

**UNIVERSITY COUNCIL  
AGENDA  
2:30 p.m. Thursday, November 18, 2010  
Neatby-Timlin Theatre (Room 241) Arts Building**

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1. Opening remarks
2. Adoption of the agenda
3. Minutes of the meeting of October 21, 2010
4. Business from the minutes
5. Report of the president
6. Report of the provost
7. Student societies reports
  - 7.1 Report from the USSU
  - 7.2 Report from the GSA
8. Bylaws committee
  - 8.1 Item for information: Report on student appeals for 2009/2010
  - 8.2 Notice of Motion: Change to *Council Bylaw Part Two, IX.* re terms of reference of the scholarships and awards committee (enclosed separately)

*Notice of Motion: That Council approve the changes to Council Bylaw Part Two, IX. re terms of reference of the scholarships and awards committee*
9. Planning and priorities committee
  - 9.1 Item for information: Template for Notice of Intent for New Programs (enclosed separately)
10. Academic programs committee
  - 10.1 Request for decision: Procedure for approval of changes to degree names

*Motion: That changes of names of university degrees, degree-level certificates of proficiency and degree-level diplomas will be brought to University Council for approval.*
  - 10.2 Request for decision: Change of name for the Bachelor of Science in Engineering in Agricultural and Bioresource Engineering to Bachelor of Science in Engineering in Biological Engineering, effective for the 2011/12 academic year.

*Motion: That Council approve the change of degree name from Bachelor of Science in Engineering in Agricultural and Bioresource Engineering to Bachelor of Science in Engineering in Biological Engineering, effective for the 2011/12 academic year.*

Council Agenda continued

11. Enrolment report (presented by Dave Hannah and Russ Isinger)
12. Other business
13. Question period
14. Next meeting – 2:30 p.m., Thursday, December 16, 2010



*Minutes of University Council  
2:30 p.m., Thursday, October 21, 2010  
Neatby-Timlin Theatre*

*Attendance: See appendix A.*

1. Opening remarks

Dr. Card declared that quorum had been obtained and called the meeting to order at 2:35 p.m. She indicated that the Integrated Planning Office has asked that Council take a few minutes at the end of the meeting to consider the question “What is the most important thing for the University of Saskatchewan to do before 2016?” This discussion will take place during Question Period.

2. Adoption of the agenda

The chair indicated that there has been a request from the College of Medicine to reorder the agenda to move item 13 to immediately follow item 9, and to renumber items 10 to 12 as 11 to 13.

JANZ/GRAY: That the agenda be adopted as amended.

CARRIED

3. Minutes of the meeting of September 16, 2010

KALRA/BUNT: That the minutes of the meeting of September 16, 2010 be approved as circulated.

CARRIED

4. Business arising from the minutes

No business was identified as arising from the minutes.

5. Report of the president

The provost reported that the president is away on university business and unable to attend; he conveyed President MacKinnon’s regrets. He then reviewed the content of the president’s written report, indicating that if the president were in attendance he would certainly comment on the preliminary information that has been gathered on enrolment for 2010-11 following census day on October 12. Census data show that the university’s graduate enrolment is up 9.4%, continuing the upward trend of the past few years. Growth in graduate enrolment is a key objective of the university’s strategic directions. The provost noted that a remarkable proportion of the growth is in the university’s three new interdisciplinary graduate schools. Undergraduate enrolment is up a more modest 1.9%; the increase is significant given the demographic of the province and declining size of high school graduating classes. This year the provost reported that the Student and Enrolment

Services Division had issued a reminder to students about the importance of self-reporting aboriginal ancestry; partly as a result of these efforts the number of students reporting aboriginal ancestry has increased by 5.8% and now stands at 1,722 aboriginal students, the highest proportion among Canadian medical doctoral universities. Teaching activity in terms of three-credit-unit equivalents is up by 2% across the university this fall. Some of these improvements in numbers represent enhancements in university processes, such as speeding up the response to applications for admission. The full census day report will be brought to the November meeting of Council. In response to a question from a Council member, the registrar reported that the total number of students enrolled at the university (graduate, undergraduate, non-degree, and postgraduate clinical) is 20,515.

#### 6. Report of the provost

Dr. Fairbairn observed that the university has been frequently in the news recently, including the province's announcement a week ago that it would provide funding for the new degree program in nursing that Council approved in June. The province's announcement included funding for programs in northern Saskatchewan, Saskatoon and Regina. At our university, this establishes a full four-year registered nursing education program that has been designed by our faculty and that reflects distributive and interdisciplinary models. This funding will allow colleagues in the College of Nursing to submit the program for accreditation by SRNA, which is the next step in moving the program forward.

Today's newspaper reported that the university has found a way to proceed with the second phase of student residence construction—the provost described this as good news for the university, since completion of the second phase will bring our institution significantly closer to the housing levels provided by comparable universities in Canada. Another item in the news yesterday was that the university's operations forecast has been approved by the board, and the provost indicated he will have more to say on that topic later in the agenda.

The provost then commended members to his written report and drew attention to the release of the second University of Saskatchewan achievement record. He demonstrated some of the pages from the university's web site where members of the university community can go to find more detailed information about each of the indicators. The web version is the definitive version and will be continuously updated; it can be found at <http://www.usask.ca/achievementrecord/>.

The provost reminded Council members that the Integrated Planning and Assessment office is already beginning to think about the broad outlines of the university's third integrated plan, for 2012-16; he noted that there are cards available on the registration table for responses to the question 'what one thing does the university need to do by 2016' and there will be an opportunity during question period for a discussion of the question.

Dr. Fairbairn also referenced the service and process enhancement project being undertaken by Price Waterhouse Cooper on behalf of the university's administration. He described the purpose of the first phase (till December) as looking broadly at the university's operations to identify activities where there are efficiencies to be found and/or service enhancements to be realized.

The provost called Council members' attention to the first award from the International Partnership Fund to support a new agreement between the U of S and a university in Ludhiana, India. He then invited questions from the floor.

In responding to a question about the comparator institutions that will be used in the process and service enhancement review, the provost clarified that this is a review of administrative processes rather than administrative units, and that the benchmarking will come from the university's own data (including that held in colleges and administrative units) as well as data from our own institution and others that is regularly shared through the Canadian Association of University Business Officers and other organizations. The consultants will also bring their expertise and observations from other universities where they have worked, including the University of Manitoba and the University of Calgary. The provost noted that the provincial government has expressed an interest in this project as a way to provide assurance that public resources are being well spent by the institution.

## 7. Student societies reports

### 7.1 Report from the USSU

Chris Stoicheff, USSU president, and Kelsey Topola, academic vice-president, presented the report, identifying the following initiatives and accomplishments:

- The USSU partnered with the University Learning Centre again to put on academic integrity awareness week; it very well.
- The child care committee had its first meeting this week, and the committee is optimistic about the university's being able to provide more spaces.
- The announcement that the university will proceed with the second phase of the new student residence is very good news for students as Saskatoon has one of the lowest vacancy rates in the country. Chris Stoicheff characterized this as a really important development that will pay enormous dividends by attracting students to the city and the province.
- The USSU put on a very successful "We are all Treaty People" week with the participation of the treaty commissioner.
- Recently the University Students' Council took a stance on the cold beverage agreement; the USSU has decided to go in favour of an exclusive provider agreement and to be bottled-water free.
- Next week nominations for teaching excellence awards open up; Council members should encourage their students to nominate professors for these awards.

### 7.2 Report from the GSA

Omeasoo Butt presented the report as president of the GSA. Her report included the following items:

- The deadline for the call for abstracts for the upcoming graduate student conference has been extended to the end of October. The conference theme is 'community research and interdisciplinary research'. There has been an excellent response from graduate chairs, and supervisors are encouraged to get their graduate students involved;

- An election for Vice-president Academic is being held next week; there are seven graduate students running. The GSA would like to see a wide turnout for voting, and is especially trying to engage students who are not Canadian to be involved.

Ms. Butt then drew the attention of Council members to the graph relating to aboriginal student and staff populations at the University of Saskatchewan. She noted that for the last three years the number of aboriginal students has remained static, and urged Council to think diligently and to identify concrete strategies for increasing the number of aboriginal students and employees at the university.

## 8. Bylaws committee

Dr. Gordon Zello presented this item as chair of the bylaws committee.

### 8.1 Change to council bylaws re delegation of authority during an emergency

ZELLO/PROCTOR: That Council approve the following amendment to Council Bylaw Part One III.5. Council Meetings:

*(h) In the event of an emergency situation as declared jointly by the president and chair of council or their respective delegates, if Council is unable to meet or attain quorum, Council may decide urgent matters by alternative means. Procedures governing such decisions are the responsibility of the Bylaws Committee.*

and that Council approve the following amendment to Council Bylaw Part Two III.3. Committee Responsibilities:

*3) Recommending to Council regulations and procedures for Council and Council committees.*

CARRIED

### 8.2 Change to council bylaws re: constitution and duties of faculty councils

It was noted that a revision to a position title in the Student and Enrolment Services Division should be reflected in Section 1B, subclause (r), such that it will read “Manager, International Student and Study Abroad Centre.”

ZELLO/PROCTOR: That Council approve amendments as outlined in the agenda package (pages 31 – 48) to Council Bylaw Part Three V. 1-2. Constitution and Duties of Faculties, effective January 1, 2011, with the additional amendment noted above.

CARRIED

### 8.3 Housekeeping amendments to Council Bylaws Part Two and Three

ZELLO/PROCTOR: That Council approve the following changes to Council Bylaws:

To Council Bylaw Part Three I.1 (a) regarding name change of *Bachelor of Laws* to *Juris Doctor* and deletion of the Bachelor of Science in Physical Therapy;

AND to Council Bylaw Part Three IV.3. Regarding the merger of departments of Chemical Engineering and Agricultural and Bioresource Engineering into the Department of Chemical and Biological Engineering;

AND to Council Bylaw Part Two IV.2. Bylaws Committee responsibilities, item 7, to refer to “misconduct” rather than “dishonesty”.

CARRIED

9. Nominations committee

Dr. Fran Walley presented this item as chair of the nominations committee.

9.1 Request for decision: Nominations for committees

WALLEY/KELLS: That Council approve the nomination of Eric Neufeld, Computer Science and Jim Merriam, Geological Sciences as members of the university review committee for three-year terms ending June 30, 2013;

AND that Council approve Doug Freeman, Dean, Western College of Veterinary Medicine as the General Academic Assembly senior administrative member on the search committee for the dean of medicine;

AND that Council approve Louise Alexitch, Psychology, as the General Academic Assembly member on the review committee for the associate Vice-president Student and Enrolment Services.

CARRIED

10. Academic programs committee

Dr. Len Proctor presented this item as chair of the academic programs committee.

10.1 Item for information: change to the academic schedule

This item was provided for information. A visitor to Council asked what would happen if the upgrade is not successful and the system available; the registrar indicated that this would necessitate a decision to revert to using the old system until the upgrade can be rescheduled.

10.2 Request for decision: criminal records check for admission to Medicine

PROCTOR/SCHWIER: That Council approve the revision to the College of Medicine admission requirements to require a criminal records check for accepted students, effective September 2011.

CARRIED

11. Joint committee on the review of the search and review procedures for senior administrators

11.1 Request for input: *Report of the joint committee on the search and review procedures for senior administrators*

Dr. John Rigby, chair of the joint committee, presented the report. He showed slides describing the history and composition of the committee, an overview of its work, the highlights of the report, and some possible discussion points. He described the process of consultation that was undertaken, noting that this is the third time he has had the opportunity to present to Council about the committee's progress. He noted that the recommendations of the committee concerning process flow from principles that were developed and agreed to by the committee. Copies of the slides are available on request from the office of the university secretary.

The floor was then opened for discussion of the report. A member of Council asked about the senior administrative positions that were dropped from the review, and wondered whether the incumbents in these positions would still be subject to periodic review. It was confirmed that those senior administrative positions not subject to the review procedures would be subject to other review practices as determined by the Board of Governors. These may include annual performance reviews or other periodic forms of evaluation (such as 360s). The president of the Graduate Students' Association expressed the strong view that the search/review committee composition for the Associate Vice-president Student and Enrolment Services should include graduate student representation; she was advised to direct this suggestion to the provost, to whom that position reports. There was also a suggestion that the positions subject to the procedures be referred to as "senior academic administrators" to distinguish these positions from other senior administrative positions that are not subject to these procedures.

The Dean of the College of Agriculture and Bioresources commented that inclusion of the Vice-president Research or designate on all decanal search and review committees will contribute to unnecessarily increasing the size of the committee, making it unwieldy and potentially impeding the progress of the search. She expressed the view that the faculty and graduate student members on the committee could provide input on the research dimensions of the position.

A member of Council observed that search consultants can be very influential with committees, and suggested there might be a need for more direction about how the firms work with the committees and how much influence they should have.

Another Council member commended the committee for addressing the issue of respect during a review and expressed support for the approach of returning insulting or unhelpful comments to their author for editing. He took issue, however, with the use of the term 'unprofessional' to characterize such comments, indicating that this word has a very specific meaning in some professions.

Dr. Rigby thanked members of Council for their comments and committed to bringing them back to the committee for further discussion.

12. Research, scholarly and artistic work committee

12.1 Report for information: University of Saskatchewan Strategic Research Plan

Dr. David Janz presented this item as chair of the research, scholarly and artistic work committee

13. Planning and priorities committee

13.1 Report for information: 2011-12 Operations Forecast

Dr. Bob Tyler presented this item as chair of the planning and priorities committee, beginning with an explanation for the fact that the operations forecast was not available to Council members until this week. He noted that the document was submitted to government earlier in the week and thus the timing did not permit its earlier circulation to Council members. However the committee did not want to delay a discussion of the document until the November meeting. Dr. Tyler invited the provost to describe the development and general thrust of the operations forecast.

The provost described the nature of the university's ongoing dialogue with the government of the province. He noted that it is the practice of the University of Saskatchewan (though this is not the practice at all universities) that this document is public. He thanked the Planning and Priorities Committee of Council for their input to the development of the forecast, which highlights the alignment between the university's goals and plans and those of the province, and presents a case for funding for 2011/12. In presenting the document he indicated that the operations forecast is about both ideas and numbers, and presents a comprehensive picture of what is important to the university and how the university's interests complement those of the province.

Professor Tyler then explained the work of the planning and priorities committee in the development of the annual operations forecast, and the committee's endorsement of the principles and values enunciated in the operations forecast, particularly the principles of responsible stewardship and access to higher education. The committee supports the document's emphasis on recruitment and retention of aboriginal students, classroom enhancement, creation of new housing and daycare spaces, improved advising, enhancement of the student experience, and creation of scholarship opportunities for students. The committee considered the impact of the university's request on tuition levels and affirmed the principles behind the university's tuition policy while emphasizing how critical it will be to explain to the public how new tuition revenues will be directed towards improving the student experience. He referenced the university's deferred maintenance issues and the incremental costs associated with operating new facilities, in supporting the university's request for a sustaining, annual capital budget.

There was a question about the relationship between the recently-announced increase in parking rates and the university's operations forecast and capital plans. The provost highlighted the importance of both the student housing project and the aboriginal student centre, and indicated that these had been put forward to the provincial government as requests, though there does not appear to be a great deal of likelihood these will be funded. The university has examined other alternatives for funding including donors and

mortgages. He acknowledged that it is very difficult for the government to keep funding housing projects here without inviting objections from other postsecondary institutions in other parts of the province. While the request to fund student housing is still in the operations forecast, it does not look likely that such funding will be forthcoming. PCIP and the board have identified a move to market rates for parking as one way that Phase 2 of student housing, and investment in improvements to the lots, and possibly other projects such as the aboriginal student centre, could be realized.

A member of Council commended both the authors of the document and members of the planning and priorities committee for the clarity of their respective reports and expressed support for the university's decision to make the document public. He affirmed the importance the document places on student funding, but suggested that targeted scholarships for outstanding high school students is only one of many possible strategies for student assistance including research assistantships and teaching assistantships.

The Dean of the College of Pharmacy and Nutrition asked whether the premier's mandate letters to the ministers, and particularly to the Minister of Advanced Education, Employment and Immigration, contained any surprises or clues to the government's priorities for universities. The provost responded that two topics that appear to be of particular importance to the government and the minister, and that are referenced in the mandate letters, are the implications for the labour force of international students remaining in Saskatchewan, and the creation of a matching scholarship program. The latter was in the election platform but there has not yet been sufficient progress to know what it will look like. Certainly the university is examining ways to assist the government in these goals.

14. Other business

No other business was identified.

15. Question period

Members of Council were invited to respond to the question, "What is the most important thing for the University of Saskatchewan to do before 2016?" The provost clarified that this question really asks what should be in the third integrated plan, and invited responses that cut across many areas of the university's activities. The chair invited Council's committee chairs to respond, then opened the floor to other comments. The following responses were offered:

- Achieve our goal of interprofessionalism in health disciplines
- Increase enrolment in our medical school
- Improve the start-up packages for new faculty at the university in order to recruit and retain the best possible faculty. Doing this will accomplish other things: improve our record for tricouncil funding, attract more and better graduate and undergraduate students; enhance the student experience
- Identify what it is that makes us unique
- Continue to find ways to encourage all faculty to be engaged in the life of the university and not to see themselves strictly as researchers or teachers
- Support and strengthen teaching for the benefit of our learners

- Continue to work on enhancing the student experience
- Continue to develop, design and define our enrolment strategy to attract and retain students
- Work hard at many levels to achieve pre-eminence, especially in aboriginal areas.
- In the context of diminishing funding for research for many faculty members, ensure that strong contributions to teaching are equally rewarded
- Find ways to make the walls around the university thinner, e.g. by making it easier for community members to access what we do here without formally registering for degree courses. Through technology, open our doors to the world.
- At a time when humanities are threatened everywhere, a commitment to integrate the humanities into every college curriculum (international languages, literature, philosophy, culture)
- Double enrolment of aboriginal students in all programs
- Triple the number of spots for daycare
- Create a tuition-free university
- Take a leadership role in addressing the aboriginal imperative.

A visitor to Council raised a question about the inclusion of a clause in the new traffic and parking regulations (approved recently by the Board of Governors) that stipulates that the board will appoint a parking committee. The provost indicated that the updating of the regulations was a routine matter to align the university's regulations with those of the city and committed to looking into the matter.

#### 16. Adjournment

The meeting adjourned at 4:45 p.m. Next meeting is at 2:30 p.m., Thursday, November 18, 2010 in Neatby-Timlin Theatre (ARTS 241).

## Appendix A

Name	Sept 16	Oct 21
W. Albritton	P	P
S. Banniza	P	P
E. Barber	P	R
A. Baxter-Jones	P	P
A. Bedard-Haughn	P	P
M. Bickis	P	A
B. Bilson	P	R
P. Bonham-Smith	P	R
D. Brenna	P	P
J. Bruneau	R	R
M. Buhr	P	P
R. Bunt	P	P
L. Butler	P	R
O. Butt	P	P
L. Calvert	P	P
C. Card	P	P
K. Carlson	P	P
M. Carter	P	P
J. Cheesman	R	P
R. Chibbar	P	R
B. Coulman	P	P
C. Dahl	P	P
A. Dalai	P	P
S. Daum Shanks	R	R
M. Day	R	P
M. D'Eon	R	P
K. Deonandan	P	P
T. Deutscher	P	P
J. Dillon	R	P
B. Fairbairn	P	P
S. Fowler-Kerry	R	P
D. Freeman	A	A
A. Gabriel	P	P
M. Ghezelbash	P	P
B. Gobbett	R	R
D. Goodridge	P	P
J. Gray	R	P
J. Greer	P	A
D. Hamilton	P	R
M. Hamilton	P	P
L. Harrison	P	A
D. Hill	P	P
P. Howard	P	P
L. Jaeck	P	P
D. Janz	P	P
G. Jensen	A	P
J. Johnstone	P	P
J. Kalra	P	P
J. Kells	R	P
A. Kilistoff	R	A
E. Krol	P	P
B. Langhorst	R	P

Name	Sept 16	Oct 21
J. Lamothe	P	P
M. Lees	A	A
M. MacDonald	R	P
M. MacGregor	P	P
P. MacKinnon	P	R
J. Martini	R	P
L. Martz	R	R
J. Merriam	P	P
D. Morrison	A	P
K. Ogilvie	A	A
S. Parchoma	NYA	P
D. Parkinson	P	P
L. Proctor	P	P
R. Pywell	P	R
Q. Xiao	P	P
E. Ralph	R	R
C. Rangacharyulu	P	R
C. Reynolds	P	R
B. Richards	R	A
J. Rigby	P	P
K. Russell	P	R
R. Schwier	P	P
P. Schalm	P	P
S. Shirliffe	R	P
S. Siciliano	A	A
J. Singh	A	P
D. Smith	P	R
B. Stelmach	R	P
C. Still	P	R
D. Surtees	P	A
L. Tabil	P	P
D. Taras	P	P
D. Torvi	P	P
J. Tse	P	A
R. Tyler	P	P
E. Tymchatyn	P	A
S. Urquhart	P	R
G. Uswak	P	R
L. Voitkovska	R	R
F. Walley	P	P
Y. Wei	A	P
V. Williamson	R	P
T. Wotherspoon	P	P
L. Wu	A	A
Q. Yang	P	A
G. Zello	P	P

## Non-voting participants

Name	Sept 16	Oct 21
C Asuquo	A	A
J. Buzowetsky	P	P
K. Chad	P	P
B. Cram	P	R
R. Florizone	P	R
R. Isinger	P	P
H. Magotiaux	R	R
L. Pennock	P	A
P. Rempel	R	R
K. Smith	R	P
C. Stoicheff	P	P
K. Topola	P	P

***PRESIDENT'S REPORT TO COUNCIL***

***NOVEMBER 2010***

***GOVERNMENT RELATIONS***

**Federal**

During the Association of Universities and Colleges of Canada (AUCC) fall membership meetings in Ottawa at the end of October, I had a chance to meet with the Saskatchewan Caucus; Minister of State Gary Goodyear, Industry Canada; and Derek Vanstone, Deputy Chief of Staff, Prime Minister's Office. Vice-President Florizone and Peggy Schmeiser, Director of Government Relations, joined me in the meetings where we were able to provide some information on the University's ongoing initiatives as well as the Canadian Neutron Source proposal.

These meetings were in addition to sessions that I attended which were arranged by the AUCC with various other federal representatives including a "University Day on the Hill" meeting with Deputy Leader of the Liberal Party Ralph Goodale and Members of Parliament Martha Hall Findlay, Marc Garneau and Michael Savage.

**Provincial**

In 2007, the Honourable Gordon Barnhart, Lieutenant Governor of Saskatchewan, established an annual leadership forum for Saskatchewan high school students in grades 11 and 12. This forum provides an opportunity for senior high school students in the province to gain leadership skills and cultivate a vision of their future in Saskatchewan. The objective of the forum is that students who experience the forum will choose mentors, develop dreams, and create goals that will serve them once they have completed high school. The ten-day program focuses on leadership concepts, and each year, students observe examples of leadership roles in government, the private sector, and post secondary institutions and interact with leaders in our community.

This year's program took place from October 11-22 and their visit to Saskatoon included a presentation by Chris Stoicheff, President, and Leon Thompson, Vice-President, External, USSU and myself. Joan Greyeyes, Special Advisor on Aboriginal Initiatives, and Kathleen Makela, Manager, Aboriginal Students' Centre, joined the group for lunch after which they were given tours and informational sessions by the Diefenbaker Canada Centre and the College of Medicine.

Candace Wasacase-Lafferty, Human Resources Director, Aboriginal Engagement, acts as the U of S representative on the Lieutenant-Governor's Youth Leadership Board. She, along with a team of volunteers actively works on developing this forum throughout the year. We have been very successful in promoting the University of Saskatchewan as an educator of choice as well as having an impact on the leadership capacities of all forum participants, and we now see past forum participants as U of S students.

## ***INTERNATIONAL RELATIONS***

On October 12<sup>th</sup> I met with the Dean and a delegation from the School of Life Science, Beijing Institute of Technology (BIT), at which time a Memorandum of Understanding was signed. The Dean has visited the U of S on numerous occasions and, at his invitation and with BIT financial support, a number of U of S professors and delegations have visited BIT in recent years, carrying on various recruitment, academic and research activities.

Dr. Yulin Deng also played a pivotal role establishing academic and scholarly collaborations between the two universities. Under his leadership the two universities have signed three successive memorandums of understanding. The previous two MOU's, administered by the College of Graduate Studies and Research (CGSR), have provided opportunities for BIT students to pursue further studies in our M.A. and Ph.D. programs. Currently, there are over 40 students from BIT attending graduate studies at the U of S. The majority of these are in the College of Engineering and the College of Medicine. This is the largest group of international students from a single overseas university registered in the CGSR. A new MOU, signed as part of the CGSR's initiative for the UofS-China Doctoral Scholar Partnership program, provides graduate opportunities for BIT students to attend a Ph.D. program at the U of S. Under this agreement, the first three doctoral students were admitted in September.

Dr. Deng has strong linkages in the Department of Psychiatry and related disciplines. Based on several years of collaborative research, and shared scholarly projects, he is being appointed as an Adjunct Professor in the department. This will further solidify the partnership in research and co-supervision of Chinese graduate students at the UofS, and, enhance the academic relationship between the two universities.

I met with His Excellency Mr. S. M. Govai, High Commissioner for India; Dr. Sunaina Singh, President of Shastri Indo Canadian Institute; along with Braj Sinha; Ajay Dalai; and Tom Wishart on October 29<sup>th</sup> during the High Commissioner's visit to Saskatoon. Minister Rob Norris and I also spoke at the "Engaging India: Canada-India Research & Collaboration Symposium" which brought together researchers and faculty from a wide variety of disciplines and included participants from across the Canadian prairies. The major objective of the symposium was to provide an opportunity for colleagues from science, technology, humanities, and social science disciplines to hold a dialogue on significant issues involving Canada-India research and scholarly collaboration.

## ***EXPERIENCE US***

The University's annual open house, Experience US, took place on October 14<sup>th</sup> and 15<sup>th</sup>.

Approximately 2000 prospective, students, parents and high school staff spent a day at the U of S touring the campus and participating in more than 70 information sessions and talks with professors and current students about their U of S experiences.

## ***PROVINCIAL TOURS***

During the Board of Governors October meeting and retreat we travelled to Swift Current where we hosted a community dinner. The chair and I presented the audience with highlights of our institution's strategic directions and initiatives as well as its general operations.

The purpose of the dinner was to bring together U of S alumni and supporters as well as educators, representatives of the Swift Current business community and other community leaders.

## ***DEVELOPMENT OF AN ENGAGEMENT STRATEGY FOR U OF S RETIREES***

The Director of Alumni Relations has been involved in the development of an engagement strategy with University of Saskatchewan retirees in support of the University's integrated plan theme of an engaged university.

University representatives have been meeting with representatives from the University of Saskatchewan Retirees' Association (USRA) and the Non-Academic Retirees' Association to develop a strategy for engaging retired faculty and staff. A discussion group has been established and working groups have been created to address issues related to mentorship and research support, identification of candidates for honorary degrees, student recruitment, volunteer engagement and issues related to community, international and Aboriginal outreach as well as external partnerships.

The USRA has conducted a survey of departments and colleges to ascertain current engagement of retirees. Less than half of the academic units have responded, therefore the USRA will follow up with meetings with leaders from the units. Based on the survey results to date, there appears to be widespread retiree involvement with research, committee work and graduate supervision in the departments. Both retiree associations canvassed their members to determine interest in volunteerism and both associations had individuals self-identify their interest through this process.

We have been informed that McMaster University has worked with a retirees association to develop a website and volunteer opportunities for their members and therefore both the USRA and University Advancement will follow up with contacts at McMaster to obtain more details about the program.

There appears to be interest to formalize the engagement of retirees at the University of Saskatchewan. Direct contact will be made with departments and colleges that did not respond to the survey to determine whether retired faculty and staff are engaged.

The working groups will continue to consider their volunteer need and develop volunteer roles for each topic area. Additional information from McMaster University will be gathered and distributed. A report will be developed, describing the engagement strategy, a proposed multi-year implementation plan and identification of resource issues. The report will be circulated with the engagement strategy working group for feedback and comment, and the goal

will be to share the recommendations with the President's Executive Committee, followed by an implementation plan for 2010-2011.

### ***APPOINTMENTS***

I would like to inform you of two important appointments that have been made within the Office of the Vice-President Research (OVPR) that will enhance engagement with external partners who are fundamental to our institutional research goals and aspirations.

Pat Perry, an employee of Western Economic Diversification Canada, has been seconded as Special Advisor to the Vice-President Research on Strategic Research Projects. Her appointment will extend to March 31, 2012. Pat joins the OVPR through an Interchange Canada Agreement between the U of S and WED. The agreement promotes stronger ties between the public service and all other sectors in Canada and internationally by providing the opportunity for employees in one sector to take on temporary assignments in another. The aim is "a sharing of knowledge about business practices and processes and strengthened professional and personal development of employees. In her Special Advisor role, Pat will be involved in areas that include strategic partnerships, innovation in research and development, strategic funding opportunities and application development.

Ian Swainson, an employee of the National Research Council of Canada (NRC) - Canadian Neutron Beam Centre in Chalk River, has been jointly seconded by the U of S and the Saskatchewan Research Council (SRC) to the position of Special Advisor to the Vice-President Research. His secondment will extend to September 1, 2011.

***PROVOST'S REPORT TO COUNCIL***

*November 2010*

***INTEGRATED PLANNING***

**Provost's Committee on Integrated Planning (PCIP)**

The Provost's Committee and the Standing Subcommittee of the Coordinating Committee of Council met on 4 October to discuss items of mutual interest. This meeting provided an opportunity to discuss the coordination of work between these administrative and academic governing bodies.

PCIP met twice last month regarding a variety of matters:

- Interim funding was provided to the School of Public Health to address short-term pressures due to a significant increase in enrolment - a clear indication of the exceptional early success of the program.
- Funding was provided to address Campus Safety's structural deficit caused by evolving regulatory and campus-wide service requirements (ie. training requirements of the department and the expansion of support for electronic security systems on campus).
- Seed funding was approved for geotechnical and environmental testing required to ensure land being purchased for the Beef Cattle Research and Teaching Unit project is suitable for an intensive livestock facility.

PCIP reviewed and provided recommendations on several items en route to the October meeting of the Board of Governors. The listing of items considered at PCIP's business meetings for October may be viewed at [www.usask.ca/ip/inst\\_planning/whatis/pcip/digest.php](http://www.usask.ca/ip/inst_planning/whatis/pcip/digest.php).

**Development of focal areas for the university's Third Integrated Plan**

This fall we began the process of developing overarching focal areas for the third cycle of integrated planning. These focal areas will serve to inform college and unit planning. As part of this process a short online survey was posted regarding university priorities to 2016 (which marks the end of the third planning cycle) and over 350 responses were received. Discussions were also held at the fall meeting of senate and the October meeting of council. The survey and discussions were key components of a larger environmental scan informing the Community Planning Event held on 29 – 30 October. During this workshop over one hundred participants heard from Michael Adams, President, Environics Research Group and Alex Usher, President, Higher Education Strategy Associates and participated in small and large group discussions around imperatives and focal areas for the third planning cycle. The outcomes of that workshop are available on the IPA website [www.usask.ca/ip](http://www.usask.ca/ip).

**Conducting focus groups to inform the Faculty Complement Foundational Document**

In late November the office of Institutional Planning and Assessment will be conducting focus groups to inform the drafting of the Faculty Complement Foundational Document. The primary focus of this document is to provide an overarching vision for the nature, composition, recruitment and retention of the University of Saskatchewan faculty complement over the next

decade. Participants are needed for the following groups: faculty members hired in the past two years, faculty members hired three to six years ago, faculty members hired seven or more years ago, sessional lecturers and graduate students involved in teaching. To participate in one of these groups, please email [ipafocus\\_groups@usask.ca](mailto:ipafocus_groups@usask.ca). To view the terms of reference for the Faculty Complement Foundational Document, please see [http://www.usask.ca/ip/inst\\_planning/docs/Complement\\_Plan\\_terms.pdf](http://www.usask.ca/ip/inst_planning/docs/Complement_Plan_terms.pdf).

### ***INFORMATION TECHNOLOGY SERVICES (ITS) DIVISION REVIEW***

An external review of the Information Technology Services Division (ITS) was the first review conducted under the Framework for Assessment. A review team comprising Alan George from the University of Waterloo, Ted Dodds from the University of British Columbia and Michael Hites from the University of Illinois visited in June. Their report deals not only with ITS operations but also with IT on campus more generally. Twenty seven recommendations were presented, addressing matters such as operational efficiency, governance, funding model and role clarity. The full report and ITS's response can both be found on the IPA website at [http://www.usask.ca/ip/assessment/reviews/unit\\_reviews.php](http://www.usask.ca/ip/assessment/reviews/unit_reviews.php).

### ***NURSING***

The University of Saskatchewan will begin offering a new four-year Bachelor of Science in Nursing (BSN) program in September 2011, which is part of the province's move to a two-provider model for nursing education in Saskatchewan and an increase in the total number of nursing education seats in Saskatchewan. The College of Nursing will welcome the first students into our new program next year, and in the meantime will continue to teach students through the existing Nursing Education Program of Saskatchewan (NEPS) in Saskatoon, Regina and Prince Albert. Students in the new BSN program will first complete a pre-professional year of study in specific health science disciplines through the College of Arts and Science that will prepare them for the final three years of nursing education in the College of Nursing. As well, the Post-degree BSN program for students who already have a bachelor's degree will only be offered at the U of S beginning next year. A significant component of the new program is that we will be able to expand our delivery of nursing education into communities around the province, including the North. Final approval of the curriculum remains with the Saskatchewan Registered Nurses Association, with whom the university is working very closely.

### ***EDWARDS SCHOOL OF BUSINESS***

On Aboriginal initiatives, the Edwards School of Business is pleased to report the signing of two significant agreements:

1. On 2 November the Edwards School of Business and the Aboriginal Financial Officers Association (AFOA) of Canada signed an unprecedented articulation agreement in which both organizations signify their intent to work together to establish academic programs that will be delivered by ESB to support Aboriginal peoples. "This represents an exceptional opportunity for Aboriginal people who are trying to pursue an education in

the field of finance,” said Ernie Daniels, president and chief operating officer of AFOA Canada, “Aboriginal communities are in dire need of educated finance and business professionals.” The articulation agreement gives students with an Aboriginal Financial Management (AFM) diploma from the AFOA the option of entering the BComm program at the U of S with advanced standing, meaning it will take them less time to finish their BComm degree.

The AFOA was founded in 1999 to raise financial and management skills in First Nations and build the foundation for self-government. AFOA’s premise that developing finance and management skills is essential to Aboriginal economic and social prosperity. Since its founding, AFOA has built a solid reputation in developing Aboriginal educational and certification programs for financial managers. The AFM program was designed by AFOA Canada to lead to the Certified Aboriginal Financial Managers (CAFMs) designation. There are currently over 350 CAFMs in Canada.

2. On 16 November the Edwards School launched an agreement with Yellow Quill First Nation Chief Larry Cachene representing the Saskatoon Tribal Council and Junior Achievement of Saskatchewan CEO Darren Hill to build a unique partnership that cultivates financial literacy and an entrepreneurial spirit in Aboriginal youth within the Saskatoon Tribal Council seven member First Nation and two core neighbor schools in Saskatoon. The Edwards School is a significant sponsor and participant in this Junior Achievement outreach and the celebration will be held at the Edwards School.

### **ESB Accreditation**

The Edwards School of Business has applied for consideration for accreditation by the Association for the Advancement of Collegiate Schools of Business. This application commences what is likely to be a four-to-five year process leading to accreditation.

### ***PROVOST’S AWARDS***

#### **Provost’s Grant for Innovative Practice in Teaching and Learning**

The 2010 grant is awarded to the College of Nursing and College of Art and Sciences (Department of Drama) – titled “Practice Patients for Advanced Practice Nursing”. The intent of the proposal is to utilize the knowledge that the drama students have acquired in class and give them the opportunity to develop their dramatic skills as mock patients for the Nurse Practitioner students, both for physical assessment labs and for the Objective Structured Clinical Exam. Faculty in the College of Nursing and the College of Art and Sciences Drama department will be involved in the implementation of the development of the program to create standardized patients for use across disciplines and across programs for both graduate and undergraduate learners. Several other health science groups on campus (eg. Pharmacy and Nutrition, Physical Therapy, Medicine) may also benefit from this innovation. The innovation allows for mutual benefit for drama students as well as Nurse Practitioner students. These students have the opportunity to work with each other and transform the knowledge they have learned into practice. The College of Nursing and College of Art and Sciences submission reflects the emphasis these colleges place on teaching and learning and their commitment to initiate innovative programs that support student learning.

### **Provost's Prize for Innovative Practice in Teaching and Learning**

The selection committee agreed to award the prize to the submission from the Interprofessional Problem-Based Learning Team made up of applicants from Clinical Psychology, Medicine, Nursing, Nutrition, Pharmacy, Physical Therapy, and Social Work (U of Regina) – titled “Innovative Practice in Interprofessional Health Sciences Problem-Based Learning”. The submission met all the criteria for the provost’s prize. The intent of the initiative was to incorporate interprofessional Problem-Based Learning (iPBL) into the programs of hundreds of health professions students over several years. Faculty from multiple colleges and departments have been involved in organizing modules covering a variety of health related topics (eg. care of patients with HIV/AIDS, palliative care, and Aboriginal health and healing). The implementation of the program over the years has resulted in high gains in students’ knowledge and enjoyment and an appreciation of the interprofessional aspects of the innovative iPBL modules. The innovation has demonstrated involvement by a large number of faculty and staff from several health professions programs, a strong commitment to teaching and learning over nearly ten years, and a very positive impact on student learning and student learning experiences. The interprofessional Problem-Based Learning Team submission reflects the emphasis this group of health professionals places on teaching and learning and their commitment to initiate innovative programs that support student learning.

### ***UPDATE ON LEARNING COMMUNITIES INITIATIVE***

The Learning Communities Initiative funded through the Academic Priorities Fund (APF) under IP2 is a transition support program for first-year students, registering 40-person cohort groups in clusters of common courses and connecting them with PAL peer mentors in a weekly seminar in their first term on campus. The Learning Community program in 2009-10 was offered to 237 students in A&S, 52 students in AgBio and 38 students in Kinesiology. The assessment results of the 2009-10 program showed that Learning Community students’ retention rates (from first to second year) were at 84% compared with a 72% retention rate for other first-year students. This impressive increase in retention seems to be due to the deeper sense of connection that these students develop. There is an interesting positive side effect that arises as the program bringing faculty together across disciplinary boundaries when they teach class containing one or more learning community cohorts. The 2010-11 Learning Communities program is nearly double the size of last year's program. The program is shaping up to be a highlight of our efforts to improve the student experience in the second integrated plan.

**UNIVERSITY COUNCIL  
BYLAWS COMMITTEE  
FOR INFORMATION ONLY**

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**PRESENTED BY:** Lea Pennock, University Secretary

**DATE OF MEETING:** November 18, 2010

**SUBJECT:** Number of student appeals for 2009/2010

**COUNCIL ACTION:** For information only

**CONTEXT AND BACKGROUND:**

The Bylaws Committee requested that the University Secretary, as a matter of course, report once a year on the nature and number of student appeals.

**SUMMARY:**

From July 2009 to June 30, 2010 there were six applications for appeal that were submitted to the University Secretary (this compares with three applications for appeals in 2008-09). Of the six applications, five of these went to a hearing board. In three of these cases, the appeal board upheld the college's decision and in two cases, the appeal board overturned the college's decision. The sixth application for appeal was denied by the bylaws committee as the committee determined there was no evidence of procedural irregularity by the college's academic appeal committee.

Under Council's regulations on student misconduct, allegations of misconduct are heard first at the college level. Statistics relating to the number of college hearings are available at: [http://www.usask.ca/university\\_secretary/honesty/caught.php](http://www.usask.ca/university_secretary/honesty/caught.php)

UNIVERSITY COUNCIL  
BYLAWS COMMITTEE  
NOTICE OF MOTION

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**PRESENTED BY:** Gordon Zello, Chair, Bylaws Committee

**DATE OF MEETING:** November 18, 2010

**SUBJECT:** Amendments to Council Bylaw Part Two, 1X. -- terms of reference of the Scholarships and Awards Committee

**DECISION REQUESTED:**

**That Council approve the changes to Council Bylaw Part Two, IX. -- terms of reference of the Scholarships and Awards Committee.**

**CONTEXT AND BACKGROUND:**

In April 2010 the bylaws committee received a request from the scholarships and awards committee to change the terms of reference of their committee. The bylaws committee concurred with these changes, and a notice of motion was forwarded to the June 2010 council meeting. At this meeting there was discussion of the changes and this item was referred back to the scholarships and awards committee for further review. At its meeting on September 24, the scholarships and awards committee amended the mandate and membership to include *ex officio* membership of the Dean of Graduate Studies and Research and to include visioning among the duties of the committee as a whole. The bylaws committee approved the revised amendments on November 9<sup>th</sup> and forwards the changes to Council as a new notice of motion, for approval at the December meeting of Council.

**ATTACHMENTS:**

1. Current and proposed wording for Bylaw Part Two, IX.

Attachment

IX. SCHOLARSHIPS AND AWARDS COMMITTEE

Membership

One representative from each College and School **with undergraduate programs and one representative from the College of Graduate Studies and Research** (to be nominated by the Nominations Committee of Council), **who are members of the General Academic Assembly or administrators with responsibility for student awards**

- a) **Schools with graduate programs only will be represented by the College of Graduate Studies and Research**
- b) **At least one College/School representative will be chair and a member of Council.**
- c) **Should none of the College/School representatives who are Council members be available to chair, or should none of the College/School representatives be members of Council, at least one of whom will be chair and a member of Council. Should none of the College/School representatives who are Council members be available to chair, the Nominations Committee will identify a member of Council, supernumerary to the College/School representatives, to chair the committee.**

One member representing the Student and Enrolment Services **Division Office**

One undergraduate student appointed by the U.S.S.U.

One graduate student appointed by the G.S.A.

Resource Personnel (non voting members)

**The Director of Finance and Trusts, University Advancement** ~~A representative of the Research Trust and Advisory Services Office~~

**The Director of Graduate Awards and Scholarships, College of Graduate Studies and Research** ~~A representative of the Office of Graduate Studies and Research~~

**The Assistant Registrar (Awards and Financial Aid)** ~~Director of Student Awards (Secretary)~~

Ex Officio

The Provost & Vice-President Academic

**The Dean of the College of Graduate Studies and Research**

The President (non-voting member)

The Chair of Council (non-voting member)

Administrative Support

**Staff of Awards and Financial Aid** ~~Office of Student Awards and Financial Aid~~

**Standing Subcommittees:**

1. **Award adjudication subcommittee, consisting of one representative from each college and school with undergraduate programs and one representative from the College of Graduate Studies and Research. These representatives may be members of the committee or Assistant/Associate Deans or administrators with responsibility for student awards. Volunteers to adjudicate awards will be called from this group.**

The Scholarships and Awards Committee is responsible for:

- 1) **Evaluating award programs and practices and recommending multi-year priorities for types (scholarships, bursaries, prizes) and levels (dollar amounts, minimum award values) of awards to meet institutional priorities.**
  2. **Visioning and recommending to Council on multi-year priorities for the provision of financial support to students, consistent with the University's Integrated Plan and institutional mission.**
  3. **Authorizing the establishment of awards within the priorities framework as approved by Council.**
  4. **Recommending to Council policies to govern the granting of awards across the University and the adjudication of appeals by students with respect to awards.**
  5. **Authorizing the establishment of guidelines to carry out said policies.**
  6. **Granting awards which are open to students of more than one college or school.**
  7. **Establishing such special and standing subcommittees as are deemed necessary to the work of the committee.**
- 1) ~~Recommending to Council on matters relating to the awards, scholarships and bursaries under the control of the University.~~
  - 2) ~~Recommending to Council on the establishment of awards, scholarships and bursaries.~~
  - 3) ~~Granting awards, scholarships, and bursaries which are open to students of more than one college or school.~~
  - 4) ~~Recommending to Council rules and procedures to deal with appeals by students with respect to awards, scholarships and bursaries.~~

UNIVERSITY COUNCIL  
**PLANNING AND PRIORITIES COMMITTEE**  
**FOR INFORMATION ONLY**

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

**DATE OF MEETING:** November 18, 2010

**SUBJECT:** **Template for Notice of Intent for New Programs**

**COUNCIL ACTION:** For information only

**CONTEXT AND BACKGROUND:**

In January, 2000, Council adopted a staged process for the submission and approval of program proposals. A notice of intent for the new program is to be submitted to the Planning and Priorities Committee for their review and comments, followed by review of the program proposal by the relevant college program committee, and the College of Graduate Studies and Research for a graduate-level program, prior to submission of the program proposal to the Academic Priorities Committee. The final authority to approve new programs rests with Council.

**DISCUSSION SUMMARY**

On October 27, 2010, the Planning and Priorities Committee approved a revised template for the Notice of Intent for New Programs, as attached. The revised template provides greater clarity regarding the fit of a proposed new program with the University's integrated plan, the timeline involved, program demand, and the resources required and available to support the program. A flow chart outlines the process for submission and approval of the program proposal. Submission of the Notice of Intent early in the program development process is encouraged to allow the proponent(s) the opportunity to consider the feedback and guidance provided by the Planning and Priorities Committee as the program proposal is developed. Normally, the Notice of Intent should be submitted to the Planning and Priorities Committee no later than the end of October if it is envisioned that the proposed program will be available to students in September of the following year.

**ATTACHMENTS:**

Template for Notice of Intent for New Programs

## Planning and Priorities Committee of Council

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### Notice of Intent for New Programs

#### **Purpose of the Notice of Intent**

The Notice of Intent provides an early indication of the nature and aspirations of a proposed program, which will assist the Planning and Priorities Committee of Council (the Committee) in understanding and evaluating the fit of the proposed program with the priorities and strategic directions of the University. The Notice of Intent also provides the Committee an opportunity to comment on the merit of the proposed program, and to provide input and guidance to the proponent regarding the development of the full proposal. It is generally in the interest of all concerned that the Notice of Intent be submitted, and that the Committee's review is completed, prior to development of the full proposal. Subsequent to its review of the Notice of Intent, the Committee will share its perspective on the proposed program with the proponent, the Academic Programs Committee of Council, the Provost's Committee on Integrated Planning (PCIP) and the Office of the Registrar. Any issues which the Committee thinks should be addressed by the proponent during development of the full proposal will be highlighted.

#### **Process for Submission of Proposals for New Programs**

A staged process for the submission and approval of program proposals has been adopted by University Council (Figure 1). The first step in the process is the submission of a Notice of Intent to the Planning and Priorities Committee. Once the Committee has reviewed and commented on the Notice of Intent, the proponent, *i.e.* the department, college or school committee, develops and receives college or school approval for the full proposal, which is then submitted to the Academic Programs Committee of Council for its consideration and approval. If the proposal is a graduate level program, the proposal requires approval by the College of Graduate Studies and Research prior to submission to the Academic Programs Committee. The final stage in the process is presentation of the proposed program by the Academic Programs Committee to University Council for approval.

The Notice of Intent is to be submitted to the secretary of the Planning and Priorities Committee of Council, along with a covering letter, which is to include the signature of the appropriate dean, associate dean or executive-director. If the program is a graduate program, the covering letter should indicate that the dean or associate dean of the College of Graduate Studies and Research is aware of, and supports in principle, the development of the program. The Notice of Intent is to be submitted a minimum of three months prior to the anticipated submission of the full proposal to the Academic Programs Committee. This enables the college or school to respond effectively to any issues identified by, and to any input received from, the Planning and Priorities Committee. Normally, the Notice of Intent should be submitted to the Planning and Priorities Committee no later than the end of October if it is envisioned that the proposed program will be available to students in September of the following year.

## **Substance of the Notice of Intent**

The Notice of Intent should attempt to address the following questions. If a question cannot be fully addressed at the time of submission, an explanation should be provided. An inability to answer a question or questions fully should not deter the proponent from submitting the Notice of Intent, as its purpose is to provide an early indication of program development.

1. What is the motivation for proposing this program at this time? What elements of the University and/or society support and/or require this program?
2. What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national context? How have these needs been assessed?
3. How does this proposal fit with the priorities of the current college or school plan and the University's integrated plan? If the program was not envisioned during the integrated planning process, what circumstances have provided the impetus to offer the program at this time?
4. What is the relationship of the proposed program to other programs offered by the college or school and to programs offered elsewhere (interactions, similarities, differences, relative priorities)? Is there justification to proceed regardless of any perceived duplication? Will a program be deleted as a result of offering the new program?
5. Does the college or school possess the resources required to implement and support the program (faculty teaching, administrative and other support, student funding, classroom space, infrastructure)? Will additional university resources be required, for example, library resources, IT support? Has the Provost's Committee on Integrated Planning (PCIP) been involved in any discussions related to resources?

**Figure 1. Flowchart for program approvals**

Submission of Notice of Intent to Planning and Priorities Committee for review



Planning and Priorities Committee provides comments on Notice of Intent to the proponent; Academic Programs Committee, PCIP and Office of the Registrar receive copies of Notice of Intent and comments



Department, college or school develops program proposal with input from PCIP and other units as required



Approval of program proposal by college or school



Submission of program proposal to Academic Programs Committee for approval (graduate program proposals require approval by College of Graduate Studies and Research prior to submission to Academic Programs Committee)



Discussion and final approval of program proposal by University Council



Marketing and launch of new program

UNIVERSITY COUNCIL  
**ACADEMIC PROGRAMS COMMITTEE**  
**REQUEST FOR DECISION**

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

**DATE OF MEETING:** November 18, 2010

**SUBJECT:** **Procedure for approval of changes to degree names**

**DECISION REQUESTED:**

*It is recommended:*

That changes of names of university degrees, degree-level certificates of proficiency and degree-level diplomas will be brought to University Council for approval.

**SUMMARY:**

Under the University of Saskatchewan Act 1995, University Council is responsible for prescribing the curricula, programs of instruction and courses of study in colleges, schools and departments. In the past decade, Council has delegated the authority to approve various aspects of academic programs to colleges, to the Provost, to the University Course Challenge procedure and to the Academic Programs Committee, as shown on the attached Approval Authority Chart. This included delegating to the Academic Programs Committee the authority to approve changes of names to programs and fields of specialization.

During discussion last May of the proposal to change the name of the Law degree, the issue of whether the Committee or University Council should approve degree names was raised and University Secretary Lea Pennock asked the Committee to discuss it.

The Committee agreed that while changes to names of academic programs could continue to be approved by the Committee, changes of names of degrees, degree-level certificates of proficiency and degree-level diplomas should be reviewed by the Committee but approved by University Council.

**ATTACHMENTS:**

Approval Authority Chart

Memo from Lea Pennock

List of degrees, diplomas and certificates



## Approval Authority Chart

Under the *University of Saskatchewan Act 1995*, University Council has authority over the university's academic programs. While retaining approval authority for significant curricular changes, Council has also delegated authority for approval of many curricular changes to the Academic Programs Committee, University Course Challenge, Colleges, the VP Academic, and Deans.

The following [chart](#) shows how University Council has organized approvals of curricular changes. See forms and other information at:

[www.usask.ca/university\\_secretary/council/committees/academic\\_programs/procedures.php](http://www.usask.ca/university_secretary/council/committees/academic_programs/procedures.php)

Type of Curricular Change	Approval procedures
<p><b>Council approval</b></p> <ul style="list-style-type: none"> <li>-A <b>new Degree-Level program*</b> or template for a program (also requires <a href="#">Notice of Intent</a>)</li> <li>-Conversion of an existing program from regular to special tuition program.</li> <li>-A <b>new <a href="#">Field of Specialization</a> at the Major or Honours Level of Concentration</b> or template for a major or honours program</li> <li>-A <b>change in the requirements for admission</b> to a program (including changes from direct entry to non-direct entry)**.</li> <li>-A change in the quota for admission to a college**.</li> <li>-Program <b>revisions that will use new resources</b>, beyond those available from a reallocation of resources by the sponsoring department (eg: from a 4 year to a 5 year program, from a thesis-based to course-based program)</li> <li>-A replacement program</li> <li>-A <b>change in the name of a Degree, a degree-level Certificate of Proficiency or a degree-level Diploma.</b></li> </ul> <p><b>Program Deletions</b></p> <ul style="list-style-type: none"> <li>-Deletion of an entire degree or discipline</li> <li>-Deletion of a Field of Specialization</li> </ul> <p><i>**Degree-level programs* include Degrees, degree-level Certificates of Proficiency and degree-level Diplomas</i></p>	<p><b>Final approval:</b> University Council**</p> <p><b>Procedures:</b> Council requires recommendation from the Academic Programs Committee on the proposal's academic merit; budget implications, and academic priority.</p> <p><b>Instructions:</b> Submit the Curricular Change form and required consultation forms to Secretary, Academic Programs Committee, Office of the University Secretary. Email to <a href="mailto:academicprograms.committee@usask.ca">academicprograms.committee@usask.ca</a></p> <p><b>Time:</b> Generally, the review of a new program requires 6 weeks to two months, depending on complexity. Proposals must be submitted before March 15 if they are to be implemented the following September.</p> <p><i>**University Senate also approves changes in requirements for admission and quotas</i></p>
<p><b>Academic Programs Committee approval</b></p> <ul style="list-style-type: none"> <li>-Addition of a <b>higher Level</b> of Concentration.(ie, an Honours program in an existing major)</li> <li>-Addition of a <b>new <a href="#">Field of Specialization</a> at the Minor Level of Concentration</b></li> <li>- A <b><a href="#">Cross-college Minor</a></b></li> <li>-A <b>change in program options</b> (e.g. addition or deletion of a Work Experience or Internship Option).</li> <li>-A <b>change in the name</b> of a Degree-level Program or Field of Specialization.</li> <li>-A <b>change in the total number of credit units</b> required for an approved degree program.</li> <li>-<b>Resolution of Challenges</b></li> </ul>	<p><b>Final approval:</b> Academic Programs Committee of Council</p> <p><b>Procedures:</b> APC can consult with other committees if required.</p> <p><b>Instructions:</b> Submit the Curricular Change form and any required consultation forms to Secretary, Academic Programs Committee, Office of the University Secretary Email to <a href="mailto:academicprograms.committee@usask.ca">academicprograms.committee@usask.ca</a></p> <p><b>Time:</b> Four to six weeks. Proposals must be submitted before March 15 if they are to be implemented the following September.</p>

<p><b>University Course Challenge approval</b></p> <ul style="list-style-type: none"> <li>-New courses</li> <li>-Prerequisite changes</li> <li>-Course deletions (unless deleted by <a href="#">Moribund Course Archive</a> policy)</li> <li>-Program changes: Substitution of a different course or courses for an existing course or courses in an approved program; Changes to the majority of courses in an approved program (structure, content, scheduling). Addition or deletion of a requirement within an approved program.</li> <li>-Addition of a lower Level of Concentration (ie: a Minor in an existing major)</li> <li>- Changes to an approved course if the changes affect a program, course, or unit outside the sponsoring unit.</li> </ul>	<p><b>Final approval:</b> University Course Challenge</p> <p><b>Procedures:</b> Course Challenge is circulated by the Office of the University Secretary to all departments and college offices, which have two weeks to object to a proposed curricular change.</p> <p><b>Instructions:</b> Following College approval, email a memo describing the change, rationale and college approval date to: <a href="mailto:academicprograms.committee@usask.ca">academicprograms.committee@usask.ca</a></p> <p><b>Time:</b> Four weeks if the change is not challenged. Proposals must be submitted before April 15 if they are to be implemented for the June registration period.</p>
<p><b>College approval</b></p> <p>Other curricular changes such as:</p> <ul style="list-style-type: none"> <li>- "Double" Honours or "Double" Major in two existing Fields of Specialization.</li> <li>-A change in the standards required for promotion or graduation.</li> <li>- Course changes: label, number, level, title, Calendar description, credit units, course content, lecture hours, evaluation</li> <li>- A change in internal partitions of the admission quota</li> <li>-Changes to the practicum/laboratory, tutorial, seminar/discussion requirements or lectures hours of a course.</li> <li>-Changes to course content such as adding or deleting a major area to an approved course.</li> <li>-Splitting a course into two 3 cu courses or combining two 3 cu courses into one 6 cu course. This will not be considered as a "new course" as defined for Challenge.</li> <li>- Changes to methods of evaluation.</li> <li>- Changes to the list of approved <b>electives for a program</b>.</li> <li>- Changes, within prescribed limits, to the minimum course requirements for a Master's program or a PhD program.</li> </ul>	<p><b>Final approval:</b> College</p> <p><b>Procedures and Instructions:</b> Follow college approval procedures for curricular changes</p>
<p><b>Vice-President Academic approval</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Certificate of Successful Completion</a> <ul style="list-style-type: none"> <li>- a standard of proficiency, achievement or promotion appropriate for post-secondary training.</li> </ul> </li> </ul> <p>Examples: · Certificate in Teaching English as a Second Language</p> <ul style="list-style-type: none"> <li>- Prairie Horticulture Certificate</li> <li>- Business Administration Certificate</li> </ul>	<p><b>Final approval:</b> Vice-President Academic</p> <p><b>Procedures and Instructions:</b> Contact the Office of the Provost and Vice-President Academic</p>
<p><b>Dean approval</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Certificate of Attendance</a> <ul style="list-style-type: none"> <li>- satisfactory attendance at a course or program of courses sponsored by the Centre for Continuing and Distance Education or a college.</li> </ul> </li> </ul> <p>Examples · Master Gardener Certificate</p> <ul style="list-style-type: none"> <li>· Certificate in Agricultural Lifetime Leadership</li> </ul>	<p><b>Final approval:</b> Dean of the college</p> <p><b>Procedures and Instructions:</b> Contact the Office of the Dean</p>
<p><b>Change of Name</b></p> <ul style="list-style-type: none"> <li>- change of course label, college, department, program, field of specialization, buildings, streets, etc</li> </ul>	<p><b>Final approval:</b> varies</p> <p><b>Procedures and instructions:</b> See Name Change Form and consult Office of the University Secretary</p>



UNIVERSITY OF  
SASKATCHEWAN

Office of the University Secretary  
212 College Building 107 Admin Place  
Saskatoon, SK Canada S7N 5A2  
Phone: (306) 966-4632 Fax (306) 966-4530

## MEMORANDUM

**TO:** Len Proctor, Chair Academic Programs Committee

**FROM:** Lea Pennock, University Secretary

**DATE:** August 12, 2010

**RE:** **Level of approval required for a change to the name of a degree**

---

At its meeting prior to the May Council meeting at which the name of the LL.B. degree was changed to J.D., the Coordinating Committee had a discussion of the appropriate levels of approval for a change to the name of a degree. The relevant excerpt from the minutes is as follows:

*There was some discussion about the name change of the law degree from LLB to JD, and whether a change in the name of a degree should go to Council for approval. It was agreed that for this change, the name can be taken for information, but that Council should revisit the delegation of approval for the names of credentials.*

I have done some investigation into the nature of the delegation that Council made in 2002 to the academic programs committee, and attach the relevant document. The document identifies (on p. 2) "a change in degree name or program name" as a "major revision" but it also identifies (on p. 7) "a change in the name of a Degree-level Program or Field of Specialization" as one which requires only academic programs committee approval, with a report to Council for information.

Because of the various interpretations that can be put on the word "program" it is not entirely clear whether the intent of the delegation was to delegate approval for a change to the name of a credential (such as a degree or diploma), or not. In any case I infer from the discussion at Coordinating Committee that if such a delegation was indeed the intent of APC in 2002, we might want to revisit it. Council's authority over the awarding of degrees—which are effectively the 'currency' of the institution—is one of its weightiest responsibilities, and it may not be appropriate to delegate approval of such a change to a committee.

As an aside, this discussion is very relevant to recommendations that are coming forward as part of the Naming Policy revisions, as well as to current revisions to the Council Bylaws Part Three concerning delegations of duties to Faculty Councils.

A handwritten signature in cursive script that reads "Lea Pennock".

Lea Pennock  
University Secretary

Cc: Claire Card, Chair of Council and of Coordinating Committee  
Gordon Zello, Chair of Bylaws Committee  
✓ Cathie Fornssler, Secretary, APC



## Degrees

### Graduate level:

Doctor of Philosophy (Ph.D.)  
Master of Agriculture (M.Agr.)  
Master of Arts (M.A.)  
Master of Business Administration (M.B.A.)  
Master of Continuing Education (M.C.Ed.)  
Master of Education (M.Ed.)  
Master of Engineering (M.Eng.)  
Master of Environment and Sustainability (M.E.S.)  
Master of Fine Arts (M.F.A.)  
Master of International Trade (M.I.T.)  
Master of Laws (LL.M.)  
Master of Mathematics (M.Math)  
Master of Music (M.Mus.)  
Master of Nursing (M.N.)  
Master of Physical Therapy (M.P.T)  
Master of Professional Accounting (M.P.Acc.)  
Master of Public Administration (M.P.A.)  
Master of Public Health (M.P.H.)  
Master of Public Policy (M.P.P.)  
Master of Science (M.Sc.)  
Master of Sustainable Environmental Management (M.S.E.M.)  
Master of Veterinary Science (M.Vet.Sc.)

### Undergraduate level:

Bachelor of Arts and Science (B.A.&Sc.)  
Bachelor of Arts Three-year (B.A.)  
Bachelor of Arts Four-year (B.A.)  
Bachelor of Arts Honours (B.A.)  
Bachelor of Commerce (B.Comm.)  
Bachelor of Education (B.Ed.)  
Bachelor of Fine Arts (B.F.A.)  
Bachelor of Music (B.Mus.)  
Bachelor of Music in Music Education [B.Mus.(Mus.Ed.)]  
Bachelor of Science Three-year (B.Sc.)  
Bachelor of Science Four-year (B.Sc.)  
Bachelor of Science Honours (B.Sc.)  
Bachelor of Science in Agribusiness [B.Sc.(Agbus.)]  
Bachelor of Science in Renewable Resource Management [B.Sc.(R.R.M.)]  
Bachelor of Science in Agriculture (B.S.A.)  
Bachelor of Science in Engineering (B.E.)\*  
Bachelor of Science in Kinesiology [B.Sc.(Kin)]  
Bachelor of Science in Nursing (B.S.N)  
Bachelor of Science in Nutrition [B.Sc.(Nutr.)]  
Bachelor of Science in Pharmacy (B.S.P.)  
Doctor of Dental Medicine (D.M.D.)  
Doctor of Medicine (M.D.)  
Doctor of Veterinary Medicine (D.V.M.)  
Juris Doctor (J.D.)

*\*Engineering degrees are awarded in Agricultural & Bioresource Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Engineering Physics, Environmental Engineering, Geological Engineering, Mechanical Engineering.*

## Diplomas and Certificates of Proficiency

### Graduate level:

Post-Graduate Diploma (P.G.D.)  
Post-Graduate Degree Specialization Certificate:  
Nurse Practitioner

### Undergraduate level:

Aboriginal Business Administration Certificate  
Aboriginal Teacher Associate Certificate  
Advanced Certificate in Arts (Adv. Cert.)  
Certificate in Secondary Technical Vocational Education  
International Business Administration Certificate  
Honours Certificate in Arts (Hons. Cert.)  
Post-Degree Specialization Certificate (P.D.S.C.)  
Post-Degree Certificate in Education

### Diploma level:

Diploma in Agribusiness  
Diploma in Agronomy

## Other programs

### Certificate of Successful Completion

Business Administration Certificate  
Certificate in Adult and Continuing Education  
Certificates in Agriculture (Crop Production; Farm Business Management)  
Certificate in English for Academic Purposes  
Certificate in Methods of Teaching Heritage Languages  
Certificate in Teaching English as a Foreign Language  
Certificate in Teaching English as a Second Language  
Executive Business Administration Certificate  
Indigenous Peoples Resource Management Certificate  
Prairie Horticulture Certificate

### Certificate of Attendance

Agriculture Business Certificate  
Certificate of Art & Design  
Certified Crop Science Consultant  
Master Gardener Certificate

**UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION**

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

**DATE OF MEETING:** November 18, 2010

**SUBJECT:** **College of Engineering: change of degree name**

**DECISION REQUESTED:**

*It is recommended:*

That Council approve the name change for the degree of “Bachelor of Science in Engineering in Agricultural and Bioresource Engineering” to “Bachelor of Science in Engineering in Biological Engineering”, effective for the 2011-12 academic year.

**SUMMARY:**

At its October 27 meeting, the Academic Programs Committee reviewed the attached request to change the name of the programs in Agricultural and Bioresource Engineering to “Biological Engineering”. This request requires a change to the name of the degree because in the College of Engineering, each Bachelor of Science in Engineering program awards a separate degree.

This name change will be implemented for the 2011-12 academic year starting with the students entering their second year. These students will begin graduating with this degree at the Spring 2014 Convocation.

**ATTACHMENTS:**

Request for Change of Name

Memo from College of Agriculture & Bioresources



## Office of the University Secretary

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### Request for Change of Name

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

Submitted by: Dr. Ernie Barber, P.Eng., P.Ag.

Date: October 15, 2010

College: Engineering

College approval date: October 6, 2010

Proposed effective date of the change: For the 2011-12 academic year

#### 1. Proposed change of name

	From:	To:
College		
Department		
Program name	Agricultural & Bioresource Engineering	Biological Engineering
Degree name	Agricultural and Bioresource Engineering	Biological Engineering
Name of Field of Specialization (major, minor, concentration, etc)	Agricultural and Bioresource Engineering	Biological Engineering
Course label (alphabetic)	ABE	BLE
Building		
Street		
Other		

## **2. Documentation**

### **Rationale**

There has been a movement within North America to rename Agricultural Engineering programs to the broader, and more appropriate title, Biological Engineering. Biological Engineering applies engineering principles and design to enhance and sustain the use of biological resources. This not only includes the complete agricultural sector, but also includes more general biomaterial processing (extraction of pharmaceuticals, textiles from biomaterial, etc.). Furthermore, the Canadian society to which engineers in the current Agricultural & Bioresource Engineering program register after graduation is the Canadian Society for Bioengineering. The proposed name change better aligns the program's name with the technical society and similar programs across North America. Furthermore, Biological Engineering better reflects the breadth of content and themes of the current program.

This is only a name change. It is not a change in the content of the program content.

### **Impact of the change**

1. Impact on Students: Students will graduate with a Field of Specialization descriptor (or discipline name) that better reflects the content of the program. The term "Agricultural and Bioresource Engineering" has been perceived to be limited to only the agricultural sector. It is believed that this name change will help graduates of the program to better market themselves outside of the agricultural sector.
2. Impact on Faculty: None.
3. Impact on Staff: None.
4. Impact on Alumni: Although a survey has not been conducted, there is a risk that alumni of the Agricultural Engineering or the Agricultural & Bioresource Engineering programs may not identify with the renamed program. This may have negative consequences on Advancement plans, but it is felt that the benefit to current and future students will outweigh the possible impact on the alumni.
5. Effect on Other Programs, Departments, Colleges, Centres: A renamed program may be able to attract more of the College's second year students, decreasing the enrolment in the other departments. As many of the other departments are at, or above, capacity, this is not a worry within the college. Renaming the program to Biological Engineering better aligns the program name with its new department, the Department of Chemical and Biological Engineering.
6. Impact on University Wide Systems: As outlined in the Consultation section below, initial discussions have occurred with appropriate university personnel to identify timelines.
7. External Impact: The Canadian Engineering Accreditation Board (CEAB) last accredited the Agricultural & Bioresource Engineering program in 2008. This name change constitutes a significant change, requiring a review by the CEAB. The CEAB has been contacted, and because the program itself is not being changed, the same documents used for the 2008 accreditation will be sent to a reviewer to ensure that the content of the program aligns itself with the new name. Since this name change has been done for similar programs within Canada without accreditation problems, no problems with accreditation of the renamed program are anticipated.

Please attach any statements or opinions received about this change.

**Costs** - The only direct cost would be for the printing of promotional materials.

## **Consultation**

The Department of Agricultural Engineering completed an update of the Agricultural Engineering Program in 1992. At this time a new department and program name was also implemented as many other similar programs were adopting new names. Common options at the time included Biological Engineering, Biosystems Engineering, Bioresource Engineering, and Agricultural and Bioresource Engineering. Faculty at the time decided on Agricultural and Bioresource Engineering, the current name.

As a result of numerous departments changing their name, the Canadian Society for Bioengineering (CSBE) and the American Society of Agricultural and Biological Engineers (ASABE) held a 2005 meeting of department and program heads to discuss name unity. The name Biological Engineering was determined to be the preferred program name for all similar programs to the University of Saskatchewan program.

Over the past 15 years the Department of Agricultural and Bioresource Engineering has debated a name change to better reflect the discipline, to come in line with other program names in North America and to attract a wider interest group of undergraduate students. In the past 10 years, name change discussion became bi-annual events and was on the agenda of yearly retreats. Many individuals felt that the historical name of including the word "Agricultural" was important while others preferred Biosystems Engineering or similar names. The consultations with industry and research collaborators revealed the same opinions with no consensus reached.

In light of the July 2005 vote by department and program heads (ASABE) to have name unity of Biological Engineering and the fact that the vast majority of similar programs had already adopted the name Biological Engineering, the Department of Agricultural and Bioresource Engineering voted on November 26, 2009 to change the program name at the University of Saskatchewan to Biological Engineering.

Contact Person: Dr. Nurul Chowdhury  
Associate Dean-Student Affairs  
College of Engineering

**From:** [Charles Maule](#)  
**To:** [Fornssler, Cathie](#);  
**cc:** [Chowdhury, Nurul](#); [Terry Fonstad](#); [cathy.mckenna@usask.ca](mailto:cathy.mckenna@usask.ca); [charles.maule@usask.ca](mailto:charles.maule@usask.ca);  
[ca](#);  
**Subject:** Fwd: ABE program name change  
**Date:** Thursday, November 04, 2010 7:09:26 AM

---

Cathie;  
Please let me know whether a signed hard copy is required.  
Thank you  
Charles Maule

----- Original Message -----

**Subject:**FW: ABE program name change  
**Date:**Wed, 03 Nov 2010 17:04:49 -0600  
**From:**Buhr, Mary <[mary.buhr@usask.ca](mailto:mary.buhr@usask.ca)>  
**To:**[charles.maule@usask.ca](mailto:charles.maule@usask.ca) <[charles.maule@usask.ca](mailto:charles.maule@usask.ca)>  
**CC:**Romuld, Colleen <[colleen.romuld@usask.ca](mailto:colleen.romuld@usask.ca)>, Pennock, Daniel <[dan.pennock@usask.ca](mailto:dan.pennock@usask.ca)>, Scoles, Graham <[graham.scoles@usask.ca](mailto:graham.scoles@usask.ca)>, Barber, Ernie <[ernie.barber@usask.ca](mailto:ernie.barber@usask.ca)>, Ledsham, Mary Anne <[m.ledsham@usask.ca](mailto:m.ledsham@usask.ca)>

Dear Dr Maule,  
I have discussed your request with my Associate Deans, and we are unanimously supportive of the programme name change (undergraduate engineering program 'Agricultural and Bioresource Engineering' to that of 'Biological Engineering') as indicated in the attached document.

Should you wish a formal signed hard-copy memo, please let me know and I will be happy to provide it.

Regards,  
Mary Buhr

Mary M Buhr, PhD  
Dean and Professor  
College of Agriculture & Bioresources  
University of Saskatchewan  
Saskatoon, SK S7N 5A8  
Canada

tel: 306-966-4050  
fax: 306-966-8894  
[email:mary.buhr@usask.ca](mailto:mary.buhr@usask.ca)  
[www.agbio.usask.ca](http://www.agbio.usask.ca)

-----Original Message-----

**From:** Charles Maule [<mailto:charles.maule@usask.ca>]  
**Sent:** November 3, 2010 3:47 PM  
**To:** Buhr, Mary  
**Cc:** Barber, Ernie; [charles.maule@usask.ca](mailto:charles.maule@usask.ca); Chowdhury, Nurul  
**Subject:** ABE program name change

Dean Buhr;  
I am writing you in request for a memo of support regarding our department's request for a program name change. Our newly formed department (Chemical and Biological Engineering) is a merger of two departments (Chemical Engineering and Agricultural and Bioresource Engineering). Within the newly merged department the previous

undergraduate and graduate programs still maintain their identities. For a number of reasons (please refer to the attached memo), we wish to change the name of the undergraduate engineering program 'Agricultural and Bioresource Engineering' to that of 'Biological Engineering'. This name change has been approved of by our Department, our College, and recently by the University Academic Programs Committee (same attached memo), however conditional upon receiving a support memo from your College. Currently no course or program changes are associated with this name change - we are simply trying to better align our name with other such programs within North America.

I ask that you consider this request. Myself, or others from our Department or College, are available to meet with you or your executive to provide further information on this as required.

Sincerely  
Charles Maule

--

Charles Maulé, Ph.D., Limited Member (Engineering), P.Ag.  
Professor and Acting Head  
Dept of Chemical and Biological Engineering University of Saskatchewan  
57 Campus Drive  
Saskatoon SK S7N 5A9  
(306) 966-4765  
[charles.maule@usask.ca](mailto:charles.maule@usask.ca)

# enrolment report

Census Day ■ October 12, 2010



## ■ Respectfully submitted by:

- **David Hannah**, Associate Vice-President, Student and Enrolment Services Division
- **Russell Isinger**, Registrar and Director of Academic Services
- **Claude Lang**, Director of Enrolment Services

# Contents

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# Introduction

Each October, at the end of the fifth week of classes, a census of our current enrolment is taken. The data compiled provides an overview of our progress toward the university's enrolment goals, which is reported to university stakeholders through this Enrolment Report.

Several university statements and foundational documents helped form this Enrolment Report. 2010 marks the last reporting year against the 2003 University of Saskatchewan Enrolment Plan: Bridging to 2010, which itself was informed by the university's 2002 Strategic Directions: Renewing the Dream. The 2003 Enrolment Plan provided direction and set overarching goals regarding the size and composition of the student body. The Second Integrated Plan reflected the challenges the university faced and specified 20 commitments to address those challenges. Two of these commitments—"Diverse Body of Students" and "Retention Strategies and Initiatives"—are measured by the Enrolment Report. The Enrolment Action Plan will further address these commitments. The Enrolment Report is also influenced by new and specific enrolment targets recently introduced in the 2010 Strategic Directions Update, as well as recruitment and retention goals that will undoubtedly play a key part in the upcoming Third Integrated Plan.

As for the environment the university is operating in, demographics in Saskatchewan and in Canada continue to represent a challenge to the university. We operate in an environment where there is intense competition among Canadian post-secondary education institutions to recruit from a declining pool of high school graduates. This recent trend is expected to continue in the near term.

Some of the basic changes in the composition of the university's enrolment since the implementation of the 2003 Enrolment Plan are as follows:

- undergraduate population is down -2.44% from its peak in 2003, but has begun to recover moderately in the past two years
- graduate student population has been steadily increasing over the same time period, and is up +53.41% from 2003
- post-graduate clinical students (medical and dental residents) population has increased +47.19% since 2003
- non-degree student population, excluding English as a Second Language (ESL) students, is down -29.30% since 2003

The adoption of a university-wide information strategy has resulted in changes to processes and practices by which data is obtained for the Enrolment Report. As a result, the data for 2010-11 (and for previous years) is derived from a centralized data warehouse that ensures compliance with institutional definitions and usage. Figures reported in previous years' Enrolment Reports may be restated as a result of improved techniques for collecting, integrating, and defining student data. For official and up to date student data, please refer to the Information Strategy and Analytics website at [www.usask.ca/isa](http://www.usask.ca/isa).

# Summary

Of particular note this year are the following:

## Total Enrolment

- total undergraduate and graduate student headcount is up 549 (+2.91%)
- total headcount for all programs and students is up 531 (+2.66%)
- total enrolment in the Spring and Summer terms is up 518 students (+7.06%)
- ESL students are now being counted as non-degree students in the total headcount as of 2006 for Fall and Winter terms and as of 2007 for Spring and Summer terms.

## Undergraduate Enrolment

- undergraduate headcount is up 305 (+1.87%)
- total Saskatchewan undergraduate headcount (direct-entry colleges and Open Studies) is up 200 students (+2.01%)
- new Saskatchewan undergraduate (direct entry and open studies) headcount is up 147 students
- enrolment in Open Studies is down 31 students (-5.17%), resuming a planned decline trend
- total enrolment in direct-entry colleges continues to be stable, with growth in four colleges with only Arts and Science enrolment static
- undergraduate enrolment in the Spring and Summer terms is up 308 students (+7.40%)

## Graduate Student Enrolment

- graduate student headcount is up 244 (+9.42%)
- graduate student enrolment in the Spring and Summer terms is up 199 students (+8.69%)

## Diversity

- total international undergraduate headcount (direct-entry colleges and Open Studies) is up 32 students (+4.71%)
- total out-of-province undergraduate headcount (direct-entry colleges and Open Studies) is down 66 students (-4.60%)
- new international and out-of-province undergraduate headcount (direct entry and open studies) is down 60 and 37 students respectively
- Aboriginal headcount for all programs and students is up 94 students (+5.77%)

## Credit Units

- 3 credit unit equivalents are up +2.60% for all levels

# Total Enrolment

- **Enrolment Plan Target (2010):** 21,000 students in undergraduate and graduate programs
- **2001-02 Baseline Data:** total headcount of 19,500
- **2010 Data:** total headcount of 20,515; 19,425 students in undergraduate and graduate programs

The Enrolment Plan set a target of 21,000 undergraduate and graduate students by 2010. However, in recognition of the increasingly competitive and demographically challenging environment, the Second Integrated Plan emphasized the need to maintain undergraduate enrolment, particularly in the direct-entry colleges, with potential growth through increased participation and retention rates, and continued growth in graduate enrolment as envisaged in the Enrolment Plan.

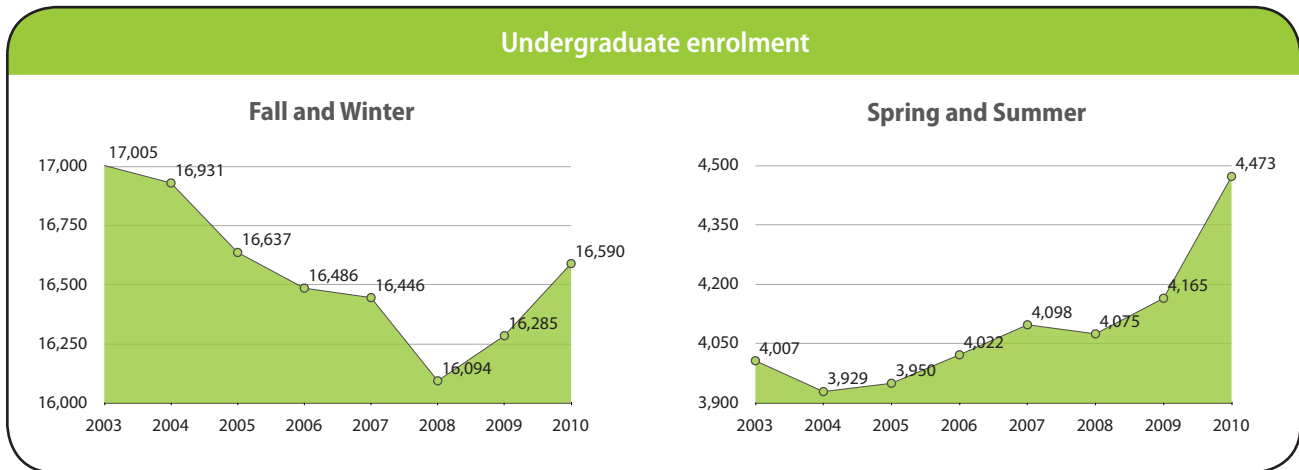
Overall enrolment is up 531 students (+2.66%) over 2009.

See Appendix III and IV for a breakdown of enrolment by college



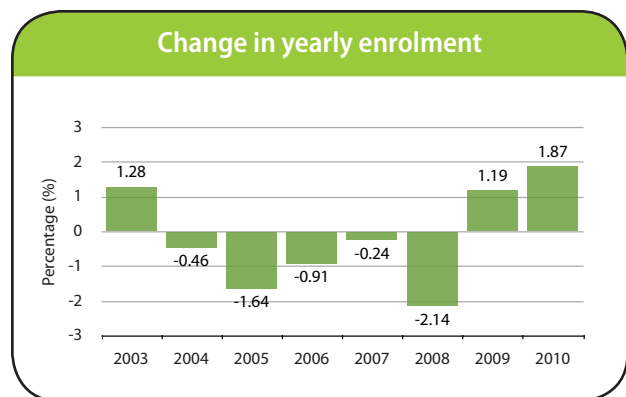
# Undergraduate Enrolment

- **Enrolment Plan Target (2010):** increase our undergraduate headcount to 18,500
- **2001-02 Baseline Data:** total headcount of 16,713
- **2010 Data:** total headcount of 16,590



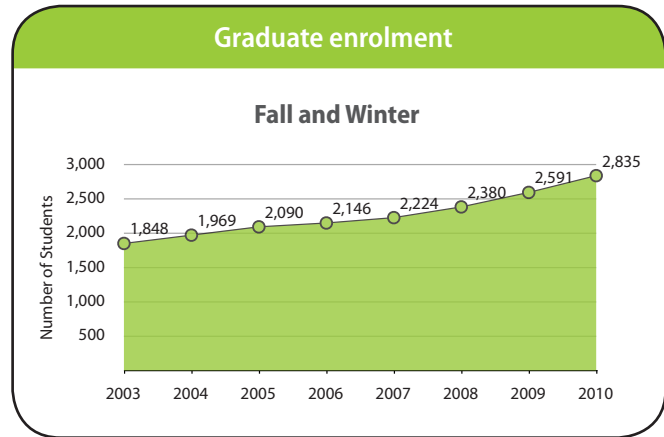
Even with the recent enrolment increases there has been a decline of -2.44% in the undergraduate population (415 students) since 2003. However during this time, undergraduate enrolment in Spring and Summer terms has increased +11.63% (466 students).

The Second Integrated Plan emphasizes the need for stable undergraduate enrolment and potential growth through increased participation and retention rates. This year, undergraduate enrolment in the Fall and Winter terms is up +1.87% (305 students). This is the second consecutive increase in the undergraduate population.



# Graduate Student Enrolment

- **Enrolment Plan Target (2010):** increase our graduate student population to a headcount of 2,500; greater emphasis placed on recruiting students into doctoral programs
- **Strategic Directions Update:** graduate students equal 20% of total enrolment by 2015
- **2001-02 Baseline Data:** total headcount of 1,769
- **2010 Data:** total headcount of 2,835

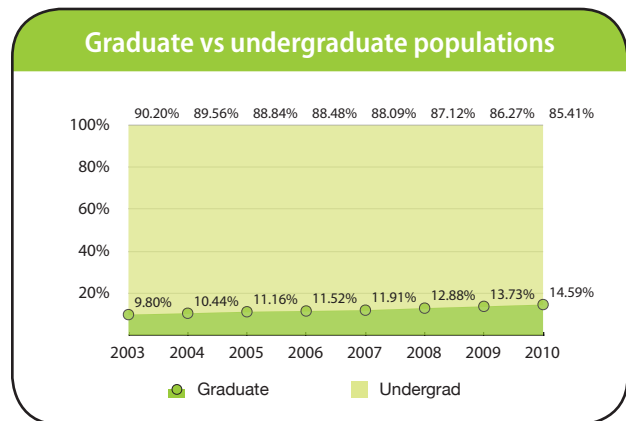


## Fall and Winter Terms

Level	2003	2004	2005	2006	2007	2008	2009	2010
Master's	1,287	1,353	1,405	1,398	1,488	1,609	1,780	1,944
Doctoral	495	556	628	686	673	696	742	789
Post-Grad Diplomas	36	31	31	33	25	29	38	33
Undeclared	30	29	26	29	38	46	31	69
<b>Total</b>	<b>1,848</b>	<b>1,969</b>	<b>2,090</b>	<b>2,146</b>	<b>2,224</b>	<b>2,380</b>	<b>2,591</b>	<b>2,835</b>

By exceeding 2,500 total students in 2009, we met the Enrolment Plan objectives for graduate student growth. Currently, our graduate student population comprises 13.82% of our total enrolment. The graduate student population has a seven-year average growth rate of +6.33%, growing +53.41% overall since 2003 (987 students).

These results point to the success of the university's recruitment and retention efforts as well as the growing reputation of our graduate programs. In particular the three new graduate schools—School of Public Health, School of the Environment and Sustainability and the Johnson-Shoyama Graduate School of Public Policy—have seen dramatic growth at +93.33%, +66.67% and +45.24% respectively since last year.



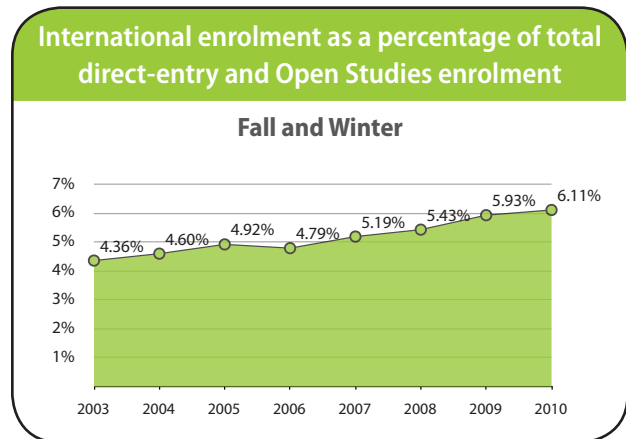
# Diversity

The Second Integrated Plan requires us to continue to transform the composition of our student body by attracting a diverse group of students from other parts of Canada and from around the world.

See Appendix II for a breakdown of enrolment by college

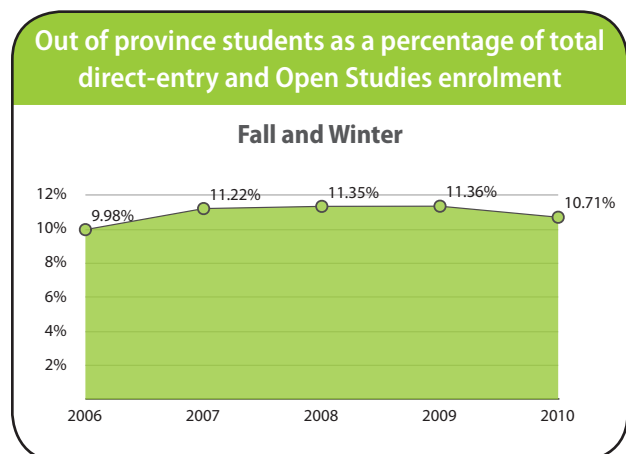
## International enrolment

- **Enrolment Plan Target (2010):** international student enrolments will increase to 7-8% of the overall undergraduate enrolment
- **2001-02 Baseline Data:** international enrolment at the undergraduate level in the direct-entry colleges and Open Studies was approximately 4% of their overall undergraduate student body
- **2010 Data:** 6.11% of overall undergraduate student body in direct-entry colleges and Open Studies



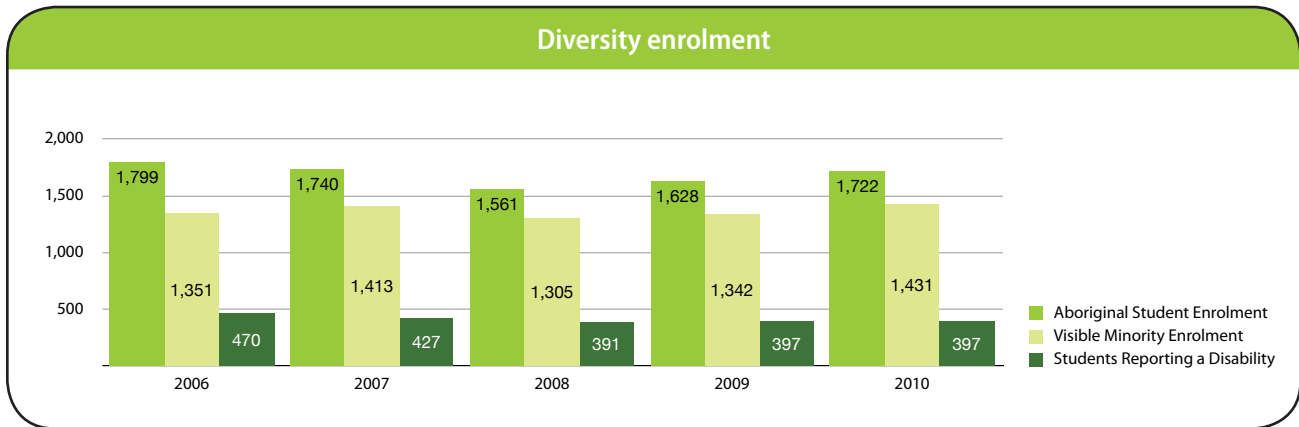
## Out of province enrolment

- **Enrolment Plan Target (2010):** out of province student enrolments will increase to 15% of overall non-international undergraduate enrolment
- **2001-02 Baseline Data:** out of province enrolment at the undergraduate level in the direct-entry colleges and Open Studies was only 6.60% of their overall non-international undergraduate student body (largely from the other Western provinces and Ontario)
- **2009 Data:** 10.71% of overall undergraduate student body in direct-entry colleges and Open Studies



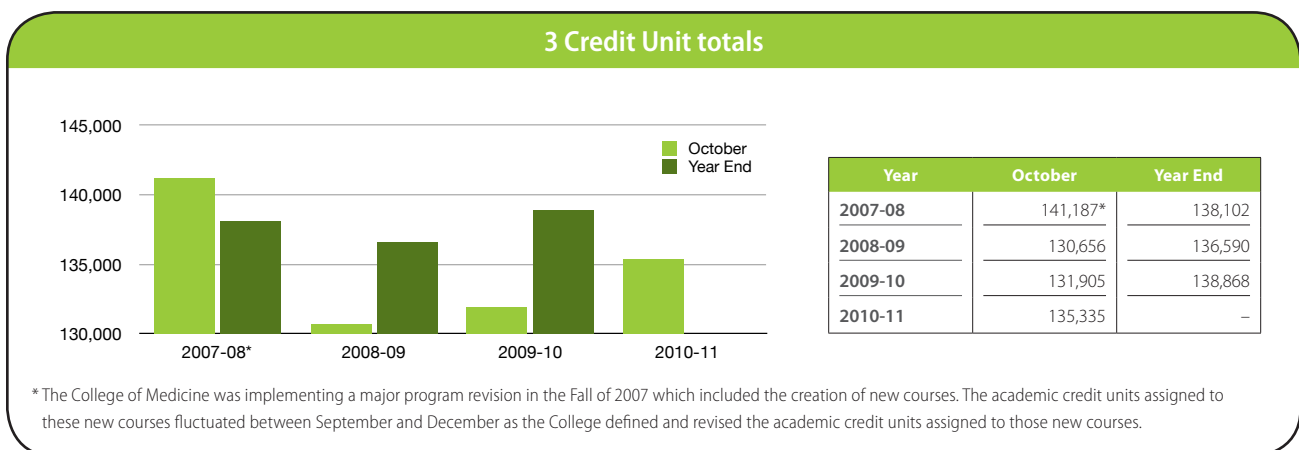
The university has been collecting equity data since 2002. Students may self-identify as being of Aboriginal ancestry, a member of a visible minority, and/or as having a disability. Although we do encourage students to self-identify, it is important to note that it is voluntary. All of these numbers are believed to be lower than the actual numbers of students in these groups. For example, Disability Services for Students has 585 students registered with their office this year while only 397 self-identified as having a disability.

The Strategic Directions Update sets a goal of Aboriginal students comprising 15% of total enrolment by 2020. Aboriginal students currently comprise 8.39% of total enrolment.



## 3 Credit Unit Equivalent Data

See Appendix II for a breakdown of credit units by level.



# Retention

Our focus is on the first-to-second year undergraduate retention rate in the direct-entry colleges. The Retention Study demonstrated that between 1993 and 2002 approximately 85% of students who “dropped out, stopped out, or failed out” did so during or immediately following their first year of studies, suggesting that the strategic moment to focus on retaining more students is during their first year. Retaining more students during this transition period will serve to increase the number of students in senior years as the cumulative effect is felt over time.

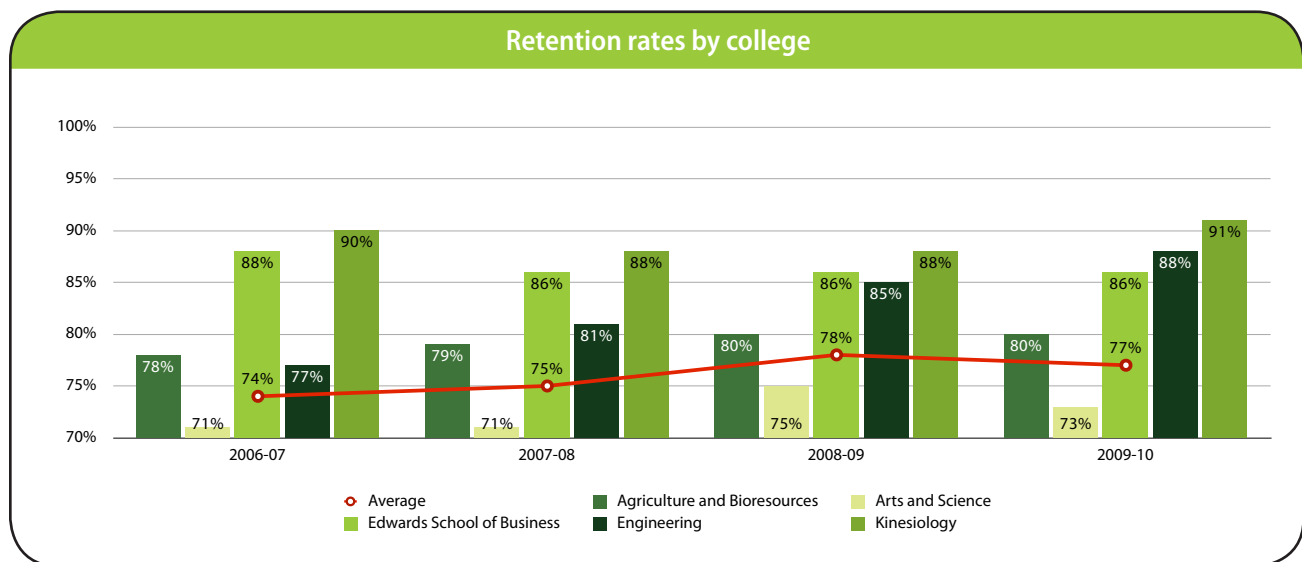
This report describes four cohorts of students: 2006-07, 2007-08, 2008-09, and 2009-10. Students who attended anytime during Fall and/or Winter terms of the cohort year are included in the cohort. Students who attended only during the Spring and/or Summer terms are not included in either of the cohorts.

First-year students are defined as new to the institution, registered either part-time or full-time, admitted to a direct-entry college on the basis of their high school grades (i.e., not transfer students, which is an admission category assigned to those with 18 credit units or more of university transferrable course work), and of any age and with any length of time since their last high school attendance. Second-year students are defined not by program progress or credit unit completion, but by elapsed time: any student who had been a first-year student 12 months earlier is a second-year student.

First- to second-year retention is deemed to have occurred when a first-year student who registered in a Fall and/or Winter term and returned and registered in a Fall and/or Winter term in the subsequent year.

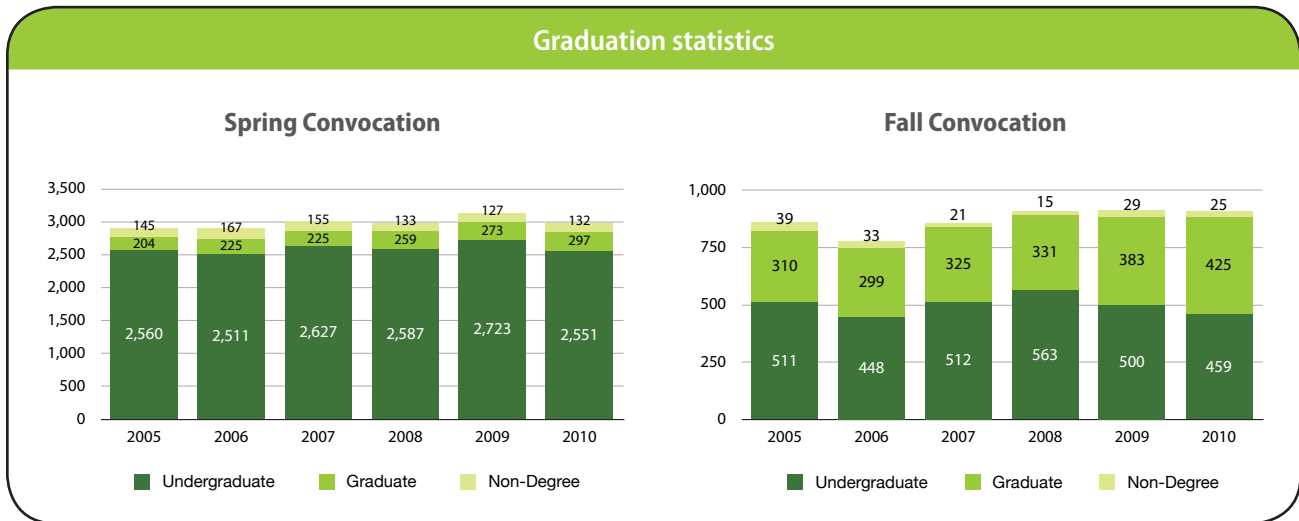
## See Appendix V for more information.

There is a campus-wide emphasis on creating positive student experiences for undergraduates. Several developmental and support programs including Learning Communities, the Arts and Science Transition program and Edwards’ School of Business’ Passport to Success program have enriched learning opportunities and eased students into their first year of university classes.



# Graduation

A complement to our enrolment numbers, and a key component of retention, is graduation rates. The number of graduates remains very stable, and reflects a recent trend away from the awarding of non-degree certificates, but a steady increase in the number of graduate degrees awarded.



# Appendix I

## Data Definitions

**LEVELS:** the levels that are included in reporting are undergraduate, graduate, post-grad clinical and non-degree.

**UNDERGRADUATE:** includes all undergraduate colleges (Agriculture and Bioresources, Arts and Science, Business, Engineering, Kinesiology, Dentistry, Education, Law, Medicine, Nursing, Pharmacy and Nutrition, and Veterinary Medicine) and Open Studies.

**DIRECT-ENTRY PROGRAMS:** undergraduate-level programs that students may be admitted to directly from high school; they do not require any post-secondary education in order to qualify for admission. Programs included in this category are: Agriculture and Bioresources, Arts and Science, Business, Kinesiology and Engineering.

**ESL AND NON-DEGREE STUDENTS:** participating in English as a Second Language programs at the U of S Language Center.

**NON-DIRECT ENTRY PROGRAMS:** undergraduate-level programs that students require post-secondary education in order to qualify to admissions. Programs in this category are: Dentistry, Education, Law, Medicine, Pharmacy, Nutrition and Veterinary Medicine.

**GRADUATE:** includes students enrolled in doctoral, master's, and post-graduate diploma programs as well as those who have not yet declared a program.

**POST-GRAD CLINICAL:** includes Medicine and Dentistry residents.

**NON DEGREE:** includes students registered in non-degree certificate and diploma programs.

### Distinct Student Populations:

**XNEPS YR 1 AND YR 2:** students who have been admitted to the NEPS program and are enrolled in Yr 1 or Yr2 at SIAST and who are not taking any U of S classes.

**IMG:** individuals who are participating in the International Medical Graduate program through the College of Medicine.

**NATIVE LAW CENTRE:** individuals who are participating in the College of Law's program.

### Student Type:

**NEW STUDENTS:** students who have been admitted with no prior post-secondary education.

**SPECIAL ADMISSION:** students who are 21 years of age or older and did not meet regular admission requirements.

**PROVISIONAL ADMISSION:** students who did not meet regular admission or special admission requirements.

**EXTERNAL TRANSFER:** students who have been admitted with prior post-secondary education.

**INTERNAL TRANSFER:** current U of S students who have transferred colleges.

**RETURNING:** students who attended the U of S at one time, left the institution for a period of time, and returned to the college in which they were previously enrolled.

**CONTINUING:** current U of S students who are continuing their studies in the same college.

**VISITING:** students who are attending the U of S, but with the intent to transfer the course-work to another institution.

**AUDIT:** students who are taking classes, but not for credit.

### Composition of the Undergraduate Student Body

**INTERNATIONAL STUDENTS:** students who have a residency code of N (non-Canadian citizen).

**SASKATCHEWAN STUDENTS:** students who have a residency code of C (Canadian citizen) or P (Landed/Permanent Resident) AND who have a Saskatchewan high school on their record. Saskatchewan high schools are identified by an SK identifier.

**OUT-OF-PROVINCE STUDENTS:** students who have a residency code of C (Canadian Citizen) or P (Landed/Permanent Resident) AND who do not have a Saskatchewan high school on their record. That is, the high school identifier is something other than SK.

**UNDECLARED STUDENTS:** students who have a residency code of C (Canadian Citizen) or P (Landed/Permanent Resident) AND who do not have a high school on their student record. This generally includes students who are admitted under special or provisional admission, but it is not exclusive to these student types. Until more is known about the origin of these students we have decided to report them separately. We do know that they are not international and suspect that most are Saskatchewan residents.

# Appendix II

## Enrolment Data

For more detailed information please visit the Information Strategy and Analytics website at [www.usask.ca/isa](http://www.usask.ca/isa)

**Table 1a**

Student headcount totals

See Appendix III for a detailed headcount breakdown

Fall and Winter Terms					
Level	2008	2009	2010	Change	%Change (2009 to 2010)
Undergraduate	16,094	16,285	16,590	+305	+1.87%
Graduate	2,380	2,591	2,835	+244	+9.42%
<b>Total</b>	<b>18,474</b>	<b>18,876</b>	<b>19,425</b>	<b>+549</b>	
Post Graduate Clinical	292	315	340	+25	+7.94%
Non-Degree	435	464	461	-3	-0.65%
English as a Second Language	309	329	289	-40	-12.16%
<b>Total</b>	<b>19,510</b>	<b>19,984</b>	<b>20,515</b>	<b>+531</b>	<b>+2.66%</b>

**Table 1b**

Student headcount totals

See Appendix IV for a detailed headcount breakdown

Spring and Summer Terms					
Level	2008	2009	2010	Change	%Change (2009 to 2010)
Undergraduate	4,075	4,165	4,473	+308	+7.40%
Graduate	2,068	2,291	2,490	+199	+8.69%
<b>Total</b>	<b>6,143</b>	<b>6,456</b>	<b>6,963</b>	<b>+507</b>	<b>+8.69%</b>
Post Graduate Clinical	356	383	419	+36	+9.40%
Non-Degree	109	122	141	+19	+15.57%
English as a Second Language	310	376	332	-44	-11.7%
<b>Total</b>	<b>6,918</b>	<b>7,337</b>	<b>7,855</b>	<b>+518</b>	<b>+7.06%</b>

## Distinct Student Groups

**Table 2a**

Student headcount totals

Distinct Student Groups not included in Table 1a or 1b

Fall and Winter Terms					
Student Group	2008	2009	2010	Change	%Change (2009 to 2010)
XNEPS (Yr 1 and Yr 2)	607	594	674	+80	+13.47%
NEPS Second Degree Option	10	15	6	-9	-60.00%
International Medical Graduate	1	17	8	-9	-52.94%

**Table 2a**

Student headcount totals

Distinct Student Groups not included in Table 1a or 1b

Spring and Summer Terms					
Student Group	2008	2009	2010	Change	%Change (2009 to 2010)
Native Law Centre	n/a	n/a	31	+31	n/a
NEPS Second Degree Option	58	47	68	+21	44.68%
International Medical Graduate	0	0	12	+12	n/a

## Graduate Enrolment

**Table 3a**

Graduate Enrolment

Fall and Winter Terms			
Level	2008	2009	2010
Doctoral	696	742	789
Master's	1,609	1,780	1,944
Post-graduate Diploma	29	36	33
Undeclared	46	31	69
<b>Total</b>	<b>2,380</b>	<b>2,591</b>	<b>2,835</b>

**Table 3b**

Graduate Enrolment

Spring and Summer Terms			
Level	2008	2009	2010
Doctoral	622	664	713
Master's	1,416	1,584	1,711
Post-graduate Diploma	24	26	35
Undeclared	6	17	31
<b>Total</b>	<b>2,068</b>	<b>2,291</b>	<b>2,490</b>

# Undergraduate Enrolment

**Table 4a**

Undergraduate Student Body

Fall and Winter Terms			
Summary (Fall and Winter Terms)	2008	2009	2010
Direct-entry program enrolment	12,005	12,026	12,204
Open Studies enrolment	506	600	569
Non-direct entry program/school enrolment	3,583	3,659	3,817
<b>Total Registered</b>	<b>16,094</b>	<b>16,285</b>	<b>16,590</b>

**Table 4b**

Applications, Offers, Registered Summary for the Direct-Entry Colleges and Open Studies

Summary (Fall and Winter Terms)	2008	2009	2010
Offers	5,318	5,490	5,651
Withdrawals	639	123	718
Refusals	1,109	907	940
Incomplete	1,542	1,946	1,532
<b>Total Applications</b>	<b>8,608</b>	<b>8,466</b>	<b>8,841</b>
<b>Registered*</b>	<b>4,583</b>	<b>4,908</b>	<b>4,880</b>
Offers/Apps	61.78%	64.85%	63.92%
Registered/Offers	86.18%	89.40%	86.36%

\* The registered denominator includes registrations for all students except continuing because they are not required to submit an application for admission in order to return.

**Table 4c**

Registered Student Summary for the Direct-Entry Colleges and Open Studies

See Appendix V for detailed breakdown

Summary (Fall/Winter Terms)	2008	2009	2010
New	2,584	2,595	2,693
Special Admission	110	132	162
Provisional Admission	27	26	15
Internal Transfer	633	731	649
External Transfer	615	715	648
Returning	447	563	564
Visiting	150	136	140
Audit	17	10	9
<b>Registered</b>	<b>4,583</b>	<b>4,908</b>	<b>4,880</b>
Continuing	7,928	7,718	7,893
<b>Total Registered</b>	<b>12,511</b>	<b>12,626</b>	<b>12,773</b>

## Diverse Composition of the undergraduate student body

The first table in each set reflects all students enrolled in the direct-entry colleges and Open Studies. The second table in each set reflects students who are new to direct-entry colleges and Open Studies for that year. The column labelled N includes the following student types: new, provisional admission and special admission. The column labelled E includes only external transfers.

**Table 5a**

International Students in Direct-Entry Colleges and Open Studies				
College/Program	2007	2008	2009	2010
Agriculture and Bioresources	19	18	32	28
Arts and Science	413	388	392	367
Edwards School of Business	98	138	176	230
Engineering	103	99	109	123
Kinesiology	2	4	0	1
<b>Total for Direct Entry</b>	<b>635</b>	<b>647</b>	<b>709</b>	<b>749</b>
Open Studies	32	32	40	32
<b>Total for Direct Entry and Open Studies</b>	<b>667</b>	<b>679</b>	<b>749</b>	<b>781</b>
<b>% of Direct-entry Student Body</b>	<b>5.19%</b>	<b>5.43%</b>	<b>5.93%</b>	<b>6.15%</b>

**Table 5b**

New International students entering Direct-Entry Colleges and Open Studies												
College/Program	2007			2008			2009			2010		
	N	E	Total	N	E	Total	N	E	Total	N	E	Total
Agriculture and Bioresources	1	4	5	1	1	2	5	3	8	2	3	5
Arts and Science	63	55	118	52	32	84	93	43	136	53	48	101
Edwards School of Business	10	14	24	18	16	34	16	25	41	9	27	36
Engineering	20	7	27	13	5	18	14	8	22	7	6	13
Kinesiology	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total for Direct Entry</b>	<b>94</b>	<b>80</b>	<b>174</b>	<b>84</b>	<b>54</b>	<b>138</b>	<b>128</b>	<b>79</b>	<b>207</b>	<b>71</b>	<b>84</b>	<b>155</b>
Open Studies	4	0	4	4	0	4	15	0	15	7	0	7
<b>Total for Direct Entry and Open Studies</b>	<b>98</b>	<b>80</b>	<b>178</b>	<b>88</b>	<b>54</b>	<b>142</b>	<b>143</b>	<b>79</b>	<b>222</b>	<b>78</b>	<b>84</b>	<b>162</b>
<b>Difference</b>			<b>+54</b>			<b>-36</b>			<b>+80</b>			<b>-60</b>

**Table 6a**

Out of Province Students in Direct-Entry Colleges and Open Studies				
College/Program	2007	2008	2009	2010
Agriculture and Bioresources	99	105	105	115
Arts and Science	849	876	898	854
Edwards School of Business	134	115	125	110
Engineering	227	234	212	194
Kinesiology	41	34	41	43
<b>Total for Direct Entry</b>	<b>1,350</b>	<b>1,364</b>	<b>1,381</b>	<b>1,316</b>
Open Studies	91	56	53	52
<b>Total for Direct Entry and Open Studies</b>	<b>1,441</b>	<b>1,420</b>	<b>1,434</b>	<b>1,368</b>
<b>% of Direct-entry Student Body</b>	<b>11.22%</b>	<b>11.35%</b>	<b>11.36%</b>	<b>10.71%</b>

**Table 6b**

New Out-of-Province students entering Direct-Entry Colleges and Open Studies												
College/Program	2007			2008			2009			2010		
	N	E	Total	N	E	Total	N	E	Total	N	E	Total
Agriculture and Bioresources	25	21	46	21	18	39	17	15	32	22	15	37
Arts and Science	179	158	337	174	126	300	179	131	310	178	104	282
Edwards School of Business	12	24	36	13	8	21	12	18	30	9	13	22
Engineering	28	37	65	23	36	59	16	21	37	28	13	41
Kinesiology	6	8	14	9	2	11	9	7	16	2	3	5
<b>Total for Direct Entry</b>	<b>250</b>	<b>248</b>	<b>498</b>	<b>240</b>	<b>190</b>	<b>430</b>	<b>233</b>	<b>192</b>	<b>425</b>	<b>239</b>	<b>148</b>	<b>387</b>
Open Studies	17	14	31	6	8	14	4	5	9	1	9	10
<b>Total for Direct Entry and Open Studies</b>	<b>267</b>	<b>262</b>	<b>529</b>	<b>246</b>	<b>198</b>	<b>444</b>	<b>237</b>	<b>197</b>	<b>434</b>	<b>240</b>	<b>157</b>	<b>397</b>
<b>Difference</b>			<b>+79</b>			<b>-85</b>			<b>-10</b>			<b>-37</b>

**Table 7a**

Saskatchewan Students in Direct-Entry Colleges and Open Studies				
College/Program	2007	2008	2009	2010
Agriculture and Bioresources	477	512	512	547
Arts and Science	6,193	6,163	6,067	6,129
Edwards School of Business	1,430	1,415	1,399	1,430
Engineering	1,188	1,170	1,220	1,250
Kinesiology	431	427	434	476
<b>Total for Direct Entry</b>	<b>9,719</b>	<b>9,687</b>	<b>9,632</b>	<b>9,832</b>
Open Studies	476	303	343	343
<b>Total for Direct Entry and Open Studies</b>	<b>10,195</b>	<b>9,990</b>	<b>9,975</b>	<b>10,175</b>
<b>% of Direct-entry Student Body</b>	<b>79.35%</b>	<b>79.85%</b>	<b>79.00%</b>	<b>79.66%</b>

**Table 7b**

New Saskatchewan students entering Direct-Entry Colleges and Open Studies												
College/Program	2007			2008			2009			2010		
	N	E	Total	N	E	Total	N	E	Total	N	E	Total
Agriculture and Bioresources	108	14	122	124	19	143	114	24	138	118	28	146
Arts and Science	1,675	253	1,928	1,620	240	1,860	1,608	303	1,911	1,744	264	2,008
Edwards School of Business	284	20	304	258	26	284	241	27	268	264	26	290
Engineering	293	21	314	244	18	262	255	23	278	275	21	296
Kinesiology	94	11	105	93	11	104	106	8	114	107	8	115
<b>Total for Direct Entry</b>	<b>2,454</b>	<b>319</b>	<b>2,773</b>	<b>2,339</b>	<b>314</b>	<b>2,653</b>	<b>2,324</b>	<b>385</b>	<b>2,709</b>	<b>2,508</b>	<b>347</b>	<b>2,855</b>
Open Studies	70	31	101	16	12	28	4	13	17	2	16	18
<b>Total for Direct Entry and Open Studies</b>	<b>2,524</b>	<b>350</b>	<b>2,874</b>	<b>2,355</b>	<b>326</b>	<b>2,681</b>	<b>2,328</b>	<b>398</b>	<b>2,726</b>	<b>2,510</b>	<b>363</b>	<b>2,873</b>
<b>Difference</b>			<b>+30</b>			<b>-193</b>			<b>+45</b>			<b>+147</b>

**Table 8a**

Students in Direct-Entry Colleges and Open Studies – Origin Undeclared				
College/Program	2007	2008	2009	2010
Agriculture and Bioresources	24	18	18	18
Arts and Science	266	225	219	224
Edwards School of Business	51	38	32	29
Engineering	33	25	35	33
Kinesiology	1	1	0	3
<b>Total for Direct Entry</b>	<b>375</b>	<b>307</b>	<b>304</b>	<b>307</b>
Open Studies	170	115	164	142
<b>Total for Direct Entry and Open Studies</b>	<b>545</b>	<b>422</b>	<b>468</b>	<b>449</b>
<b>% of Direct-entry Student Body</b>	<b>4.24%</b>	<b>3.37%</b>	<b>3.71%</b>	<b>3.52%</b>

**Table 8b**

New students entering Direct-Entry Colleges and Open Studies – Origin Undeclared												
College/Program	2007			2008			2009			2010		
	N	E	Total	N	E	Total	N	E	Total	N	E	Total
Agriculture and Bioresources	8	6	14	6	5	11	9	5	14	4	8	12
Arts and Science	18	28	46	19	25	44	30	26	56	33	29	62
Edwards School of Business	2	3	5	2	2	4	1	2	3	1	2	3
Engineering	0	3	3	2	1	3	3	4	7	3	5	8
Kinesiology	0	0	0	1	0	1	0	0	0	0	0	0
<b>Total for Direct Entry</b>	<b>28</b>	<b>40</b>	<b>68</b>	<b>30</b>	<b>33</b>	<b>63</b>	<b>43</b>	<b>37</b>	<b>80</b>	<b>41</b>	<b>44</b>	<b>85</b>
Open Studies	8	7	15	2	4	6	2	4	6	1	0	1
<b>Total for Direct Entry and Open Studies</b>	<b>36</b>	<b>47</b>	<b>83</b>	<b>32</b>	<b>37</b>	<b>69</b>	<b>45</b>	<b>41</b>	<b>86</b>			<b>86</b>
<b>Difference</b>			<b>-4</b>			<b>-14</b>			<b>+17</b>			<b>0</b>

## Equity Data

**Table 9**

Fall and Winter Terms						
Student Group	2007	2008	2009	2010	Change	%Change (2009 to 2010)
Aboriginal Student Enrolment	1,740	1,561	1,628	1,722	+94	+5.77%
Visible Minority Enrolment	1,413	1,305	1,342	1,431	+89	+6.63%
Students Reporting a Disability	427	391	397	397	0	0%

## 3 Credit Unit Equivalent Data

**Table 10**

Level	2007/08		2008/09		2009/10		2010/11			%Change (2009 to 2010)
	October	Year End	October	Year End	October	Year End	October	Year End	Change	
Undergraduate	137,474*	133,289	126,247	131,033	127,385	133,032	129,973	–	+2,588	+2.03%
Graduate	3,297	4,258	4,273	5,317	4,443	5,672	5,261	–	+818	+18.41%
Non-Degree	417	555	145	240	77	164	101	–	+24	+31.17%
<b>TOTAL</b>	<b>141,187*</b>	<b>138,102</b>	<b>130,665</b>	<b>136,590</b>	<b>131,905</b>	<b>138,868</b>	<b>135,335</b>	<b>–</b>	<b>+3,430</b>	<b>+2.60%</b>

\* The College of Medicine was implementing a major program revision in the Fall of 2007 which included the creation of new courses. The academic credit units assigned to these new courses fluctuated between Sept and Dec as the college defined and revised the academic credit units assigned to those new courses.

# Appendix III

## 2010-11 October Census Day (Fall/Winter Terms Only)

U of S Level	College	Oct. 2007/08	Oct. 2008/09	Oct. 2009/10	Oct. 2010/11	Difference	% Difference
<b>Graduate</b>							
	Graduate Studies and Research	2,224	2,380	2,591	2,835	+244	
	<b>Graduate total</b>	<b>2,224</b>	<b>2,380</b>	<b>2,591</b>	<b>2,835</b>	<b>+244</b>	<b>+9.42%</b>
<b>Non Degree</b>							
	Agriculture and Bioresources	146	113	82	83	+1	
	Edwards School of Business	178	166	200	197	-3	
	Education	37	29	25	26	+1	
	Other non degree*	391	436	486	444	-42	
	<b>Non-degree total</b>	<b>752</b>	<b>744</b>	<b>793</b>	<b>750</b>	<b>-43</b>	<b>-5.42%</b>
<b>Post Graduate</b>							
	Dentistry	2	2	2	2	0	
	Medicine	261	290	313	338	+25	
	<b>Post Graduate total</b>	<b>263</b>	<b>292</b>	<b>315</b>	<b>340</b>	<b>+25</b>	<b>+7.94%</b>
<b>Undergraduate</b>							
	Agriculture and Bioresources	619	653	667	708	+41	
	Arts and Science	7,721	7,652	7,576	7,574	-2	
	Edwards School of Business	1,713	1,706	1,732	1,799	+67	
	Dentistry	111	113	112	112	0	
	Education	1,177	1,127	1,188	1,262	+74	
	Engineering	1,551	1,528	1,576	1,600	+24	
	Kinesiology	475	466	475	523	+48	
	Law	338	355	341	347	+6	
	Medicine	249	272	298	323	+25	
	Nursing	954	975	968	1,012	+44	
	Pharmacy and Nutrition	455	449	456	454	-2	
	Physical Therapy	30	n/a	n/a	n/a	n/a	
	Open Studies	769	506	600	569	-31	
	Veterinary Medicine	284	292	296	307	+11	
	<b>Undergraduate total</b>	<b>16,446</b>	<b>16,094</b>	<b>16,285</b>	<b>16,590</b>	<b>+305</b>	<b>+1.87%</b>
<b>Totals</b>		<b>19,685</b>	<b>19,510</b>	<b>19,984</b>	<b>20,515</b>	<b>+531</b>	<b>+2.66%</b>

\*English as a Second Language students are now counted in the total headcount as non-degree students as of 2006.

## 2010-11 October Census Day (Spring/Summer Terms Only)

U of S Level	College	Oct. 2007/08	Oct. 2008/09	Oct. 2009/10	Oct. 2010/11	Difference	% Difference
<b>Graduate</b>							
	Graduate Studies and Research	2,084	2,068	2,291	2,490	+199	
	<b>Graduate total</b>	<b>2,084</b>	<b>2,068</b>	<b>2,291</b>	<b>2,490</b>	<b>+199</b>	<b>+8.69%</b>
<b>Non Degree</b>							
	Agriculture and Bioresources	9	9	1	0	-1	
	Edwards School of Business	2	0	4	28	+24	
	Education	6	5	11	0	-11	
	Other non degree*	194	405	482	445	-37	
	<b>Non-degree total</b>	<b>211</b>	<b>419</b>	<b>498</b>	<b>473</b>	<b>-25</b>	<b>-5.02%</b>
<b>Post Graduate</b>							
	Dentistry	4	4	4	4	0	
	Medicine	312	352	379	415	+36	
	<b>Post Graduate total</b>	<b>316</b>	<b>356</b>	<b>383</b>	<b>419</b>	<b>+36</b>	<b>+9.40%</b>
<b>Undergraduate</b>							
	Agriculture and Bioresources	95	90	111	142	+31	
	Arts and Science	1,745	1,699	1,811	1,852	+41	
	Edwards School of Business	448	475	496	544	+48	
	Dentistry	0	0	1	1	0	
	Education	429	435	458	568	+110	
	Engineering	233	273	297	357	+60	
	Kinesiology	117	105	142	146	+4	
	Law	4	3	2	6	+4	
	Medicine	59	60	58	75	+17	
	Nursing	436	523	427	400	-27	
	Pharmacy and Nutrition	198	191	198	191	-7	
	Physical Therapy	31	1	0	n/a	n/a	
	Open Studies	303	220	164	191	+27	
	Veterinary Medicine	0	0	0	0	0	
	<b>Undergraduate total</b>	<b>4,098</b>	<b>4,075</b>	<b>4,165</b>	<b>4,473</b>	<b>+308</b>	<b>+7.40%</b>
<b>Totals</b>		<b>6,709</b>	<b>6,918</b>	<b>7,337</b>	<b>7,855</b>	<b>+518</b>	<b>+7.06%</b>

\*English as a Second Language students are now counted in the total headcount as non-degree students as of 2007.

# Appendix IV

## Application and Admission type for Direct-Entry Colleges and Open Studies

2007/08 Fall/Winter Terms							
Student Type	AB	AR	ESB	EN	KI	OS	TOTAL
New	120	1,840	306	338	100	8	2,712
Provisional	0	1	0	0	0	63	64
Special	22	94	2	3	0	28	149
External Transfer	45	494	61	68	19	52	739
Internal Transfer	54	310	141	77	42	194	818
Returning	2	317	21	24	7	80	451
Visiting	2	65	8	2	3	70	150
Audit	0	4	0	0	0	6	10
<b>Registered</b>	<b>245</b>	<b>3,125</b>	<b>539</b>	<b>512</b>	<b>171</b>	<b>501</b>	<b>5,093</b>
Continuing	374	4,596	1,174	1,039	304	268	7,755
<b>Total Registered</b>	<b>619</b>	<b>7,721</b>	<b>1,713</b>	<b>1,551</b>	<b>475</b>	<b>769</b>	<b>12,848</b>

2008/09 Fall/Winter Terms							
Student Type	AB	AR	ESB	EN	KI	OS	TOTAL
New	148	1,761	291	282	102	0	2,584
Provisional	0	2	0	0	0	25	27
Special	4	102	0	0	1	3	110
External Transfer	43	423	52	60	13	24	615
Internal Transfer	51	259	103	54	32	134	633
Returning	8	312	27	24	8	68	447
Visiting	2	60	17	5	5	61	150
Audit	0	10	0	0	0	7	17
<b>Registered</b>	<b>256</b>	<b>2,929</b>	<b>490</b>	<b>425</b>	<b>161</b>	<b>322</b>	<b>4,583</b>
Continuing	397	4,723	1,216	1,103	305	184	7,928
<b>Total Registered</b>	<b>653</b>	<b>7,652</b>	<b>1,706</b>	<b>1,528</b>	<b>466</b>	<b>506</b>	<b>12,511</b>

## 2009/10 Fall/Winter Terms

Student Type	AB	AR	ESB	EN	KI	OS	TOTAL
New	134	1,792	267	286	115	1	2,595
Provisional	0	3	0	0	0	23	26
Special	11	115	3	2	0	1	132
External Transfer	47	503	72	56	15	22	715
Internal Transfer	45	194	218	83	27	164	731
Returning	5	335	19	28	8	168	563
Visiting	3	35	7	5	0	86	136
Audit	0	5	0	0	0	5	10
<b>Registered</b>	<b>245</b>	<b>2,982</b>	<b>586</b>	<b>460</b>	<b>165</b>	<b>470</b>	<b>4,908</b>
Continuing	422	4,594	1,146	1,116	310	130	7,718
<b>Total Registered</b>	<b>667</b>	<b>7,576</b>	<b>1,732</b>	<b>1,576</b>	<b>475</b>	<b>600</b>	<b>12,626</b>

## 2010/11 Fall/Winter Terms

Student Type	AB	AR	ESB	EN	KI	OS	TOTAL
New	138	1,854	281	310	108	2	2,693
Provisional	1	5	-	-	-	9	15
Special	7	149	2	3	1	-	162
External Transfer	54	445	68	45	11	25	648
Internal Transfer	51	186	149	57	44	162	649
Returning	10	363	23	22	5	141	564
Visiting	2	27	12	11	3	85	140
Audit	-	6	-	-	-	3	9
<b>Registered</b>	<b>263</b>	<b>3,035</b>	<b>535</b>	<b>448</b>	<b>172</b>	<b>427</b>	<b>4,880</b>
Continuing	445	4,539	1,264	1,152	351	142	7,893
<b>Total Registered</b>	<b>708</b>	<b>7,574</b>	<b>1,799</b>	<b>1,600</b>	<b>523</b>	<b>569</b>	<b>12,773</b>

# Appendix V

## Retention Data

**Table I**

Credentials Granted at Spring and Fall Convocation												
	2005		2006		2007		2008		2009		2010	
Level	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
Undergraduate	2,560	511	2,511	448	2,627	512	2,587	563	2,723	500	2,551	459
Graduate	204	310	225	299	225	325	259	331	273	383	297	425
Non-Degree	145	39	167	33	155	21	133	15	127	29	132	25
<b>TOTAL</b>	<b>2,909</b>	<b>860</b>	<b>2,903</b>	<b>780</b>	<b>3,007</b>	<b>858</b>	<b>2,979</b>	<b>909</b>	<b>3,123</b>	<b>912</b>	<b>2,980</b>	<b>909</b>
	<b>3,769</b>		<b>3,683</b>		<b>3,865</b>		<b>3,888</b>		<b>4,035</b>		<b>3,889</b>	

## First- to Second-year Retention Rates for All Direct-Entry Colleges Combined

**Table 2a**

Students retained from first year to second year in all direct entry colleges combined.			
Entry cohort year	Number of first-time direct-entry students	Number of students who returned to the U of S the following year	U of S first- to second-year retention rates
2006-07	2,707	2,010	74%
2007-08	2,865	2,137	75%
2008-09	2,751	2,138	78%
2009-10	2,805	2,157	77%

**Table 2b**

International students* retained from first year to second year in all direct-entry colleges combined.			
Entry cohort year	Number of first-time direct-entry students	Number of students who returned to the U of S the following year	U of S first- to second-year retention rates
2006-07	53	46	87%
2007-08	102	74	73%
2008-09	89	81	91%
2009-10	135	105	78%

\*international students are identified as those meeting the international admission category requirements

**Table 2c**

Self-identified aboriginal students* retained from first year to second year in all direct-entry colleges combined.			
Entry cohort year	Number of first-time direct-entry aboriginal students	Number of students who returned to the U of S the following year	U of S first- to second-year retention rates
2006-07	257	146	57%
2007-08	249	144	58%
2008-09	216	136	63%
2009-10	231	126	55%

\*Aboriginal populations are defined based on voluntary self-identification

# First- to Second-year Retention Rates by Direct-Entry College

**Table 3**

Students retained from first year to second year by direct-entry college.						
Entry cohort year	College	Number of new first-time direct-entry students	Number of students who returned to the U of S the following year	U of S first- to second-year retention rate <sup>1</sup>	Number of students who returned to their original college	U of S first- to second-year college retention rate <sup>2</sup>
2006-07	Agriculture and Bioresources	118	92	78%	82	69%
	Arts and Science	1,930	1,368	71%	1,215	63%
	Edwards School of Business	290	254	88%	233	80%
	Engineering	282	218	77%	183	65%
	Kinesiology	87	78	90%	74	85%
	<b>Total</b>	<b>2,707</b>	<b>2,010</b>	<b>74%</b>	<b>1,787</b>	<b>66%</b>
2007-08	Agriculture and Bioresources	126	100	79%	90	71%
	Arts and Science	1,966	1,388	71%	1,229	63%
	Edwards School of Business	312	267	86%	246	79%
	Engineering	357	290	81%	251	70%
	Kinesiology	104	92	88%	82	79%
	<b>Total</b>	<b>2,865</b>	<b>2,137</b>	<b>75%</b>	<b>1,898</b>	<b>66%</b>
2008-09	Agriculture and Bioresources	157	126	80%	110	70%
	Arts and Science	1,897	1,414	75%	1,227	65%
	Edwards School of Business	298	256	86%	232	78%
	Engineering	292	248	85%	223	76%
	Kinesiology	107	94	88%	86	80%
	<b>Total</b>	<b>2,751</b>	<b>2,138</b>	<b>78%</b>	<b>1,878</b>	<b>68%</b>
2009-10	Agriculture and Bioresources	147	118	80%	101	69%
	Arts and Science	1,965	1,433	73%	1,229	63%
	Edwards School of Business	275	236	86%	211	77%
	Engineering	300	263	88%	229	76%
	Kinesiology	118	107	91%	103	87%
	<b>Total</b>	<b>2,805</b>	<b>2,157</b>	<b>77%</b>	<b>1,873</b>	<b>67%</b>

1. This refers to the percentage of students who registered in second year at the university, though not necessarily in the same college as their first-year registration (internal transfer students).

2. This refers to the percentage of students who registered in second year at the university who remained in the same college as their first-year registration.

## Acknowledgements

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- Information Strategy and Analytics
- Student and Enrolment Services Division



### Respectfully submitted by:

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