Memorandum

To: Dr. Terry Wotherspoon, Chair, APC (of University Council)

Copies: Dr. B. Eglington, Chair, GPC, CGPS
Dr. Haizhen Mou, Grad Chair, Johnson-Shoyama Graduate School of Public Policy

From: Dr. Trever Crowe, Chair, Executive Committee, CGPS

Date: September 25, 2017

Re: Master of International Trade – program termination

On September 25, 2017 the Executive Committee of CGPS (EC) reviewed and support the following Graduate Programs Committee proposal:

The GPC passed the following motion: To recommend approval of the termination of the Master of International Trade program. Andrews/Pollak

EC Motion Moved: B. Eglington/M. Ferrari CARRIED

If you have any questions or concerns regarding the recommended please contact lori.lisitza@usask.ca on behalf of the Executive Committee.
Memorandum

To: Dr. Trever Crowe, Chair, CGPS Executive Committee

Copies: Dr. Haizhen Mou, Grad Chair, Johnson-Shoyama Graduate School of Public Policy

From: Dr. Bruce Eglington, Chair, Graduate Programs Committee, CGPS

Date: September 14, 2017

Re: Master of International Trade – program termination

On September 13, 2017, the Graduate Programs Committee (GPC) reviewed the request to terminate the Master of International Trade program.

The program was not sustainable in the current economic environment, and admissions had been closed. Accommodations had been made to ensure existing students could complete the program requirements.

Motion: To recommend approval of the termination of the Master of International Trade program. Andrews/Pollak

CARRIED

If you have any questions, please contact Kelly Clement at Kelly.clement@usask.ca or 306-966-2229.

:kc
Program(s) to be deleted: Master of International Trade

Effective date of termination: Not accepting students as of September 2017 and plan to wrap up the program by June 30, 2019.

1. List reasons for termination and describe the background leading to this decision.

By way of Background: The Proposal for the MIT program went to Council, June 16, 2005, accompanied by MOUs/ Letter of Support outlining commitments to sourcing resources in exchange for a fee to be generated form the MIT tuition fees from 3 Departments and two Colleges:

Department of Political Studies, 1 3CU course;
College of Commerce, 2 3CU courses;
Department of Agricultural Economics, 2 3CU courses;
College of Law, 3 3CU courses; (early on one of these disappeared)
Department of Economics, 2 3CU courses

The program has, from the beginning, consisted of 9 required classes.

The MOUs/Letters of Support were renewed in 2014 with each constituent Department/College renewing their support for their classes in the form of identifying qualified Instructors.

The initial development of the program was funded through the TEL initiative (for developing online capacity) at a cost of approximately $30,000 per class. Initial proponents included William Kerr (Agricultural Economics), Hans Michelmann (Political Studies), Grant Isaac (Commerce), Ron Cummings (Law). The program has been administered by various units. It followed Peter Philips from Political Studies to JSGS in 2009-10 and continues to be administered by JSGS.

Transform US awarded the program a “4” (though it was clear this reflected a misunderstanding of the multidisciplinary nature of the program and revenue/expenditure flows). Following the JSGS response in the spring of 2014, Michael Atkinson (Executive Director JSGS), Daphne Taras (Edwards) and Sanjeev Anand (Law) met to discuss the administration of the MIT program going forward. They made a verbal commitment to its continuation, and its JSGS home.

Payments to individual Departments/Colleges for their participation have varied significantly in amount, and in the way Departments/Colleges chose to remunerate the Instructors. Initially the Administrative unit (now JSGS) received the full tuition from registrations in the program. This was (for a very short time), regularized by a “fixed” amount (about 2013). Since 2014-15 the MIT portion of the JSGS envelope funding is tracking tuition intake.

Beginning in 2013, the online platform and content has been upgraded/updated for every class in the program under the guidance of the Frank Bulk (Gwenna Moss Centre). It had become clear that the initial content and process needed significant updating. All 9 courses have now been upgraded. In addition an online recruitment effort ($20,000) was undertaken. Starting the summer of 2016, a review of applications files, 2 student surveys, updates of the website to highlight the Online nature of the program and in person communication/recruitment have been undertaken to promote the program.

Currently and into the foreseeable future the revenues are not likely to cover the costs of the program (below),
Table 1: MIT Tuition Revenue and Costs, 2012-13 to 2016-17

<table>
<thead>
<tr>
<th>Year</th>
<th>Revenue</th>
<th>Instructors’ Stipends</th>
<th>Coordinator</th>
<th>Overhead</th>
<th>Total Costs</th>
<th>TR - TC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>$108,000</td>
<td>$108,000</td>
<td>$20,000</td>
<td>$10,000</td>
<td>$138,000</td>
<td>-30,000</td>
</tr>
<tr>
<td>2015-16</td>
<td>126,000</td>
<td>108,000</td>
<td>20,000</td>
<td>10,000</td>
<td>138,000</td>
<td>-12,000</td>
</tr>
<tr>
<td>2014-15</td>
<td>164,000</td>
<td>108,000</td>
<td>20,000</td>
<td>30,000(^1)</td>
<td>158,000</td>
<td>+6,000</td>
</tr>
<tr>
<td>2013-14</td>
<td>146,000</td>
<td>104,531(^2)</td>
<td>20,000</td>
<td>10,000</td>
<td>114,531</td>
<td>+21,000</td>
</tr>
<tr>
<td>2012-13</td>
<td>170,000</td>
<td>92,432(^2)</td>
<td></td>
<td>10,000</td>
<td>102,432</td>
<td>+58,000</td>
</tr>
</tbody>
</table>

\(^1\)In 2014-15 we allocated $20,000 for advertising (spent over a number of years)
\(^2\)Instructors’ stipends prior to 2014-15 are based on a different structure with variable stipends across. In 2009/10-2012/13 there were only 5 classes offered.

Table 2: MIT Number of Registrants and Classes

<table>
<thead>
<tr>
<th>Year</th>
<th>Registrants</th>
<th>Classes</th>
<th>Tuition Payments</th>
<th>Non-MIT Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>5</td>
<td>9</td>
<td>54</td>
<td>2</td>
</tr>
<tr>
<td>2015-16</td>
<td>6</td>
<td>9</td>
<td>63</td>
<td>3</td>
</tr>
<tr>
<td>2014-15</td>
<td>5</td>
<td>9</td>
<td>82</td>
<td>6</td>
</tr>
<tr>
<td>2013-14</td>
<td>8</td>
<td>9</td>
<td>73</td>
<td>2</td>
</tr>
<tr>
<td>2012-13</td>
<td>9</td>
<td>5</td>
<td>85</td>
<td>0</td>
</tr>
<tr>
<td>2011-12</td>
<td>17</td>
<td>5</td>
<td>82</td>
<td>2</td>
</tr>
<tr>
<td>2010-11</td>
<td>5</td>
<td>5</td>
<td>33</td>
<td>3</td>
</tr>
</tbody>
</table>

Going forward, if tuition at $90,000 is the norm (based on a long term average of 5 new students/yr. taking 9 classes at a tuition of $2,000), and we have a commitment to $12,000 stipends for 9 instructors/year ($108,000), + Coordinator at $20,000 + Admin costs of $10,000, the program would run a $48,000 (138,000-90,000) deficit annually. To break even we would need 69 registrations per year. With 9 classes being offered, that means an average of 8 students per class. Over the long run this means that the break-even number of new registrants/year is 8. All of this assumes that JSGS would be allocated the entire tuition revenues. Under the RCM model that is not likely to be the case, strengthening our case for termination due to insufficient demand.

We feel we have exhausted recruitment and advertising activities, at least within the current budget framework. We have consulted with Deans about this and this process did not yield a solution that would avoid the ongoing deficit.

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>JSGS 871</td>
<td>Research Methods in International Trade Policy</td>
<td>Lisa Clark, independent</td>
</tr>
<tr>
<td>JSGS 872</td>
<td>International Trade and Commercial Policy</td>
<td>Bill Kerr, Agriculture and Resource Economics</td>
</tr>
<tr>
<td>JSGS 873</td>
<td>International Trade Theory</td>
<td>Joel Bruneau, Economics</td>
</tr>
<tr>
<td>JSGS 874</td>
<td>International Monetary Economics</td>
<td>Maxym Chaban, Economics</td>
</tr>
</tbody>
</table>
2.2 Other resources (staff, technology, physical resources, etc.) used for this program.

Rose Olfert, Coordinator
Amy Hassett, Graduate Student Advisor
Distance education staff as required from GMTLC

2.3 Courses to be deleted, if any.

All courses listed above effective June 30, 2019.

2.4 Number of students presently enrolled.

13 students.

2.5 Number of students enrolled and graduated over the last five years.

54 students.

3. Impact of the termination.

Internal

3.1 What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs?

MIT students have been asked to complete their remaining classes by June 30, 2019 if possible. Given the required 9 classes, this means no one would need to take more than 2 classes per term to complete, and most fewer. The students from other programs, like the MPA program, that occasionally register in MIT classes will have fewer electives to choose from. In the event of extraordinary circumstances where registered MIT students do not complete the required 9 courses by June 30, 2019, we have committed to finding acceptable online substitutes on a one-time basis only.
3.2 What impact will this termination have on faculty and teaching assignments?
There is only one Instructor for whom teaching his MIT class is part of his assigned duties. The other Instructors either take on the Instruction of MIT classes on an overload basis, or they are non-faculty people with whom we contract directly.

3.3 Will this termination affect other programs, departments or colleges?
The MIT program is not integrated into other programs on campus. However, there are occasional students from other programs who register in MIT classes, as electives.

3.4 If courses are also to be deleted, will these deletions affect any other programs?
No.

3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one? Not to our knowledge.

3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted? Not to our knowledge.

3.7 Describe any impact on research projects.
The MIT program is course-based and does not include a research component. We do not foresee any impacts on research projects.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology? The GMTLC will no longer have responsibility to assist instructors in the delivery of the program. The Online nature of the program means that it did not involve the local library and its termination will therefore not affect the library.

3.9 Describe the budgetary implications of this deletion.
Termination of the program will avoid the anticipated annual loss.

External

3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).
Enrollment numbers are likely not large enough for the MIT program to have visibility globally, though our alumni, internationally, express regret that the program is ending.

3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?
There are currently no similar graduate programs in Canada. We have no knowledge of the possibility that other educational institutions will take it up.

Other

3.12 Are there any other relevant impacts or considerations?
none

3.13 Please provide any statements or opinions received about this termination.
Deans consulted express regret that the program is not financially viable, though there is limited appetite to share the deficit. Alumni express regret that the program is to be terminated. Current students have so far expressed no concern about finishing up classes within the remaining two-year window.

(Optional)

4. Additional information. Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province. There is every indication that the courses that comprise the program are of high quality and that the student who graduate are pleased with the courses and with the impact of the program on their careers. With the recent technological and substantive upgrades all courses are delivered efficiently and in a technically sophisticated way. The program is unique in the Canadian context, and to the extent that the students are local, learning about international trade is very important to this province. In every way, the program seems sound, but the demand is simply not there, or at least we have not been able to tap into it. The resulting deficit simply cannot be carried by JSGS, nor do we see a way of closing the gap.