Internationalization Awards
Four awards for internationalization will now be available from the new International Blueprint. A subcommittee was formed to provide guidance to the International Research and Partnerships Office (IRPO) on terms of reference for these awards. The subcommittee met six times and developed draft TORs to help the IRPO move forward with the awards in the 2018/19 year.

Subcommittee on Strategic Directions for the IAC
A subcommittee was formed to develop guidelines for the operations of the IAC going forward. The group met four times and will prepare a draft document to present to the IAC at the first meeting in the fall.

Other work
The IAC received updates from Karen Chad, VP Research on the new University Plan at the November meeting. Feedback from various members of the campus community, including the IAC was taken in to consideration. The revised plan was presented by John Rigby and Tony Vannelli at the February meeting.

Nancy Turner, Director, Gwenna Moss Centre for Teaching and Learning (GMCTL) presented to the IAC at the March meeting on the Centre's resources for internationalizing teaching and learning. Nancy and her colleague, Stryker Calvez presented a draft of their new Learning Charter to the IAC at the May meeting.

Graduate student, Soni Collins, presented her preliminary findings from her project of conducting interviews with faculty, students and staff in order to gather information on perceptions of the benefits and barriers to graduate student participation in study abroad activities.

Acknowledgements

On behalf of the Committee, I wish to thank all the members of the committee for their thoughtful participation in the Committee's work. I would like to specifically thank the resource members on the committee, and the members of the executive.

Respectfully submitted,

Gord Zello, Chair, International Activities Committee of Council

UNIVERSITY COUNCIL

JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS

FOR INFORMATION ONLY

PRESENTED BY: _____

Jim Germida, Vice-Provost Faculty Relations and Chair, JCCP

DATE OF MEETING: **June 21, 2018**

SUBJECT: **JCCP 2017-18 Annual Report**

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The Joint/Board Council Committee on Chairs and Professorships (JCCP) is chaired by the Provost and Vice-President Academic or designate with representation from University Council, Board of Governors, Research, Scholarly and Artistic Work Committee of Council, the Vice-President Research or designate, the Vice-President University Relations or designate and the Controller, Financial Services or designate and the Secretary to the Board of Governors and Council or designate.

The committee is responsible for reviewing proposals for the establishments of chairs and professorships, receiving annual reports of chairs, and developing and reviewing procedures and guidelines related to the funding and on-going administration of chairs. The committee makes recommendations to University Council and the Board of Governors for the establishment of chairs and professorships that fall within its jurisdiction.

DISCUSSION SUMMARY:

Over the course of 2017/2018 JCCP reviewed and recommended establishment of two Chairs at the University of Saskatchewan including the Allard Foundation Chair in Veterinary Oncology and the Gabriel Dumont Chair in Métis Studies. University Council and the Board of Governors subsequently approved these items. In addition the committee reviewed the revised terms of references for the following endowed chairs in the College of Engineering: Huff Chair, Seaman Chair and the La Borde Chair.

Committee Membership:

Vice-Provost, Faculty Relations and Chair	Jim Germida
Board of Governors Representative	Daphne Arnason
Vice-President Research Designate	Kevin Schneider
Research, Scholarly and Artistic Work	John Gordon
Member of Council Representative	Scott Bell
University Secretary's Designate	Sandra Calver
Controller, Financial Services	Terry Summers
	Lucy Vuong (alternate designate)
University Advancement Designate	Shandi Boser

Committee Support:

Research Services Resource Person	Laura Zink
Secretary	Jacque Zinkowski

ATTACHMENTS:

None