Achievement record marks progress
Document highlights growth and challenges

Colleen MacPherson

The university’s recently released 2012 achievement record, a snapshot of the institution’s progress on a number of fronts, highlights continued growth but also some of the challenges of getting a clear picture of what it is trying to measure.

In its fourth version, the achievement record continues to use indicators tied to the priorities of university’s second integrated plan which are divided into four categories: teaching, learning and the student experience; research, scholarly and artistic work; working together; and an engaged university. Overall the numbers are positive but one statistic—Aboriginal undergraduate enrolment—shows a decline, to 1,648 in 2011/12 from 1,788 the previous year. According to the record’s primary authors, this number is one of the few metrics that relies entirely on student participation. Troy Harkot, director of Information Strategy and Analytics, explained that the metric includes only those students who self-declare as Aboriginal. “If you’ve ticked the box, we count you. If you don’t, we can’t. As much as that number looks like it’s going up or down,” he said, “it’s all dependent on self-declaring.”

Carisa Polischuk, senior research analyst with Institutional Planning and Assessment, cautioned against reading too much into the numbers that appear to indicate “we’re going in the wrong direction” from the university’s goal of a student body made up of 15 per cent Aboriginal students by 2020. “The number we’ve included is better than guessing,” she said, but getting a truly accurate count is extremely difficult. Another diversity measure however, that of the percentage of faculty and staff who have declared Aboriginal ancestry, jumped to 4.3 per cent in 2011/12 from 2.6 per cent in 2010/11. Harkot said self-declaration is again key to accurate numbers but he added the university has placed an emphasis on faculty and staff indicating Aboriginal ancestry, including the ability to self-declare through PAWS.

See Refining, Page 11
Library transformation geared toward grad students

Having already gone through two major renovations, the University Library is now planning for the third phase of the Library Transformation project that will completely revamp University Archives and Special Collections, and beyond. "The first two phases were directed at the ground floor and the first floor to provide more user friendly space," said Ken Ladd, associate dean of the U of S Library. "Phase three, at its core, is looking at archives and special collections and the need to revitalize that space."

Phases one and two created the Learning Commons and the University Learning Centre, nearly doubling the space in the Murray Library dedicated to student programs and services. "By building to meet user needs, we have seen visits increase by more than 50 per cent. As phase two was being completed, we had about 685,000 visitors per year. In 2011/12, it was over a million," Ladd explained, adding that while the first two phases were more focused on undergrads, the third is geared more towards graduate students. In addition to new space for archival and special collections, it will also feature graduate commons.

The third phase still requires funding to be confirmed, and the future location of Special Collections is still up in the air but what is known is that the renovated space will include a reading room, a classroom and a digitization centre to digitize resources and showcase them to campus and the wider community.

The importance of this phase, Ladd explained, has to do with where libraries are headed and the prevalence of electronic collections. "With the way electronic resources are going, libraries are becoming more similar to each other except for their archives and special collections. These, as well as service and facilities, are what makes libraries unique from each other." The Murray Library’s phase three master plan and design work are being done by Group Two Architecture Interior Design and Perkins + Will, and should be finished in March 2013, said Ladd, who hopes the renovations will be started before the end of the third integrated planning cycle in 2016. 

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This module is comprised of:

- An online component, which takes approximately an hour and a half to three hours to complete; and
- A three hour face-to-face workshop.

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Dates for the winter term will be available soon on the GMCTE website: usask.ca/gmcte/services/indigenous_education/treaties

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The 2012 University of Saskatchewan

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A class in cultural heritage mapping offered by the University of Saskatchewan in partnership with the City of Saskatoon is helping students and Saskatoon residents look at the city from a very different perspective.

By bringing together a wide array of disciplines—geography, history, urban planning, native studies, and art and art history—Andrew Dunlop, program director at the University Learning Centre, said students helped create a map of Saskatoon that highlighted the city’s history, heritage and culture.

“This is a great example of innovation in teaching and learning,” explained Dunlop of the pilot class that ran in winter term 2012. “It addresses issues like student retention and engagement while exposing students to things they normally wouldn’t see. The other side of it is it connects the university to the city and community in a much more tangible way.”

For the five students who participated in the pilot, a typical week consisted of two formal lecture-style classes taught by experts with varied backgrounds. “One class, for example, might look at a cultural space from the Aboriginal perspective and the next would look from a geographic perspective,” said Dunlop.

Two other days consisted of students doing field research, looking at cultural and historic spaces in Saskatoon and applying what they learned in that week’s classes. The final day of the week “is lab work on campus, in the library or in archives learning how to map the cultural heritage of the city,” explained Dunlop.

“We continued, he said, all aspects of the course contribute to the wide range of skills and intellectual background required of cultural mapping. “This class focused on elements of culture and heritage that connect us to the early stories of Saskatoon and show us how we got from there to here,” explained Dunlop, who with Keith Thor Carlson, special advisor on outreach and engagement in University Advancement and director of the Interdisciplinary Centre for Culture and Creativity, created the curriculum.

“The City of Saskatoon was so pleased with the result that it hired three of the students as summer interns to work on various cultural heritage projects. “One student worked with the Broadway Business Improvement District on developing a website on the history of buildings on Broadway. The project resulted in various buildings on Broadway being labeled with QR codes that linked to a site with their history,” he said.

Moving forward, Dunlop hopes to include even more disciplines in the course. “I would love to have engineers or plant scientists provide their perspectives. It all contributes to telling the story of Saskatoon from new ways. It helps connect people to this place.”

The financial town hall starts at noon on Nov 20 in Convocation Hall. More information about university finances can be found at usask.ca/finance.

Andrew Dunlop, University Learning Centre program director

Students will present their cultural heritage maps at an upcoming public seminar that has yet to be announced.

**F R O M T H E A R C H I V E S**

**Meet Miss Bayer**

**By Patrick Hayes, U of S archives**

The above image is of Miss Jean Gordon Bayer in academic dress. She joined the staff of the university in 1909 as President Murray’s secretary, having previously been Murray’s secretary at Dalhousie University.

Bayer arrived in Saskatoon in time to witness the registration of the university colours and motto, and was one of the founders of the Pente Kai Deka Society.

In 1915, due to staff shortages caused by the Great War, Bayer was appointed instructor in English. When she returned from educational leave in 1921, she was appointed to faculty, a post she retained until her death in 1945. The Jean Bayer Scholarship is available to a student who has completed at least two years of university studies.
U of S up one spot in Maclean’s 2012

The University of Saskatchewan climbed one spot, to ninth overall out of 15, in the 2012 Maclean’s magazine ranking of Canadian medical-doctoral universities.

The 22nd annual ranking, released Nov. 1, showed the U of S ahead of the University of Ottawa, the two were tied in 10th place last year. McGill University held onto top spot but the University of British Columbia bumped the University of Toronto out of second place, dropping the U of T to third. Queen’s University and the University of Alberta retained their standings from 2011, fourth and fifth place respectively.

A breakdown of the categories that make up the overall placement showed the U of S remained unchanged in most but it climbed to 13th out of 15 in National Sciences and Engineering Research Council (NSERC) and Canadian Institutes of Health Research (CIHR) grants, to 11th in total research dollars per full-time faculty, and to third in operating expenditures per weighted full-time equivalent student.

The only category in which the U of S dropped in the ranking this year, to sixth from fourth, was library expenses as a percentage of operating expenses.

In the Maclean’s reputation survey, which includes all 49 universities in the ranking, the U of S finished 11th overall, the same as last year. In two reputation categories, the U of S made gains – to 13th from 19th in the highest quality category, and up one to 14th in the most innovative measure. In the category called leaders of tomorrow, the U of S dropped to ninth place from seventh in 2011.

To the chagrin of women around the world, the entire month of November—also known now as Movember—has been dedicated to growing mustaches. But those stubbled lips are all for a good cause: every one of those ‘staches helps “change the face of men’s health.”

It is simple—grow a “mo” and keep it for the entire month of November to raise money and awareness for prostate cancer and men’s mental health. Movember started in Australia and New Zealand in 2004, and in 2007, really took off around the world, including in Canada. In 2011, Canadians were the largest contributors to Movember charities of any country in the world.

So, should you come across a wispy, awkward- looking moustache this month, remember it is for a good cause … and not all members of the campus community have the power of the moustache like the U of S gentlemen below, whose photos were provided to us by University Archives.
Cryoplant failure shuts down CLS

A mechanical failure has forced a shutdown at the Canadian Light Source (CLS) and left staff working to repair the problem and reschedule synchrotron users who have lost time on the beamlines.

Mike McKibben, director of technical support at the CLS, said the problem developed Oct. 6 when a compressor motor failed in the facility's cryoplant, which cools helium to an incredibly low temperature—four kelvin. The liquid helium is used to cool the synchrotron's superconducting radio frequency cavity. "And if the cryoplant goes down, we don't run," said McKibben.

After the compressor motor was replaced and attempts were made to restart, oil was discovered in the cryoplant, frozen and creating blockages. McKibben said dry nitrogen was repeatedly circulated through the cryoplant to extract the acetone. This was a two-week process. Before starting the three-day cool-down process, all the nitrogen is removed using a procedure called pump and purge. "We create a vacuum, then fill the cryoplant with helium and pump it back out again to ensure there's no nitrogen left in the system. Then we can re-cool the plant.

McKibben said there are some theories about how the oil got into the cryoplant and the CLS is working with the equipment vendor to consider the possibilities and correct any design flaws. "This problem is not common," he said, "but it's not totally unheard of."

The synchrotron was already scheduled for a regular maintenance shutdown starting Nov. 5, and that will proceed. Although it is a priority to reschedule users who unexpectedly lost beamline time in October, "we can't sacrifice normal maintenance to keep the machine running or we'll end up with unplanned outages that are even more expensive to repair."

He pointed out that a shut down at the CLS does not imply a slow down. In addition to the cryoplant repairs, which could include the installation of an additional compressor to improve reliability, McKibben said shut downs "are a green hammering, for example, must be done when the system is down because it can disrupt the precise tolerances of the beamlines. McKibben said beyond the cost of the cryoplant repairs, it is difficult to calculate the loss to the CLS caused by the unscheduled shut down. "It could be $1 billion from just one discovery coming out of a beamline. It's hard to put a value on the lost science."

Teaching, learning projects recognized

Two projects—one that brings together students with those whose life experience is vastly different from their own and one that will see telerobotic technology bring faculty expertise to remote communities—have each been awarded $10,000 from Provost's Project Grant for Innovative Practice in Collaborative Teaching and Learning.

Inside-Out on the Outside: An Interdisciplinary Community-based Teaching and Learning Project is working with the University of Saskatchewan’s Native Studies and Innovative Practice in Collaboration (LEPS) to match students with residents of remote communities. The objective is to allow participants to be co-learners and co-creators of knowledge as they “challenge ideas about knowledge, learning and societal assumptions about which ‘types’ of people should come together in a common project of discovery,” said Sarah Buhler from the College of Law.

Others involved in initiating the project were Priscilla Settee from the Department of Native Studies and Nancy Van Styvendale from the Department of English. Part of the proposal includes funds for filmmaker Marcel Petit to produce a documentary film about the experience. The second grant went to Sarah Buhler from the College of Law.

See LEPS, Page 9
The tradition and value of storytelling in various cultures is widely recognized but one U of S professor has been considering how storytelling can enrich teaching and learning in a university setting for both instructors and students.

Although he has been a university teacher for nearly 40 years, and was a high school teacher before that, Howard Woodhouse, professor of educational foundations in the College of Education, said it is relatively recently that he has come to recognize “what we do as teachers is a process of storytelling.” Encouraged by discussions with Aboriginal colleagues, Woodhouse described how storytelling can strengthen students’ comprehension and appreciation of what they learn, fire their imaginations and create important connections between students and instructors.

Storytelling takes place on at least two levels, he said. One is when educators tell stories about the subject matter—its history, the characters involved and their various flaws, how the discipline came to be and how it may address the status quo. This form of storytelling “does, in general, bring the subject matter alive.” Telling students about the people involved and “the fact that they’re human beings and that they’re fallible, they make mistakes, is very important. For most students, they would probably like that and some, for whatever reason … actually identify with something in the story.”

The second level he described is educators telling stories about their own experiences, “the ways in which we have come to understand the world, come to understand the subject matter we teach, the ways in which we’ve come to feel passionate about that subject matter, the reason it’s important to us, and the problems we may have had actually learning.

“I think with regard to both those levels … our goal in storytelling is to appeal to the imagination of our students so that they can actually identify with stories about their subject matter, so they see themselves as agents, actively engaged in the process of disseminating knowledge.”

Howard Woodhouse, professor of educational foundations

Why I give…

“I see every day the value that the university brings to our families and community. A main motivator is that the financial support we provide will directly help students excel in their education—students we impact through our work every day.”

Jill Salamon
Donor and Director, Finance and Human Resources, Edwards School of Business

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Being a Successful Teacher
Lessons for Early Career Academics

with Dr. Kathryn Sutherland, Victoria University of Wellington, New Zealand
November 15, 23:00 – 4 pm, Arts Room 212

How easy is it for early-career academics to navigate the expectations placed on them with respect to teaching—expectations of the university, their discipline, their peers and their students—and being successful with respect to the teaching and learning requirements of their role? We will discuss the institutional and personal processes and support that need to be in place for all early career academics as they enter the academic profession, and in particular as they learn to be successful teachers.

Dr. Kathryn Sutherland is Associate Dean in the Faculty of Humanities and Social Sciences at Victoria University of Wellington, Aotea New Zealand. Prior to her appointment as Associate Dean, Kathryn worked for 11 years in faculty development in the university’s teaching development centre.

Registration is not required but would be appreciated. Please visit: usask.ca/gmcte/events

The Gwenna Moss Centre for Teaching Effectiveness

The truth about stories is that’s all we are.”

- Thomas King

Telling stories in school

Colleen MacPherson

The University of Saskatchewan
Appealing to urban farmers
New class builds community around food

Grant Wood reaches into a grey container full of vegetables and pulls out a small tomato that appears to be turning black. They are called black prince tomatoes, he said, “but they are not actually black, they turn a dark shade of burgundy… absolutely delicious.”

Wood, assistant professor in the Department of Plant Sciences in the College of Agriculture and Bioresources, has been working at the U of S for 27 years and his passion for growing food is infectious. With a rigorous teaching agenda and the role of faculty advisor to the U of S Horticulture Club, Wood is always on the go. But before running to the Open Door Society to teach new Canadians about cooking with gourds, Wood found time to talk to On Campus News about one of the newest classes on campus, Urban Food Production (Plant Sciences 235).

“The most important part of this class is the social aspect,” said Wood. “Yes, of course the class teaches students about food production, but I want to teach them about building a community around food.”

Last year, 25 students enrolled in the class and 40 are taking it this semester. Wood thinks the class will continue to grow as students take more of an interest in becoming urban “farmers.”

“Are you a farmer? You have a garden and you live in the city, but can you make a living growing urban vegetables and fruit?”

Wood answers these questions in his class and talks about different ways his students could pursue careers in urban food production. He also teaches them about the nutritional and environmental benefits of keeping the production close to home.

“Packaging, transportation costs, pesticides … these are the things we think about in this class. Hopefully some of the students will think about the potential for urban agriculture as a small business.”

Wood added students come from a number of different colleges to take the class, which covers a lot of ground, including nutrition, basic soil science, planning, production and harvesting. The final project involves a plan to transform an urban setting into a community or market garden. Wood said he really wants his students to design gardens that fit into the landscape of the city.

“There are so many things to think about when you are planning a garden, such as the older areas of Saskatoon where large old trees can completely shade the ground … but I have a million ideas for how this class could evolve: rooftop gardens, urban bee hives, urban chicken coops, urban livestock, fruit trees. All of these ideas require a community of people to make them work and that’s why it is the social aspect of urban food production that is the most important.

“Food is everything.”

“I could tell alumni and donors one important thing, it would be that their generosity creates invaluable learning opportunities for students. This made my law school experience one of the most memorable experiences of my life.”

Christine McCartney
College of Law

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Managing student numbers
SEM project considers future enrolment

By August 2013, the University of Saskatchewan should have a Strategic Enrollment Management (SEM) plan in place that will outline the make up of the student body in years to come. The SEM project, chaired by David Hannah, associate vice-president of student affairs, has completed an audit of current U of S enrolment management practices, an environmental scan of the enrolment opportunities and challenges facing the U of S, and developed profiles of several key student groups. More recently, two potential scenarios for the university’s 2015/16 enrolment goals have been developed.

“Scenario one reflects the enrolment numbers from all of the college’s third integrated plans, annualized to reflect 12 months enrolments,” explained Hannah. “What that looks like is pretty stable undergraduate numbers and an increase of about 31 per cent in graduate student enrolment.” Compared to undergraduate and graduate enrolment figures in 2010/11, of 17,860 and 3,506 respectively, scenario one would have 17,797 undergrads and 4,591 grads.

When SEM WORKS, the consultants hired by the university for this project, reviewed this scenario they told us that we thought that was feasible and desirable. They suggested we consider another scenario that would see undergrads increase by three-to-four per cent and grads by 15 per cent,” Hannah explained.

“One reason for considering a second scenario,” he continued, “is because "graduate students typically pay less and cost more to educate than undergraduates. Thinking about it pragmatically, undergrads drive graduate numbers and also offset the cost. It is difficult to grow graduates without also growing undergrads." And within the undergraduate and graduate complement, consideration must be given to the mix between Aboriginal, international, mature and out-of-province students.

Another key issue regarding undergraduate enrolment, he continued, is related to the U of S research mandate. "Can we be a major research intensive university with 18,000 undergrads? We are among the smallest of the U15 universities and some speculate that a certain critical mass of undergrads is needed to support the research and graduate agenda. We’re wondering if we need to grow overall to play this ball game.”

The Provost’s Committee on Integrated Planning (PCIP) is presently considering both scenarios and alternatives to them, and should finalize institutional and college-level enrolment goals this month.

Hannah is clear, however, that SEM is about more than recruitment. "We didn’t really have to compete for students up until the last decade or so. We had more people than spaces. Now we need to differentiate ourselves. If a student from out of province asks ‘Why study at the U of S?’ we had better have a good answer.”

"Differentiating one Canadian university from another has been a challenge historically... but we have started to understand what differentiates us with the positioning project."

SEM also considers other factors that affect enrolment, like admission requirements and processes, transfer opportunities, financial aid, housing, support services, retention and degree completion rates, and academic programs that attract students.

“In an environment of declining demographics and increased competition, institutions will need to be more responsive to student needs and interests by asking ‘What programs do today’s students want to take?’ and then developing those programs.”

To be sure, it is a significant change in how things have been done in the past, Hannah said. “The question is whether people are uncomfortable moving to a more market-driven approach. But it is becoming a buyera’s market now and if we don’t adapt to changing circumstances, then one of our main revenue sources will decline, which will have major implications."

Once the SEM plan is completed, the university will embark on longer-term planning for enrolments 10-15 years in the future.

LEPS receives Provost’s Prize

From Page 5


Mark & Barb Wouters

More pictures and info www.woutersrealtymark.com

Congratulations to University of Saskatchewan Culinary Services Executive Chef James McFarland CCC and Sous Chef Moksud Mohammed (Ahmed) CCC for achieving the highest possible professional designation in Canada. Certified Chef de Cuisine (CCC). www.usask.ca/culinaryservices

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From Page 5


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Mark & Barb Wouters
Refining of data continues

From Page 1

pointed out that the indicators used in the achievement record were designed to be consistent over time and span integrated plans, but evolution is inevitable. Changes are already taking place that will shift the comparator institutions for the U of S from all medical-doctoral universities in Canada to the members of the U15, a group of the country’s top research-intensive schools.

The first change that reflects the new focus on the U15 is in reporting student completion rates in the 2011/12 achievement record, said Harkot. The U15 follows the timelines and definitions of the Consortium of Student Retention Data Exchange (CSRDE). While the U of S is not a CSRDE member, "it only makes sense to follow their definitions if that’s what the U15 is using," said Polischuk.

Other changes in either the timing of reporting or definitions will bring the university’s future metrics in line with the U15. For example, how the U of S currently measures its

undergraduates may include a cohort not included by other U15 institutions, or may exclude a cohort that is counted by the U15. "Some indicators will stay the same," Polischuk said, "but when we switch benchmarks, our institutions, we have to be sure we’re comparing apples to apples.”

Moving forward, Harkot sees more emphasis on collecting and refining data that will not only form the basis of future achievement records and targets but also assist colleges and units with planning and metrics. "I always say that data is an institutional asset. As we work towards becoming a data-driven university, continuing to leverage this asset will be paramount.”

To view the complete 2012 achievement record, visit usask.ca/achievementrecord.

Financial Services

New commitment update

A new commitment—the development of a financial management framework for the university—has been identified and launched as part of the work of the university’s third integrated plan, Promise.

The Financial Management Framework Project will involve review and discussion of current financial management structure and related roles and responsibilities at all levels across campus, leading to recommendations for improvement. The project is co-led by Laura Kennedy, Associate Vice-President FSD, and Mary Buhr, Dean, College of Agriculture and Natural Resources.

A new nine-month 0.5 full-time (FTE) term position has been created to ensure the involvement and include the perspectives of college and administrative units across campus. Jan Baster-Jones, started as project coordinator for the Financial Management Framework Project on Oct. 1, 2012, and will continue her duties as financial consultant in the College of Pharmacy and Nutrition on a 0.4 FTE basis. Over the next nine months, Jan will meet with financial officers and college/unit leaders to provide information and gather input.

Budget cycle begins

The annual budget cycle at the university begins in late October each year and continues through to June of the following year. On November 16, the budget development module will be opened for colleges and units to begin their non-salary budgeting processes. Budget training sessions also take place in November (see 2012 training below for more information).

These dates and activities are part of our normal budget procedures and timelines. College and unit personnel with budget duties will be contacted by Jan in early November, with instructions at each step. PSO’s Budget and Special Projects department and as new information affecting budgets becomes available throughout the course of the year.

2012 training

Location: Room 210, John Mitchell (Drama) Building
Register: training.usask.ca
Questions: FSD Help Support (below)

JUV Training

1:30-3:30 p.m., Nov. 13
Budget Training

Beginner/Introduction
9 am - 12 pm, Nov. 20
9 am - 12 pm, Nov. 23
Budget Training

Experienced/Update
10:30 am - 12 pm, Nov. 27

Note that space is limited for the Budget Training sessions. Also, the Nov. 27 session is for those experienced with the university budgeting process and who have previously attended the Beginner/Intro session.

For a complete list of events for faculty, staff and students, visit students.usask.ca/iew

Campus Incidents

Selected incidents reported by the Department of Campus Safety. Report all information about these and other incidents to Campus Safety at 966-5555.

Oct. 22-28

• Among the tickets issued:
  • 4 24-hour suspensions
  • 2 for a learner driving unaccompanied
  • 1 30-day suspension
  • 2 for operating an unregistered vehicle
  • 1 for having reflective tint on front side windows
  • Officers attended a fight at College Quarter. No charges were laid.
  • We received another report of a male looking in windows at a College Quarter residence. The description is the same as past reports. Campus Safety officers, along with City Police officers, were unable to locate the suspect.
  • A male was charged with unsafe backing as the result of an investigation into an accident and runway accident.

Oct. 29-Nov. 4

• Among the tickets issued:
  • 1 for using a cell phone while driving
  • 1 for disobeying a stop sign
  • 1 for speeding
  • Officers attended a fire alarm at College Quarter. The cause of the alarm was smoke from food that had spilled over onto a burner.
  • Officers investigated a report of a male causing a disturbance in residence. He was arrested for being intoxicated and was transported to police cells.
Old and unique

The University Library’s Special Collections may be the most aptly named place on campus, filled as it is with so many special items, many old and brittle, many of archival significance to the U of S, and many that are simply one-of-a-kind.

Overseeing it all is David Bindle, who has been the special collections librarian for four years. The collection, which he described as “anything rare, unique or particularly valuable in nature” is available to anyone to access, but it is not “Browsable” like regular library stacks – you have to know what you want to see. But, said Bindle, there are some special rules for special collections: materials cannot be removed from the reading room, where pens are prohibited (pencils only), and white gloves are sometimes required when handling the materials to protect them from the oils and salt on human hands.

Asked about his favourite items, Bindle pointed to the Shortt Collection, the largest group of Canadiana in the country, a signed letter from Albert Einstein, a liturgical leaf from the early 12th century (the oldest item in the collection), and a manuscript from 1474, the collection’s oldest complete work.

He also mentioned a notebook that belonged to Canadian poet Irving Layton. In it, Layton made notes as he learned to play guitar “but on one page are the lyrics to a song called Suzanne written in thick black felt pen. We know Leonard Cohen used thick black felt pens and we think, in all likelihood, that this is Cohen’s hand.”

Watch for David Bindle’s video tour of the Special Collections in the Nov. 16 e-newsletter On Campus Now.