

# PHASE I - APPLICATION FOR AUTHORIZATION

*Bachelor of Arts Applied Linguistics: TESOL*  
*April 27, 2022*

**BRIERCREST**

CHRISTIAN ACADEMY — COLLEGE — SEMINARY

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## PROGRAM DETAILS

### Summary of Proposed Program

The Bachelor of Arts Applied Linguistics: TESOL<sup>1</sup> program at Briercrest College trains students to teach English to adult, non-native English speakers of the language. The program was founded in 1998 when Briercrest recognized the need for training English teachers to support not only the growing number of immigrants and refugees here in Saskatchewan, but also the growing number of English language learners worldwide. In 2006-7, the program was significantly expanded making it one of the most extensive undergraduate TESOL programs in North America measured by number of hours of training. In July 2007, the revised program received accreditation by the national accrediting body, TESL Canada, at Professional Standard Two, the highest level for undergraduate programs (Appendix A). Briercrest is one of only two confessional higher education institutions in Canada to have a Professional Standard Two program and one of only two programs in Saskatchewan. Graduates of our program receive the highest level of undergraduate certification from TESL Canada, seen by Canadian employers as a certification of choice for adult English language learners. In 2018, Briercrest signed an articulation agreement with Biola University in California creating a carefully designed pathway which we call the 4+1 that allows graduates of the Briercrest BA Applied Linguistics: TESOL program at any point after graduation to add as little as one calendar year to their studies and receive an MA TESOL from Biola<sup>2</sup>.

In terms of number of students, the TESOL program has consistently been one of the more substantial programs in the College averaging 7% of the student body. While TESOL program numbers do not approach the top programs of Business (10-13% of the student body) and Psychology (13-16% of the student body since 2018), TESOL has one of the highest retention rates in the College. One of the reasons for the high retention rate is that TESOL operates a program-level application process that includes a test of language aptitude (an in-house designed Language Awareness Test), an application essay in which the candidate writes a self-introduction and presents their reasons for wanting to study TESOL, and a 40-minute interview with a member of the TESOL faculty. The program also operates a cohort model which emphasizes learning community and provides an effective level of support for all students. The highly specialist nature of the TESOL discipline means that this program is not as easy to recruit to as programs such as Psychology or Business.

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<sup>1</sup> TESOL = Teaching English to Speakers of Other Languages

<sup>2</sup> <https://www.briercrestcollege.ca/tesol/masters/>

The TESOL program stands out from other undergraduate TESOL programs in Canada because of the volume of training the students receive. The program provides 384 hours of professional training compared with the industry standard of 120 hours (TESL Canada Professional Standard One) or 250 hours (TESL Canada Professional Standard Two). In addition to the professional training component, students also receive a liberal arts education provided by the College Core curriculum which fosters critical thinking skills. Service Learning requirements common to all Briercrest degrees nurture civic-minded individuals focused on serving others. One of the distinctives of the TESOL program is international engagement including an optional pre-internship at the end of the first year (teaching opportunities typically in Cambodia or Germany) and a required internship at the end of the second year of teaching in countries in Asia, Europe, and the Middle East North Africa (MENA) region. Average program enrolment since 2013 has been 27 students. The annual tuition in 2021/22 is \$11,100 (10 courses per year x \$1,110). There is capacity for growth in the program up to a maximum of 60 students with our current two faculty complement. The TESOL program requires a minimum of 14 program students to remain viable. Since 2007, the program has graduated between 2 and 12 students per year (an average of 7.3). One avenue of obvious growth for the program is international student recruitment but this requires scholarships and other financial awards as well as an institutional infrastructure for international student recruitment and support that complements the Saskatchewan government's own recent initiatives to support Saskatchewan educational institutions<sup>3</sup>.

### **Briercrest College Bachelor of Arts Learning Outcomes**

- Carefully interpret Christian Scripture for the formation of faith and practice
- Articulate their theological and historical place in the global Christian community
- Critically analyze a variety of texts and weigh different interpretations of those texts
- Formulate and persuasively communicate sound arguments both orally and in writing
- Work fruitfully with a diversity of people toward the betterment of the church and the student's broader communities

### **Applied Linguistics: TESOL Program Learning Outcomes**

Graduates of the BA Applied Linguistics: TESOL program will be able to:

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<sup>3</sup> <https://thepienews.com/news/saskatchewan-announces-international-student-growth-strategy>

- Demonstrate an in-depth knowledge of the grammatical structure and phonological system of the English language.
- Critically appropriate a range of methodological approaches to evidence teaching skills commensurate with TESL Canada Professional Standard Two certification.
- Formulate ethical, context-sensitive approaches for English language instruction in a variety of settings.

## BA Applied Linguistics: TESOL

The College Core requires 54 credit hours of which 3 credit hours are met in the TESOL Core, bringing the College Core total to 51 credit hours. The TESOL Core requires 45 credit hours which includes 6 credit hours of a Modern Language Cognate of which 3 credit hours are fulfilled in the College Core. The College Core (54 credit hours) combined with the TESOL Core (42 credit hours outside of the College core) leaves 24 credit hours of free electives to complete the 120 credit hours (intended as a 4-year program). As most minors at Briercrest are 18 credit hours, the free elective space is more than is needed to do one of the eighteen minors currently offered by the College.

Three of the 3-credit hour courses in the TESOL Core are experiential. Two practicums are designed to meet TESL Canada's practicum requirements of 30 hours of observation of language classes (LING 120 TESOL Practicum I) and 20 hours of solo teaching (LING 320 TESOL Practicum II). These courses are offered in partnership with organizational and institutional partners in Saskatchewan and neighbouring provinces (Red River College, Regina Open Door Society, University of Regina, Saskatchewan Polytechnic Wascana, Moose Jaw Multicultural Council, Bow Valley College). In the winter semester of 2021-22, practicum students taught over 220 hours for organizational and institutional in Saskatchewan. In addition, there is a TESOL-specific international teaching internship (LING 427 TESOL Internship [REDACTED])

## BA Applied Linguistics: TESOL

College Core: 54 c.h. – 3 c.h. = 51 c.h.

TESOL Core: 45 c.h.

Free electives: 24 c.h.

Total: 120 c.h.

TESOL Core (45 c.h.)

- LING 105 Introduction to TESOL

- LING 120 TESOL Practicum I
- LING 220 Linguistics: English Grammar
  
- LING 221 Language Teaching Methodology
- LING 222 Second Language Acquisition
- LING 320 TESOL Practicum II
- LING 321 English Language Skills in TESOL
- LING 322 Linguistics: Phonology
- LING 323 Materials Development
- LING 420 Ethics in TESOL
- LING 427 TESOL Internship
- LING 429 Professional Issues in TESOL
- COMM 200 Intercultural Communication
  
- PRT 400 Senior Portfolio (non-credit)
- SL 1-4 Service and Experiential Learning (non-credit)

The courses in the TESOL program not only fulfill but expand on the list of training requirements required of accredited programs by TESL Canada.

## BENEFITS TO SASKATCHEWAN LEARNERS AND THE POST-SECONDARY EDUCATION SYSTEM

### The Positive Contribution of Briercrest's BA Applied Linguistics: TESOL degree

With an estimated 1.5 billion learners of English worldwide in 2015<sup>5</sup>, the need for trained and qualified English language teachers has never been so great. English is the world's *lingua franca*, the common language of business, education, science, and political engagement. As Kachru<sup>6</sup> has indicated, English is no longer the sole domain of traditional English language speaking countries but has been adopted by ever wider concentric circles of nations. If we include non-native English speakers in the measure of number of English speakers in the world, then the People's Republic of China now ranks as the largest English-speaking country in the world<sup>7</sup>. The significant increase in the numbers of immigrants and refugees arriving in English-speaking countries such as Canada increases the need for trained and qualified teachers to work with these new arrivals and eventual new Canadian citizens. Federal government immigration policy requires that in order to be eligible for

<sup>5</sup> <https://www.britishcouncil.org/sites/default/files/english-effect-report-v2.pdf>

<sup>6</sup> Kachru, B. B. (1997). World Englishes and English-using communities. *Annual Review of Applied Linguistics*, 17, 66-87

<sup>7</sup> <https://financialpost.com/diane-francis/china-largest-english-speaking-nation-now>

citizenship, an applicant for Canadian citizenship between the ages of 18 to 54 must provide proof that they can speak and listen in English at CLB 4 level or higher<sup>8</sup>. The same minimum language standards are required of applicants to the Saskatchewan Immigrant Nominee Program<sup>9</sup>. As such, the TESOL program is strategically placed to meet not only the needs of newcomers to this province but also the language needs of the wider international community.

Of the TESL Canada recognized training programs offered by higher education institutions (as distinct from further education colleges, regional colleges, and private language schools), ten are accredited at the lower, Professional Standard One level and six (including Briercrest) are at the higher, Professional Standard Two level.

	<b>Professional Standard One programs at HE institutions</b>
	<ul style="list-style-type: none"> <li>○ Acadia University   ○ University of Calgary   ○ Crandall University</li> <li>○ University of Manitoba   ○ University of New Brunswick   ○ Providence University College</li> <li>○ University of Saskatchewan   ○ Thompson Rivers University   ○ University of Waterloo</li> <li>○ University of Winnipeg</li> </ul>
	<b>Professional Standard Two programs at HE institutions</b>
	<ul style="list-style-type: none"> <li>○ University of Alberta   ○ Briercrest College   ○ University of Calgary</li> <li>○ University of the Fraser Valley   ○ University of Saskatchewan   ○ Trinity Western University</li> </ul>

Although there are similarities between all the Professional Standard Two programs due to TESL Canada's prescriptive approach to curriculum, the Briercrest TESOL program is different in that it is one of only an estimated 16 undergraduate-level programs at a North American higher education institution which incorporate TESOL training into the structure of the undergraduate degree<sup>10</sup>.

<ul style="list-style-type: none"> <li>○ Bethel University   ○ Briercrest College   ○ Columbia International University</li> <li>○ Georgia State University   ○ Goshen College   ○ Greenville College   ○ Hawaii Pacific University</li> <li>○ Houghton College   ○ Indiana Wesleyan University   ○ Kent State University</li> <li>○ Lee University   ○ Liberty University   ○ Moody Bible College   ○ Queen's College, CUNY</li> <li>○ Nyack College   ○ Providence University College</li> </ul>
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<sup>8</sup> <https://www.cic.gc.ca/english/helpcentre/answer.asp?qnum=569&top=5>

<sup>9</sup> <https://www.saskatchewan.ca/residents/moving-to-saskatchewan/live-in-saskatchewan/by-immigrating/saskatchewan-immigrant-nominee-program/language-requirements-for-sinp>

<sup>10</sup> Results from a 2018 internet search for undergraduate TESOL degrees in North America

This undergraduate degree integration makes the Briercrest TESOL program significantly different from TESOL programs at both its provincial counterpart (the University of Saskatchewan) and its confessional counterpart (Trinity Western University). The University of Saskatchewan's CerTESL program adopts a more typical model of a 23-credit hour undergraduate certificate add-on which students take separate from their undergraduate studies<sup>11</sup>. Trinity Western University's Professional Standard Two program is 27 credit hours, including 288 instructional hours of training and 55 hours of observing and 20 hours of teaching. As indicated in the Trinity Western University Calendar, the Certificate is intended for:

post-degree students who have completed a bachelor's degree and would like to add a TESOL certificate; Pre-degree students who may or may not wish to apply the credits toward a bachelor's degree; [and] Current students wishing to pursue a TESOL emphasis in their undergraduate program at TWU or in partnering institutions.<sup>12</sup>

While the University of Saskatchewan's CerTESL and Trinity Western University's TESOL Certificate are definitely an attractive option for existing degree holders, the Briercrest program model serves as a compelling choice for those who have not yet embarked on a full undergraduate degree, a degree which integrates significantly more extensive TESOL training and offered in the context of an on-campus, community experience.

As a TESL Canada accredited program, graduates of the BA Applied Linguistics: TESOL program are well-positioned for employment after graduation. A sampling of job advertisements for English language teacher positions at immigrant centres and colleges in Saskatchewan and neighbouring provinces shows the value placed on TESL Canada certification by prospective employers. As can be seen from the collection of position postings (Appendix B), some institutions, like Saskatchewan Polytechnic, specifically look to hire graduates of Professional Standard Two programs rather than the more common Professional Standard One programs.

One employment-related distinctive of Briercrest's BA Applied Linguistics: TESOL program is its emphasis on employability skills. The entire program has been mapped to a list of identified employability skills. The capstone course, LING 429 Professional Issues in TESOL, prepares students to comfortably describe their employability skills to prospective employers.

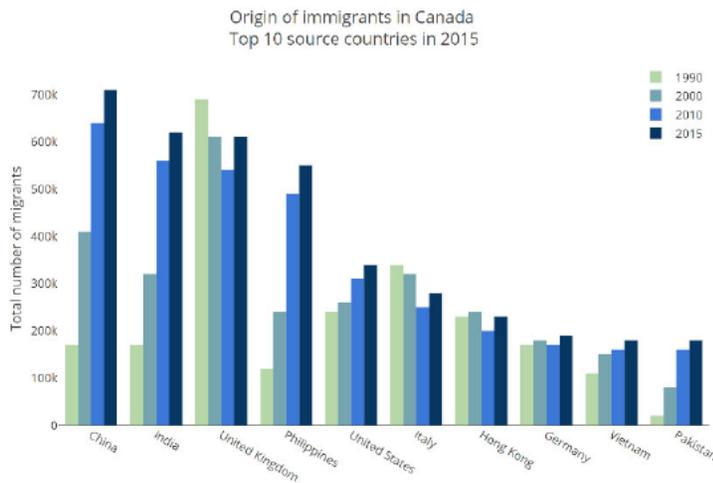
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<sup>11</sup> <https://certesl.usask.ca/>

<sup>12</sup> Trinity Western University Academic Calendar 2020-21, p. 88

In terms of employment opportunities, while there are far more teaching positions in other countries around the world, the impact of international student recruiting policy and national and provincial immigration policy here in Canada point to significant employment potential for TESOL program graduates into the future.

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The view of the program from institutions and organizations that have employed our graduates is evidenced by the Open Letters in Appendix C. (Note: These letters were written in 2016 when it was originally thought the BA Applied Linguistics: TESOL program would be starting the SHEQAB application process). As can be seen from the quotes from the letters in the following table, graduates of the Briercrest TESOL program are valued by the institutions and organizations that employ them.

Regina Open Door Society (RODS)	<i>“Briercrest’s program is accredited by TESL Canada (the national accrediting body) at Professional Standard Two, the highest possible level for undergraduate programs. Our experience has been that the applicants from Briercrest have a strong knowledge of Teaching English as an Additional Language and come with more practical work experience than graduates from other TESL training programs. At present we have seven Briercrest graduates contributing to the success of our program as ESL instructors. We’ve interviewed three other graduates that we would have hired but they chose ESL instructor employment elsewhere in Regina.”</i>
Saskatchewan Polytechnic - Regina campus	<i>“Recently, we modified our hiring criteria to include those who have graduated from an institution whose ESL program is recognized by TESL Canada and their graduates are awarded Standard 2 classification. With this update, we have a larger pool of qualified candidates and these new grads have increased job prospects. We have 4 Briercrest grads on our staff. One started a few years ago and is now in a full-time teaching position while also writing ESL and PBLA curriculum for the CLB 7 and 8 levels. The other three started recently and are in part-time positions. The Briercrest grads have exhibited not only a good understanding of theory but also possess the practical skills needed</i>

<sup>13</sup> <https://www.macleans.ca/news/canada/the-changing-face-of-canadian-immigration-in-one-chart/>

<sup>14</sup> <https://www.cbcnews.com/2020/02/642000-international-students-canada-now-ranks-3rd-globally-in-foreign-student-attraction-0213763.html#gs.uw5ko1>



	<i>to immediately be successful in a LINC classroom. They step into their positions as if they have been out of school and in the workforce, as ESL instructors, for at least a year. The Briercrest grads are not novice; they are ready to go."</i>
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Saskatoon Open Door Society (SODS)	<i>"Our hiring process favours those who have attended teacher training programs with a more practical focus, including some actual observed teaching practice. The TESOL program provided by Briercrest College is one of those programs, and it is also a teacher training program recognized by the national ESL professional body, TESL Canada. Graduates of the Briercrest College program come equipped with a strong knowledge of both teaching theory and practical classroom strategies for teaching the specific type of clients we serve. The Briercrest program is one of only two ESL teacher training programs within the province that can assure us of a reasonable professional standard of preparation for work in settlement language services."</i>
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Since 2007, the Briercrest TESOL program has sought to play a significant role in supporting the work of the provincial professional organization, TESL Saskatchewan<sup>15</sup> formerly known as SCENES. Until recently and for much of the past decade and a half, three different Briercrest TESOL faculty members have served as Board Chairs of the organization.

## ADVANCEMENT OF SASKATCHEWAN'S ECONOMIC AND SOCIAL PRIORITIES

The contribution of the TESOL program to Saskatchewan's economic policies is most clearly evidenced in the Open Letter from the Saskatchewan government's Ministry of the Economy in April, 2016 (Appendix D). In the letter, then Assistant Deputy Minister Alastair MacFadden writes:

The TESOL program has been fundamental in the development of an effective, quality-driven, province-wide language training program for new immigrants who have chosen to make Saskatchewan their new home.

The role of immigration to the economic well-being of the province is even more crucial in 2022. As can be seen in Appendix E, in its *Saskatchewan Growth Plan: The Next Decade of Growth (2020-2030)* the provincial government has provided a roadmap for a growing province of 1.4 million people and a strong economy. The first of 20 stated Actions for the decade is "Growing our population by keeping more young people in Saskatchewan and increasing immigration to the province" (p. 3). As this Action point indicates, continued inward immigration is needed in order to increase the provincial population from the current 1.18 million to the target of 1.4 million. Immigration data for 2011-2016 shows that the immigrants who are now making Saskatchewan their home increasingly come from countries where the national language

<sup>15</sup> <https://www.teslsask.com/>

is Arabic, Mandarin Chinese, Urdu, and Vietnamese rather than English which would have been more common in the previous decades of immigration.<sup>16</sup>

Federally-funded Language Instruction for Newcomers to Canada (LINC) programs delivered by organizations such as Moose Jaw Multicultural Council, Regina Open Door Society, and Saskatoon Open Door Society, and academic institutions such as Saskatchewan Polytechnic and the University of Regina will need to hire teachers in order to deal with the expected increase in the number of immigrants requiring language support. Unanticipated immigration waves such as the 2015 Syrian refugee crisis can overwhelm language provision as indicated in the letters of support mentioned in Appendix C.

A second, more recent, provincial government initiative that has possible implications for the Briercrest TESOL program relates to increased recruitment of international students by Saskatchewan education institutions. The number of international students at the University of Regina grew “from just 932 (eight per cent of the student body) in 2009 to 2,473 (16 per cent of the student body) in 2018”<sup>17</sup>. Prior to the pandemic, international students contributed more than \$252 million annually to Saskatchewan’s economy. Such data has encouraged the provincial government to work towards increasing international student recruitment and improve the international student experience across Saskatchewan educational institutions by commissioning the Canadian Bureau for International Education (CBIE) to train over 70 staff at Saskatchewan institutions by March 2023.<sup>18</sup>

The training program is just one part of Saskatchewan's International Education Strategy. The strategy has a dual focus as it not only “positions the province as a destination of choice for international students from around the world” but also “provides opportunities for Saskatchewan students to study in other countries”<sup>19</sup>. Through the mandatory LING 427 TESOL Internship, since 2007 Briercrest TESOL students have used their Saskatchewan-acquired skills to provide English language education in the summer months to university students and English language teachers in fifteen different nations in Asia, Europe, and the Middle East North Africa region. It is estimated that since 2007, the Briercrest TESOL internship students have taught over 6,400 hours of English to 1,900 students and teachers. Collectively, the internship students have themselves raised over \$400,000 through on-campus and off-campus fundraising to personally pay for the cost of these trips.

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<sup>16</sup> [https://ipsk.ca/wp-content/uploads/2019/11/2019.10.ImmigrationPartnership.DoubleSidedInfographic.web\\_.pdf](https://ipsk.ca/wp-content/uploads/2019/11/2019.10.ImmigrationPartnership.DoubleSidedInfographic.web_.pdf)

<sup>17</sup> <https://leaderpost.com/news/local-news/international-students-face-transitional-and-financial-challenges>

<sup>18</sup> <https://leaderpost.com/news/saskatchewan/new-sask-program-aims-to-bolster-success-for-international-students>

<sup>19</sup> <https://www.saskatchewan.ca/residents/education-and-learning/international-education-strategy/saskatchewan-international-education-strategy>

One example of the impact that such international engagement can have is the massive, 7.9 magnitude earthquake that hit the Chinese province of Sichuan in May, 2008. It is reported that the earthquake destroyed some four-fifths of the buildings in the main affected area and many schools collapsed killing more than 5,300 children and their teachers who were in classes when the earthquake struck<sup>20</sup>. The Briercrest TESOL program assisted the Chinese government to train as quickly as possible new English teachers to replace the ones killed in the earthquake. For three consecutive summers the Briercrest TESOL program through one of its partner organizations sent teams of internship students to Sichuan to improve the English language skills of the replacement teachers appointed by the government.

While such activities may not technically be “study in other countries”, they do nevertheless meet three of the government’s four intended outcomes, namely to:

enhance their knowledge and understanding of the world’s cultural, economic and political diversity; increase their employability; and connect Saskatchewan to the world.<sup>21</sup>

It is hoped that Briercrest TESOL students will be able to play a key role in the provincial government’s newly-launched Student Ambassador Program by, in the words of Advanced Education Minister Gene Makowsky’s, “building the province’s brand around the world by connecting students to international opportunities and equipping the next generation of students with global experiences”.<sup>22</sup>

## ALIGNMENT WITH INSTITUTIONAL MANDATE, MISSION, AND STRATEGIC PLAN

The TESOL program is an essential program at Briercrest for facilitating the fulfillment of the mandate, mission, and vision of Briercrest College. Its aim is to prepare highly qualified and experienced English language teachers to teach both here in Canada and around the world. The stated goal of the TESOL program is “to train and equip teachers of English as a Second Language so they can become competent and confident teachers and effective ministers of the gospel”<sup>23</sup>. This aligns well with

<sup>20</sup> <https://www.britannica.com/event/Sichuan-earthquake-of-2008>

<sup>21</sup> <https://www.saskatchewan.ca/residents/education-and-learning/international-education-strategy/saskatchewan-international-education-strategy>

<sup>22</sup> <https://globalnews.ca/news/8716585/saskatchewan-government-student-ambassador-program>

<sup>23</sup> <https://www.briercrestcollege.ca/tesol/>

the Briercrest Mission which states that “Briercrest is a community of learning that calls students to seek the kingdom of God, to be shaped profoundly by the Scriptures, and to be formed spiritually and intellectually for lives of service.”<sup>24</sup> The end goal of “lives of service” is a definite focus of a professional program such as TESOL and being fundamentally intercultural in nature means that the TESOL program extends the reach of the graduates’ service. Furthermore, due to TESOL’s unique employability potential, it stands amongst the key professional programs of our recruitment plan.

The TESOL faculty represents a broad range of experience and expertise (Appendix F). Below is a list of the TESOL faculty in the 2021-22 academic year and a brief description of the areas they teach.

Professor	Degrees	Expertise and Teaching Areas
David Catterick (Full-time faculty)	<ul style="list-style-type: none"> <li>- PhD English Language Teaching &amp; Applied Linguistics (University of Warwick, UK)</li> <li>- M.Ed. in TESOL (University of Manchester, UK)</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction to TESOL</li> <li>- Language Teaching Methodology</li> <li>- English Grammar</li> <li>- English Language Skills in TESOL</li> <li>- Materials Development</li> <li>- Professional Issues in TESOL</li> <li>- Intercultural Communication</li> </ul>
Darren Gordon (Full-time faculty)	<ul style="list-style-type: none"> <li>- EdD in Educational Leadership (George Fox University, U.S.A.)</li> <li>- MA Applied Linguistics (Charles Darwin University, Australia)</li> </ul>	<ul style="list-style-type: none"> <li>- Second Language Acquisition</li> <li>- Phonology</li> <li>- Practicum (teaching)</li> <li>- Modern Languages</li> <li>- TESOL Internship</li> <li>- Ethics in TESOL</li> </ul>
Sandra Catterick (Adjunct faculty)	<ul style="list-style-type: none"> <li>- Diploma in Advanced Study in TESOL (University of Manchester, UK)</li> </ul>	<ul style="list-style-type: none"> <li>- Practicum (observation)</li> </ul>

The fact that the college has a sizable common core of 54 credit hours allows students to change their program at an early stage without losing any credits which, in turn, makes transfer between programs relatively easy. Authorization of the TESOL program is, however, very unlikely to have a negative impact on the other authorized programs because among the authorized degrees currently offered at Briercrest College (Biblical Studies, Business, English, History, Humanities, History, and Psychology), none are as focused on professional preparation with perhaps the exception of the Business program.

<sup>24</sup> <https://briercrest.ca/about/>

The overall quality of the education offered by Briercrest is well regarded based upon national comparisons with public universities. The *National Survey of Student Engagement (NSSE--2019)* in Appendix G noted that Briercrest students reported more substantive interaction with professors than their colleagues in other Canadian colleges and universities. They also reflect much more favourably on the effectiveness of their professors' teaching practices than their Canadian peers. Not surprisingly, since Briercrest is a small college in a rural context, students also find the support that they receive on our campus significantly higher than what their peers across the country experience. All courses are delivered face to face with current pedagogical language learning approaches (with most classes being less than 12 students). This high level of support should not, however, be interpreted as a lowering of academic standards or expectations: senior students at Briercrest both read and write more than typical Canadian undergraduates. All of this suggests that, within the post-secondary options available to students in Saskatchewan, Briercrest continues to offer a distinctive student experience along with a compelling education.

As a Christian liberal arts college our TESOL students benefit from an educational setting that strives for moral excellence, one that naturally aligns with the ethical standards demanded in a profession such as TESOL. As a Christian institution, in and out of the classroom, we call our students to grow in the many virtues found in the highly relational teachings of Jesus and the New Testament which are germane to a life well lived: faith, hope, love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control, and humility (1 Cor. 13:10; Gal. 5:22-23; 1 Pet. 5:2-5, ESV). With a broad common core in our programs, it ensures our students gain perspective(s) in the humanities that help them engage with the wider world.

## PROGRAM MARKETABILITY AND GRADUATE EMPLOYABILITY

The TESOL program provides compelling career pathways. A 2015 audit of graduate destinations showed that of the students who graduated from the program between April 2009 and April 2015:

- 23 were teaching in language schools, colleges, and universities in six different countries.
- 16 were teaching in immigrant centres and colleges in Saskatchewan (Great Plains College; Moose Jaw Multicultural Council; Parkland College, Regina Open Door Society; Saskatchewan Polytechnic; Saskatoon Open Door Society).
- 12 were teaching in language schools, colleges, and universities in five other Canadian provinces.

Since 2016, program graduates have increasingly moved into positions of seniority and greater responsibility. Program graduates are currently employed in the following capacities:

- Program Head of the Language Instruction for Newcomers to Canada (LINC) program at the Regina campus of Saskatchewan Polytechnic.
- Language Instruction for Newcomers to Canada (LINC) Program Coordinator at Medicine Hat College, Brooks campus.
- Language Program Manager at Moose Jaw Multicultural Council.
- Freelance Developer of ESL teaching materials working on federal government contracts.
- Research and Development Officer for an international teaching organization.

Other graduates of our program have taken advantage of Briercrest's articulation agreement with Biola University in California (<https://briercrestcollege.ca/tesol/masters/>). The 4+1 "takes Briercrest TESOL's four-year Bachelor of Arts and adds Biola's MA TESOL courses, allowing students to add a master's qualification to their bachelor's degree in just one year", which students are eligible to begin at any point after they graduate from Briercrest. By the end of March 2022, thirteen graduates of the Briercrest TESOL program were either currently studying on Biola's MA TESOL or had already graduated. Other graduates of the Briercrest's BA Applied Linguistics: TESOL program have graduated from Concordia University (Canada), the University of Strathclyde (UK), Newcastle University (UK), and Trinity Western University (Canada).

## FISCAL PLAN

The TESOL program is fully operational and does not require any additional funding or faculty, though it is anticipated that a replacement faculty member will be required at the start of the 2022-23 academic year. The TESOL program brings in a significant amount of external donor funds. In the period from March 2011 to March 2022, the TESOL program has received more than \$454,000 in external, donor funding. Donor money has been designated for the support of faculty salaries and for general program development and to support program initiatives. In March 2022, over \$17,000 was available in the TESOL Program Initiatives Fund to support strategic program development.

Between the 2007/8 and the 2020/21 academic year, the program has graduated 128 students, an average of nine students per year. The program will not require any specific or additional public funding beyond what a normal university program costs within the province. With the tuition rate for the 2021/22 academic year set at \$370 per credit hour and with the program's 27 students taking an average of nine 3-credit hour courses during the academic year, the income generated by the TESOL program in the 2021/22 academic year is \$269,730. That number is expected to rise to over \$280,000 in the 2022/23

academic year. The program will not require any specific or additional public funding.

## CONCLUDING REMARKS

We anticipate that this program will continue to contribute to the higher education, social, and economic landscape of Saskatchewan in the years to come. The program generates significant direct benefits for the province, supporting the government's immigrant and international student initiatives by providing graduates who have the qualifications, national-level certification, and experience to teach in immigrant programs and further education colleges. Beyond the province, the work of Briercrest TESOL graduates in private language schools, international schools, K-12 schools, colleges, and universities in other parts of the world serves to promote the Saskatchewan Higher Education brand abroad.



## LIST OF INCLUDED APPENDICES

Appendix A:

TESL Canada program accreditation certificate

Appendix B:

Sample Saskatchewan job postings

Appendix C:

Open letters (Regina Open Door Society, Saskatchewan Polytechnic Regina campus, Saskatoon Open Door Society)

Appendix D:

Open letter, Ministry of the Economy

Appendix E:

Saskatchewan Growth Plan: The Next Decade of Growth (2020-2030)

Appendix F:

Curriculum Vitae

Appendix G:

May 2020 Appendix I: NSSE19 Snapshot

Appendix H:

Syllabi



## TESL Canada Federation

376 Churchill Avenue N., Suite 208, Ottawa, Ontario K1Z 5C3

1-800-393-9199 www.tesl.ca info@tesl.ca

October 13, 2017

Briercrest College & Seminary  
510 College Drive  
Caronport, SK S0H 0S0

Attention: David Catterick

Dear David,

**Reference: TESL Canada Teacher Training Program Recognition Certificate # 12-073**

We are pleased to enclose the TESL Canada Certificate of Recognition for the Briercrest College & Seminary B.A. in Applied Linguistics: TESOL Program.

Your certification is valid for five years, with an expiry date of June 2022. During the next four years, you will be asked to submit an Annual Report and pay an annual associate membership fee on June 1<sup>st</sup> of each year. In 2022, the year of expiry, you will be required to complete a renewal application for the program noted above. You will be sent an invoice and reporting reminder approximately three months prior to the related due date.

TESL Canada recognition entitles you to the following:

1. Use of the TESL Canada logo and statement of recognition (see below) in your promotional materials and on your website. If you are running more than one program, the TESL Canada logo and statement must clearly be used only with the program(s) recognized by TESL Canada. **Please note that the TESL Canada logo cannot be used on your recognized program certificates.**
2. Recognition by TESL Canada on our website
3. Inclusion in TESL Canada Certification promotional materials
4. Students who have an undergraduate degree and who graduate from your program will be eligible for TESL Canada certification
5. A five-year TESL Canada Certificate of Recognition for display in your institution.

The consent form is enclosed here. Kindly sign and email or mail it back to the TESL Canada office. Upon receipt of the signed form you will be forwarded a copy of the logo by email.

Please do not hesitate to contact us should you need further information.

Sincerely,

Joy Lin Salzberg  
President  
TESL CANADA FEDERATION

TESL Canada Official Statement:  
"This TESL training program is recognized by TESL Canada."



## TESL Canada Federation

376 Churchill Avenue N., Suite 208, Ottawa, Ontario K1Z 5C3

1-800-393-9199 www.tesl.ca info@tesl.ca

October 13, 2017

Briercrest College & Seminary  
510 College Drive  
Caronport, SK S0H 0S0

Attention: David Catterick

Dear David,

**Reference: TESL Canada Teacher Training Program Recognition Certificate # 12-136**

We are pleased to enclose the TESL Canada Certificate of Recognition for the Briercrest College & Seminary B.A. in Applied Linguistics: TESOL (After DEGREE) Program.

Your certification is valid for five years, with an expiry date of August 2022. During the next four years, you will be asked to submit an Annual Report and pay an annual associate membership fee on June 1<sup>st</sup> of each year. In 2022, the year of expiry, you will be required to complete a renewal application for the program noted above. You will be sent an invoice and reporting reminder approximately three months prior to the related due date.

TESL Canada recognition entitles you to the following:

1. Use of the TESL Canada logo and statement of recognition (see below) in your promotional materials and on your website. If you are running more than one program, the TESL Canada logo and statement must clearly be used only with the program(s) recognized by TESL Canada. **Please note that the TESL Canada logo cannot be used on your recognized program certificates.**
2. Recognition by TESL Canada on our website
3. Inclusion in TESL Canada Certification promotional materials
4. Students who have an undergraduate degree and who graduate from your program will be eligible for TESL Canada certification
5. A five-year TESL Canada Certificate of Recognition for display in your institution.

The consent form is enclosed here. Kindly sign and email or mail it back to the TESL Canada office. Upon receipt of the signed form you will be forwarded a copy of the logo by email.

Please do not hesitate to contact us should you need further information.

Sincerely,

Joy Lin Salzberg  
President  
TESL CANADA FEDERATION

TESL Canada Official Statement:  
"This TESL training program is recognized by TESL Canada."



Certificate No. 12-136



# **TESL Canada**

## **Certificate of Recognition**

*TESL Canada recognizes that the*  
*Briercrest College & Seminary*  
*B.A. in Applied Linguistics:*  
*TESOL After Degree Program*

*meets the TESL Canada Standards for the Professional Standard Two Interim*  
*and is a TESL Canada Associate in good standing*

Certificate valid until:

*September 2022*



Signed:

Joy Lin Salzberg, President

[Home \(/\)](#) / [About](#) / [Careers \(/jobs\)](#) / [ELS Instructor \(http://rods.sk.ca/jobs/els-instructor\)](http://rods.sk.ca/jobs/els-instructor)

## ***ELS Instructor***

**Employer:** Regina Open Door Society

**Location:** Regina, SK

**Number of positions:** 1

**Type of positions:** Part Time Term (Until March 31st, 2017 with a possible extension)

---

### ***Description***

The Regina Open Door Society (RODS) is a non-profit organization that provides settlement and integration services to refugees and immigrants in Regina. RODS is committed to meeting the needs of newcomers by offering programs and services that enable them to achieve their goals and participate fully in the larger community.

The Regina Open Door Society Inc. is seeking a qualified individual to staff a part-time, term (50%) ESL Instructor position. The start date for this position is Monday, Sept. 19th, 2016.

### ***Position Summary***

This position's primary responsibility is providing professional English as a Subsequent Language instruction to adult refugee and immigrant learners. Evaluation of learners including on-going progress assessment, short and long-term instructional planning (lesson and unit planning) and regular reporting are also position requirements. The needs of learners will be addressed using a task-based approach to communicative, settlement language training.

The position requires comprehensive knowledge of adult education, ESL teaching methodologies and experience in Teaching English as a Subsequent Language. Strong communication (oral and written), organizational and problem-solving skills are essential, as is the ability to work collaboratively in a cross-cultural setting.

### ***Primary Responsibilities***

- Planning and delivering communicative, task-based, outcomes-focused English as a Subsequent Language instruction using CLB (Canadian Language Benchmark) curriculum guidelines in a classroom setting.
- Employing a thematic approach to teaching based on Canadian culture and settlement and integration life skills.
- Assessing student benchmarks using Portfolio Based Language Assessment
- Fostering a positive and supportive learning environment for learners.
- Providing on-going needs-assessment and evaluation to ensure clients' language needs are met.
- Maintaining class and learner files and monitoring attendance.
- Submitting monthly reports.
- Performing other position-related duties as needed.

### ***Required qualifications/education***

- B.ED. or related degree
- TESL training and experience
- Consideration will also be given to a combination of a related university degree and formal TESL training/work experience.
- Excellent interpersonal, communication and organization skills
- Proven accountability, resourcefulness and professionalism
- Strong ability to work collaboratively in a cross-cultural setting

### ***Desired qualifications***

- TESL SK and/or TESL Canada accreditation
- Knowledge of and experience in teaching the Canadian Language Benchmarks particularly as they relate to beginner level learners
- Strong technological skills; ability to provide computer assisted language training and to use a database
- Experience using Portfolio-Based Language Assessment

### ***Hours of work***

Hours of work for this position are Monday to Friday from 2:25 to 5:50 p.m. All positions at RODS require a clean criminal record check. The annual salary for this position is \$45,503.13/prorated (\$25.93 per hour).

---

## ***How To Apply***

We thank all candidates for their interest; however, only successful candidates will be contacted for an interview. Please be able to provide three work-related references at the time of your interview. Please respond in confidence no later than 4:00 PM on Tuesday September 13th, 2016, stating competition RODS#160913 to HR Coordinator at HR@rods.sk.ca or mail it to Regina Open Door Society 1855 Smith St. Regina, SK S4P 2N5. Fax: (306) 757-8166. No phone calls and no walk-ins please.

## Share This

◀ 1

## Apply Now!

Name

Phone #

E-mail

Message

## Resume

(Allowed file types: pdf, doc, docx)

CHOOSE FILE(S)

SUBMIT

## ***Regina Open Door Society***

The Regina Open Door Society (RODS) is a non-profit organization that provides settlement and integration services to refugees and immigrants in Regina. RODS is committed to meeting the needs of newcomers by offering programs and services that enable them to achieve their goals and participate fully in the larger community.

## ***Contact Us***

2332 11th Avenue  
Regina SK S4P 0K1

 (306) 352-3500

 (306) 757-8166

 E-mail Us (<http://rods.sk.ca/contact>)

 Facebook (<http://www.facebook.com/ReginaOpenDoor/>)

Twitter (<http://twitter.com/ReginaOpenDoor>)

RSS (<http://rods.sk.ca/blogs/rss>)

Media inquiries/requests send to [media@rods.sk.ca](mailto:media@rods.sk.ca)

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(<http://www.rrlip.ca>)



(<http://www.swissask.ca>)

(<http://reginaneucomercentre.ca/>)



(<http://settlementonlineprearrival.ca>)



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 (<http://www.facebook.com/ReginaOpenDoor/>)  (<http://twitter.com/ReginaOpenDoor>)



## Posting Details

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### Special Instructions to Applicants

Please note that if courses are cancelled, sessional instructors will be offered alternative teaching assignments or compensated as per section 12.8.1 of the URFA Collective Agreement."

For existing Sessionals: Your curriculum vitae and teaching dossier are kept on file and automatically attached to your application. You may update your curriculum vitae and teaching dossier at any time by clicking on the "Attach" link next to the document you wish to upload and then upload your edited version. To remove your previous uploaded document from your application for this position, click the "Remove" link next to the document you wish to remove.

Existing sessional instructors do not have to provide new references and transcripts with each application. After you have been hired the first time, just type n/a in the text box provided on the manage documents screen.

If selected for an interview, new candidates seeking a sessional appointment will be required to provide transcripts and provide the names of three references at time of interview.

If you require further information regarding this competition please contact the faculty/department you are applying to.

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

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Contact  
(Faculty and Sessional postings only)

Deborah Hulston - (306) 585-5325

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CUPE Information (CUPE postings only)

Department/Unit

CCE-English as a Second Language Program

Employee Group

URFA

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Category

Sessional

---

Position Title

ESL Sessional Position(s): LINC & Substitute List

Salary Range

As per URFA Collective Agreement

---

Status

Term

---

Duration (if term)

Duration: 12 weeks - Dates: May 8 - July 28, 2017

---

Full-Time/Part-Time

No Response

---

Part-Time %

---

Work Hours:

---

Pay Grade

Faculty ESL Sessional Lecturer

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Position Summary

The University of Regina is committed to an inclusive workplace that reflects the richness of the community that we serve. The University welcomes applications from all qualified individuals, including individuals within the University's employment equity categories of

women, persons with disabilities, members of visible minorities, aboriginal persons, individuals of diverse gender and sexual orientation and all groups protected by the Human Rights Code.

The ESL Program invites applicants for Sessional Instructor appointments (non-credit programs) to begin May 2017. The successful candidate(s) will teach ESL courses in the Language Instruction for Newcomers to Canada (LINC) program (classes are between 6 and 12 contact hours per week for 12 weeks). The LINC classes are part-time in the evening 6 to 9pm Monday and Wednesday, and/or Tuesday and Thursday.

We are also accepting applications for our substitute teacher list. Hours are variable dependent on need.

---

**Requirements**

The ideal candidate will have the following qualifications:

- An M.Ed. or M.A. in TESL or a related field (a B.Ed. or B.A. in a related field is the minimum requirement)
- TESL Accreditation (i.e. TESL Canada, TESL Sask.) TESL Canada Level 1 is the minimum requirement to teach as a Sessional in the LINC Program
- Knowledge of second language acquisition and teaching methodology
- Experience in teaching English as a Second Language within the LINC program
- Knowledge of Portfolio Based Language Assessment
- Proven ability to work at different levels (basic, intermediate or advanced)
- Experience in curriculum development
- Knowledge of the Canadian Language Benchmarks
- Ability to work as a team member
- Demonstration of a creative and reflective approach to language teaching
- Experience teaching in a multi-cultural environment

A written copy of the appointment procedures is available upon request.

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**Required Applicant Documents:**

Cover Letter  
Resume/Curriculum Vitae

**Posting Date**

03-22-2017

**Closing Date**

04-21-2017

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**Diversity Statement**

The University of Regina is committed to an inclusive workplace that reflects the richness of the community that we serve. The University welcomes applications from all qualified individuals, including individuals within the University's employment equity categories of women, persons with disabilities, members of visible minorities, aboriginal persons, individuals of diverse gender and sexual orientation and all groups protected by the Human Rights Code.

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**Competition Number**

20170322

Close Window

University of Regina, 3737 Wascana Parkway, Regina, Saskatchewan, S4S 0A2 . Tel: (306)585-4610 Updated by Human Resources

For additional support, please visit <http://peopleadminsupport.com/5-8/>

# ESL Sessional Position(s): Academic, LINC, Custom Programs

## Position Details

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<b>Position Title</b>	ESL Sessional Position(s): Academic, LINC, Custom Programs
<b>Faculty/Department</b>	Centre for Continuing Education
<b>Unit</b>	CCE-English as a Second Language Program
<b>Employee Group</b>	URFA
<b>CUPE 5791 Job Family</b>	
<b>Category</b>	Sessional
<b>Number of Vacancies</b>	varied
<b>Position Summary</b>	The ESL Program invites applicants for Sessional Instructor appointments (non-credit programs) to begin for Spring/Summer 2021. The successful candidate(s) will teach ESL courses in the academic integrated skills program (classes will be delivered remotely. A combination of Zoom hours and asynchronous hours to equal 6-15 hrs per week.); and/or the LINC program (classes are between 6 – 12 contact hours per week over the semester. Classes are through a combination of Zoom and asynchronous hours. The Customized and Explore programs classes are variable hours for 3 to 11 weeks.
<b>Position Requirements</b>	<p>The ideal candidate will have the following qualifications:</p> <ul style="list-style-type: none"> <li>- An M.Ed. or M.A. in TESL or a related field (a B.Ed. or B.A. in a related field is the minimum requirement)</li> <li>- TESL Accreditation (i.e. TESL Canada, TESL Sask.) TESL Canada Level 1 is the minimum requirement to teach as a Sessional in the Regular Program</li> <li>- Knowledge of second language acquisition and teaching methodology</li> <li>- Experience in teaching English as a Second Language within an integrated skills ESL/EAP program</li> <li>- Proven ability to work at different levels (basic, intermediate or advanced)</li> <li>- Experience in curriculum development</li> <li>- Knowledge of the Canadian Language Benchmarks</li> <li>- Ability to organize socio-cultural activities for ESL students</li> <li>- Ability to work as a team member</li> <li>- Demonstration of a creative and reflective approach to language teaching</li> <li>- Experience teaching in a multi-cultural environment</li> <li>- Experience teaching through remote delivery would be an asset.</li> </ul> <p>A written copy of the appointment procedures is available upon request.</p> <ul style="list-style-type: none"> <li>- Previous teaching experience, especially TESL would be considered an asset</li> <li>- Experience working with newcomers to Canada would be considered an asset.</li> </ul>
<b>Physical Demands</b>	
<b>Pay Grade</b>	Faculty ESL Sessional Lecturer
<b>Salary Range</b>	As per URFA Collective Agreement
<b>Status</b>	Term
<b>Work Hours</b>	Varied
<b>Duration (if Term/Temporary)</b>	3 weeks-4 months with Variable Dates: May 3 - August 31, 2021
<b>Full-Time/Part-Time</b>	Other
<b>Preference Posting</b>	
<b>Target Posting</b>	

**Contact Information** Jacqueline Spalding jacqueline.spalding@uregina.ca  
Karlie Butler Karlie.Butler@uregina.ca

**Job Open Date** 03/01/2021

**Job Close Date** 03/14/2021

**Open Until Filled**

**Special Application Instructions** Under Immigration, Refugees and Citizenship Canada (IRCC) Regulations the University of Regina is required to verify that International Students are eligible to work on campus prior to being hired. To confirm this eligibility, International Students are requested to contact UR International – Student Services to obtain a “Verification of Academic Status for the Eligibility to Work on Campus” letter that must be provided to the hiring manager prior to hiring. These letters must be updated each semester and/or as circumstances change.

**Diversity Statement** The University of Regina is committed to an inclusive workplace that reflects the richness of the community that we serve. The University welcomes applications from all qualified individuals, including individuals within the University’s employment equity categories of women, persons with disabilities, members of visible minorities, Indigenous persons, individuals of diverse gender and sexual orientation and all groups protected by the Human Rights Code.

**Competition Number** 20210169SS

## Reference Letter

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**Minimum References**

**Maximum References**

## Supplemental Questions

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Required fields are indicated with an asterisk (\*).

## Documents Required

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### Required Documents

1. Resume/Curriculum Vitae
2. Cover Letter

### Optional Documents



Saskatoon  
Open Door  
Society

## Notice of Competition

Competition # LTU-ESLT3 02-16

ESL Teacher

Closing date: Wednesday, February  
24<sup>th</sup>, 2016 at noon.

## ESL Teacher – 2 Term Part Time positions.

**Job Description Summary:** Under the direction of the Manager, Language Training & Daycare, you will assist immigrants in their transition to a new culture and settlement in Canada by helping them develop English Language skills and community knowledge that will enhance their full participation in Canadian society.

\*\*Candidates under consideration will be required to participate in an assessment process consisting of any/all of the following: interview, language abilities, and computer testing.

\*\* We thank all those interested for their time and care in submitting applications but regret that only candidates selected for an interview will be contacted.

**Job Title:** ESL Teacher  
**Classification:** Teacher  
**Salary Range:** \$21.24 to \$26.37 ( per hour (non inclusive)  
\$33.06 to \$40.95 ( per hour (inclusive)  
**Job Status:** Term Part Time  
**Hours of work:** 6.81 hours per week (**one evening class Monday, Wednesday & Friday at 1<sup>st</sup> Avenue location**)  
5.81 hours per week (**one evening class Tuesday & Thursday at 1<sup>st</sup> Avenue location**)  
**Employment period:** March 01<sup>st</sup>, 2016 until February 28<sup>th</sup>, 2017

1. The **closing date** for all applications is **Wednesday, February 24<sup>th</sup>, 2016 at noon.**
2. Applicants who have the qualifications are invited to apply in confidence (quoting the competition number # **LTU-ESLT3 02-16**) to:

Henri De La Garde  
Manager, Language Training Unit  
100 - 129 3<sup>rd</sup> Avenue North  
Saskatoon, SK S7K 2H4  
Fax: (306) 653-7159  
E-mail: [manager.ltu@sods.sk.ca](mailto:manager.ltu@sods.sk.ca)

3. This opportunity will be advertised **internally** and **externally** for five weekdays.
4. Please see reverse side for the required knowledge, skills, abilities, education, experience and required licenses and/or certificates.

## 5. **Knowledge Skills and Abilities:**

- Extensive knowledge of the theory, practice and strategies for teaching adult learner.
- Good knowledge of the recognized methods and techniques for teaching English as a Second Language.
- Understanding and appreciation of the cultural adaptation process and the barriers faced by immigrant and refugee language learners.
- Ability to stimulate student interest and motivate learner effort.
- Demonstrated ability to plan, prepare and deliver lessons.
- Ability to measure student progress and evaluate student's achievements in relation to their abilities and efforts.
- Ability to adapt curriculum content and teaching methods to address learner's needs and special teaching situations.
- Ability to learn and apply special teaching methods particular to immigrant and refugee learners adapting to a new society.
- Fluent and literate in English; able to read and interpret program curriculum and guidelines and give clear evaluations and assessments both orally and written.
- Enthusiasm, patience and empathy.

## 6. **Education and Experience:**

- Must have Bachelor of Education, Social Science Degree, or other University Degree, Certification in Teaching English as a Second Language recognized by TESL Canada, plus one year experience delivering instruction or programming to immigrant clients, **OR**
- A Bachelor of Education, Social Science Degree, or other University Degree and three years experience teaching English as a Second Language to adults who are new Canadians adapting to Canada.

## 7. **Required Licenses and/or Certificates:**

- CERTESL Certification, TESL or related certification recognized by TESL Canada (see Education and Experience); accreditation by TESL Canada or TESL Saskatchewan is not required but would be an asset.
- Canadian Police Information Center (CPIC) certification – no criminal record (Includes Vulnerable Sector Search) must be done within last three months.



**Saskatoon  
Open Door  
Society**

## **Notice of Competition**

**Competition # LTU-ESL TEVE&SAT 09-16**  
ESL Teacher  
Closing date: Thursday, September 22<sup>nd</sup>, 2016  
at noon.

### **ESL Teacher – 3 Term Part Time positions.**

**Job Description Summary:** Under the direction of the Manager, Language Training Unit, you will assist immigrants in their transition to a new culture and settlement in Canada by helping them develop English Language skills and community knowledge that will enhance their full participation in Canadian society.

\*\*Candidates under consideration will be required to participate in an assessment process consisting of any/all of the following: interview, language abilities, and computer testing.

\*\* We thank all those interested for their time and care in submitting applications but regret that only candidates selected for an interview will be contacted.

<b>Job Title:</b>	ESL Teacher
<b>Classification:</b>	Teacher
<b>Salary Range:</b>	\$21.24 to \$26.90 (per hour (non inclusive)) \$33.06 to \$41.87 (per hour (inclusive))
<b>Job Status:</b>	Term Part Time ( <b>may become permanent or be renewed</b> )
<b>Hours of work:</b>	From 5.66 hours to 6.23 hours per week ( <b>Evening and Saturday classes available at 1<sup>st</sup> Avenue location</b> )
<b>Job period:</b>	October 01 <sup>st</sup> , 2016 until 28 February 2017 or March 31 <sup>st</sup> , 2017.

1. The **closing date** for all applications is **Thursday, September 22<sup>nd</sup>, 2016 at noon.**
2. Applicants who have the qualifications are invited to apply in confidence (quoting the competition number # **LTU-ESL TEVE&SAT 09-16**) to:

Lilliana Arroyo Rivera  
HR Administrative Assistant  
100 - 129 3<sup>rd</sup> Avenue North  
Saskatoon, SK S7K 2H4  
Fax: (306) 653-7159  
E-mail: jobs@sods.sk.ca

3. This opportunity will be advertised **internally** and **externally** for five weekdays.
4. Please see reverse side for the required knowledge, skills, abilities, education, experience and required licenses and/or certificates.

## **5. Knowledge Skills and Abilities:**

- Extensive knowledge of the theory, practice and strategies for teaching adult learner.
- Good knowledge of the recognized methods and techniques for teaching English as a Second Language.
- Understanding and appreciation of the cultural adaptation process and the barriers faced by immigrant and refugee language learners.
- Ability to stimulate student interest and motivate learner effort.
- Demonstrated ability to plan, prepare and deliver lessons.
- Ability to measure student progress and evaluate student's achievements in relation to their abilities and efforts.
- Ability to adapt curriculum content and teaching methods to address learner's needs and special teaching situations.
- Ability to learn and apply special teaching methods particular to immigrant and refugee learners adapting to a new society.
- Fluent and literate in English; able to read and interpret program curriculum and guidelines and give clear evaluations and assessments both orally and written.
- Enthusiasm, patience and empathy.

## **6. Education and Experience:**

- Must have Bachelor of Education, Social Science Degree, or other University Degree, Certification in Teaching English as a Second Language recognized by TESL Canada, plus one year experience delivering instruction or programming to immigrant clients,  
**OR**
- A Bachelor of Education, Social Science Degree, or other University Degree and three years experience teaching English as a Second Language to adults who are new Canadians adapting to Canada.

## **7. Required Licenses and/or Certificates:**

- CERTESL Certification, TESL or related certification recognized by TESL Canada (see Education and Experience); accreditation by TESL Canada or TESL Saskatchewan is not required but would be an asset.
- Canadian Police Information Center (CPIC) certification – no criminal record (Includes Vulnerable Sector Search) must be done within last three months.

## Job Order Details

### Description

**Job Order #:** 5785986 **Posted:** 26-Feb-2021

**Job Title:** LINC Instructor - Literacy

**Location:** MOOSE JAW

**Details:** The Moose Jaw Multicultural Council is looking for a dynamic full-time LINC (Language Instruction for Newcomers to Canada) Instructor for a term position to teach at the Literacy Level.

The selected candidate will be responsible for teaching part-time LINC classes (blended in-person and online), lesson planning, maintaining records and ensuring attendance, ongoing assessment, creating and maintaining student portfolios (administer PBLA in the classroom) and preparing/submitted monthly/quarterly reports.

#### QUALIFICATIONS INCLUDE:

- TESL Canada Professional Certificate Standard 1 Permanent (interim may be considered) or acceptable/transferrable certification and other relevant education and combined experience may also be considered.
- A member in good standing or the ability to obtain immediate membership to TESL Saskatchewan
- Experience teaching/working with English as a Second Language to adult newcomers
- In depth understanding of and experience using the Canadian Language Benchmarks and the LINC Curriculum Guidelines
- Experience and knowledge of PBLA (portfolio based language assessment)
- Experience and knowledge of Avenue/IT2Teach considered a major asset.
- Ability to adapt teaching methodology to the needs/skill levels of individual learners.
- Experience working with multi-level classrooms
- Excellent English communication and interpersonal skills.
- Demonstrated sensitivity to the needs of adult immigrants and refugees.
- Ability to work independently with excellent organizational and time management skills.
- Ability to obtain a criminal record and vulnerable sector check

For full job description please visit: <http://mjmcinc.ca/careers>

**# of Positions:**

1

**Employment Terms:** Full Time

**Employment Length:** ASAP - November 30 2021

**Apply by Date:**

09-Mar-2021

### Requirements

**Education:** Technical/Applied Science Diploma

**Experience:** 1-2 Years

### Application Information

**How to Apply:** Please send cover letter, resume, 3 professional references, and credentials Attn. Ginny McColl at [settlement.manager@mjmcinc.ca](mailto:settlement.manager@mjmcinc.ca) or in-person: 60 Athabasca St. E. Moose Jaw, SK S6H 0L2

**Employer Name:** Moose Jaw Multicultural Council Inc.

**Employer Address:** 60 ATHABASCA ST E, MOOSE JAW, SK, CANADA, S6H 0L2  
**Contact Name:** Ginny McColl  
**Contact Fax:** 306-694-0477  
**Contact Email:** [settlement.manager@mjmcinc.ca](mailto:settlement.manager@mjmcinc.ca)  
**Employer Website:** [www.mjmcinc.ca](http://www.mjmcinc.ca)



<b>Regina Open Door Society</b>	<b><i>Internal and External Posting</i></b>
<b>Department</b>	Language Services (ELS)
<b>Position Title</b>	LINC Instructor
<b>Term</b>	Part-time permanent (morning)
<b>Work Hours</b>	Monday-Friday, 8:00am-11:23am
<b>Competition #</b>	
<b>Closing Date</b>	May 28 <sup>th</sup> , 2018 - 4:00 p.m.

The Regina Open Door Society (RODS) is a non-profit organization that provides settlement and integration services to refugees and immigrants in Regina. RODS is committed to meeting the needs of newcomers by offering programs and services that enable them to achieve their goals and participate fully in the larger community.

The Regina Open Door Society Inc. is seeking a qualified individual to staff a permanent part-time position of LINC Instructor. The start date for this position is Friday June 1, 2018.

#### **Job description - Position Summary**

This position's primary responsibility is providing professional English as a Subsequent Language instruction to adult refugee and immigrant learners. Evaluation of learners including on-going progress assessment, short and long-term instructional planning (lesson and unit planning) and regular reporting are also position requirements. The needs of learners will be addressed using a task-based approach to communicative, settlement language training.

The position requires comprehensive knowledge of adult education, ESL teaching methodologies and experience in Teaching English as a Subsequent Language. Strong communication (oral and written), organizational and problem-solving skills are essential, as is the ability to work collaboratively in a cross-cultural setting.

#### **Job Description - Primary Responsibilities**

- Planning and delivering communicative, task-based, outcomes-focused English as a Subsequent Language instruction using CLB (Canadian Language Benchmark) curriculum guidelines in a classroom setting.
- Employing a thematic approach to teaching based on Canadian culture and settlement and integration life skills.
- Assessing student benchmarks using Portfolio Based Language Assessment
- Fostering a positive and supportive learning environment for learners.
- Providing on-going needs-assessment and evaluation to ensure clients' language needs are met.
- Maintaining class and learner files and monitoring attendance.
- Submitting monthly reports.
- Performing other position-related duties as needed.

**Required qualifications/education**

- B.ED. or related degree.
- Formal TESL training and classroom experience.
- Excellent interpersonal, communication and organization skills.
- Proven accountability, resourcefulness and professionalism.
- Strong ability to work collaboratively in a cross-cultural setting.

**Desired qualifications**

- TESL SK and/or TESL Canada accreditation.
- Knowledge of and experience in teaching the Canadian Language Benchmarks particularly as they relate to beginner level learners.
- Strong technological skills; ability to provide computer assisted language training and to use a database.
- Experience using Portfolio-Based Language Assessment.

**Hours of work**

Hours of work for this position are Monday to Friday from 8:00 a.m. to 11:23 a.m. with the total of 16.88 hours per week. The annual salary for this position is \$47,341.45 per year (\$26.98 per hour) at the probationary level of RODS Professional Category 1 prorated for the hours of work. All positions at RODS require a clean criminal record check.

We thank all candidates for their interest; however, only successful candidates will be contacted for an interview. Please be able to provide three work related references at the time of your interview.

Please respond in confidence no later than 4:00 PM on Monday May 28<sup>th</sup>, 2018 via email to:

Manager of Language Services  
Regina Open Door Society  
1855 Smith St.  
Regina, SK S4P 2N5  
Fax: (306) 352-0705  
**Email: [tatianaz@rods.sk.ca](mailto:tatianaz@rods.sk.ca)**

## LINC Instructor (Evening)

### Job Content (SDF) Details

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#### Job Content (SDF) Details

<b>Competition Number</b>	P05680
<b>Bargaining Unit</b>	Academic
<b>Posting Title</b>	LINC Instructor (Evening)
<b>Classification</b>	Instructor
<b>Category of work</b>	Part Time
<b>Org Code/Description</b>	LINC-41206-DEPT
<b>Location</b>	Saskatchewan Polytechnic Saskatoon Campus
<b>Other Location(s)</b>	
<b>Building</b>	
<b>Other Building</b>	
<b>Date Posted</b>	09/20/2016
<b>Closing Date</b>	09/29/2016
<b>JIQ #</b>	
<b>Start Date</b>	10/03/2016
<b>End Date</b>	06/28/2017
<b>Open Until Filled</b>	No
<b>Ongoing</b>	No
<b>Salary Range</b>	as per instructional salary grid
<b>Temporary Market Stipend</b>	
<b>Incumbent</b>	
<b>Hours of Work</b>	
<b>Total Assigned days (AC) / Total Hours per biweekly pay</b>	Mondays and Wednesdays 6:30 – 9:30; 44 occasions, equivalent to 27 full days
<b>Posting Status</b>	Open
<b>Special Instructions to Applicants</b>	

### Job Duties/Qualifications, Skills and Abilities(QSA)

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## Job Duties

### Job Duties

1. Provide English language training to adult newcomers to Canada according to the mandates of the Language Instruction for Newcomers to Canada (LINC) program and Citizenship and Immigration Canada.
2. Manage the classroom to ensure an optimum learning environment that fully integrates contemporary technology. Keep abreast of industry trends and relevant research. Implement all aspects of Portfolio Based Language Assessment (PBLA) methodology.
3. Provide a nurturing learning environment that supports adult student language development and encourages students to expand their abilities in a way that is creative, innovative and dynamic.
4. Plan and deliver language learning activities that are real-world tasks based on Canadian culture and mannerisms in accordance with LINC classroom themes and the Canadian Language Benchmark Competencies.
5. Provide continuous formative evaluation, assessment, and feedback to students and collaborate with members of the LINC instructional and administrative team to ensure continuity, accuracy and efficient student advancement.
6. Maintain daily and monthly attendance records and portfolio evidence of advancement as well as all other student related information. Submit exit forms, monthly reports and level completion forms by the timelines stipulated.
7. Identify resources and technology appropriate to support the English language training at the relevant level.
8. Accommodate special learning needs faced by equity groups and those from diverse cultures. Be adept at working within a culturally diverse environment that could be sensitive to certain social traditions and political leanings. Be able to provide appropriate referral as warranted.
9. Be able to design module and lesson plans that are level appropriate, creative, innovative and teach language development while also teaching how to integrate into Canadian culture.
10. Be able to create a stimulating learning environment for students by using effective repetition in a variety of ways. Be nurturing, supportive and patient.
11. Engage students in level appropriate learning activities designed to strengthen their knowledge of Canadian employment culture and language skills.
12. Practice co-operative interpersonal and communication skills within an interdependent team environment
13. Actively engage in relevant professional development opportunities so as to keep current and within the Saskatchewan Polytechnic mandate.
14. Follow and model regulations, procedures and policies adopted by Saskatchewan Polytechnic.

## QUALIFICATIONS, SKILLS, ABILITIES AND EXPERIENCE

### Specific Accountabilities

### Duties

### Required Qualifications, Skills and Abilities (QSA)

1. Bachelor's degree in a field related to English language acquisition.
2. Minimum of 6 months full time experience in the last two years as an English language instructor preferably to adults with Standard 1 recognition from TESL Canada or Canadian equivalent OR Bachelors of TESOL from a 400+ hour course recognized by TESL Canada with a Standard 2 from TESL Canada or Canadian equivalent.
3. Working knowledge of software, internet programs, technology applications and Canadian industry trends pertaining to ESL teaching. Working knowledge of basic office programs such as word and excel.
4. Able to demonstrate competence in using learner portfolio teaching methodology. Required to successfully complete, within 6 months of being hired, the Portfolio Based Language Assessment (PBLA) Training Program provided by LINC and any PBLA training updates during the course of employment.
5. Able to demonstrate competence using the Canadian Language Benchmarks within the LINC classroom themes to construct custom-designed module and lesson plans for the relevant CLB level.
6. Able to demonstrate effective group facilitation skills appropriate for adult language learners.
7. Able to demonstrate oral and written communication skills equivalent to CLB 11.
8. Able to demonstrate an ability to resolve conflict, maintain respect, collaborate with team members.
9. Able to demonstrate ability to work with a culturally and educationally diverse group of adult students who may have special learning needs.

### Desired QSA

**Required Competencies****Posting Supplemental Questions**

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Required fields are indicated with an asterisk (\*).

1. \* How did you hear about this position?

- Saskatchewan Polytechnic Careers Site
- Newspaper
- LinkedIn
- Workopolis
- SaskJobs.ca
- Social Media
- Personal Referral
- Other

2. If you answered 'Other' above, please specify source here:  
(Open Ended Question)

**Applicant Documents**

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**Required Documents**

1. Resume
2. Cover Letter

**Optional Documents**

1. Curriculum Vitae



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## LINC (ESL) Instructor - Day

Below you will find the details for the position including any supplementary documentation and questions you should review before applying for the opening.

**Please ensure you have an updated resume and cover letter ready for uploading.**

If you would like to bookmark this position for later review, click on the **Bookmark** link. If you would like to print a copy of this position for your records, click on the **Print Preview** link.

To ensure consideration, applications must be RECEIVED no later than 22:59 pm on the closing date. Please note only those applicants selected for further consideration will be contacted.

[Bookmark this Posting](#) | [Print Preview](#) | [Apply for this Job](#)

**Please see Special Instructions for more details.**  
 Article 1.51 will apply - Temporary Vacancy. Must have completed PBLA training. Please submit PBLA based Module and Lesson plans. Required to mock- teach 10 minutes of the lesson plan.

### Job Content (SDF) Details

#### Job Content (SDF) Details

Competition Number	P04803
Bargaining Unit	Academic
Posting Title	LINC (ESL) Instructor - Day
Classification	Instructor
Category of work	Part Time
Org Code/Description	L.I.N.C.-31207-DEPT
Location	Saskatchewan Polytechnic Regina Campus
Date Posted	03/30/2016
Closing Date	04/08/2016
JIQ #	
Start Date	04/04/2016
End Date	12/16/2016
Open Until Filled	No
Ongoing	No
Salary Range	As per Academic Salary Grid
Temporary Market Stipend	
Incumbent	
Hours of Work	To be Assigned
Total Assigned days (AC) / Total Hours per biweekly pay	143 assigned days/72.5 hours bi-weekly
Posting Status	Open

### Job Duties/Qualifications, Skills and Abilities(QSA)

#### Job Duties

Job Duties	<ol style="list-style-type: none"> <li>1. Provide English language training to adult newcomers to Canada according to the mandates of the Language Instruction for Newcomers to Canada (LINC) program and Citizenship and Immigration Canada.</li> <li>2. Manage the classroom to ensure an optimum learning environment that fully integrates contemporary technology. Keep abreast of industry trends and relevant research. Implement all aspects of Portfolio Based Language Assessment (PBLA) methodology.</li> <li>3. Provide a nurturing learning environment that supports adult student language development and encourages students to expand their abilities in a way that is creative, innovative and dynamic.</li> <li>4. Plan and deliver language learning activities that are real-world tasks based on Canadian culture and mannerisms in accordance with LINC classroom themes and the Canadian Language Benchmark Competencies.</li> <li>5. Provide continuous formative evaluation, assessment, and feedback to students and collaborate with members of the LINC instructional and administrative team to ensure continuity, accuracy and efficient student advancement.</li> <li>6. Maintain daily and monthly attendance records and portfolio evidence of advancement as</li> </ol>
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well as all other student related information. Submit exit forms, monthly reports and level completion forms by the timelines stipulated.

7. Identify resources and technology appropriate to support the English language training at the relevant level.
8. Accommodate special learning needs faced by equity groups and those from diverse cultures. Be adept at working within a culturally diverse environment that could be sensitive to certain social traditions and political leanings. Be able to provide appropriate referral as warranted.
9. Be able to design module and lesson plans that are level appropriate, creative, innovative and teach language development while also teaching how to integrate into Canadian culture.
10. Be able to create a stimulating learning environment for students by using effective repetition in a variety of ways. Be nurturing, supportive and patient.
11. Engage students in level appropriate learning activities designed to strengthen their knowledge of Canadian employment culture and language skills.
12. Practice co-operative interpersonal and communication skills within an interdependent team environment
13. Actively engage in relevant professional development opportunities so as to keep current and within the Saskatchewan Polytechnic mandate.
14. Follow and model regulations, procedures and policies adopted by Saskatchewan Polytechnic.

**QUALIFICATIONS, SKILLS, ABILITIES AND EXPERIENCE**

<b>Specific Accountabilities</b>	
<b>Duties</b>	
<b>Required Qualifications, Skills and Abilities (QSA)</b>	<ol style="list-style-type: none"> <li>1. Bachelor's degree in a field related to English language acquisition, plus a CERTESL course completion from an institute recognized by TESL Canada and/or TESL Canada certification.</li> <li>2. Minimum of 6 months full time experience in the last two years as an English language instructor preferably to adults.</li> <li>3. Working knowledge of software, internet programs, technology applications and Canadian industry trends pertaining to ESL teaching. Working knowledge of basic office programs such as word and excel.</li> <li>4. Able to demonstrate competence in using learner portfolio teaching methodology.</li> <li>5. Able to demonstrate competence using the Canadian Language Benchmarks within the LINC classroom themes to construct a custom-designed module plan and lesson plan for the relevant CLB level.</li> <li>6. Able to demonstrate effective group facilitation skills appropriate for adult language learners.</li> <li>7. Able to demonstrate oral and written communication skills equivalent to CLB 11.</li> <li>8. Able to demonstrate an ability to resolve conflict, maintain respect and collaborate with team members.</li> <li>9. Able to demonstrate ability to work with a culturally diverse group of adult students who may have special learning needs.</li> </ol>
<b>Desired QSA</b>	
<b>Required Competencies</b>	

**Applicant Documents**

**Required Documents**

1. Resume
2. Cover Letter
3. Online Portfolio
4. List of Reference Contacts

**Optional Documents**

1. Curriculum Vitae

## Job Order Detail

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### Online English Language Instructor - Evenings



#### Job Order #: 5758387

**Employer Name:** Moose Jaw Multicultural Council Inc.

**Posted Date:** 16-Sep-2020

**Location:** MOOSE JAW

**# of Positions:** 1

**Employment Terms:** Part Time

**Length of Employment:** 20 weeks

**Education:** University Certificate

**Experience:** 1-2 Years

**Apply By:** 25-Sep-2020

**How to Apply?:** Submit cover letter, resume and 3 professional references Attention Lauren McTaggart by email: [settlement.manager@mjmcinc.ca](mailto:settlement.manager@mjmcinc.ca); in person/mail: 60 Athabasca St E. Moose Jaw, SK S6H 0L2

Apply for this job online now!

#### Application Information

**Employer Name:**

Moose Jaw Multicultural Council Inc.

**Employer Address:**

60 ATHABASCA ST E  
 MOOSE JAW, SK  
 CANADA  
 S6H0L2

**Contact Name:**  
 Lauren McTaggart

**Contact Phone:**  
 306-693-4677

**Contact Email:**  
[settlement.manager@mjmcinc.ca](mailto:settlement.manager@mjmcinc.ca)

**Employer Website:**  
[www.mjmcinc.ca](http://www.mjmcinc.ca)

### Description

The Moose Jaw Multicultural Council is looking for a dynamic English as an Additional/Second Language Instructor to fill the part-time position in our Online Evening English classes.

Hours are 6:15PM-9:15PM for 4 nights per week.

The selected candidate will be responsible for teaching 2 different multilevel online English language classes per week, lesson planning, maintaining records and ensuring attendance, creating and maintaining student portfolios (administer PBLA in the classroom), student assessments and preparing/submitted monthly reports.

#### QUALIFICATIONS INCLUDE:

- TESL Canada Professional Certificate Standard 1 Permanent (interim may be considered) or acceptable/transferable certification equivalent.
- A member in good standing or the ability to obtain immediate membership to TESL Saskatchewan
- Experience teaching/working with English as a Second Language to adult newcomers
- In depth understanding of and experience using the Canadian Language Benchmarks (CLB's) and the LINC Curriculum Guidelines
- Experience and knowledge of PBLA (portfolio based language assessment)
- Ability to adapt teaching methodology to the needs/skill levels of individual learners.
- Experience working with multi-level classrooms
- Excellent English communication and interpersonal skills.
- Demonstrated sensitivity to the needs of adult immigrants and refugees.

- Ability to work independently with excellent organizational and time management skills.
- Ability to obtain a criminal record and vulnerable sector check.

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March 11, 2016

An open letter to the Saskatchewan Higher Education Quality Assurance Board

Dear Saskatchewan Higher Education Quality Assurance Board,

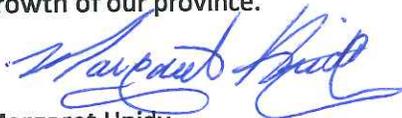
As I am sure you are aware, our province is currently in a period of significant population growth mostly driven by the arrival of ever-increasing numbers of refugees and immigrants. The objective of Regina Open Door Society (RODS) English Language Services is to provide Basic English language training to adult immigrants and refugees. English Language Services (ELS) currently offers Language Instruction for Newcomers to Canada (LINC) funded by the federal government and Stage 1 & 2 English programs, which is funded by the provincial government.

Our funders request that the ESL teachers we hire have TESL Canada or TESL Saskatchewan accreditation and as of July 2016, our provincially funded classes are required to have teachers who have this accreditation. Finding teachers who have a relevant degree and this specific accreditation can be a challenge at times. There are only two providers of training that meets the requirements for TESL Canada and TESL Saskatchewan accreditation in the province, Briercrest College and University of Saskatchewan.

Over the last few years, RODS has hired graduates of the Briercrest BA in Applied Linguistics: TESOL program as ESL teachers in our programs. Briercrest's program is accredited by TESL Canada (the national accrediting body) at Professional Standard Two, the highest possible level for undergraduate programs. Our experience has been that the applicants from Briercrest have a strong knowledge of Teaching English as an Additional Language and come with more practical work placement experience than graduates from other TESL training programs. At present we have seven Briercrest graduates contributing to the success of our program as ESL Instructors. We've interviewed three other graduates that we would have hired but they choose ESL Instructor employment elsewhere in Regina.

More than ever, ESL service providers such as ourselves need training programs like Briercrest's to continue graduating qualified ESL teachers to meet our province's needs. Particularly here in southern Saskatchewan, any loss to the supply of qualified teachers from the Briercrest training program would have a detrimental impact on our capacity to recruit ESL teachers.

Therefore, I ask you as a board to consider Briercrest's program as strategically crucial to the ongoing growth of our province.



Margaret Hnidy  
Director, Language, Employment and Childcare Services  
Regina Open Door Society



March 17, 2016

Dear Saskatchewan Higher Education Quality Assurance Board;

The Regina Campus Language Instruction for Newcomers to Canada (LINC) program has grown significantly over the past 4 years. It is continuing to grow. As a result, we are continually on the lookout for qualified ESL instructors.

In 2012, we were offering 7 classes throughout the year. At present, we are now offering 26 classes from September to June and 6 classes over the summer. We have an increased need to add classes to our Evening and Saturday programs; there are 300 students on our waitlist. Our dilemma has been to find qualified teachers. Recently, we modified our hiring criteria to include those who have graduated from an institution whose ESL program is recognized by TESL Canada and their graduates are awarded Standard 2 classification. With this update, we have a larger pool of qualified candidates and these new grads have increased job prospects.

We have 4 Briercrest grads on our staff. One started a few years ago and is now in a full-time teaching position while also writing ESL and PBLA curriculum for the CLB 7 and 8 levels. The other three started recently and are in part-time positions. The Briercrest grads have exhibited, not only a good understanding of theory but also possess the practical skills needed to immediately be successful in a LINC classroom. They step into their positions as if they have been out of school and in the workforce, as ESL instructors, for at least a year. The Briercrest grads are not novice; they are ready to go. What is also very helpful to us, in particular, is that they have a strong foundation in using technology to teach language skills. Technology for language learning is the future for any LINC program wanting to be more accessible to students and also wanting to engage more students while using minimal amount of physical space to do that.

We need the service that Briercrest provides. Without it, we would not be able to hire qualified instructors which would result in not being able to provide language services to the many newcomers to our province. Actually, I would like to encourage Briercrest to expand its current offering of ESL Teacher training (BA in Applied Linguistics) to also be delivered through technology at the Bachelor's, Masters and PhD levels.

I thank you for supporting the Briercrest BA in Linguistics program as it exists so far and applaud your intentions to continue your endorsement so that together we can strengthen the economic growth of our province through the delivery of quality language education services for our many newcomers.

Thank you for your time and consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read "Brenda Sherring".

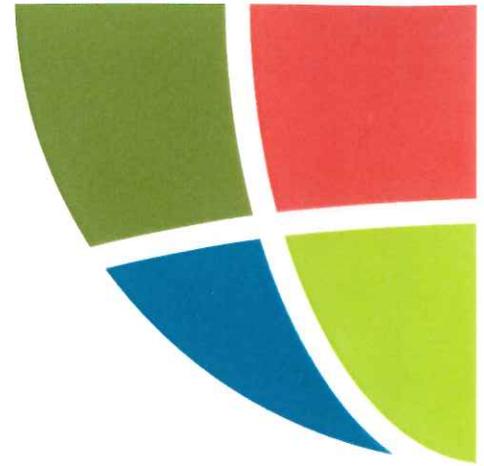
Brenda Sherring  
Program Head; Language Instruction for Newcomers to Canada



**Saskatoon  
Open Door  
Society**

100-129 THIRD AVENUE NORTH, SASKATOON SK CANADA S7K 2H4  
P: (306) 653-4464 F: (306) 653-7159

[www.sods.sk.ca](http://www.sods.sk.ca)



10 March 2016

An Open Letter to the Saskatchewan Higher Education Quality Assurance Board

Dear Board Members:

As we know, Saskatchewan is a province built on the hard work of immigrants. The mission of Saskatoon Open Door Society is to provide crucial settlement assistance and training to newcomers to this country, including classes in English as a Second Language.

At a time when our province is seeing ever-increasing immigration, and immigrant populations are more and more comprised of persons with considerable language training needs, our organization is in desperate need of highly trained teachers of English as a Second Language. Providing adults with second language instruction is not at all comparable with other types of education, and teacher training programs for K-12 school teachers do not imbue transferable skills. When we go about hiring ESL teachers, qualifications such as a Master's in TESOL provide us with little information about a candidate's ability to perform in the classroom. Our hiring process favours those who have attended teacher training programs with a more practical orientation, including some actual observed classroom teaching.

The TESOL program provided by Briercrest College is one of these programs, and is also a teacher training program recognized by the national ESL professional body, TESL Canada. Graduates of the Briercrest College program come equipped with a strong knowledge of both teaching theory and practical classroom strategies for teaching the specific type of clients we serve. The Briercrest program is one of only two ESL teacher training programs within the province that can assure us of a reasonable professional standard of preparation for work in settlement language services. As it stands now, even with the presence of this invaluable program, we struggle to find enough adequately trained teachers.

The Saskatchewan Ministry of the Economy requires that only persons who have gone through the lengthy process of TESL Canada/Saskatchewan accreditation, or those who possess a Briercrest BA in Applied Linguistics TESOL degree or the University of Saskatchewan's CERTESL certificate are qualified to teach provincially-funded language classes for newcomers to Canada. Without the Briercrest College TESOL program, our province would have a severe deficit of qualified ESL teachers, and programs for newcomers would suffer as a result. Needless to say, this would result in a host of social problems and societal challenges

for Saskatchewan, not the least of which is the fact that we would have to hire more graduates from other provinces.

I strongly urge you and other government ministries in the province to support the Briercrest College TESOL program, as it is critical to the growing demands of our province to integrate newcomers.

Sincerely,



Henri de La Garde  
Manager, Language Training Unit  
Saskatoon Open Door Society



April 15, 2016

Briercrest College and Seminary  
510 College Drive  
CARONPORT SK S0H 0S0

Attention: Dr. David Catterick

**An open letter to the Saskatchewan Higher Education Quality Assurance Board**

I would like to take this opportunity to provide a letter of support for the Bachelor of Arts in Applied Linguistics: TESOL program at Briercrest College. The program plays a key role in the English as a second language (ESL) teacher training sector in Saskatchewan.

Over the last nine years, Saskatchewan has welcomed over 75,000 new immigrants to our province, with the majority coming through the Saskatchewan Immigrant Nominee Program. Quality language instruction from accredited teachers in government funded programs is critical to ensure successful outcomes for these newcomers. English language competencies are directly related to successful settlement and employment outcomes for new immigrants.

In 2010, the Government of Saskatchewan, in consultation with language training providers, the Teachers of English as a Subsequent Language Saskatchewan (TESL Sask), Briercrest College, Bethany College and the University of Saskatchewan developed a qualifications framework for teachers delivering language training programs funded by the Government of Saskatchewan. Briercrest's TESOL program provides the core theory, competencies and practicum experience for graduates to meet provincial and national accreditation standards.

Currently, sixteen Briercrest graduates are employed as teachers in provincially-funded English as a Second Language (ESL) classes. Many are also teaching in rural Saskatchewan where it is particularly difficult to find qualified teachers. The TESOL program has been fundamental in the development of an effective, quality driven, province-wide language training program for new immigrants who have chosen to make Saskatchewan their new home.

Sincerely

A handwritten signature in black ink, consisting of a large loop followed by a wavy line.

Alastair MacFadden  
Assistant Deputy Minister

# Saskatchewan's **Growth Plan**

*The Next Decade of Growth | 2020-2030*



# SASKATCHEWAN'S GROWTH PLAN

- 👉 **A Strong Economy**
- 👉 **Strong Communities**
- 👉 **Strong Families**

## TO BUILD A STRONGER SASKATCHEWAN

### PREMIER'S MESSAGE

**The purpose of growth is to build a better quality of life for Saskatchewan people – to build strong communities and strong families – and grow a stronger Saskatchewan now, and for the next decade.**

Saskatchewan's Growth Plan for the Next Decade of Growth 2020 - 2030 is a roadmap for a growing province of 1.4 million people and a strong economy with 100,000 more jobs.

Over the next decade, business and investment growth will create stronger communities. Adding value to the products we export around the world will support the growth of new industries and new investment in our province.

Technology and innovation will be a catalyst for growth in our core economic sectors and the growing diversification of our economy.



Growth will create new jobs and more opportunities for young people to realize their future in our province, while attracting skilled and entrepreneurial newcomers from around the world.

These are just some of the benefits of a growing province over the next decade.

Most importantly, growth will afford the ability to invest in a better quality of life for Saskatchewan families and communities. That is the purpose of growth.

**Scott Moe**  
Premier of Saskatchewan

## 20 Actions for the 2020s

- 🚩 Growing our population by keeping more young people in Saskatchewan and increasing immigration to the province.
- 🚩 Maintaining a competitive tax environment and undertaking SaskFirst new growth tax incentives.
- 🚩 Growing Saskatchewan exports and core exporting sectors, such as manufacturing.
- 🚩 Engaging internationally to secure access and expand international markets for Saskatchewan products.
- 🚩 Growing Saskatchewan's agricultural economy.
- 🚩 Adding value and increasing Saskatchewan-based processing of the province's agricultural products.
- 🚩 Growing Saskatchewan's oil, gas and natural resource economy.
- 🚩 Promoting the quality and sustainability of Saskatchewan's agricultural and natural resource exports.
- 🚩 Creating opportunities by reducing interprovincial barriers to trade.
- 🚩 Growing Indigenous participation in the economy through the growth of Saskatchewan's natural resource industries and labour market development.
- 🚩 Expanding Saskatchewan's export infrastructure.
- 🚩 Supporting the transformation of Saskatchewan's economy through innovation and technology and the growth of Saskatchewan's technology sector.



- 🚩 Developing Saskatchewan's labour force.
- 🚩 Growing small businesses and reducing government red tape for businesses.
- 🚩 Delivering on Saskatchewan's climate change plan to reduce carbon emissions.
- 🚩 Reducing carbon emissions in electricity production and advancing the development of zero-emission small modular reactor technology using Saskatchewan uranium.
- 🚩 Keeping the province's finances strong and the budget balanced.
- 🚩 Building strong communities by investing in infrastructure.
- 🚩 Delivering on the purpose of growth by ensuring growth builds a better quality of life for Saskatchewan families and communities.
- 🚩 Always standing for a strong Saskatchewan.



## 30 Goals for 2030

- 🚧 1.4 million people living in Saskatchewan.
- 🚧 100,000 new jobs.
- 🚧 Grow private capital investment in Saskatchewan to \$16 billion annually.
- 🚧 Increase the value of exports by 50 per cent.
- 🚧 Grow the number of international markets to which Saskatchewan exports more than \$1 billion.
- 🚧 Grow Saskatchewan's agri-food exports to \$20 billion.
- 🚧 Increase crop production to 45 million metric tonnes and livestock cash receipts to \$3 billion.
- 🚧 Expand irrigation in Saskatchewan.
- 🚧 Increase agriculture value-added revenue to \$10 billion.
- 🚧 Crush 75 per cent of the canola Saskatchewan produces in Saskatchewan.
- 🚧 Process 50 per cent of the pulse crops Saskatchewan produces in Saskatchewan.
- 🚧 Double meat processing and animal feed value-added revenue to more than \$1 billion.
- 🚧 Increase oil production by 25 per cent to 600,000 barrels per day.
- 🚧 Increase the annual value of uranium sales to \$2 billion.
- 🚧 Increase the annual value of potash sales to \$9 billion.
- 🚧 Double the growth of Saskatchewan's forestry sector.
- 🚧 Grow Indigenous participation in Saskatchewan's natural resource industries.



- 🚧 Triple the growth of Saskatchewan's technology sector.
- 🚧 Increase the value of Saskatchewan manufacturing exports by 50 per cent.
- 🚧 Increase tourist expenditures in Saskatchewan by 50 per cent.
- 🚧 Enhance oil recovery, carbon capture utilization and storage and position Saskatchewan as the best place in North America to test, commercialize and scale new oil and gas technologies.
- 🚧 Invest \$30 billion in infrastructure over the next decade.
- 🚧 Build and upgrade 10,000 kilometres of highways.
- 🚧 Expand Saskatchewan's export infrastructure.
- 🚧 Keep the budget balanced.
- 🚧 Keep Saskatchewan's debt-to-economic growth (GDP) ratio within the top three in Canada.
- 🚧 Deliver on Saskatchewan's climate change strategy, *Prairie Resilience*.
- 🚧 Advance development of zero-emission small modular reactor technology.
- 🚧 Support communities through \$2.5 billion in revenue sharing.
- 🚧 Reduce surgical wait times to a three-month target.



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# THE PLAN FOR SASKATCHEWAN'S NEXT DECADE OF GROWTH

Saskatchewan has always been a province of abundance and opportunity. Our province is home to natural resource wealth that is the envy of nations around the globe. Because of the hard work, optimism and innovation of its people, Saskatchewan has succeeded in overcoming obstacles and challenges to grow and prosper.

Saskatchewan's population has grown to its highest level in a century. There are more people working than at any time in our history. We are increasingly globally connected as a province – new Canadians from 180 countries call Saskatchewan home and Saskatchewan products are sold to 156 countries around the world. Our agricultural and natural resources feed and fuel the world. Through innovation, we are increasing the growth and sustainability of our agricultural and resource industries.

## **A Province of 1.4 Million People with 100,000 More People Working by 2030.**

The plan for Saskatchewan's next decade of growth envisions a growing province of 1.4 million people with 100,000 more people working by 2030. The 20 key actions the Government of Saskatchewan will undertake over the 2020s to build a strong and growing province and realize the province's growth goals include:

- Growing our population by keeping more young people in Saskatchewan and increasing immigration to the province.
- Maintaining a competitive tax environment and undertaking SaskFirst new growth tax incentives.
- Growing Saskatchewan exports and core exporting sectors, such as manufacturing.
- Engaging internationally to secure access and expand international markets for Saskatchewan products.
- Growing Saskatchewan's agricultural economy.
- Adding value and increasing Saskatchewan-based processing of the province's agricultural products.
- Growing Saskatchewan's oil, gas and natural resource economy.
- Promoting the quality and sustainability of Saskatchewan's agricultural and natural resource exports.
- Creating opportunities by reducing interprovincial barriers to trade.
- Growing Indigenous participation in the economy through the growth of Saskatchewan's natural resource industries and labour market development.
- Expanding Saskatchewan's export infrastructure.
- Supporting the transformation of Saskatchewan's economy through innovation and technology and the growth of Saskatchewan's technology sector.
- Developing Saskatchewan's labour force.
- Growing small businesses and reducing government red tape for businesses.



- Delivering on Saskatchewan's climate change plan to reduce carbon emissions.
- Reducing carbon emissions in electricity production and advancing the development of zero-emission small modular reactor technology using Saskatchewan uranium.
- Keeping the province's finances strong and the budget balanced.
- Building strong communities by investing in infrastructure.
- Delivering on the purpose of growth by ensuring growth builds a better quality of life for Saskatchewan families and communities.
- Always standing for a strong Saskatchewan.

### **Growth for a Better Quality of Life.**

Growth over the past decade has produced many benefits for our province. But ultimately the benefit of growth is that it provides the ability to invest in a better quality of life for Saskatchewan people. The province's growth agenda for the next decade will help to build strong families and communities throughout Saskatchewan.

Investments to reduce surgical wait times, make life more affordable, build new hospitals and schools, ensure our students have the education to realize their full potential and support the most vulnerable in our province are just some of the dividends that will be afforded through a growing economy over the next decade.

There is no better embodiment of the benefits of growth than the new Jim Pattison Children's Hospital which opened in September 2019.

The vision for the hospital came from people in cities and communities throughout our province, and its planning was supported and advanced by two provincial administrations. But the vision for a children's hospital only became a reality because of growth.

Because of a growing economy, fueled in no small part by revenues from our natural resource sector, the Government of Saskatchewan had sufficient resources to contribute to the facility's construction. The Jim Pattison Foundation contributed \$75 million to its construction, equipment and furniture. Through a growing economy, companies across Saskatchewan were able to donate the proceeds of their hard work to construction of the hospital.

For people across the country or within our province who would advocate policies to shut down or curtail the oil and gas sector, it is important to note that seven of the 22 donors who contributed more than \$1 million to the construction of the facility were able to do so because of the oil industry.

This is the reason the Government of Saskatchewan will always stand for a strong economy and support the industries in our province that lead to a growing population, more jobs and a better quality of life for all Saskatchewan people.



# A STRONG FOUNDATION FOR THE NEXT DECADE OF GROWTH



Over the past decade Saskatchewan has benefited from strong economic and population growth.

- Saskatchewan's population has grown to more than 1,170,000 residents, an increase of more than 160,000 people since 2007.
- Saskatchewan's strong population growth is a result of our strong economic growth. Last year, Saskatchewan's real GDP reached an all-time high of \$82.5 billion. From 2007 to 2018, the province's GDP grew by over 25 per cent, surpassing the national growth rate of 20.4 per cent. This is the third highest GDP growth rate in Canada.
- In June 2019, the number of people working in Saskatchewan hit an all-time high of nearly 593,000, up 83,000 new jobs since 2007. This is the third-best job creation record in the country during that period.
- International trade has been an important part of Saskatchewan economic activity. The value of Saskatchewan's exports has increased by almost 60 per cent since 2007. Saskatchewan is the largest per capita exporter in Canada, exporting 70 per cent of what it produces to over 150 countries around the world.
- In 2018, Saskatchewan had the highest rate of small businesses per capita among all the provinces. Small business growth has been encouraged by reducing taxes and continuing to reduce red tape irritants for industry. In 2018, the small business income threshold was increased from \$500,000 to \$600,000 – the highest in Canada.



# 01 GROWING SASKATCHEWAN'S POPULATION TO 1.4 MILLION PEOPLE BY 2030

## THE PLAN FOR GROWTH TO 2030:

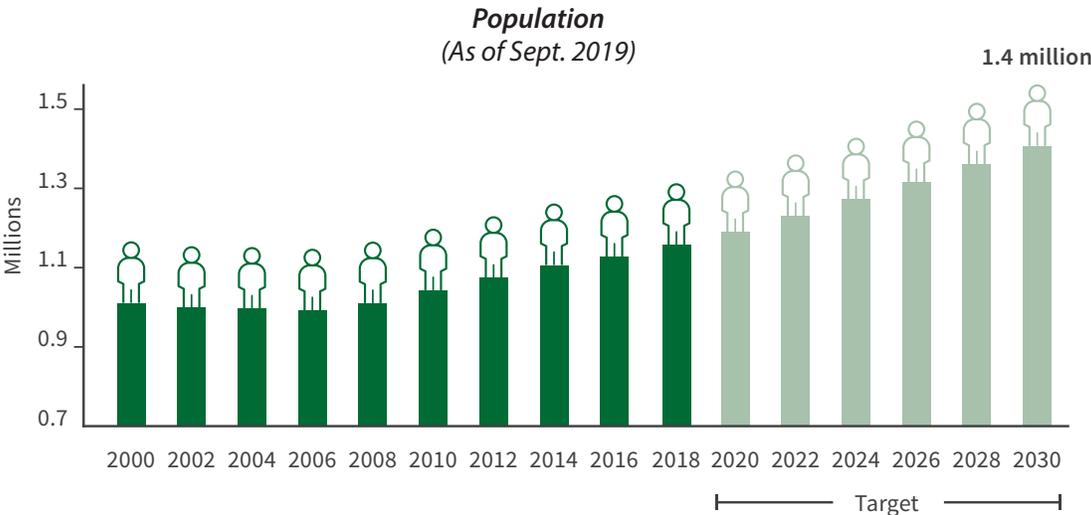
### Keeping Young People in Saskatchewan

Today, more than 1,170,000 residents call Saskatchewan home. The province has experienced historic population growth over the last decade, resulting in Saskatchewan having grown by more than 160,000 people since 2007.

A strong economy is the foundation for a growing population. Economic growth provides more opportunities for young people to stay in Saskatchewan, while attracting more people to Saskatchewan from countries around the world. The Government of Saskatchewan will undertake new measures to build on the strengths of current initiatives and realize the goal of having 1.4 million people in Saskatchewan by 2030.

Increasing the number of young people who stay in Saskatchewan to start a career and family will help to grow the province's population. Saskatchewan will continue to undertake the most aggressive youth retention plan in Canada, while exploring new incentives to keep Saskatchewan affordable for young people and create more opportunities for young people to realize their future here.

- Saskatchewan's Graduate Retention Program will remain the most aggressive youth retention program in Canada. Under the program, post-secondary graduates who remain in Saskatchewan after they graduate are eligible for up to \$20,000 in tax credits. To date nearly 71,000 young people have claimed this tax credit.





- The Government of Saskatchewan will continue to look at new incentives to retain more young people in Saskatchewan and make the province more affordable for young people to live, work and raise a family.
- Saskatchewan's growing technology sector and digital economy will be an important driver of economic growth over the next decade. Because this sector employs a disproportionate number of young people including new university graduates, the Government of Saskatchewan will partner with the sector and post-secondary institutions to develop a technology career pathways system for people to upskill for the jobs of the future. This will ensure students entering post-secondary education are aware of future employment and self-employment opportunities, and have access to experiential learning in technology and the digital economy.
- Access to post-secondary education, training and apprenticeship opportunities provides a foundational first step for young people to gain the knowledge and experience they need to start their careers in Saskatchewan. In the 2018-19 budget, core investments in our post-secondary institutions totaled over \$675 million. In addition to increasing core funding for our post-secondary education and training institutions over the next decade, the Government of Saskatchewan will invest in targeted affordability, access and opportunity supports for post-secondary students. The Government of Saskatchewan will work with post-secondary institutions to foster the self-selection or bundling of competencies that students need to manage their own life-long learning portfolio.
- Youth with intellectual and physical disabilities experience particular challenges entering and sustaining employment in the workforce. To increase opportunities for these youth, the Government of Saskatchewan will work to connect youth to employers. The goal is to grow the number of young people with different physical and intellectual abilities who are participating in the workforce.



## THE PLAN FOR GROWTH TO 2030:

### Increasing and Retaining the Number of Skilled and Entrepreneurial New Canadians in Saskatchewan

A significant proportion of Saskatchewan's historic population growth has come from immigration. Since 2007, the number of new Canadians who arrived in our province through the Saskatchewan Immigrant Nominee Program (SINP) each year has grown from 1,837 to 11,109 people. Increasing the number of new immigrants to Saskatchewan is an important component of the plan to grow our province to 1.4 million people by 2030.

- Build upon the growth and success of the SINP to increase the number of skilled new Canadians admitted to Saskatchewan by asserting provincial control over the program.
- Expand the SINP by establishing and marketing a new immigration entrepreneurship category for international students who have graduated from Saskatchewan institutions and want to own and operate businesses within the province.
- Address credential recognition issues experienced by new Canadians, by working with employers to create mentorships and internships for new Canadians to acquire Canadian work experience. The Government of Saskatchewan will also continue to work with other governments and regulators to initiate recognition activities before skilled trades people and professionals land in Canada.
- Achieve an 85 per cent immigration retention rate by 2030 by continuing to provide settlement supports and services through Saskatchewan's Regional Newcomer Gateways. This will ensure new Canadians are welcomed into the province and positioned for long-term success through the relocation process.
- Ensure new Canadians are connected to language training, skills development and work placements, while working with businesses to design language programs for specific occupations.
- Advocate that the Government of Canada dedicate a percentage of overall approvals through the International Experience Canada program to Saskatchewan. These programs allow youth to work in Canada for short periods of time and will assist in recruiting people to difficult-to-fill jobs in Saskatchewan.
- Celebrate Saskatchewan's multiculturalism and recognize the important contribution that new Canadians are making to Saskatchewan.



## 02 KEEPING SASKATCHEWAN'S ECONOMY COMPETITIVE AND GROWING SASKATCHEWAN'S TRADE AND EXPORTS

Growth in Saskatchewan's economy over the next decade requires continued competitiveness and growth in exports and trade: in what we produce for export, growth in the value of our exports and growth in the number of markets to which we export. Increasing the province's competitiveness and growing the value of trade and exports by 50 per cent over the next decade is the foundation for growing 100,000 jobs in Saskatchewan over the same period.

The export-intensive nature of Saskatchewan's economy requires a continued focus by government to ensure our export industries are competitive. Fully 70 per cent of the province's GDP is dependent on exports or export-supporting industries and Saskatchewan is the highest per capita exporter in the country.

### THE PLAN FOR GROWTH TO 2030:

#### Keeping Saskatchewan's Economy Competitive and Growing Private Capital Investment in Saskatchewan to \$16 Billion Annually

The Government of Saskatchewan will ensure the province's overall business environment remains competitive to grow private capital investment to \$16 billion or more annually.

- Keeping Saskatchewan's corporate tax rate competitive, while undertaking targeted new growth tax incentives to increase economic growth in the province within a balanced budget.
  - › While some provinces have slightly lower corporate tax rates than Saskatchewan, many of these jurisdictions also have health premiums or a payroll tax on employers. Policy decisions not to introduce these types of taxes on employers in Saskatchewan over the next decade will continue to provide Saskatchewan with a competitive advantage relative to other provinces.
- Investing in further tax reductions and measures to keep Saskatchewan's economy competitive as budget surpluses grow in future years.
- Investing in the drivers of competitiveness, such as Saskatchewan's transportation infrastructure.
- Keeping utility rates as affordable as possible, while investing in the utility infrastructure required to grow Saskatchewan's economy.



- Keeping education property taxes as low as possible. Since 2008, the cumulative education property tax burden has been reduced by approximately \$2.5 billion.
- Engaging Saskatchewan businesses and leveraging the work being undertaken by Priority Saskatchewan.
- Creating a single-window application for all resource development activities requiring permitting or invoicing from municipalities. A standardized online interface will drive efficiency and reduce administrative burdens and costs for municipalities and industry.
- Supporting engagement between natural resource companies and municipalities to promote mutual priorities and economic development.
- Maintaining Saskatchewan's labour sponsored venture capital corporation program which provides a provincial tax credit to support \$70 million in annual investment into Saskatchewan based companies.

## **THE PLAN FOR GROWTH TO 2030:**

### **Introducing SaskFirst New Growth Tax Incentives**

Since 2007, the Government of Saskatchewan has introduced a series of business and new growth tax incentives designed to attract new capital investment and jobs. The Government of Saskatchewan will support these initiatives and undertake further SaskFirst new growth tax incentives to ensure the competitiveness of the Saskatchewan economy.

- Introduce two SaskFirst new growth tax incentives:
  - › An agricultural technology incentive to support the application of emerging digital technologies in the agricultural sector and the attraction of agricultural technology companies to Saskatchewan.
  - › A chemical fertilizer incentive to encourage investment in Saskatchewan's chemical fertilizer sector.
- Support recently introduced SaskFirst new growth tax incentives, including:
  - › The *Saskatchewan Technology Startup Incentive* – the most aggressive angel investment tax credit for startups in Western Canada.
  - › The *Oil and Gas Processing Investment Incentive*, which supports infrastructure upgrades for companies, as well as value-added processing and improved emissions management.
  - › The *Saskatchewan Petroleum Innovation Incentive*, which provides transferable royalty/freehold tax credits for qualified innovation and commercialization projects.



- › The *Targeted Mineral Exploration Incentive* which is leading to increased drilling activity in Saskatchewan and creating significant opportunities for future mining investment. The incentive provides a particular benefit to junior companies that often face challenges raising necessary investment capital to fund exploration projects.

## **THE PLAN FOR GROWTH TO 2030:**

### **Growing Saskatchewan Manufacturing: Increase the Value of Saskatchewan Manufacturing Exports by 50 Per Cent by 2030**

Manufacturing plays a key role in Saskatchewan's economy, representing seven per cent of the province's GDP. From 2008 to 2018, Saskatchewan's manufacturing real GDP grew by 30 per cent, which was the second-fastest growth rate among the provinces.

- Ensure Saskatchewan has a competitive tax and regulatory environment for manufacturing investment.
- Expand access to Canadian and international markets for Saskatchewan manufactured goods.
- Assist Saskatchewan-based manufacturing companies in accessing new markets.
- Attract major international trade shows to draw attention to Saskatchewan's core economic strengths and manufacturing capacities in the province.
- Invest in north-south trade corridors to facilitate the efficient transportation of manufactured goods to the United States (U.S.) and Mexico.
- Leverage government and public utility procurement to grow the manufacturing sector.
- Reduce unnecessary red tape, including interjurisdictional impediments, that inhibit manufacturing growth in the province.
- Increase the adoption of advanced manufacturing technologies by Saskatchewan manufacturers.
- Connect Saskatchewan manufacturers with opportunities to produce goods that are currently imported by local businesses in Saskatchewan's key economic sectors.
- Create incentives that improve efficiency and accelerate capital investment.
- Partner with industry to support open innovation forums.
- Ensure that education, training and immigration programs are aligned to support growth in manufacturing and advanced manufacturing.



## **THE PLAN FOR GROWTH TO 2030:**

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### **Growing Saskatchewan's Trade and Exports: Increasing the Value of Exports by 50 Per Cent by 2030**

In addition to increasing production and the value of the province's exports, Saskatchewan's trade and export strategy for the next decade requires:

- Increased market access for Saskatchewan products.
- Expanding the number of markets for Saskatchewan exports.

These two factors are critical for the growth of Saskatchewan's export economy over the next decade, but also involve dedicated actions on the part of both the federal and provincial governments for Saskatchewan to succeed.

The international nature of Saskatchewan's economy means that federal government policies and actions have a disproportionate impact on the province. Actions by the federal government to negotiate free trade deals that open access to international markets are highly beneficial to Saskatchewan. Conversely, barriers to trade imposed by the federal government can have a disproportionate impact on Saskatchewan industries. In both cases, policies and actions undertaken by the Government of Canada can have a significant impact on Saskatchewan's growth agenda.

## **THE PLAN FOR GROWTH TO 2030:**

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### **A Federal Government Commitment to Growing Saskatchewan's Trade and Exports**

Given growing international trade protectionism on the part of Canada's and Saskatchewan's strongest trade partners, it's more important than ever for the Government of Canada to support Saskatchewan industries and jobs by undertaking proactive measures to open access to international markets.

Saskatchewan will continue to call for strong federal government actions that will:

- Reduce trade barriers and increase access to international trade markets.
- Proactively support the development of transportation measures such as pipelines, rail and highway transportation to allow Saskatchewan and Canadian products to get to international markets.
- Ensure Indigenous equity participation in the development of new pipelines, export infrastructure, energy and natural resource development.
- Support the development of a dedicated national energy infrastructure corridor within Canada, while ensuring no province has the ability to veto national energy infrastructure projects within their province's borders.



- Eliminate federal tax and regulatory measures that introduce new burdens and reduce the competitiveness of Saskatchewan and Canadian businesses.
- Ensure the competitiveness of Canada's agricultural and natural resource industries in relation to our major trading partners.
- Proactively support Saskatchewan's and Canada's natural resource and manufacturing industries at home and abroad, by advocating on behalf of the environmental sustainability of these industries – including the oil and gas industry.
- Protect Saskatchewan's provincial authority over natural resource projects within our province's jurisdiction.
- Ensure that growth in Saskatchewan's export industries and increased value-added production is part of the federal government's long-term policy and infrastructure funding.

## **THE PLAN FOR GROWTH TO 2030:**

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### **Growing Trade and Exports Through Government of Saskatchewan Initiatives**

The Government of Saskatchewan will undertake Saskatchewan-led efforts and participate in interprovincial initiatives to open doors to international markets and reduce barriers to trade in interprovincial markets within Canada. This builds upon the investments and supports the Government of Saskatchewan has undertaken to grow the province's export economy since 2007 and the need for Saskatchewan to be proactive in developing international markets.

#### **Strengthening Saskatchewan's international relationships and growing the number of international markets to which Saskatchewan exports more than \$1 billion annually.**

- Establish provincial trade and investment offices in key Saskatchewan export markets to promote greater trade with Saskatchewan and facilitate growth in Saskatchewan exports, beginning with the establishment of trade and investment offices in India, Singapore and Japan.
  - › Saskatchewan's trade and investment offices will have responsibility for:
    - Diversifying markets and facilitating connections between Saskatchewan businesses and buyers.
    - Encouraging greater foreign direct investment (FDI) in Saskatchewan.
    - Providing an advantage to our exporters by having people on the ground who understand the business environment and can assist in navigating foreign rules and regulations.
    - Promoting Saskatchewan priorities and economic sectors to foreign businesses and governments.



- Increase international engagement and the number of international trade missions undertaken by the Government of Saskatchewan, Saskatchewan Trade and Export Partnership (STEP) and Saskatchewan industries and businesses.
- Tell the Saskatchewan story and promote the quality and sustainability of Saskatchewan products around the world.
- Invite Saskatchewan's global trading partners to the province to showcase Saskatchewan products and industries through incoming trade missions.

### **Undertaking a dedicated United States engagement strategy to strengthen Saskatchewan's relationship with our largest trading partner.**

The U.S. remains Saskatchewan's largest trading partner. The Government of Saskatchewan is committed to reducing trade barriers between the U.S. and Canada in areas that impact Saskatchewan industries. The Government of Saskatchewan has urged the ratification of a new free trade deal with the U.S., while consistently advocating for Saskatchewan businesses such as EVRAZ that have been the subject of unfair trade actions by the U.S.

In the face of increasing protectionism on the part of Saskatchewan's largest trading partners, the province needs to use every lever and take advantage of every opportunity to promote Saskatchewan exports and the mutual benefits of free trade between Canada and the U.S.

To strengthen the relationship between Saskatchewan and the U.S., the Government of Saskatchewan will undertake U.S. engagement efforts to communicate the benefits of free trade and market access for Saskatchewan products:

- Engage the U.S. federal government proactively through Premier-led missions to the U.S. and participation in joint-provincial efforts to promote the benefits of free-trade between Canada and the U.S.
- Increase awareness about the benefits of trade with Saskatchewan at the state and governor level, through U.S. missions and international forums such as the Pacific NorthWest Economic Region (PNWER), the Midwestern Legislative Conference and Western Governors' Association.
- Build U.S. awareness of investment opportunities in Saskatchewan for agricultural value-added products and emerging industries, such as pulse crops processing, by leveraging high profile recent investments such as James Cameron's and Verdient Food's investment in Saskatchewan.



## Improving export-readiness support for Saskatchewan industries and producers.

The Government of Saskatchewan is committed to providing export-readiness services and supports for Saskatchewan businesses.

Through the Ministry of Trade and Export Development, STEP and Priority Saskatchewan, the Government of Saskatchewan will:

- Work with export businesses and industries to identify new and expanded markets for Saskatchewan products and services.
- Identify and remove provincial barriers to growth to increase exports.
- Support and invest in the Food Industry Development Centre and other Saskatchewan-based organizations that support product development and prepare Saskatchewan industries for international export.
- Proactively communicate the benefits of free trade deals to Saskatchewan export businesses and industries such as the:
  - › Canadian Free Trade Agreement (CFTA) that promotes labour mobility between provinces/territories and grants access to provincial and municipal procurement opportunities. The CFTA creates a forum to reconcile regulatory barriers and cooperate on new regulations.
  - › New West Partnership Trade Agreement (NWPTA), which lowers thresholds for procurement in Western Canada, supports the removal of most regulatory barriers between provinces and removes extra-provincial registration fees for Western Canadian companies.
  - › The Comprehensive and Progressive Agreement for Trans-Pacific Partnership (CPTPP), that removes or lowers tariffs on key Saskatchewan exports to major and growing markets. This agreement creates opportunities to remove regulatory barriers and build supply chains in the Asia-Pacific region.
  - › The Canada-European Union Comprehensive Economic and Trade Agreement (CETA) which gives Canada preferential access to the massive European market and generates investment opportunities.
- Identify new opportunities for Saskatchewan international service exports, including technology exports and the provision of international education and training opportunities provided by Saskatchewan-based post-secondary institutions.
- Provide a coordinated response to the federal government in advocating for federal improvement to support export-readiness for Saskatchewan exporters.



## Improving Saskatchewan's export infrastructure to get Saskatchewan products to market.

The Government of Saskatchewan will look at every opportunity to expand Saskatchewan's export infrastructure and increase options to get Saskatchewan products to international markets over the next decade.

Improving Saskatchewan's transportation infrastructure and increasing export options will open market access and reduce shipping costs. This will make Saskatchewan products more cost-competitive and will relieve pressure and congestion on the province's traditional transportation routes.

The Government of Saskatchewan priorities for enhancing and expanding Saskatchewan's export infrastructure, include:

- Increasing capacity to move goods to and through the U.S., including stronger rail connections to the U.S.
- Encouraging pipeline expansion and development within the province to enable the shipment of Saskatchewan oil through the U.S.
- Supporting completion of the Trans Mountain Pipeline expansion and the development of future east-west pipelines.
- Improving the province's traditional export routes to ports in British Columbia (B.C) and Eastern Canada.
- Capitalizing on the recently re-opened Port of Churchill to get Saskatchewan goods to market. This will include supporting efforts to export oil by tanker through the Port of Churchill.
- Improving Saskatchewan's highway connections and export corridors to Alberta, Manitoba and the U.S. This will build on the export infrastructure investments and improvements that have been undertaken since 2007.
- Identify and develop options to increase Saskatchewan's export infrastructure, by working proactively with the province's export and transportation sector, other western provinces, the federal government and the U.S.
- Work with Saskatchewan export industries to develop a new transportation public-private partnership to provide industry with increased transportation and logistics information, analytics and expertise to better navigate and leverage international supply chains.
- Invest in highways and transportation infrastructure, building upon the nearly \$9 billion that has been invested since 2007, including working with municipalities to develop an integrated transportation network – "one network" approach – that includes developing light vehicle corridors.
- Ensure federal export infrastructure funding supports the needs of Saskatchewan businesses and exporters.
- Advocate for a new national infrastructure corridor to ensure a clear route to get Canadian exports to market.
- Build on the province's relationship with the Port of Vancouver, which is a primary transportation node for Saskatchewan exports.
- Encourage collaborative efforts to improve our national export infrastructure such as expanding capacity at the Port of Prince Rupert to support increased trade with Asia.
- Examine options to enhance the north-south rail network in Saskatchewan to provide competitive alternatives and broader access to the U.S. rail network, ports and American markets.



## **Strengthening Saskatchewan's trade relationships through Saskatchewan's international education strategy.**

The global relationships established by Saskatchewan's post-secondary institutions provide a strong foundation to strengthen relationships between our international trading partners while advancing Saskatchewan's international education strategy. Between the province's two universities and Saskatchewan Polytechnic, Saskatchewan's post-secondary institutions have 568 active agreements with international post-secondary partners.

- Leverage Saskatchewan's strategic advantage as a destination of choice for international students to further solidify important trade relationships in our key markets.
- Leverage international relationships to provide opportunities for Saskatchewan students to study abroad in some of our key market destinations. Connecting our students to international opportunities will help to advance the province's trading relationships while equipping the next generation of Saskatchewan students with global experiences they can bring home and use to innovate and grow Saskatchewan's economy.
- Work closely with Saskatchewan's post-secondary partners to build international opportunities to advance and commercialize research in areas where Saskatchewan institutions are global leaders, such as medical isotopes and nuclear medicine, vaccines, carbon capture and storage, additive manufacturing, precision agriculture, plant genomics and post-traumatic stress disorder.

## **THE PLAN FOR GROWTH TO 2030:**

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### **Growing Opportunities for Saskatchewan Businesses by Reducing Barriers to Interprovincial Trade**

Barriers to internal trade in Canada have been estimated by the Senate of Canada to cost the Canadian economy as much as \$130 billion annually. Reducing barriers to internal trade will provide an important opportunity for the growth of Saskatchewan's businesses over the next decade.

To reduce interprovincial trade barriers and position Saskatchewan businesses to take advantage of this opportunity, the Government of Saskatchewan will:

- Reconcile and harmonize regulations with other provinces to fast track the reduction of internal trade barriers.
- Work with the federal, provincial and territorial governments to address barriers to internal trade. This includes continued participation at the Regulatory Reconciliation and Cooperation Table to reconcile regulatory measures that act as a barrier to trade, investment or labour mobility within Canada.
- Work with businesses and industries to promote and identify opportunities for Saskatchewan companies to increase their interprovincial exports.



## 03 GROWING SASKATCHEWAN'S AGRICULTURAL ADVANTAGE

### THE PLAN FOR GROWTH TO 2030:

#### Growing Saskatchewan's Agri-Food Exports to \$20 Billion by 2030

Saskatchewan's agri-food exports are a significant contributor to the province's export economy and Saskatchewan's goal of increasing the value of our exports by 50 per cent by 2030. Growth in agri-food exports will be a result of increasing primary production and value-added production in the province.

In order to secure Saskatchewan's role as a global leader in the production and export of agri-foods, Saskatchewan's producers and industries need to have access to markets and the opportunity to grow international markets for their products.

The Government of Saskatchewan will undertake market diversification efforts and capitalize on new market opportunities for Saskatchewan's agri-food products, including:

- Advocating that the federal government negotiate, enhance and ratify trade agreements in priority markets and make full use of trade tools such as World Trade Organization challenges to protect Canada's interests.
- Expanding access to current markets such as Mexico and Japan, while securing access to new markets.
- Capturing growth opportunities from trade agreements such as the Comprehensive and Progressive Agreement for Trans-Pacific Partnership.
- Supporting market development services for businesses through STEP and enhancing market presence in key foreign markets.
- Supporting industry's market development efforts through programming and coordinated international trade missions.
- Ensuring producers are export-ready by helping them understand and adapt to federal regulations and food safety requirements.
- Working with industry, the federal government and other provinces to identify market access risks, solutions and coordinating trade advocacy efforts to:
  - › Identify and address non-tariff barriers affecting Saskatchewan agriculture.
  - › Establish a trade diversification/risk identification network of industry and provincial and federal officials, including trade commissioners, to identify emerging trade risks and coordinate trade efforts to support industry trade diversification offices.



## THE PLAN FOR GROWTH TO 2030:

### Increasing Crop Production to 45 Million Metric Tonnes (MMT) and Livestock Cash Receipts to \$3 Billion by 2030

Primary crop production increased from 23.6 MMT in 2007 to 35.4 MMT in 2018. Saskatchewan will continue to invest in a strong primary production system by growing crop production in the province to 45 MMT by 2030 and increasing livestock cash receipts to \$3 billion by 2030.

Growth will come through increased research and development in new crop technologies, increased adoption of modern farming techniques, expansion in irrigation and new crop varieties. A larger crop in Saskatchewan will support increased value-added processing with a stable supply of high-quality products.

- Help producers manage risk through business risk-management programs and ensure federal-provincial agriculture policy frameworks in 2023 and 2028 reflect the needs of Saskatchewan producers.
- Support basic and applied agriculture research through programs such as the Agriculture Development Fund (ADF). The ADF delivers innovative research, development and commercialization programs.
- Ensure research is converted into practical application to provide the sector with relevant and timely information about new technology and practices through programs such as the Agriculture Demonstration of Practices and Technologies (ADOPT) program and the Strategic Field Program (SFP).
- Monitor and expand the provincial disease surveillance system and respond effectively and quickly to natural disasters and disease events:
  - › Establish the Western Canadian Animal Health Surveillance Network and the Canadian Plant Health Council to focus on surveillance collaboration with the industry and other provinces.
  - › Minimize producer risks through diagnostics and surveys.
  - › Promote the use of traceability measures to ensure a quick response in the event of an animal disease outbreak.
  - › Advocate that the federal government integrate zoning provisions in future free trade agreements.
- Press the federal government to increase the regulatory efficiency for crop production, including the efficient regulation of crop varieties developed through new plant breeding techniques and legislative changes. This will ensure producers can access pest management tools while also protecting the health of Canadians and the environment.
- Work with Indigenous communities to encourage and support agricultural production on Indigenous-owned lands.
- Identify and address barriers to intensive livestock growth through the Intensive Livestock Steering Committee, including introducing a more responsive and predictable approval process for intensive livestock operations.



## **THE PLAN FOR GROWTH TO 2030:**

### **Expanding Irrigation in Saskatchewan**

The Government of Saskatchewan will work with industry to maximize irrigation capacity in Saskatchewan:

- Support irrigation district infill development to add 85,000 new irrigated acres.
- Pursue efforts to attract private sector investment for additional irrigation development in the province.

## **THE PLAN FOR GROWTH TO 2030:**

### **Increasing Agriculture Value-Added Revenue to \$10 Billion**

Value-added production is one of the most important economic drivers for the growth of Saskatchewan's economy over the next decade. Turning raw products into ingredients and increasing processing of primary production within Saskatchewan will increase value-added agriculture revenue from over \$5 billion in 2017 to \$10 billion by 2030. Growth in value-added production will be grounded in growth of the primary sector and the plan to increase the size of the provincial crop from 35 MMT in 2017 to 45 MMT by 2030.

#### **Growing value-added agricultural revenue through research and innovation.**

- Build on the success of existing Agriculture Development Fund projects and investments already underway while supporting new initiatives to help grow the sector.
- Support Ag-West Bio as an ambassador for the biosciences sector.
- Identify value-added projects and bring together large, multi-disciplinary teams to complete research projects that lead to more rapid development of value-added technologies and processes.
- Undertake strategic investments to enhance the province's research infrastructure and capacity to capture additional opportunities and develop innovative technologies.
- Develop a data strategy for the value-added agriculture sector in Saskatchewan to securely collect agronomic and economic data from farmers and food processors. This will provide the agriculture sector with better decision-making tools to enhance yield, crop quality, and competitiveness, foster system-wide transparency and traceability, and furnish researchers with data for their work — all through partnerships with analytical platform providers and scientists.



- Support the work of the Saskatchewan Research Council, including:
  - › Developing options for extending the growing season, productivity of agricultural and forestry lands, and the critical future modeling of water resources in Saskatchewan.
  - › Exploring opportunities for emerging technology and innovation relevant to the agriculture sector. This includes enhanced water management (flood and drought resistance) and the cross-cutting initiative to remediate abandoned mine and industrial sites for return to agricultural purposes.

## **THE PLAN FOR GROWTH TO 2030:**

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### **Growing Value-Added Revenue Through Saskatchewan-Based Processing**

#### **Crushing 75 per cent of the canola Saskatchewan produces by 2030.**

Canola processing currently represents the largest portion of Saskatchewan's value-added sector while also representing the greatest potential for growth. Currently, the Saskatchewan industry processes approximately 40 to 45 per cent of our canola crop, or \$3 billion in revenue.

Achieving the goal of crushing 75 per cent of the canola Saskatchewan produces in the province would result in an estimated \$2 billion in additional value-added revenue by 2030.

- Saskatchewan's canola and oilseed value-added strategy will include:
  - › Expanding the current processing sector and attracting new investment in oilseed processing.
  - › Working with industry and the research community to develop technical solutions aimed at significantly increasing the value and market potential for canola meal.
  - › Capturing renewable diesel/bio-diesel opportunities resulting from various mandates within the U.S., Canada and the globe.
  - › Supporting research, development and commercialization of technologies and processes that will capture higher value markets for canola meal, such as global aquaculture feeds and human market and industrial bio-composites and bio-plastics.
  - › Continuing the development and adoption of other oilseed crops such as soybeans, borage, camelina and flax – all of which have potential for being processed into oil and meal.



### **Processing 50 per cent of Saskatchewan pulse crops in Saskatchewan by 2030 to capitalize on increased North American and global demand for plant proteins.**

Saskatchewan currently processes approximately 10 per cent of its primary pea production within the province. Increasing processing from 10 per cent to 50 per cent would add approximately \$1 billion in new value-added revenue by capitalizing on the growing global demand for protein. Saskatchewan will pursue and support opportunities for lentils and other pulse processing.

Saskatchewan's pulse processing strategy includes:

- Improving the genetics of Saskatchewan pulses to increase protein production, content and consistency.
- Collaborating with Protein Industries Canada to research, develop and commercialize technologies and processes to improving processing efficiencies and sustainability.
- Supporting investment by improving the province's trade infrastructure.
- Ensuring Saskatchewan's business environment supports new investment in the sector.



### **Doubling meat processing and animal feed value-added revenue by 2030, from \$550 million to more than \$1 billion.**

The growth of Saskatchewan's crop production and value-added activity will be constrained without a strong and prosperous livestock sector. The livestock sector provides a critical local market for lower quality crops and by-products from processing activity. Increasing livestock production in Saskatchewan will drive the animal feed manufacturing sector. Saskatchewan's value-added strategy will also focus on meeting increasing global demand for high-protein pet food with Saskatchewan products.

- Targeted support to current meat processors in the province.
- Provide a competitive business environment for processing facilities, including investment attraction initiatives to encourage new investment in meat and animal feed processing.
- Provide infrastructure and support services necessary to attract the required investment.
- Encourage operations to adopt new technologies in automation and best practices in manufacturing.

### **Ensuring a competitive business climate to encourage investment in the value-added agriculture sector.**

- The Government of Saskatchewan will invest over \$70 million in value-added programming by 2030 to support new investment, the growth of small businesses, the commercialization of new technologies and sector competitiveness. Saskatchewan will also leverage advantages through federal-provincial agreements such as the Canadian Agricultural Partnership.



- Implement a targeted marketing plan to grow investment in the value-added sector.
- Enhance transportation and logistics expertise to support Saskatchewan businesses to efficiently get their goods to markets.
- Address red tape regulatory impediments to new investments and business expansion.
- Ensure Saskatchewan has a competitive environment to foster value-added growth opportunities in the province.
- Develop a qualified labour pool and improve access to general labourers through education and training, as well as targeted immigration strategies.
- Work with the private sector to encourage development of fully serviced industrial parks and other “shovel-ready” sites to better attract new business, including:
  - › Water development projects.
  - › Natural gas and electricity grids.
  - › High-speed internet infrastructure.
  - › Road and rail transportation improvements.



## 04 GROWING SASKATCHEWAN'S NATURAL RESOURCE ADVANTAGE

Saskatchewan's natural resource industries are instrumental to the province's economic growth.

The oil and gas industry is the largest sector of Saskatchewan's economy, accounting for 15 per cent of total GDP. Saskatchewan's oil and gas industry invests over \$4 billion annually to maintain and increase oil production. Saskatchewan produces roughly 480,000 barrels of oil per day, making our province the sixth largest on-shore oil producer in the U.S. and Canada. Saskatchewan's oil and gas industry supports more than 34,000 full-time equivalent jobs.

Saskatchewan is a global leader in the uranium industry. The province has the highest-grade uranium deposits in the world and produced 22 per cent of the world's primary uranium in 2017. Saskatchewan's known uranium reserves total almost 612 million kilograms – the energy equivalent of 10 billion tonnes of coal or 54 billion barrels of oil.

Saskatchewan potash producers are positioned to fulfill growing global demand driven by population growth and consumer demand in developing countries. The province's potash industry currently employs 5,400 people and accounts for approximately 30 per cent of world production. Saskatchewan's potash industry has the world's lowest full lifecycle greenhouse gas (GHG) emissions. The target for 2030 is to increase the annual value of potash sales to \$9 billion.

Saskatchewan's forest industry is a significant contributor to the province's northern economy, with sales of forest products reaching over \$1 billion. The forest industry employs 7,500 people and is a significant contributor of jobs in the north.

### THE PLAN FOR GROWTH TO 2030:

#### Increasing Oil Production to 600,000 Barrels Per Day by 2030

Saskatchewan will continue to be a leader in the advancement of enhanced oil recovery (EOR) technologies. EOR methods can reduce the environmental impacts of oil recovery and maximize resource potential by increasing the amount of recoverable oil. Thermal EOR projects reduce the surface footprint, reduce GHG emissions by 50 per cent and improve recovery rates from 7 per cent to 45 per cent compared to conventional oil recovery. Water-flood and carbon-flood projects in southeast Saskatchewan have increased recovery rates 10 per cent and 12 per cent, respectively. Saskatchewan's royalty structure has been integral to advances in EOR.

- Attract investment in Saskatchewan's oil and gas sector using a competitive royalty regime that rewards innovation.



- Work with Saskatchewan's oil and gas sector to remove red tape and barriers to economic growth and investment in the industry.
- Further develop the Regulatory Excellence approach that drives innovation through stability, predictability and a focus on results and positive environmental outcomes.
- Optimize Saskatchewan's regulatory and policy environment to increase exploration, increase primary production and encourage the application of enhanced recovery methods in the oil and gas sector.
- Introduce new strategies and policies to promote secondary and tertiary recovery methods, including steam-assisted gravity drainage and water and CO<sub>2</sub> flood projects.
- Continue SaskPower's Power Generation Partner Program to allow upstream oil and gas producers to capture and utilize methane from oil production for self-generation of power.
- Ensure public offerings for oil and gas and subsurface mineral rights facilitate exploration and development of our natural resources.
- Promote Saskatchewan's competitive position at industry events and opportunities such as: the Saskatchewan Geological Open House, the North American Prospect Expo for oil and gas, the Williston Basin Petroleum Conference, the Mineral Exploration Roundup, the Prospectors and Developers Association of Canada and the Global Petroleum Show.
- Encourage Indigenous equity participation in the development of new pipelines, export infrastructure, energy and natural resource development.
- Work with neighbouring provinces and industry partners to promote collaboration and mutual priorities to reduce jurisdictional roadblocks and support better regulatory planning.



## **THE PLAN FOR GROWTH TO 2030:**

### **Increasing Mining Exploration and the Value of Mining Exports**

**Increase the annual value of uranium sales to \$2 billion by 2030.**

**Increase the annual value of potash sales to \$9 billion by 2030.**

**Increase new mineral exploration.**

Saskatchewan's mining sector is a significant driver of growth in the province's economy. Mining and exploration companies have over 24 corporate offices in Saskatchewan. Mining operations in the province directly employ over 12,400 individuals with a payroll of over \$1.4 billion. Every job in the mining sector generates at least two jobs in mining supply and services. Saskatchewan mining companies purchased \$2.9 billion worth of goods and services from Saskatchewan suppliers in 2017.

The Government of Saskatchewan will:

- Reinstating Provincial Sales Tax exemptions for exploratory and downhole drilling activity in the mining sector to encourage mining investment and exploration.
- Ensuring a competitive royalty and taxation environment for the mining sector.
- Promoting Saskatchewan's mining sector to attract international investment and to attract new exploration and mining companies to the province.
- Working with the federal government to remove barriers to global market access and foreign investment restrictions on uranium.
- Encouraging the exploration and development of Saskatchewan mineral resources including strategic minerals and metals.
- Supporting the Targeted Mineral Exploration Incentive to increase exploration for emerging minerals in underexplored regions.
- Ensuring the regulatory and policy regime for diamonds is competitive and consistent with the goal of establishing a producing diamond mine in Saskatchewan.
- Working to ensure regulatory and permitting decisions are clear, consistent, predictable and timely to support industry's investment decisions and community engagement.
- Supporting the development of the helium industry in the province.



## THE PLAN FOR GROWTH TO 2030:

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### Doubling the Growth of Saskatchewan's Forestry Sector

Doubling the size of Saskatchewan's forestry sector by 2030 will have a significant impact on Saskatchewan's northern communities. In addition to growing sales to \$2.2 billion and exports to \$1.2 billion by 2030, growing employment by 50 per cent in the forestry sector would increase the number of jobs in the sector from 7,500 jobs today to over 11,500 direct full-time-equivalent jobs by 2030.

Investments and innovation continue to drive efficiencies in Saskatchewan's forestry sector. The Meadow Lake Tribal Council's bioenergy project at the NorSask sawmill in Meadow Lake, scheduled for completion in 2021, will use 10 per cent of all mill wood waste generated in Saskatchewan while improving the industry's timber utilization rate to 90 per cent.

FPIInnovations – a collaboration between over 400 companies, eight provinces and the federal government – continues to fund innovative projects that improve sustainability and competitiveness. New technologies and equipment have improved productivity by 15 per cent for lumber, six per cent for oriented strand board (OSB), and four per cent for pulp.

- Ensure a competitive royalty and taxation environment for the forestry sector.
- Explore complementary policies, including the use of biomass as a source of electricity generation, to improve the economics of an expanded pulp and OSB industry in Saskatchewan including the commercialization of forestry by-products.
- Ensure forestry legislation, regulations, timber harvesting licences and other policies promote and facilitate optimal use of the provincial timber supply.
- Plant 85 million trees in the province over the next decade.
- Research advanced genetics in seed varieties to increase the sustainability of our forests and resistance to pests such as the Mountain Pine Beetle.
- Work collaboratively with industry stakeholders through the Forestry Sector Competitiveness Committee to address barriers to the growth of forestry in Saskatchewan.
- Adopt building code amendments allowing for tall wood building construction using mass timber.
- Expand the province's ability to add value to waste wood, including for use as pulp and in the manufacturing of OSB.



## **THE PLAN FOR GROWTH TO 2030:**

### **Improving Competitiveness Across Saskatchewan's Natural Resource Sectors**

In addition to the sector-specific initiatives set out above, cross-cutting initiatives to improve the competitiveness of Saskatchewan's natural resource sectors include:

- Establishing a comprehensive Geoscience Data Management System. This undertaking would allow companies to use modern information management technologies to increase exploration efficiency, improve drilling and development outcomes, and make new discoveries.
- Creating a single-window application for all resource development activities requiring permitting or invoicing from municipalities. A standardized online interface will drive efficiency and reduce administrative burdens and costs for municipalities and industry.
- Supporting the optimization and expansion of Saskatchewan's short-line rail network to improve north-south commodity movement.

## **THE PLAN FOR GROWTH TO 2030:**

### **Growing Indigenous Participation in Saskatchewan's Natural Resource Industries**

The mining sector continues to be the largest employer in the north, with a northern workforce of over 1,600 people. In 2018, the Indigenous employment participation rate in the mining sector in the north was 40 per cent, with almost half being from the northern part of the province. In total, the mining sector employs over 2,300 Indigenous workers and purchased almost \$650 million from Indigenous-owned businesses in 2017.

Saskatchewan's Indigenous people are significant participants in the province's forestry sector, through ownership, employment and procurement in the industry. Two of the four major sawmills in Saskatchewan are 100 per cent owned and operated by Indigenous businesses. This includes NorSask Forest Products in Meadow Lake – the largest 100 per cent owned Indigenous sawmill in Canada. Indigenous people comprise approximately 30 per cent of Saskatchewan's forestry sector workforce – the largest percentage within any provincial forest industry in Canada.

- Encourage Indigenous equity participation in the development of new pipelines, export infrastructure, energy and natural resource development.
- Work with industry partners to grow Indigenous employment in Saskatchewan's natural resource industries.



## 05 GROWING A SKILLED LABOUR FORCE THROUGH EDUCATION AND TRAINING

**Saskatchewan's workforce and labour market development system will contribute to making the province a preferred destination for people to build their future and for companies to thrive. Saskatchewan will focus on the development, retention and attraction of highly skilled and entrepreneurial talent as part of the plan to grow the province's population and economy.**

Over the next decade Saskatchewan will develop:

- An agile and integrated education and training system that is responsive to the economic opportunities for businesses and prepares people for careers in Saskatchewan.
- People with the skills, experience and pathways to realize their potential and build their careers in Saskatchewan.
- A labour market system in which employers and business leaders play a leading role.
- Workplaces that help develop the potential of a diverse population that requires labour market supports to succeed, including youth, older workers, Indigenous people, newcomers and persons with disabilities.

### THE PLAN FOR GROWTH TO 2030:

#### Developing an Agile and Integrated Education and Training System

Through investments in Saskatchewan's K-12 and post-secondary system, the Government of Saskatchewan invests over \$2.5 billion annually to support the foundational education, training and student development system to prepare our children and youth to succeed in the economy once they graduate.

- Ensure the K-12 system builds resiliency in students and the foundational skills, knowledge and competencies through the completion of a high school diploma.
- Build pathways to the workforce through the K-12 system:
  - › Ensure Saskatchewan's K-12 curriculum provides students with a strong foundation in the sciences, technology, engineering and math to prepare them for future success.
  - › Expand partnerships between industry and education so that students can build the knowledge, skills and competencies needed to succeed in the world of work, while continuing elective programs for career-work education in high schools.



- › Foster tighter partnerships between Saskatchewan's secondary and post-secondary systems, so that high school graduates can transition more seamlessly to higher learning.
- › Offer dual credit options so that high school graduates can have advanced standing in apprenticeship or other post-secondary programs.
- › Increase student success by prioritizing career planning and embedding career information throughout the K-12 curriculum.
- › Ensure financial literacy is embedded in the K-12 curriculum.
- › Emphasize applied learning and work exposure for all high school students to support their career decision making and provide a context for learning.
- › Continue to deliver the Young Worker Readiness Certificate so that young people understand their rights and obligations in the workplace.
- › Create a digital platform for students to explore their career identity, build their personal plans for post-secondary education and employment and develop a skills portfolio they can build upon throughout their career.
- › Support mental health and wellness in schools.
- Ensure Saskatchewan's post-secondary institutions and training providers are highly responsive to the needs of the economy – including the requirements of employers and industries, the needs of students and the needs of workers who are already in jobs:
  - › Expand work-integrated learning opportunities for students to develop and practice skills in real-life settings and gain exposure to careers in Saskatchewan – including co-ops, apprenticeships, internships and other partnerships.
  - › Undertake business planning with post-secondary institutions so that programs are aligned with economic opportunities.
  - › Ensure skills-training programs delivered across the province have common standards and quality assurance.
  - › Encourage educational innovation that is focused on preparing students for success in employment and self-employment, meeting the hiring needs of employers, adapting to rapid changes in technology and responding to local economic opportunities.
  - › Advance micro-credential recognition to support career development through lifelong learning.
  - › Ensure institutions work with Saskatchewan employers to define skills and competencies that are in demand and shape programs that develop those skills and competencies in students.
  - › Improve career planning supports for post-secondary students to transition to the workforce.
  - › Extend Saskatchewan's post-secondary footprint into global markets to provide Saskatchewan-developed international education and training.



## THE PLAN FOR GROWTH TO 2030:

### Ensuring Employers are Critical Partners in Saskatchewan's Labour Force System

Employers are critical partners in creating work, promoting career advancement and building the capabilities of the workforce.

Saskatchewan's economic growth requires employers and economic sectors to have access to people with the right skills, in the right place, at the right time to grow their businesses. Over the next decade employers will play an increased role in guiding the future development and alignment of Saskatchewan's labour market system. Employers will partner with government, schools, post-secondary institutions and community-based organizations to identify and meet workforce needs and assist in providing training, while making greater use of Saskatchewan's apprenticeship training system.

- Ensure regular engagement with employers, industry associations, training institutions and chambers of commerce to identify and address emerging labour force trends.
- Ensure business representatives play a leadership role in the governance of the labour market system, including apprenticeship training, trades and skills centres and labour market development boards.
- Support the Canada-Saskatchewan Job Grant.
- Facilitate broader participation by employers in the education and training system, to ensure Saskatchewan youth are:
  - › Aware of the breadth of career opportunities in the province.
  - › Engaged in training that has been designed with employers.
  - › Exposed to workplaces and gain real-world experience.
- Ensure increased collaboration among employment agencies and training providers so that employers have better access to qualified Saskatchewan workers and confidence to invest in Saskatchewan.
- Update apprenticeship legislation to enable the designation of occupations and paths to certification for experienced workers.
- Increase learning and development options for employees to upskill while they remain in their jobs.
- Support entrepreneurship and partnerships with industry to support the development of skills for entrepreneurship and self-managing a business and career.
- Establish business incubators to foster entrepreneurship and an innovation ecosystem.
- Streamline services to link retiring business owners with aspiring entrepreneurs and encourage succession planning for family-owned businesses.
- Work closely with employers to ensure that they are leveraging federal programs for workforce development, including Skills Boost, Work Sharing, apprenticeship incentives, and the Mitacs initiative to build partnerships between researchers and industry.



## **THE PLAN FOR GROWTH TO 2030:**

### **Developing the Potential of a Diverse Population that Requires Labour Market Supports to Succeed**

The Government of Saskatchewan is committed to providing people with the employment supports and pathways to education and employment to foster greater labour market participation.

- Ensure Saskatchewan workers and employers benefit from approximately \$470 million in labour market programs and services over the next six years. Priority actions include: education and skills training; improving outcomes for under-represented groups; and, investment in programs and services that attract and retain skilled workers.
- Support the expansion of work placement and employment opportunities for job seekers from under-represented groups.
- Support partnerships between employers, post-secondary institutions and community organizations that incorporate classroom and on-site work experience.
- Deliver employment and career development services that help unemployed workers navigate their path to education, training and employment.
- Ensure better coordination and alignment between health, social services and education investments to help students at risk of dropping out of school and to improve transitions between education, training and employment.
- Work with the Saskatchewan Indian Training and Assessment Group and the Gabriel Dumont Institute to address the fragmented system of federal investment in Indigenous workers.
- Work with regulatory and professional bodies to create more opportunities for foreign qualifications to be recognized prior to arrival to Saskatchewan, so that newcomers can apply their skills and talents upon arrival.
- Strengthen workforce development programs for people with disabilities.
- Improve outcomes for job seekers through career services that support individualized action plans for training, employment and career development.
- Expand pre-arrival information and services to support earlier connections to community and employment for newcomers prior to their arrival to Saskatchewan.
- Expand work-based language training in the province so that newcomers can work and learn at the same time.



## **THE PLAN FOR GROWTH TO 2030:**

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### **Developing Saskatchewan's Labour Market Development System**

The Government of Saskatchewan will continue to undertake improvements to the labour market system to provide clearer and more user-friendly pathways to career development, skills and competency recognition through joint partnerships between labour market service providers.

- Increase interprovincial credential recognition.
- Improve labour market coordination and adapt to changing economic conditions and advancements in technology.
- Engage with industry, training institutions, Indigenous organizations, economic development organizations and provincial, federal and municipal levels of government through the Northern Labour Market Committee to address economic and labour market issues in northern Saskatchewan.
- Improve accountability throughout the labour market system by monitoring the impact of labour market investments and managing for results.
- Adopt digital services that enable Saskatchewan people to develop their personal career and education plans with the support of teachers, parents and career professionals.
- Work closely with the Government of Canada to ensure Saskatchewan's labour market system receives a fair share of federal investments.

## **THE PLAN FOR GROWTH TO 2030:**

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### **Creating Safer Workplaces**

A competitive business environment requires employment laws that are fair and balanced, while fostering a growth-oriented economy. Reducing workplace injuries will lower health care and workers' compensation costs, while improving business productivity.

To ensure better protection of Saskatchewan workers on the job, the Government of Saskatchewan will focus on reducing serious workplace injuries and fatalities, promote the importance of workplace safety and ensure workplaces are in compliance with health and safety regulations.



## 06 TRANSFORMING SASKATCHEWAN'S ECONOMY THROUGH INNOVATION AND TECHNOLOGY

**Saskatchewan's future economic success is increasingly dependent on knowledge and innovation. Rapid technological changes, including advancements in automation and artificial intelligence will continue to impact Saskatchewan's economy over the next decade. Supporting the creation of innovative products and services, as well as the adoption of leading-edge processes for industry will help Saskatchewan's industries stay competitive and open up new markets while contributing to new technologies and practices to help achieve the province's climate-change goals.**

### THE PLAN FOR GROWTH TO 2030:

#### Tripling the Growth of Saskatchewan's Technology Sector by 2030

Saskatchewan's technology sector is a growth driver in our economy and an important future enabler of growth in our agricultural and resource sectors. The combination of existing research infrastructure and two new technological incubators has increased momentum in the province's digital economy, making Saskatoon the second fastest growing tech job market in Canada.

- Aggressively pursue new measures to retain and attract large-scale tech employers in Saskatchewan to anchor the province's technology ecosystem.
- Ensure investors are aware and accessing Saskatchewan's "Patent Box" incentive which reduces the corporate tax rate to six per cent for income taxes generated through the commercialization of innovation in Saskatchewan.
- Support the Saskatchewan Technology Start-up Incentive (STSI). Introduced in 2018, the STSI has addressed a need for capital investment in emerging startups in Saskatchewan. As of April 2019, 26 companies and 83 investors have been approved for tax credits that have triggered over \$3 million in private investment.
- Support the Made-in-Saskatchewan Technology (MIST) program to allow companies access to public sector partners to test and refine their technologies and serve as a launching pad towards new sales and customers.
- Position government as a test-bed and platform for the adoption of Saskatchewan-based technology to create made-in-Saskatchewan solutions to public sector challenges. This will assist technology entrepreneurs in our province to land their first major customer, validate their technology and commercialize their innovation – creating new businesses and jobs. Examples of recent successes include:
  - › BeeSecure: was created out of Innovation Saskatchewan's Innovation Challenge program to help rural property owners track and protect their assets. Through the program, BeeSecure validated their technology with



- rural property owners and law enforcement. The technology is now fully commercialized and being used by consumers and governments. It is also being sold overseas.
- › NC Smart Call: is a healthcare scheduling solution created to manage shift scheduling more efficiently for the Saskatchewan Health Authority in the Saskatoon area.. NC Smart Call will now be implemented province- wide. Their success has allowed the Saskatoon-based company to secure a contract with a health region in B.C. and to expand into the U.S. market.
  - Expand upon the success of the two technological incubators that are contributing to Saskatchewan's tech ecosystem:
    - › Co. Labs, based out of Saskatoon, has already mentored over 71 tech startups, helping these companies to attract over \$6 million in private investment and create almost 120 jobs.
    - › Regina-based Conexus Cultivator incubator, launched in late 2018, has just begun to process its first intake of companies.
  - Provide funding for research through the Saskatchewan research and development (R&D) tax credit, which provides a 10 per cent refundable R&D tax credit for the first \$1 million annual qualifying expenditures and a 10 per cent non-refundable tax credit on expenditures in excess of the annual limit.
  - Support ComIT, a non-profit that works to retrain unemployed and underemployed newcomers for software development jobs. Out of the 26 participants in the 2018 pilot program, 19 were employed with a local technology company in under six months.
  - Invest in post-secondary training programs and industry-led initiatives to prepare the technology and digital economy labour force of the future.
  - Through Innovation Saskatchewan, support the broad adoption of artificial intelligence throughout Saskatchewan's economic sectors.
  - Develop pathways for new technological/entrepreneurial activity in agriculture, e-health and oil and gas, including:
    - › Introducing innovation challenges to encourage existing and new entrepreneurs to provide solutions to pressing industry problem.
    - › Matching companies and entrepreneurs with partners in research and manufacturing sectors to test prototypes and proof of concept.
  - Develop a rural tech hub to ensure that smaller centers in Saskatchewan can serve as hubs for technology companies, including:
    - › Developing a pilot in collaboration with an interested, motivated Saskatchewan community to create 'remote tech jobs' to support labour market challenges and to support the growth of tech entrepreneurial activity in small communities. An example of this model is the Rural Innovation Initiative (RII) currently underway in 12 similarly sized rural communities in the U.S.
    - › Exploring opportunities stemming from the PLATO Sask Training Program, developed by the File Hills Qu'Appelle Tribal Council and Professional Quality Assurance Ltd. (PQA). This program will take a cohort of 15 Indigenous students each year to provide them with education, work placements, and an offer of full-time employment with PLATO Sask upon successful completion of the program.



## THE PLAN FOR GROWTH TO 2030:

### Driving Innovation Through Post-Secondary Institutions, Research and Development and Investments in Infrastructure

- Saskatchewan's post-secondary institutions play a pivotal role in Saskatchewan's innovation ecosystem. In addition to supporting our post-secondary institutions through operational and capital funding, the Government of Saskatchewan will continue to partner with post-secondary institutions on research and development projects to advance the province's innovation and sustainability goals.
- SaskTel will continue to invest to grow and improve the province's technology infrastructure:
  - › SaskTel's Wireless Saskatchewan initiative will enhance wireless service in more than 100 communities that had no cellular coverage or fringe service as well as towers to fill coverage gaps in busy provincial parks, along major highways, and in areas with little or no cellular coverage.
  - › SaskTel will expand Saskatchewan's fiber optic network infrastructure with the goal of having one million broadband access points by 2025.
- Through Innovation Saskatchewan, the province will support leading edge research being undertaken throughout the province to grow Saskatchewan's science diplomacy on a global scale:
  - › The Saskatchewan Advantage Innovation Fund supports and accelerates commercialization of game-changing technological innovations in the province's core economic sectors, such as autonomous farming technology. The fund has produced a return on investment over 200 per cent with 30 projects funded through the provincial government having attracted almost \$31 million in private investment.
  - › Supporting Saskatchewan research projects and institutions, including:
    - Construction of Saskatchewan Polytechnic's Research, Additive Manufacturing and Prototyping (RAMP) facility. RAMP is home to the most advanced 3D printer facility in Saskatchewan. RAMP will provide students with access to the equipment and skills they need in the labour market, while supporting small and medium-sized enterprises to access critical research innovation infrastructure by making it more accessible to create and test prototypes.
    - The Sylvia Fedoruk Canadian Centre for Nuclear Innovation (Fedoruk Centre) at the University of Saskatchewan places the province as a global leader in nuclear research and training. The Fedoruk Centre is advancing value-added areas of nuclear innovation in medicine, materials research, power generation and environmental stewardship.
    - Through the newly renovated Innovation Wing, the Fedoruk Centre will help to ensure the effectiveness of nuclear imaging drugs. For example, it will enable more than 20 young researchers to test better ways of diagnosing cancer, Parkinson's, Alzheimer's and heart disease, to invent new detectors and targeted therapies and to apply nuclear imaging to advance agricultural sciences.



- The Canadian Light Source (CLS) is Canada's national centre for synchrotron research and a global centre of excellence in synchrotron science and its applications. The CLS pioneered a medical isotope production technology that is now being commercialized to identify cancerous tumors and allow medical professionals to quickly and accurately treat patients.
- The Vaccine and Infectious Disease Organization-International Vaccine Centre (VIDO-InterVac) is home to some of the world's most advanced containment Level 2 and 3 vaccine research facilities. Its vast experience in animal health makes it a leader in the study of zoonotic pathogens. Construction of VIDO-InterVac's vaccine manufacturing facility will accelerate vaccine development and serve as part of a National Emergency Response as the only Containment Level 3 vaccine production facility in Canada.

## **THE PLAN FOR GROWTH TO 2030:**

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### **Developing Opportunities Through Innovation to Grow and Increase the Sustainability of Saskatchewan's Economy**

#### **Innovation in mining.**

New mining technologies will dramatically impact the mining sector over the next decade. Technology and innovation will allow mining companies to produce more ore with lower GHG emissions, which is essential to ensure the long-term sustainability of Saskatchewan's mineral resources. Key technology development areas include: in-situ mining for potash and uranium and the introduction of sensor-based sorting. Sensor-based sorting has the potential to improve ore concentrations, reduce energy consumption and increase the sustainability of mining in the province.

Research and development for the mining industry has attracted multi-national companies to the province. Saskatchewan now has the largest potash, diamond and uranium laboratories in the world through the Saskatchewan Research Council. Technology development and commercialization in mining has evolved to the point where all phases of the mining cycle are supported in Saskatchewan from discovery to reclamation.

Reducing costs, energy consumption and GHG emissions are critical to maintaining Saskatchewan's global position. Saskatchewan will support the development and commercialization of advanced mining technologies by:

- Supporting the development of a Minerals Liberation Initiative to accelerate the development and commercialization of technologies to separate metal and impurities from the compound of minerals.
- Ensuring that Saskatchewan's mining sector is incentivized to develop, adopt and scale new and emerging technologies by investing in research partnerships with industry and post-secondary institutions.



## Strategic metals.

Strategic metals present a new opportunity for Saskatchewan's mining sector. Strategic metals are mineral resources that are essential to the economy and modern life. Saskatchewan has world-class resources of both lithium and rare earth elements (REEs), which are extracted as part of oil and uranium production.

To capitalize on this opportunity, the Government of Saskatchewan will accelerate the development of cost-effective extraction technologies by:

- Assessing options to support the development of lithium extraction technologies required to support a viable lithium industry in Saskatchewan, including leveraging partnerships between industry, universities and research institutes.
- Working with industrial mining companies to develop REEs, including production of high-value REE concentrate in Saskatchewan within the next two years.
- Creating the first North American REE processing plant to deliver individual high purity REE. This would be a first in Canada that would create jobs, increase exports and provide a significant opportunity for value-added manufacturing.

## Enhanced oil recovery, carbon capture utilization and storage.

Saskatchewan's research and development centres have worked closely with the oil and gas industry on major defining projects across the Province. This led to Saskatchewan's first horizontal well near Lloydminster, and the enhanced oil recovery (EOR) process that has led to millions of barrels of incremental production in Saskatchewan.

Building upon Saskatchewan's considerable expertise and experience, the Government of Saskatchewan will support the continued evolution and evaluation of EOR technologies, as well as the next generation, value-added opportunities associated with carbon capture utilization and storage (CCUS) resulting in:

- Increased oil production and reserves at lower carbon intensity.
- Reduced carbon emissions.
- Environmentally sustainable coal or gas generation.
- World-leading technology development and new jobs.

## Positioning Saskatchewan as the best place in North America to test, commercialize and scale new oil and gas technologies.

- The *Oil and Gas Processing Investment Incentive* provides a royalty credit for all new and expanded large-scale value-added oil and gas facilities, including methane gathering and processing. The first project to be approved under the program resulted in a \$20 million expansion of an oil processing plant in Moose Jaw, which provided opportunities to over 30 local contractors and their employees. The refinery saw expanded processing capacity of 5,000 barrels per day, or a 30 per cent increase, and the installation of heat recycling equipment that will result in no net new emissions.
- The *Saskatchewan Petroleum Innovation Incentive* provides royalty credits to companies that develop innovative technologies that better manage GHG emissions and other environmental impacts.



## Water management.

Effective water management may be one of the most important factors driving forward Saskatchewan's growth in the next 20 years. Saskatchewan's continued agricultural and industrial growth and economic development will be dependent upon effective water management and adaptation.

The Government of Saskatchewan will support the development and implementation of a water management strategy through applied research, development and commercialization that will:

- Ensure water security for a growing population by developing a resilient supply infrastructure.
- Develop and commercialize new technology to provide cost-effective options to increase potable water capacity.
- Increase productivity and climate resilience to drive agricultural and industrial growth.

## Positioning Saskatchewan as a global leader in agricultural innovation.

Saskatchewan will also be the global leader in agriculture and agri-food Innovation by:

- Supporting the Global Institute for Food Security (GIFS). Saskatchewan is home to the world-leading GIFS. The Institute works on projects which help improve food security such as enhancing the efficiency of crops like wheat and canola and developing crops with improved drought tolerance.

- Supporting Protein Industries Canada (PIC) and continuing to build the value-added ecosystem in Saskatchewan. The PIC supercluster, based in Regina, will use plant genomics and novel processing technology to increase the value of Canadian crops and ultimately make the country a leading source for plant proteins in order to help feed the world.
- Investing in the Strategic Research Program (SRP) which provides funding for SRP Chairs at the University of Saskatchewan. The SRP is a scientific capacity-building program that addresses the need to attract and retain highly qualified scientists and researchers to ensure that Saskatchewan has the capacity and depth to develop new agricultural knowledge and technologies relevant to our climatic conditions.

## Small modular reactor technology.

Saskatchewan has an opportunity to play a key role in the development of Small Modular Reactors (SMRs) across Canada and internationally. SMRs will play an increasingly pivotal role globally to reduce GHG emissions.

SMRs are a part of a wider energy transition in Saskatchewan that can provide communities and industries with reliable heat and power while creating high quality jobs, and local economic development.

The Government of Saskatchewan will:

- Support early stage evaluation, planning and commercialization to further develop SMR technology options.
- Seize the opportunity to play a major role in the development of SMRs across Canada.



## 07 BUILDING THE INFRASTRUCTURE FOR GROWTH: INVESTING OVER \$30 BILLION IN INFRASTRUCTURE OVER THE NEXT DECADE

**Infrastructure is critical to Saskatchewan's economic success over the next decade and building a better quality of life for Saskatchewan people.**

Over the past decade the Government of Saskatchewan has undertaken the largest capital plan in the province's history. Since 2007, investments in infrastructure have included nearly \$9 billion to repair or build 14,000 kilometres of highways in our province and \$3.5 billion in health care and education infrastructure. Growth in the province and the need to repair or retire public utility infrastructure has resulted in an investment of over \$17 billion in public utilities in the province.

Over the next decade the Government of Saskatchewan will invest over \$30 billion to build the infrastructure to support a growing province, a strong economy and a better quality of life for Saskatchewan people.

### THE PLAN FOR GROWTH TO 2030:

#### Building and Upgrading 10,000 Kilometres of Highways and Investing in Transportation Infrastructure

Significant investment has been undertaken to build, upgrade and repair Saskatchewan's roads, highways and transportation infrastructure. Since 2007, \$5.5 billion has been invested in Saskatchewan's highway network resulting in improvements to more than 14,000 kilometres of provincial highways, including over 3,600 kilometres of repaving. During this period of time, 280 bridges and about 1,500 culverts have been replaced and almost \$570 million has been invested in northern highways.

- Undertake a five-year \$65 million investment to enhance safety at intersections province-wide. Improvement projects include new turning lanes, lighting, clearing of sight lines and installation of rumble strips.
- Expand the number of passing lanes on Saskatchewan highways.
- Build and upgrade 10,000 kilometres of highways, with a focus on upgrading over 2,000 kilometres of Thin Membrane Surface (TMS) roads across Saskatchewan.
- Rebuild 200 bridges and replace 2,000 culverts.



- Increase maintenance and operations to the road network through investments into pavement preservation.
- Continue to undertake planning for the Saskatoon Freeway.
- Assist short-line railways to expand their footprint, such as advancing existing short-line rail infrastructure and regulatory frameworks to improve service levels and create opportunities for investors to gain better access to rail service.
- Support innovation in highway construction by implementing innovative repair and upgrade options that result in a well-maintained transportation system.
- Build an integrated transportation network by efficiently managing the transportation system through integrated planning of initiatives at the provincial, regional and municipal levels that result in future population and private sector growth:
  - › Continue to establish agreements and provide funding, on a cost-shared basis, for improvements ranging from reconstruction to paving to transitioning to a primary weight supergrid highway. Agreements were recently signed with an estimated value of nearly \$70 million and include contributions of about \$18.4 million from municipalities.

## **THE PLAN FOR GROWTH TO 2030:**

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### **Encouraging Co-operation Between Municipalities on Infrastructure Investments**

The Government of Saskatchewan will work to encourage greater co-operation between municipalities in the development of municipal infrastructure projects.

### **Investing in Saskatchewan's Public Utility Infrastructure**

Through Saskatchewan's public utilities, the Government of Saskatchewan has invested over \$17 billion since 2007 to sustain, renew and build new utility infrastructure to meet the needs of a growing province.

The Government of Saskatchewan will continue to invest in utility infrastructure to improve the safety and reliability of the services delivered to Saskatchewan customers, including:

- Infrastructure to meet growing demand for electricity, natural gas and water from new industrial, commercial and residential customers.
- Expansion of SaskTel's cellular and highspeed broadband networks.



## Building Infrastructure to Deliver a Strong Quality of Life in Saskatchewan Communities

The Government of Saskatchewan will continue to invest in infrastructure to deliver strong services in Saskatchewan communities.

### Investing in Community Infrastructure.

The Government of Saskatchewan recognizes the infrastructure challenges faced by municipalities. Through the Investing in Canada Plan, approximately \$2 billion will be invested in community infrastructure through funding from the Government of Saskatchewan, federal government, municipalities, and private partners.

Saskatchewan will invest in affordable housing. The new 10 year national housing agreement between Saskatchewan and the Government of Canada will invest almost \$450 million to protect, renew and expand social and community housing, and support Saskatchewan's priorities related to housing repair, construction and affordability.

### Investing in Health Care Infrastructure

The Government of Saskatchewan will invest in new health care facilities and infrastructure over the next decade, and planning continues for a new Victoria Hospital in Prince Albert and a new hospital in Weyburn.

Over the past decade the Government of Saskatchewan has undertaken unprecedented investments in health care infrastructure and services for Saskatchewan people. Since 2007, the Government of Saskatchewan has invested \$1.6 billion into health infrastructure, including the Jim Pattison Children's Hospital in Saskatoon, the new Saskatchewan Hospital in North Battleford, the F.H. Wigmore Hospital in Moose Jaw and 14 long-term care facilities.

### Investing in K-12 Education Infrastructure.

The Government of Saskatchewan will invest in new schools and undertake repairs to existing schools. Over \$1.7 billion has been invested in K-12 education infrastructure since 2007. This includes 46 new schools or replacement schools and 23 replacement projects. Over half of Saskatchewan schools have been repaired or renovated during the same period. The 2019-20 budget provided over \$50 million for preventive maintenance and renewal, as well as \$5.5 million in emergent funding.



## **08 KEEPING SASKATCHEWAN'S FINANCES STRONG**

**Saskatchewan's strong finances – including balanced budgets and one of the best debt-to-economic growth (GDP) ratios in Canada – provide the province with a foundation for growing surpluses and the opportunity to undertake further steps to help grow our economy and build a better quality of life for Saskatchewan people over the next decade.**

Saskatchewan continues to have the second-highest credit rating in Canada, when ratings from the three major agencies are considered.

The Government of Saskatchewan's fiscal management, combined with the positive economic outlook for the province, resulted in positive credit ratings in 2019. Moody's Investors Service has affirmed Saskatchewan's triple-A credit rating. The Dominion Bond Rating Service affirmed its AA rating, and Standard and Poor's Global Ratings maintained its AA rating for the province.

### **THE PLAN FOR GROWTH TO 2030:**

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#### **Keeping the Budget Balanced and Maintaining Saskatchewan's Strong Credit Rating**

- The Government of Saskatchewan will keep the province's finances strong over the next decade by:
  - › Maintaining a balanced budget annually.
  - › Undertaking responsible borrowing for capital and infrastructure projects.
  - › Maintaining Saskatchewan's positive debt-to-GDP ratio.
  - › Taking further action to pay down the province's operating debt.



- Keeping Saskatchewan's debt-to-GDP ratio within the top three in Canada:
  - › A jurisdiction's debt-to-GDP ratio is one of the primary factors in measuring the health of its finances.
  - › The Government of Saskatchewan has reduced the province's operating debt since 2007.
  - › Saskatchewan continues to have one of the best debt-to-GDP ratios in Canada. In fact, the province's debt-to-GDP ratio is significantly better than that of provinces such as Ontario. This is another reason credit rating agencies continue to provide a strong grade for Saskatchewan's finances.
- The Government of Saskatchewan's adoption of the Provincial Auditor's recommendation to move to Summary Financial Statements means that in any given year non-cash related liabilities beyond the direct control of government such as pension liabilities can have significant impact on the Summary Financial Statements. While the Government of Saskatchewan will maintain its goal of balancing the budget on a summary financial basis, it will not undertake measures that would impact budget investments simply to address non-cash liabilities in the event these have a significantly negative impact in any given year.

### **Improving Productivity, Innovation and Better Outcomes in Government.**

The Government of Saskatchewan will take action to increase the efficiency, effectiveness and productivity of government's programs and services:

- › Saskatchewan's public utilities will collaborate to find greater financial efficiencies.
- › The Government of Saskatchewan will increase productivity in government by improving outcomes in the programs delivered by government, improving services for Saskatchewan people and controlling costs.
- › The Government of Saskatchewan will support innovation in the delivery of public programs and services. This will build on innovative approaches such as the introduction of Canada's first social impact bond and the engagement of Saskatchewan based technology companies to create made-in-Saskatchewan solutions to public sector challenges.

*Saskatchewan continues to have the second highest credit rating in Canada*



## **09 REDUCING GREENHOUSE GAS EMISSIONS AND SECURING SASKATCHEWAN'S LAND AND WATER RESOURCES**

### **THE PLAN FOR GROWTH TO 2030:**

#### **Reducing Carbon Emissions in Saskatchewan's Electricity Production and Advancing the Development of Zero-Emission Small Modular Reactor Technology Using Saskatchewan Uranium**

The development of lower carbon emission electricity generation will be part of SaskPower's plan moving forward.

SaskPower's current plan is to reduce carbon emissions by over 40 per cent from 2005 levels by 2030. This involves increasing the amount of renewable electricity in Saskatchewan's generation mix – from 25 per cent today up to as much as 50 per cent by 2030. SaskPower has already announced over 600 megawatts (MW) of wind power that will be operational by 2021.

Even with this significant increase in renewable power, 50 per cent or more of Saskatchewan's electrical power generation would continue to come from fossil fuels, including options to expand combined cycle natural gas plants and carbon capture storage in existing coal plants.

Incorporating nuclear power through Small Modular Reactors (SMRs) into Saskatchewan's energy mix could provide SaskPower with the ability to generate up to 80 per cent of the province's electricity through zero-emission sources, when combined with renewable power sources.

SMRs are the next generation of nuclear reactors that are smaller and better suited to meeting Saskatchewan's power needs compared to larger older reactors. SMRs could replace aging baseload power generation in the province and provide a new GHG emission-free source of power fueled by Saskatchewan uranium.

The province's first SMR could be operational in the province by the early to mid 2030s.

To ensure SMRs are an option for Saskatchewan's power future, the Government of Saskatchewan will partner with New Brunswick and Ontario to continue research and evaluation of SMRs as a new source of electricity production in Canada.



## THE PLAN FOR GROWTH TO 2030:

### Delivering on Saskatchewan's Climate Change Strategy, *Prairie Resilience*

In 2017, the Government of Saskatchewan released *Prairie Resilience*, a made-in-Saskatchewan climate change strategy designed to make Saskatchewan more resilient to the climatic, economic and policy impacts of climate change.

*Prairie Resilience* includes multiple commitments across five areas that include: natural systems; physical infrastructure; economic sustainability; community preparedness; and measuring, monitoring and reporting on the plan.

- *Prairie Resilience* outlines actions that will increase innovation and competitiveness in the future, in order to reduce the province's carbon emissions while supporting a strong economy. The Government of Saskatchewan will continue to take action to deliver on its plan, including:
  - › Establishing a provincial technology fund as a compliance mechanism for industrial emitters to further enable investment in transformative technologies and innovation, rather than payments to general revenue for government redistribution. This will support growth in the regulated community, which includes mining, oil and gas, and manufacturing, by forestalling the imposition of the federal carbon tax and instead driving investment in innovation. By 2030, Saskatchewan will reduce emission intensity for large industrial emitters by 10 per cent.
  - › Maintaining or restoring landscape integrity to optimize ecological goods and services, enhance resilience to extreme weather events and manage the risk to biodiversity. This will ensure the long-term health of Saskatchewan's forests and agriculture, supporting these sectors to be sustainable into the future. In addition, focusing investments into carbon sequestration methods will support innovation in crop diversification and agricultural and forest management practices – contributions that are not recognized through the federal carbon tax.
  - › Monitoring the highway system for vulnerabilities that could impact human health, property and transportation efficiency to help prioritize preventive maintenance and redesign. This will result in long-term savings through preventive maintenance and ensure that transportation of all goods and services throughout, into, and out of the province is sustainable and uninterrupted by environmental impacts.
  - › Encouraging innovative solutions for the built environment to meet energy performance requirements, improve efficiencies and reduce costs.



## THE PLAN FOR GROWTH TO 2030:

### Increasing the Sustainability of Saskatchewan's Agriculture and Natural Resource Sectors

#### Building a sustainable and resilient agriculture industry.

Climate change is expected to have variable impacts on Saskatchewan agriculture. Extreme weather and weather variation present higher risk for regional crop failure, extreme droughts, flood events, and wildfires. A sustainable and resilient agriculture industry is important for the continued success of the sector. Producers have consistently looked for ways to improve and have demonstrated willingness to adapt in the past. In order to ensure producers can continue to sustainably produce food into the future, Saskatchewan must continue to anticipate and prepare for emerging risks and opportunities to the sector.

- Achieve targets identified in *Prairie Resilience* for preserving natural lands, enhancing soil organic matter, promoting nutrient stewardship and achieving economic resiliency and crop diversification.
- Protect natural areas associated with agricultural land which provide carbon sinks and habitat for wildlife by:
  - › Aligning regulations, policies and programming to support and reward producers who provide habitat by maintaining natural areas.
  - › Supporting the implementation of agriculture water management regulations and policies.

- › Providing extension and monitoring services to ensure the ecological health of agricultural crown lands.

- Advance and quantify climate change mitigation efforts through measures such as changes in soil carbon due to changes in tillage practices.
- Support the sector to manage enhanced risks and changing opportunities and support early detection and rapid response for emerging pests and diseases.

#### Improving the sustainability of the oil and gas industry by reducing methane emissions by over 40 per cent of CO<sub>2</sub> equivalent by 2025 with total reductions of 38.2 million tonnes of CO<sub>2</sub> equivalent by 2030.

Through the implementation of Saskatchewan's Methane Action Plan (MAP), the Government of Saskatchewan will work with the oil and gas industry to develop regulations to reduce GHG emissions from oil and gas wells and facilities by using a results-based system that supports adoption of innovative emissions reduction technologies, rather than imposing financial penalties on emissions. This will increase the incentive for industry to invest in innovative solutions and continue to work and invest in the province.



By 2030, Saskatchewan will reduce upstream oil and gas emissions by 40 per cent.

- Through implementation of the MAP, the Government of Saskatchewan will:
  - › Launch the Associated Gas Conservation Program which will create opportunities for the upstream oil and gas industry to capture and commercialize natural gas produced in association with oil.
  - › Establish and launch the MAP portion of the Technology Fund to fund projects, including those that lead to increased capture and commercialization of methane and other emissions management projects, and those that help sustain the long-term economic viability of the energy sector.
  - › Ensure the associated gas royalty regime aligns with the province's goal of capturing and commercializing greater volumes of methane.
  - › Introduce a five year associated gas royalty moratorium, beginning in 2020, to incentivize the capture and commercialization of associated gas that would otherwise be flared or vented.

### **Building on the world-class social environmental reputation of Saskatchewan's mining sector.**

Saskatchewan's mining sector is a global leader on sustainability. Saskatchewan's potash industry has the world's lowest full lifecycle GHG emissions. Saskatchewan's uranium sector provides low emission power to meet 15 per cent of Canada's energy needs and offsets over 400 million tonnes of CO<sub>2</sub> relative to power produced from coal.

A new method of potash extraction called selective solution mining is being piloted in the province – this method would minimize environmental impacts by eliminating the need for surface tailings. Some uranium operations are considering the use of insitu-recovery methods, which would significantly reduce the surface impacts of uranium mining operations.

- Continue to be the lowest GHG emissions potash producer in the world.
- Execute remediation of six former non-uranium mine sites using dedicated funding of \$30 million.
- Examine ways to encourage the mining sector to adopt technologies and mining methods that minimize water use and surface disturbance.
- Accept the Lorado mill site, the former Cluff Lake Mine, 35 satellite sites, and all other Uranium City area decommissioned mine sites into the Saskatchewan Institutional Control Program. The Government of Saskatchewan will work with industry to ensure that they meet the requirements of the Institutional Control Program.
- Continue the legal challenge against the federal government to have it honour the cost-sharing agreement for abandoned mine clean-up at the Gunnar mine site.
- Work to ensure remediation, by the federal government, of uranium and other mine sites are consistent across Canada.
- Increase engagement with impacted Indigenous communities to help drive better environmental outcomes for mining projects in Saskatchewan.

**40% less upstream  
oil and gas emissions**



## THE PLAN FOR GROWTH TO 2030:

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### Conserving Saskatchewan's Water and Land Resources.

- Continued implementation of the Game Management Plan (2018-2028) will provide a consistent, science-based, landscape-level approach to habitat conservation and management of game species over the next decade, ensuring long-term sustainability of hunting and food security.
- The Southern Conservation Land Management Strategy outlines new and expanded compliance options for enforcing conservation easements, which will encourage businesses to develop on wildlife habitat protection land while maintaining protection and conservation efforts, supporting increased innovation in industry and agricultural practices.
- The Impacted Sites Fund will assist municipalities to prepare abandoned sites for new business development. Many of these sites currently have little value. Cleaning up sites and preparing them for new use will increase their value and help municipalities develop new economic opportunities.
- Saskatchewan's Water Security Agency will continue to work with and consult Saskatchewan farmers, ranchers, conservationists, First Nations and other stakeholders to gain valuable advice regarding water management and usage on agricultural lands. The result will be the completion of a strategy which allows the agricultural industry to continue to grow and develop in a sustainable way that protects property rights, infrastructure and the environment and secures the ability to manage water on agricultural lands for the future.
- Saskatchewan's Solid Waste Management Strategy will serve as the province's roadmap for waste reduction and management by outlining long-term goals and actions to support change. It will contribute to the management and protection of Saskatchewan's environment for the well-being of the province, its people and its future. The strategy will start to be implemented in 2020.



# 10 GROWING LOCALLY: GROWING SMALL BUSINESS AND TOURISM

## THE PLAN FOR GROWTH TO 2030:

### Keeping Saskatchewan as One of the Best Places in Canada to Start and Grow a Small Business

Small and medium sized businesses are at the heart of the Saskatchewan economy. Over 98 per cent of the more than 150,000 business enterprises in the province are small, but their impact is big. In 2018, small businesses employed over 31 per cent of all Saskatchewan workers, accounted for 25 per cent of the province's total payroll and 24 per cent of GDP.

In 2018, Saskatchewan had the highest rate of small businesses per capita among all the provinces. That entrepreneurial spirit is evident in the high rate of small businesses that start and grow in almost every sector of the economy from construction, real estate and accounting to oil and gas, transportation, tourism and agriculture.

- Saskatchewan will maintain one of the lowest tax rates and highest income thresholds for small businesses in Canada:
  - › Saskatchewan lowered the small business tax rate from 4.5 per cent to 2 per cent in 2011 – this rate is the second lowest in Canada.
  - › Saskatchewan has taken action to encourage small businesses to grow and scale by allowing small businesses to earn more while still qualifying for the small business tax rate. In 2018, the income threshold for the small business tax rate was increased from \$500,000 to \$600,000. This is the highest income threshold in the country.



## THE PLAN FOR GROWTH TO 2030:

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### Reducing Government Red Tape for Businesses

The Canadian Federation of Independent Business (CFIB) has identified the red tape and regulatory burden as being among the top concerns for businesses in Canada. In 2013, Saskatchewan became the second jurisdiction in Canada to pass legislation and report on regulatory accountability indicators and targets for regulatory burden reduction. The Government of Saskatchewan will:

- Appoint a business advisory panel from communities across the province to meet semi-annually to identify priorities for the Government of Saskatchewan's Red Tape Reduction Committee.
- Undertake red tape reduction efforts to save businesses \$10 million to \$20 million annually.
- Address issues identified by individuals and businesses through the *Help Cut Red Tape* web page on *Saskatchewan.ca* that was launched in January 2019.
- Address areas of concern and priorities of small businesses, including keeping the province's finances strong and investing in priorities such as infrastructure and health care.
- Work with the Women Entrepreneurs of Saskatchewan Advisory Committee to help women-led companies transition from startup to scaleup.
- Ensure all business regulations are reviewed at least once every 10 years by the Red Tape Review Sub-Committee of Cabinet to ensure they remain relevant and identify any red tape that has made its way into regulations over time. Saskatchewan was the first jurisdiction in Canada to undertake this commitment in 2014.
- Utilize the Government of Saskatchewan's Direct Cost Estimator (DCE) — a tool to quantify the impact of costs or savings associated with the implementation and administration of regulatory amendments. The DCE has allowed Saskatchewan to be one of the first jurisdictions in Canada to report and measure on net impact (savings less costs) of regulatory changes concerning business-related regulations.
- Encourage municipalities to reduce the amount of time to obtain a commercial building permit to a maximum of two weeks.
- Establish a viable appeals process for independent judgement where there are differences in the interpretation and application of the National Building Code 2017.



## **THE PLAN FOR GROWTH TO 2030:**

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### **Growing Local Businesses through Government Procurement: Priority Saskatchewan**

Priority Saskatchewan was established in 2014 as a procurement specialist unit to ensure government organizations fairly treat Saskatchewan suppliers and identify opportunities to support the development of Saskatchewan suppliers. Priority Saskatchewan's efforts have been well received by local business organizations and are a model for government responsiveness to industry needs. The unique stakeholder relations model has enabled the government to more effectively engage with industry to hear concerns and work with various government ministries, Crown corporations and the wider public sector to find solutions related to procurement. The Government of Saskatchewan will leverage government procurement and government supply chains to support the development and growth of Saskatchewan businesses, including:

- Training public sector procurement officials and suppliers of goods and services in "Best Value" procurement to build strong local value chains.
- Engaging with prospective suppliers and public sector purchasers to build awareness of supply and purchase needs and opportunities.
- Engaging Indigenous people and businesses and other under-represented groups in the supply of goods and services to the public sector.

## **THE PLAN FOR GROWTH TO 2030:**

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### **Growing Saskatchewan's Tourism Industry: Increase Tourist Expenditures in Saskatchewan by 50 Per Cent by 2030**

Tourism generated total traveler expenditures of \$2.4 billion in 2017, with sales to out-of-province visitors reaching \$608 million. The sector accounts for 67,000 related jobs, which represents over 10 per cent of the current working population in the province. The goal for 2030 is to increase tourist expenditures in Saskatchewan by 50 per cent, from \$2.4 billion to \$3.6 billion.

Tourism revenues are generated across the province from over 4,200 tourism-related businesses. Over 95 per cent of these businesses are regarded as small or medium-sized companies. The economic impact of tourism is felt throughout the province. More than half of the tourism expenditures are outside of Regina and Saskatoon.

- Invest in capital improvements in Saskatchewan parks, with an emphasis on making parks more accessible.
- Support Wanuskewin Heritage Park's application to become a UNESCO World Heritage Site.



- Support the Event Hosting Program delivered through Tourism Saskatchewan as a mechanism to grow the economy and promote Saskatchewan communities.
- Target tourism marketing to increase visitation and tourist expenditures in established and new growth markets.
- Build industry readiness for overseas markets through education, training, market intelligence and in-market support.
- Develop Indigenous tourism in partnership with the Indigenous Tourism Association of Canada. Through programs and services provided by Tourism Saskatchewan, Indigenous entrepreneurs entering the tourism industry will have access to greater business and marketing training to help them succeed and grow Indigenous tourism.
- Building a strong tourism workforce by:
  - › Developing and delivering training to meet current and projected labour market needs.
  - › Working with industry and post-secondary institutions on the development and delivery of occupation certifications.
  - › Increasing the participation and advancement of under-represented groups in the tourism workforce to address impending labour shortages.
- Use culinary tourism to promote destinations.
- Facilitate destination area development that is self-sustainable, such as the Cypress Hills Destination Area.

## **THE PLAN FOR GROWTH TO 2030:**

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### **Showcasing Saskatchewan through the Creative Sector**

In 2013, the government formed Creative Saskatchewan to advance the commercial success of Saskatchewan's creative sectors through export and business development.

- Invest in Creative Saskatchewan to support the six creative industries: book publishing; craft and visual art; interactive digital; live performing arts; music; and screen-based media.
- Strengthen the commercial viability of the creative industries and their organizational capacity to deliver programs and services that foster industry growth and development.
- Invest in the promotion, marketing and export development of Saskatchewan's creative sectors.



## THE PLAN FOR GROWTH TO 2030:

### Growing Saskatchewan's Local Products

Over the past decade, Saskatchewan has seen growth in the production and consumption of locally produced food and beverages.

The Government of Saskatchewan will work with producers, industry associations, retailers and food and beverage establishments to promote the production and consumption of Saskatchewan-made food and beverage products, including:

- Supporting growth in the local craft alcohol industry.
- Supporting the development of new agri-food companies and startup investments through Ag West Bio.
- Supporting the development of innovative products through the Saskatchewan Food Industry Development Centre in Saskatoon.
- Supporting the development of non-timber forest products in the north such as wild rice harvest and processing, wild mushrooms and berries.



# THE PURPOSE OF GROWTH: SECURING A BETTER QUALITY OF LIFE FOR SASKATCHEWAN'S FAMILIES AND COMMUNITIES

The purpose of growing a strong economy over the next decade is to build a better life for Saskatchewan families and communities. Since 2007, the benefits of population and economic growth in the province have provided the ability to make substantial investments in the infrastructure and services that Saskatchewan people expect in their communities. Strong growth has also provided the means to invest in better supports for seniors and vulnerable people across the province, while reducing taxes and making life more affordable for Saskatchewan families.

While growth brings challenges, it also provides new opportunities to build on the investments that have been undertaken since 2007. Recognizing the importance of ensuring investments are affordable within a balanced budget, the Government of Saskatchewan will continue to invest in our communities and families to improve their quality of life as the province's economy and population grows over the next decade.

## THE PLAN FOR GROWTH TO 2030:

### Keeping Saskatchewan Affordable for Families

One of the benefits of growth has been the ability to make Saskatchewan more affordable for families. Through provincial income tax reductions, 112,000 low-income people have been removed from the provincial tax rolls.

The Government of Saskatchewan will continue to keep the province affordable by keeping taxes as low as possible for families over the next decade.

Saskatchewan remains one of the best places to work in Canada, with the fourth highest average weekly earnings in Canada, combined with some of the lowest provincial income taxes and highest tax exemptions in Canada.

Saskatchewan is third in the country in terms of how much people can earn before they begin paying provincial income taxes:

- A single person with no children can earn \$20,570 – the third highest in Canada.
- A single-income family with two children can earn \$50,890 – the second highest in Canada.
- A dual-income family with two children can earn \$51,645 – the third highest in Canada.



- A single parent with two children can earn \$45,555– the second highest in Canada.
- A single senior can earn \$26,555 before starting to pay provincial income taxes – the highest in Canada.

One of Saskatchewan's major cities also ranks among the most affordable cities in Canada. In an inter-city comparison of taxes and utilities between Regina and nine other cities, Regina is the second most affordable city for a family with \$75,000 in total income and the third most affordable city for families earning \$100,000 and \$125,000 respectively.

## **THE PLAN FOR GROWTH TO 2030:**

### **Building Strong Communities**

#### **Supporting Communities Through \$2.5 Billion in Revenue Sharing.**

To ensure municipalities have access to a steady and predictable source of funding over the next decade, the Government of Saskatchewan will provide approximately \$2.5 billion in revenue sharing over the next decade. Because revenue sharing is provided as 0.75 of a point of PST revenues, this source of revenue for municipalities has the opportunity to exceed \$2.5 billion as the province sees growth in the economy and PST revenues. Beginning in 2019, \$1.5 million from Municipal Revenue Sharing will be allocated to support programs, projects and initiatives directed at good governance, legislative compliance and increased inter-municipal and regional co-operation.

#### **Growing Community Recreation and Sport Opportunities in our Communities.**

Investments in cultural and sport opportunities will improve the quality of life in our communities over the next decade. Through lottery funding to SaskSport and SaskCulture, thousands of culture and recreation organizations will be supported throughout the province. This will be in addition to continued investments in sport and recreation opportunities through the Ministry of Parks, Culture and Sport.

Through the federal-provincial Investing in Canada Fund, the Government of Saskatchewan along with Saskatchewan municipalities, other partners and the Government of Canada will provide funding for enhanced public parks, community recreational facilities and other spaces that make communities great places to live. Approved recreation projects in the 2019-20 funding stream include improvements to the Gordie Howe Sports Complex in Saskatoon and Regina's Globe Theatre, as well as a new rink for Peter Ballantyne Cree Nation. Funding contributions from the Government of Saskatchewan, City of Prince Albert, and the federal government will go to build a new Aquatic and Arenas Recreation Centre in Prince Albert.



## **THE PLAN FOR GROWTH TO 2030:**

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### **Building Safer Communities**

Over the next decade the Government of Saskatchewan will take action to make our communities safer and reduce crime. Since 2007, over \$150 million has been invested to fund 128 front-line municipal police positions. Funding to the RCMP for provincial policing has resulted in 192 more officers since 2011 – a 24 per cent increase. While crime in the province has decreased by 14 per cent in Saskatchewan since 2007, the province will continue to invest in measures to reduce rural crime and disrupt illegal drug trafficking in the province.

#### **Reducing Gang and Drug Crime.**

Crime Reduction Teams will be expanded to Regina and Saskatoon. The Combined Forces Special Enforcement Units will be realigned to the successful Crime Reduction Team model with a focus on targeting street level organized crime.

As the Crime Reduction Team program develops into a larger provincial initiative, further efforts to improve coordination and cooperation between RCMP and municipal police forces will be explored, with a focus on targeting and disrupting street gangs that are trafficking crystal meth and fentanyl.

The province recently expanded the Safer Communities and Neighbourhoods Program to Prince Albert in 2018. Recognizing that gangs and illegal drug trafficking are driving much of the crime currently being experienced by communities across the province, the Government of Saskatchewan will continue implementing the Gang Violence Reduction Strategy, and will work with provincial and federal partners on further crime reduction initiatives.

#### **Reducing Rural Crime.**

Thirty officers were added in 2017 as part of an initiative to mobilize highway traffic officers and conservation officers in the fight against rural crime, including allowing highway officers and conservation officers to be able to respond to calls and make arrests.

The Saskatchewan Crime Watch Advisory Network was introduced in March 2019, and since helped improve communication between the RCMP and communities they serve. The Government of Saskatchewan will look to expand this initiative to other communities in the province, including in areas served by municipal police services. The Government of Saskatchewan will work closely with the Saskatchewan Association of Rural Municipalities (SARM) and rural residents to ensure the effectiveness of this network and other rural crime initiatives moving forward.



## **Safer Roads and Highways.**

To make our roads and highways safer, the Government of Saskatchewan is undertaking a five-year \$65 million commitment to improving intersection safety. Working with SGI and police throughout the province, the Government of Saskatchewan has increased fines for distracted driving and will also look at additional measures to reduce impaired and distracted driving in the province.

In 2019, the government created the Saskatchewan Public Safety Agency. The agency will result in greater coordination between the province's emergency safety and wildfire responses to emergencies and will oversee the province's 911 and emergency dispatching.

## **THE PLAN FOR GROWTH TO 2030:**

### **Delivering Quality Health Care**

#### **Reducing Surgical Wait Times to a Three Month Target.**

To ensure more people have more access to faster surgeries, the Government of Saskatchewan will reduce surgical wait times to a target of three months. While wait times for surgeries continue to be significantly lower than they were in 2007, additional investment and capacity is required, including increasing the number of surgeries undertaken by private surgical centres. The investment to reduce wait times will begin this year with an investment of almost \$10 million dollars.

#### **Improving Access to Care.**

Today there are nearly 900 more doctors and 3,700 more nurses working in Saskatchewan compared to 2007. The Government of Saskatchewan will continue to add more medical professionals in our health care system as the province grows.

To improve access to specialists and diagnostics, the Saskatchewan Health Authority will work with the Saskatchewan Medical Association to expand the Provincial Referral Model, which includes a central intake and pooled referrals among other processes to streamline referrals. The model has seen significant improvements to wait times. Use of the model in Regina has resulted in a near 90 per cent decrease in wait times at Regina's Hip and Knee Treatment and Research Centre and a 56 per cent reduction in wait times for adult psychiatry.



## **Virtual Care and Health Care Technology.**

In partnership with physicians and the medical community, Saskatchewan will expand the use of remote presence technology and new technologies to provide Saskatchewan people with access to health care services.

Saskatchewan is already undertaking cutting-edge work in the delivery of health care services to under-served rural and remote communities through the work of Dr. Ivar Mendez and the province's remote medicine program. The technology uses robotics to provide diagnosis services to patients in their own communities. Dr. Mendez has demonstrated with the technology that about 70 per cent of acutely ill children can be treated in their own communities. Expansion of this program to other communities throughout the province will provide more vulnerable patients with better access to health care.

In October 2019, Saskatchewan launched MySaskHealthRecord, a secure website that provides patients with online access to their personal health records. The website will allow patients to add their own personal information, including setting medication and appointment reminders.

The Government of Saskatchewan will also engage Saskatchewan's physicians and medical community to explore piloting new virtual health care technology that can be delivered through a patient's smart phone, including an evaluation of B.C.'s early approach to using this type of technology in B.C.'s health care system.

## **Reducing Congestion in Emergency Rooms.**

Despite continued investments in health care, wait times in emergency rooms continue to be too long. Saskatchewan will undertake action to address this problem by focusing on providing more care to people in the community, delivering services through mental health walk-in clinics and conducting a review of early successes with the province's Connected Care strategy.

## **THE PLAN FOR GROWTH TO 2030:**

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### **Increasing Access to Mental Health and Addiction Services**

\$3.4 billion has been invested into mental health and addiction services since 2007 – an 84 per cent increase, including government-wide funding totaling over \$400 million in the 2018-19 provincial budget. New investments in 2019-20 include adding approximately 140 new mental health and addiction beds, 18 new mental health walk-in counseling clinics across Saskatchewan, placing four mental health coordinators in schools and the creation of Community Recovery Teams in eight communities to assist people with complex mental illness.

Over the next decade the Government of Saskatchewan will take action to increase access to mental health and addictions services in the province by building on best-practices and working with third parties to provide supports in our communities.



## **THE PLAN FOR GROWTH TO 2030:**

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### **Improving Education and Childcare**

Saskatchewan has seen considerable growth in the education system over the past decade. As a result of a growing population, enrollment in Saskatchewan's K-12 school system has grown by 15 per cent since 2007, compared to a 16 per cent decline in enrollment between 1997 and 2007.

To meet the challenge of growth, the province continues to make significant investments in the school system to ensure students and teachers are supported in the classroom. Today there are over 1,250 more teachers in Saskatchewan, an increase of 13 per cent since 2007. Operating funding to school divisions has increased by 34 per cent since 2007 and per-student funding has increased to almost \$11,000 per student – a 23 per cent increase since 2007. Over \$1.7 billion dollars has been invested in 46 new schools or replacement schools and 23 replacement projects, and \$50 million was provided this year to school divisions for preventive maintenance and renewal.

The Government of Saskatchewan will invest in new schools and undertake repairs to existing schools.

To meet the needs of a growing province the Government of Saskatchewan will continue to add more childcare spaces, building on the 7,100 new child care spaces that have been created since 2007. There are now over 16,700 spaces in Saskatchewan – an 80 per cent increase since 2007.

Earlier this year the Government of Saskatchewan initiated a province-wide dialogue to identify priorities for the K-12 system. The report from those consultations will inform the province's plan for K-12 education moving forward.

## **THE PLAN FOR GROWTH TO 2030:**

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### **Building an Accessible Saskatchewan for People with Disabilities**

In 2012, the Government of Saskatchewan established a goal to make Saskatchewan the best place to live in Canada for people with disabilities. Building on the introduction of the Saskatchewan Assured Income for Disability Program which was introduced in 2009, the Government of Saskatchewan released a ten-year comprehensive plan to improve the lives of people with disabilities in 2015. Government support for people with disabilities totaled over \$585 million in the 2019-20 provincial budget, bringing the total amount invested in supports for people with disabilities to over \$5 billion since 2008.

The Government of Saskatchewan will move forward with implementation of the province's disability strategy while supporting community-based organizations that provide services to people with disabilities and reducing barriers in order to employ more people with disabilities within executive government and Saskatchewan's public utilities.

To create a more inclusive and accessible province for people with disabilities, the Government of Saskatchewan will introduce new provincial accessibility legislation aimed at removing and preventing accessibility barriers to people with disabilities.



The Government of Saskatchewan will also provide opportunities for youth with disabilities through the Saskatchewan Student Summer Employment program. This will include identifying summer employment opportunities for youth between the ages of 18 and 22 with a cognitive or physical disability who are in adapted learning programs within the secondary school system.

## **THE PLAN FOR GROWTH TO 2030:**

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### **Improving Outcomes and Opportunities for Vulnerable People in Saskatchewan**

One of the core purposes of economic growth is to grow opportunities and improve supports for the most vulnerable people in our society.

The Government of Saskatchewan will undertake greater collaboration between government ministries to improve outcomes and opportunities for vulnerable people in our province. The new Saskatchewan Income Support program increased the amount people can earn from employment while receiving income support. The Government of Saskatchewan will undertake further work to better coordinate services and supports across government to assist single parents to transition from income support to training or employment.

The Government of Saskatchewan recognizes the importance of working with Indigenous people, particularly when it comes to the important work of providing services to children in care. Building on the partnership established with the Saskatoon Tribal Council in 2019, the Government of Saskatchewan will continue to work with Indigenous organizations to transfer responsibility for Indigenous children and youth in care to Indigenous organizations throughout the province.





# DARREN C. GORDON

## CURRICULUM VITAE

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### PROFESSIONAL STRENGTHS/SUMMARY

- Experienced leader: dean, division chair, chair of accreditation committees, leading strategic planning, chair of TESL Saskatchewan Board of Directors, regional country director (Laos)
- Experienced professor: 12+ years teaching in higher education (US, Canada, and Thailand)
- StrengthsFinder Strengths: *connectedness, developer, learner, achiever, and input*

### EDUCATION

- |         |   |
|---------|---|
| 2017    | Edd in Educational Leadership, George Fox University  |
| 2002    | MA in Applied Linguistics, Northern Territory University, Darwin, Australia (now Charles Darwin University) |
| 1998–99 | Graduate Courses taken at Canada Institute of Linguistics, Trinity Western University, Langley, BC, Canada  |
| 1995    | BA in Cross Cultural Mission, Simpson College (now Simpson University) <i>Graduated Summa Cum Laude</i>     |
| 1993    | AA University Transfer Degree, Skagit Valley College  |

### ACADEMIC EMPLOYMENT

- |              |  |
|--------------|--|
| 2016–Present | Associate Professor of Applied Linguistics and Modern Languages, Briercrest College, Caronport, SK, Canada |
| 2018–2021    | Dean of Professional Studies and Performing Arts, Briercrest College, Caronport, SK, Canada                |
| 2014–2016    | Division Chair, Theology and Ministry Division, Simpson University, Redding, CA USA                        |
| 2015–2016    | Associate Professor of TESOL, Simpson University, Redding, CA USA  |
| 2011–2015    | Assistant Professor of TESOL, Simpson University, Redding, CA USA  |

2010–2011	Lecturer, Payap University, Graduate Linguistics Department, Chiang Mai, Thailand
2008–2009	Linguistic Researcher, Payap University, Linguistics Institute, Chiang Mai, Thailand
2006–2008	English Instructor, Candlelight Language and Vocational Training Center, Vientiane, Lao PDR
2005–2006	Lecturer, Payap University, Graduate Linguistics Department, Chiang Mai, Thailand
2002–2004	Assistant Professor of Communication, Simpson University, Redding, CA USA
1997–1998	Student Services Assistant, evening manager of Career-Transfer Office, Shasta College
1996–1998	Administrative Assistant to the Director, Adult Degree Completion Program, Simpson University

## COURSES TAUGHT

### **Briercrest College** (Caronport, SK, Canada)

2016–Present *Second Language Acquisition, Linguistics: Phonology, Thai I, Thai II, TESOL Internship, TESOL Practicum II, Ethics in TESOL, Materials Development, Introduction to Sociology I, Teaching and Learning (Briercrest Seminary)*

### **Simpson University** (Redding, CA, USA)

2011–2016: *Language Learning, TESOL Theory, TESOL Materials and Methods, TESOL Curricula and Assessment, History of English, Sociolinguistics, Faith and Culture (both as face-to-face and online), TESOL Practicum, Language Acquisition*  
 2002–2004: *Language Learning, Language Acquisition, Oral Communication, Rhetorical Theory, Introduction to Sociology*  
 2000: *Language Learning (as an Adjunct Instructor)*

### **Payap University** (Chiang Mai, Thailand)

2010 *Semantics* (graduate course)  
 2005 *Phonological Analysis* (graduate course)

### **Candlelight Language and Vocational Training Center** (Vientiane, Lao PDR)

2006–2008 ESL courses: Foundational English, Beginner 1, Pre-Intermediate 1

## PUBLICATIONS

2017 Gordon, D. C. (2017). *Beliefs of recent second language teacher education (SLTE) program graduates regarding linguistic diversity as a professional responsibility* (Doctoral dissertation). <http://digitalcommons.georgefox.edu/edd/100>

- 2015 Cheeseman, N., Hall, E., & Gordon, D. (2015). Palaungic linguistic bibliography with selected annotations. *Mon-Khmer Studies (Notes, Reviews, Data-Papers)*, 44, i-liv.
- 2015 Gordon, D. (2015). Review of *Interreligious learning and teaching: A Christian rationale for a transformative praxis* by Largen, Kristin Johnston with Mary E. Hess & Christy Lohr Sapp (2014), *International Journal of Christianity and Education*, 19(2): 161-162.
- 2013 Gordon, D. C. (2013). A selective Palaungic linguistic bibliography. *Mon-Khmer Studies (Notes, Reviews, Data-Papers)*, 42, xiv-xxxiii.
- 2006 Gordon, D. C. (2006). *A bibliography of Palaungic linguistics*. Research Project #206, Department of Linguistics, Payap University, Chiang Mai, Thailand.

#### PRESENTATIONS AND ADDRESSES

- 2019 *Hospitality in higher education*. Address at the Briercrest College Faculty Retreat, August 2019
- 2019 Shin, H., Gordon, D. C., & Jurgens, S. *Building TEAL/TESL research network: Rethinking teachers as knowledge producers*. Facilitated session at the 2019 TESL Sask / SK TEAL Annual Conference, April 12 – 13, Saskatoon, SK.
- 2018 *Linguistic diversity, professional responsibilities, and English language teaching*. Presented at the 2018 TESL Sask / SK TEAL Annual Conference, April 20 – 21, Regina, SK.
- 2016 *This is your OTS: What will you do with the change?* Address given at the 2016 Baccalaureate, Simpson University, April 22, Redding, CA.
- 2004 *Success and security reimagined*. Address given at the 2004 Baccalaureate, Simpson College, April 23, Redding, CA.

#### UNPUBLISHED MANUSCRIPTS

- 2004 *A survey of Aken dialects*. Analysis and report compiled by: Tuula Kosonen (SIL), Darren Gordon (PYU-SIL) and Noel Mann (PYU-SIL) Pre-publication draft.
- 2003 *Framework for the art major proposal*. Submitted to the Academic Council, Simpson University.
- 2001 *Write to Live? An inquiry into the prospect of whether unwritten languages can remain viable in the future or are destined to succumb to language death*. Minor Project, NTU, Darwin, Australia.

## PROFESSIONAL DEVELOPMENT WORK & LEADERSHIP

- 2021** Leading faculty development sessions from *How Humans Learn: The Science and Stories Behind Effective Teaching* (Eyler, 2018).
- 2020-2021** Development of the BA Business Administration application for provincial authorization with the Saskatchewan Higher Education Quality Assurance Board (SHEQAB)
- 2020** Produced PD videos, “Creating Learning Objectives” and “Creating a Modified Mod Course in Canvas” and led training sessions on transitioning to a block format (7-week).
- 2019** Led faculty development sessions from *On Christian Teaching: Practicing Faith in the Classroom* (Smith, 2018).
- 2018** Led faculty development session from *Small Teaching: Everyday Lessons from the Science of Learning* (Lang, 2016).
- 2014** Developed notes and led faculty reading group of *College (Un)Bound: The Future of Higher Education and What it Means for Students* (Selingo, 2013).

## FACULTY COMMITTEE ASSIGNMENTS

- 2018–2021** Deans Council, Briercrest College
- 2018–2021** Academic Planning Committee, Briercrest College
- 2018–2019** Leadership & Management Professor Search Committee, Briercrest Seminary
- 2018** Business Faculty Search Committee, Briercrest College
- 2017–2018** Academic Appeals Committee, Briercrest College
- 2016–2019** Academic Support Committee, Briercrest College
- 2014–2016** Academic Council, Provost’s Council, Leadership Council (Strategic Planning Committee), Simpson University
- 2014–2015** Chair, Cross-Cultural Faculty Search Committee, Simpson University
- 2014–2015** ad hoc CORE committee, Simpson University
- 2014** Faculty Committee Nominating Committee, Simpson University
- 2012–2014** Student Development Committee, Simpson University
- 2002–2004** Learning Resources Committee, Simpson University

## PROFESSIONAL APPOINTMENTS

2017–2020	Chair of the Board of Directors, TESL Saskatchewan
2017–2020	Governance Committee, TESL Saskatchewan
2017–2020	Finance Committee, TESL Saskatchewan
2016–2020	TESL Saskatchewan Board of Directors
2016–2019	Chair, Awards and Bursary Committee, TESL Saskatchewan
2016	Professional Development Committee Member, TESL Saskatchewan
2013–2014	Chair of the WASC Standard Two Committee in the accreditation process for Western Association of Schools and Colleges, Simpson University, Redding, CA, USA.
2010–2011	Regional Associate Director, Laos (Mainland Southeast Asia Group, SIL, Intl.)
2007–2009	2 <sup>nd</sup> alternate on the Mainland Southeast Asia Group, SIL Executive Committee
2003–2004	Chair of the WASC Standard Three Committee in the accreditation process for Western Association of Schools and Colleges, Simpson University, Redding, CA, USA.

## LANGUAGES

Lao (communicative competence) [2006-]  
Thai (communicative competence) [2004-]  
Lamet (preliminary research) [2008-2009]  
Indonesian (working knowledge) [2001-2002]  
Tagalog (working knowledge) [1998-1999]  
Koine Greek (working knowledge) [1994-1995]  
German (previously studied) [1985-1988]

## REFERENCES

### **Dr. David Catterick**

Associate Professor of Applied Linguistics  
Program Coordinator, Applied Linguistics: TESOL  
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President, TESL Canada  
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# CURRICULUM VITAE



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## Personal

Full name: David Catterick  
Nationality: Canadian and British  
Date of birth: 11/11/1967  
Marital status: Married, three adult children

## Education and qualifications

- 1985-1989 B.A. (Hons.) English and German  
University of Liverpool, UK
- 1994-1995 M.Ed. in Teaching English to Speakers of Other Languages (TESOL)  
University of Manchester, UK
- 2007 Professional Certificate Standard Three (Permanent), TESL Canada  
The highest level of TESL Canada professional certification
- 2003-2010 PhD in English Language Teaching and Applied Linguistics  
*Differentiated support needs of NNES international students in online degree study.*  
University of Warwick, UK.
- 2012 International English Language Testing System (IELTS) examiner for IDP Australia.  
(now lapsed)

## Previous full-time and part-time teaching

- 1989-1990 Foreign Teacher (full-time), Anhui Normal University, Anhui province, China.
- 1990-1992 Foreign Teacher (full-time), Fuyang Teachers College, Anhui province, China.
- 1992-1994 Foreign Teacher (full-time), University of Petroleum, China, Shandong province, China.
- 1994-1995 English as a Foreign Language (EFL) Tutor (part-time, three hours per week)  
Stockport College of Further and Higher Education.
- 1995 EFL Tutor (temporary, full-time, summer)  
Centre for English Language Education, University of Nottingham.
- 1996-1997 Foreign Expert (full-time), Beijing Normal University, Beijing, China  
Teaching and developing Second Language Acquisition, Computer-aided language learning and other modules on the MA TEFL programme.

- 1996 EFL Tutor (temporary, full-time, summer)  
Centre for English Language Education, University of Nottingham.
- 1997 EFL Tutor (temporary, full-time, January/February)  
LaTrobe University, Melbourne, Australia.
- 1997 Visiting Lecturer in EFL (part-time, August to December)  
University of Sunderland.
- 1998-2006 Lecturer in Applied Languages (Lecturer B)  
School of Applied Linguistic & Language Studies, University of Dundee.
- Responsibilities at the University of Dundee:
- MSc. in International Professional Communication*
  - Programme leader (2004-5 session)
  - Professional Writing (course leader)
  - Discourse Analysis (course leader 2004-5 session)
  - MSc. in Globalisation*
  - Introduction to Discourse Analysis course
  - Foundation Diploma International Professional Communication*
  - Advanced Writing (developed and taught).
  - Supervision*
  - Supervision of PhD and MSc in IPC students.
- 2010 Intensive Professional Development Seminars, Pyongyang, DPRK (May/June)  
Three weeks of language and methodology training for English language teachers organized by the DPRK Ministry of Education.
- 2011 Language and Methodology Refresher course, Homerton College, University of Cambridge, England (July)  
Two-week course of methodology training for European English language teachers delivered on behalf of the Bell Teacher Campus.
- 2013 Intensive Professional Development Seminars, Pyongyang, DPRK (May/June)  
Three weeks of language and methodology training for English language teachers organized by the DPRK Ministry of Education.
- 2014-15 Academic Tutor, MA TESOL (Distance) programme (temporary part-time)  
MA TESOL dissertation supervision at the University of Sunderland.
- 2017 Intensive Professional Development Seminars, Pyongyang, DPRK (May/June)  
Three weeks of language and methodology training for English language teachers organized by the DPRK Ministry of Education.
- 2018 Teaching Fellow: English Language Education, University of Edinburgh (July)  
Three weeks of teaching postgraduate international students in the English for Academic Purposes programme.
- 2019 Intensive Professional Development Seminars, Pyongyang, DPRK (May/June)  
Three weeks of language and methodology training for English language teachers organized by the DPRK Ministry of Education.
- 2019 Teaching Fellow: English Language Education, University of Edinburgh (July)  
Three weeks of teaching postgraduate international students in the English for Academic Purposes programme.
- 2020 Visiting Scholar: Sheridan Institute of Higher Education, Perth, Western Australia (January to May)  
Undertaking research and development work with Sheridan colleagues to create a post-entry language assessment (PELA) for the institution.

## Current teaching and responsibilities

- Aug., 2006-present
- Titles:  
Department Chair, Applied Linguistics, Faculty of Professional Studies & Performing Arts, Briercrest College and Seminary  
Associate Professor of Applied Linguistics, Briercrest College and Seminary  
Programme leader, B.A. Applied Linguistics: TESOL and BA Applied Linguistics: TESOL (After Degree)
- Responsibilities:  
Maintaining programme accreditation with TESL Canada  
Serving on the Faculty Senate Rank and Promotion Committee  
Selecting teams for the TESOL pre-internships
- Teaching:  
Course leader for LING 105 Introduction to TESOL / LING 220 Linguistics: English Grammar / LING 221 Language Teaching Methodology / LING 321 English Language Skills in TESOL / LING 323 Materials Development / LING 429 Professional Issues in TESOL / GER 100 German I / GER 101 German II / COMM 200 Intercultural Communication
- Work-related achievements:  
Developing the BA in Applied Linguistics: TESOL programme into one of the most extensive undergraduate TESOL programmes in North America.  
Identifying and managing externally-sourced programme investments in excess of \$525,000.

## Professional development session teaching (2001-present)

- Oct., 2001 "Use of ICT in EFL" Staff development session, Telford College, Edinburgh
- Jan., 2002 "English Language and the International Student"  
University of Dundee, Staff development session
- Feb., 2002 "Teaching Asian Learners", University of Dundee, Staff development session
- Jun., 2003 "International students: recruiting, teaching, supporting"  
University of Dundee, Staff development session
- May, 2005 "Teaching Asian Learners", Dublin Institute of Technology, Staff development session
- Aug., 2005 "State-of-the-Art in British EAP"  
University of Alberta, Canada, Staff development session
- Sep., 2005 "Learning Cultures" Dublin Institute of Technology, International student induction  
Two days of staff development sessions
- Nov., 2005 "Helping your students communicate with confidence: TOEFL iBT approach".  
Co-presentation of workshop session for ETS, Princeton. Middlesex University
- Jun., 2006 "Teaching the Chinese Learner"  
Belfast Institute of Further & Higher Education, Staff development session
- Nov., 2007 "Chinese Student Beliefs about Language Learning"  
Saskatchewan Council for Education of Non-English Speakers (SCENES)  
Invited Speaker, Fall Learning Event, Saskatoon
- May, 2008 "Intensive Professional Development Seminar", Pyongyang, DPRK.  
Two weeks of training sessions organized by the DPRK Ministry of Education
- Jul., 2008 "What Confucian Heritage Culture (CHC) students bring to their language learning experience"  
American Language Institute, San Diego State University. Staff development session

- Jan., 2012 "Best Practice in Teaching Listening", *Excellence in Teaching session*, Chinese University of Hong Kong
- May, 2014 "Beginning beneath one's feet: the journey to finding a suitable topic for your MA TESOL dissertation", University of Sunderland, Training session for MA TESOL students
- Sep., 2014 "Innovative techniques for introducing and consolidating new vocabulary" and "Hello ... is anyone out there?: Helping learners overcome communication reticence" University of Saskatchewan. PD sessions for TESL Saskatchewan
- Sep., 2015 "Professional Development: Panel Q&A" TESL Saskatchewan AGM, University of Regina.
- May, 2019 "Global and task-level approaches to overcoming communication reticence" SIAS University, Zhengzhou, P.R. China. PD session for foreign and Chinese English language teachers.
- Oct., 2019 "A layered approach to teaching listening" Staff development session for ESL teachers at Saskatchewan Polytechnic, Regina
- Mar., 2020 "'I'm sorry, I don't speak grammar': The role(s) of grammar in the language classroom" Staff development session for English language teachers at Phoenix Academy, Perth, Australia

### Projects and consultancies (2000-present)

- May, 2000 *Waterlitz*  
Consultant to a French Internet start-up company specializing in Internet-based language teaching. One week spent working with the company in France.
- Aug., 2001 *Publications review*  
Review commissioned by Cambridge University Press of their then current publications in English for Academic Purposes. The report was used as a basis for extensive revisions to their EAP range with revised editions published in 2004
- Oct., 2004-  
Aug., 2006 *VENOCES* - Vocational English Online Courses & Course Evaluation System  
European Union (EU) Leonardo project. Full partner responsible for quality assurance. Total value of project: £192,000 / Total value to the University of Dundee: £21,470
- Oct., 2005-  
Aug., 2006 *Languages on your screen*  
EU Socrates-funded project. Full partner responsible for quality assurance and creation of English voiceover. Total value of project: £86,400 / Total value to the University of Dundee: £10,838
- Feb., 2006-  
Mar., 2006 *Textbook chapter, MBA Prep Ltd.*  
Writing a chapter of teaching materials and advisory notes on the Writing section of the iBT TOEFL examination for students in MBA Centres across Europe.
- Apr. 2019-  
Dec. 2020 *Cambridge Panel on Higher Education*  
Serving as a panel member providing advice and evaluation of new content to Cambridge University Press.
- July 2021-  
Aug. 2021 *Pinnacle Teaching Solutions online content development*  
Creating content for the writing module of Pinnacle Teaching Solutions online teaching platform.

### Research interests and academic journal work

- Network-based teaching: use of the Internet for distributed learning via Virtual Learning Environments (VLEs) with particular reference to support in online degree programmes.
- Culture and language teaching: influence of culture on pedagogy; cross-cultural psychology and the international student.

Initial and in-service teacher training: new developments in the training of pre-service and in-service teachers; programme design and employability skills.

I serve as a reviewer for *Language and Intercultural Communication* journal (<https://www.tandfonline.com/loi/rmli20>)

### Publications list (2001-present)

#### Book chapters

- Catterick, D. "An Academic Writing Course in Cyberspace" in Henrichsen, L. 2001, *Case Studies in TESOL Practice: Distance Learning*, TESOL Inc. (ISBN: 0-939791-93-5), pp. 83-94
- Catterick, D. "Supporting non-native English-speaking students in an online postgraduate degree" in Seth Preston, D & Hoang Nguyen, T (Eds.) (2004) *Virtuality and Education: A Reader*. Inter-Disciplinary Press, Amsterdam: Rodopi (ISBN: 90-420-2054-7), pp. 81-98
- Catterick, D. "Linguistic Authenticity and the Teaching of Regional Englishes" in Ernesta Raciene et al. (2006) *Language in Different Contexts: Research Papers – Volume 1*, Vilnius Pedagogical University Press (ISSN: 1822-5357), pp. 225-231
- Catterick, D. "Do the philosophical foundations of online learning disadvantage non-Western students?" in Edmundsen, A.L. (2007) *Globalized e-Learning Cultural Challenges*. Idea-Group Press (ISBN: 978-1599043029), pp. 116-129

#### Papers in Conference selections

- Catterick, D. "Learning Our Language: helping learners decipher Dundonian" 2004 *SATEFL Newsletter*, 23,3, pp. 9-11
- Catterick, D. "Teaching or Coaching? Reflecting on Roles and Objectives in One-to-One EAP." In *New Approaches to Materials Development for Language Learning: proceedings of the 2005 joint BALEAP/SATEFL conference*, Peter Lang A.G., edited by Olwyn Alexander, pp. 135-149. New York: Peter Lang (ISBN: 978-3-03910-909-8), pp. 135-148

#### Papers in Refereed Journals

- Catterick, D. "Book Review: Language Learning in Distance Education" 2005 *English for Specific Purposes*, 24, pp. 229-238
- Catterick, D. "An 'uneven playing field' or 'one size fits all?': investigating differences in support needs between native and non-native students in VLEs" 2005 *Journal of Southeast Asian Education*, 5,1, pp. 71-84
- Catterick, D. "Review: *English Language Teaching in Action!*" 2010 *TESL Canada Journal*, 27,2, pp. 128-135
- Catterick, D. "Trends in TESOL Training" 2019 *TESOL Theory and Praxis*, Vol. 4
- Catterick, D. "Kingdom Culture as a Plumb Line in Cross-cultural Engagement" 2020 *International Journal of Christianity and English Language Teaching*, Vol. 7 (2020), pp. 3-19. <https://digitalcommons.biola.edu/ijc-elt/vol7/iss1/4/>
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### Conference papers (2001-present)

- Catterick, D. "Mapping and Managing Cultural Beliefs about Language Learning among Chinese EAP Learners", BALEAP annual conference, University of Strathclyde. Apr., 2001
- Catterick, D. "Modern-day EFL and the Cinderella Syndrome" Nov., 2001 Keynote address, *TESOL Scotland* annual conference, University of Strathclyde.

- Catterick, D. "Learning our language: helping learners decipher Dundonian"  
Nov., 2003 TESOL Scotland annual conference, Abertay University, Dundee, Scotland.
- Catterick, D. "An uneven playing field or one size fits all?: investigating differences in support needs between native and non-native students in VLEs" Online EDUCA, Berlin, Germany.  
Dec., 2003
- Catterick, D. "Supporting non-native English-speaking students in an online postgraduate degree"  
Aug., 2004 The Idea of Education 2004, Prague.
- Catterick, D. "Teaching or coaching? Reflecting on roles and objectives in one-to-one EAP"  
Apr., 2005 BALEAP conference, Heriot-Watt University.
- Catterick, D. "Linguistic Authenticity and the Teaching of Regional Englishes"  
Nov., 2005 Aspects of Language Functioning in Different Linguistic, Didactic and Sociocultural Contexts. Vilnius Pedagogical University, Lithuania.
- Catterick, D. "When the metaphors we teach are not shared by our learners"  
Oct., 2006 TESL Canada Annual Conference, Delta Hotel, Winnipeg, Manitoba.
- Catterick, D. "Using technology to create listening materials for the ESL classroom"  
Apr., 2008 Saskatchewan Council for Education of Non-English Speakers (SCENES) annual conference, Briercrest College, Caronport, Saskatchewan.
- Catterick, D. "Professional Self-development for the busy ESL practitioner"  
May, 2011 TESL Saskatchewan Annual conference, University of Regina, Saskatchewan
- Catterick, D. "Values and competencies in faith-based pre-service teacher training"  
Jan., 2012 CELT conference, Chinese University of Hong Kong.
- Catterick, D. "Embedding employability skills in the pre-service teacher training curriculum"  
May, 2014 TESL Canada conference, University of Regina, Saskatchewan.
- Catterick, D. "Bridging faith-based training and secular-context teaching"  
Mar., 2015 Christian English Language Educators Association, Annual conference, Toronto.
- Catterick, D. "Embedding Employability Skills in the Pre-service Teacher Training Curriculum"  
Mar., 2015 TESOL 2015 Convention, Toronto.
- Catterick, D. "Intercultural Communication and the TESL classroom"  
May, 2015 TESL Saskatchewan Annual Conference, Saskatoon.
- Catterick, D. "Putting H.E.A.R.T. into Christian TESOL training"  
Mar., 2017 Christian English Language Teachers (CELT) annual conference, Seattle.
- Catterick, D., Nelson, D., Robison, R., Westwood, M. "Empowering Students by Meeting their Linguistic, Sociocultural, and Spiritual Needs"  
Mar., 2017 TESOL 2017 Convention, Seattle.
- Catterick, D. "Beyond intrinsic and extrinsic: the motivations of TESOL program applicants"  
Apr., 2019 Christian English Language Teachers (CELT) annual conference, Atlanta
- Catterick, D. "Borrowed experience in pre-service teacher training"  
Mar., 2021 CELT annual conference, online
- Catterick, D. "Spiritual lessons from grammar learning"  
Mar. 2022 CELT annual conference, online

# Sandra Dawn Catterick

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Caronport, Saskatchewan  
Canada, S0H 0S0  
Email: [sandra@catterick.ca](mailto:sandra@catterick.ca)

**EDUCATION:** **Diploma in Advanced Study in TESOL**, 2002  
*University of Manchester, Manchester, UK*  
Completed all the taught courses for an M.Ed. in TESOL apart from the dissertation component.

**Bachelor of Science in Elementary Education**, 1991  
*Roberts Wesleyan University, Rochester, NY*  
K-12 with English emphasis

- Graduated with a GPA of 3.5 on a 4.0 scale
- Elected to *Who's Who Among Students in American Universities & Colleges*, 1990-1991

**SKILLS:**

- Effective communicator
- Strong interpersonal and organizational skills
- Team player
- Positive attitude
- Consistent and committed

**EMPLOYMENT HISTORY:** **Substitute teacher** (Elementary and Secondary), 2008 to present  
*Prairie South School Division, Moose Jaw, Saskatchewan, Canada*  
[Part-time/Occasional temporary]

- Teaching in elementary and high schools within the Prairie South School Division K-8 (all subjects) and Grades 9-12 (mainly English and History)
- Regular substitute in Caronport Elementary School and Caronport High School/Briercrest Christian Academy for the last 10 years.
- Temporary contract with Caronport High School to cover maternity leave  
ELA 10, December 2010
- Month long position to cover sick leave  
Grade 6, November 2015
- Month long position to cover sick leave  
Grade 1 February/March 2018
- Month long position to cover personal leave  
Grade 4/5, September 2018

**Online English Teacher**, December 2019 to present  
*VIPKid, USA-based online education company*  
[Self-employed]

- Teaching English online to Chinese schoolchildren aged 3 to 12

**Adjunct Professor in Applied Linguistics**, 2008 to present  
*Briercrest College, Caronport, Saskatchewan, Canada*  
[Part-time]

- Teaching LING 120 TESOL Practicum I observation practicum for the college's BA Applied Linguistics: TESOL program

**EAP Instructor**, July 2019  
*Centre for Open Learning, University of Edinburgh, UK*  
[Temporary summer contract]

- Teaching English for Academic Purposes to Chinese students entering graduate programs at the University of Edinburgh

**Proofreader**, 1998 to 2006

*University of Dundee, UK*

[Self-employed]

- Proofreading student writing and preparing faculty writing for publication

**Web-based learning consultant**, 1999 to 2000

*University of Dundee, UK*

[Part-time temporary contract]

- Training faculty to use the WebCT online learning environment

**Teaching Fellow, English for Academic Purposes**, 1998 to 1999

*Centre for Applied Language Studies, University of Dundee, UK*

[Part-time]

- Teaching English for Academic Purposes to Chinese international students

**Foreign Teacher of English**, 1995 to 1997

*Beijing Normal University, People's Republic of China*

[Full-time]

- Teaching English to Chinese university students and faculty

**Teacher of English for Academic Purposes**, January/February, 1997

*La Trobe University, Melbourne, Australia*

[Part-time, Temporary contract]

- Teaching English for Academic Purposes to international students

**Teacher of English for Academic Purposes**, July/August, 1995 & 1996

*University of Nottingham, UK*

[Temporary contract]

- Teaching English for Academic Purposes to international students

**Foreign Teacher of English**, 1992 to 1993

*University of Petroleum, Shandong province, People's Republic of China*

[Full-time]

- Teaching English to Chinese university students

**Foreign Teacher of English**, 1991 to 1992

*Anhui Teachers College, Anhui province, People's Republic of China*

[Full-time]

- Teaching English to Chinese university students and faculty

**Substitute teacher**, April-June, 1991

*Elementary schools, Hastings County, Ontario, Canada*

[Occasional]

- Classroom teaching covering teacher absences

**VOLUNTEER  
WORK:**

**Community children's club leader**, Caronport, 2011 to present

**Chair, School Community Council**, Caronport Elementary School, 2014 to 2018

**Vice-President, TESL Saskatchewan**, 2013 to 2015

**Chair, TESL Saskatchewan**, 2015 to 2017

**INTERESTS:**

Children, travel, reading, languages, culture

### A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at your institution.

**Comparison Group**  
 The comparison group featured in this report is  
**Canada**  
 See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2019 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

### Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Key:

-  Your students' average was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
-  Your students' average was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference.
-  Your students' average was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
-  Your students' average was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

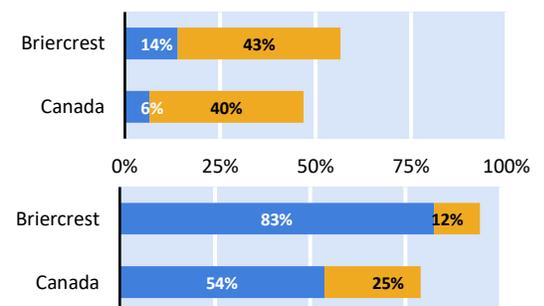
Theme	Engagement Indicator	Your students compared with Canada	
		First-year	Senior
Academic Challenge	Higher-Order Learning		--
	Reflective & Integrative Learning	--	
	Learning Strategies		--
	Quantitative Reasoning		
Learning with Peers	Collaborative Learning	--	--
	Discussions with Diverse Others	--	
Experiences with Faculty	Student-Faculty Interaction		
	Effective Teaching Practices		
Campus Environment	Quality of Interactions		
	Supportive Environment		

### High-Impact Practices

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

*First-year*  
 Service-Learning, Learning Community, and Research w/Faculty

*Senior*  
 Service-Learning, Learning Community, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience

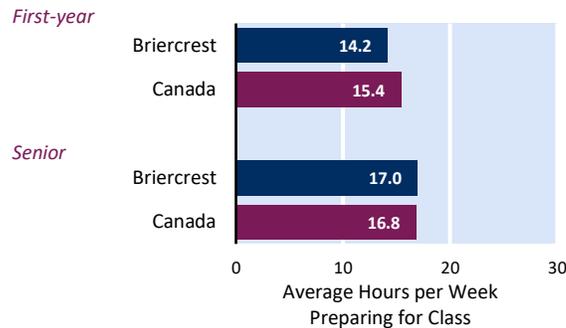


### Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*, the *Major Field Report*, the *Online Institutional Report*, or the Report Builder.

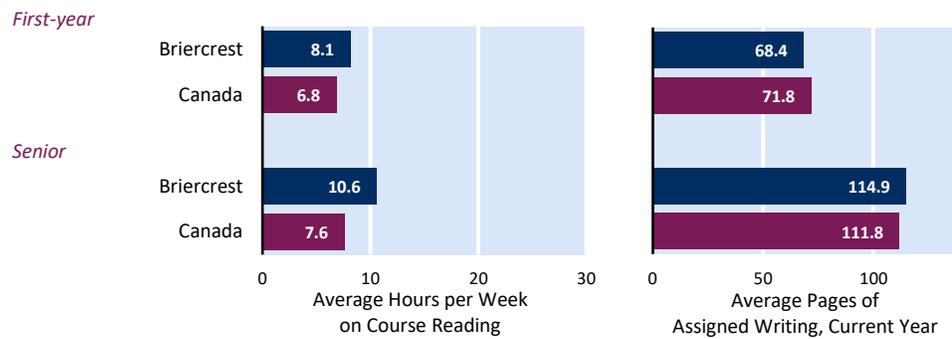
#### Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your students compared to students in your comparison group.



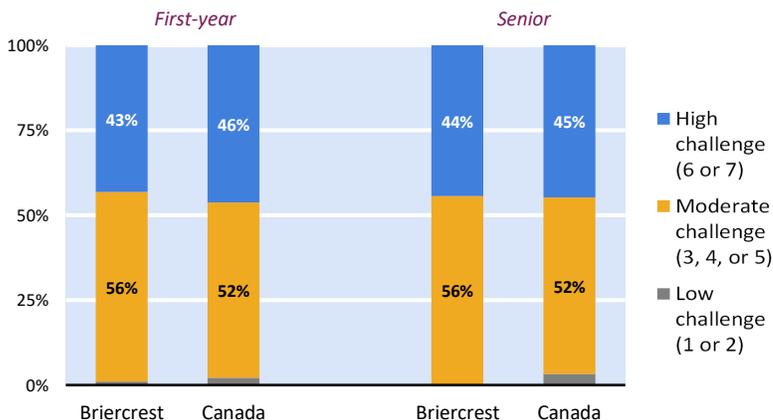
#### Reading and Writing

These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.



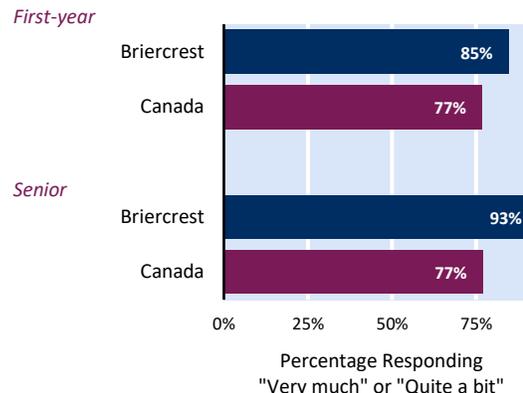
#### Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



#### Academic Emphasis

How much did students say their institution emphasized spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



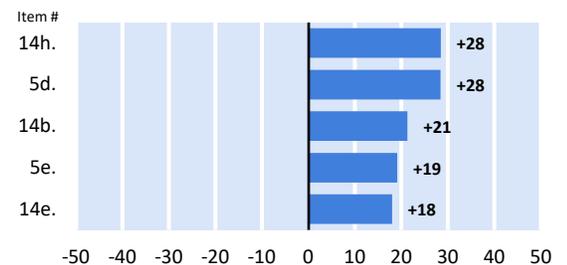
### Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on the Engagement Indicators. This section displays the five questions<sup>a</sup> on which your students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, see your *Frequencies and Statistical Comparisons* report.

#### First-year

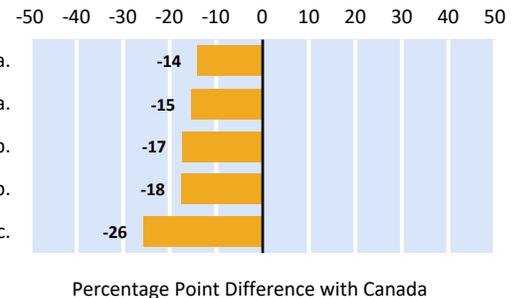
##### Highest Performing Relative to Canada

- Institution emphasis on attending campus activities and events (...)<sup>f</sup> (SE)
- Instructors provided feedback on a draft or work in progress<sup>e</sup> (ET)
- Institution emphasis on providing support to help students succeed academically<sup>f</sup> (SE)
- Instructors provided prompt and detailed feedback on tests or completed assignments<sup>e</sup> (ET)
- Institution emphasis on providing opportunities to be involved socially<sup>f</sup> (SE)



##### Lowest Performing Relative to Canada

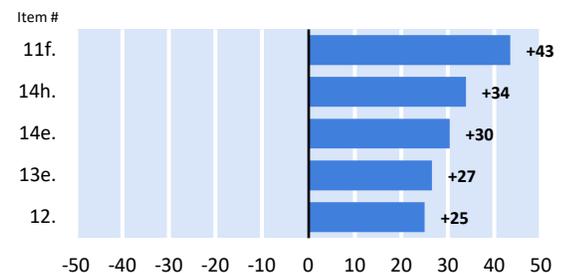
- Combined ideas from different courses when completing assignments<sup>b</sup> (RI)
- Reached conclusions based on your own analysis of numerical information (...)<sup>b</sup> (QR)
- Reviewed your notes after class<sup>b</sup> (LS)
- Used numerical information to examine a real-world problem or issue (...)<sup>b</sup> (QR)
- Discussions with... People with religious beliefs other than your own<sup>b</sup> (DD)



#### Senior

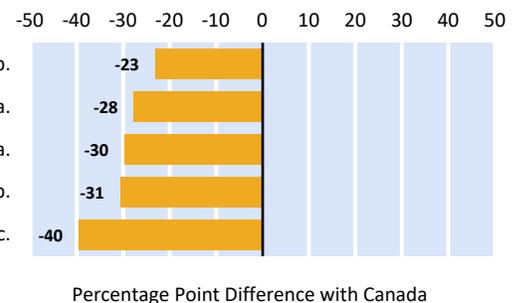
##### Highest Performing Relative to Canada

- Completed a culminating senior experience (...)<sup>i</sup> (HIP)
- Institution emphasis on attending campus activities and events (...)<sup>f</sup> (SE)
- Institution emphasis on providing opportunities to be involved socially<sup>f</sup> (SE)
- Quality of interactions with other administrative staff and offices (...)<sup>d</sup> (QI)
- About how many courses have included a community-based project (service-learning)<sup>f</sup> (HIP)



##### Lowest Performing Relative to Canada

- Used numerical information to examine a real-world problem or issue (...)<sup>b</sup> (QR)
- Discussions with... People of a race or ethnicity other than your own<sup>b</sup> (DD)
- Reached conclusions based on your own analysis of numerical information (...)<sup>b</sup> (QR)
- Reviewed your notes after class<sup>b</sup> (LS)
- Discussions with... People with religious beliefs other than your own<sup>b</sup> (DD)



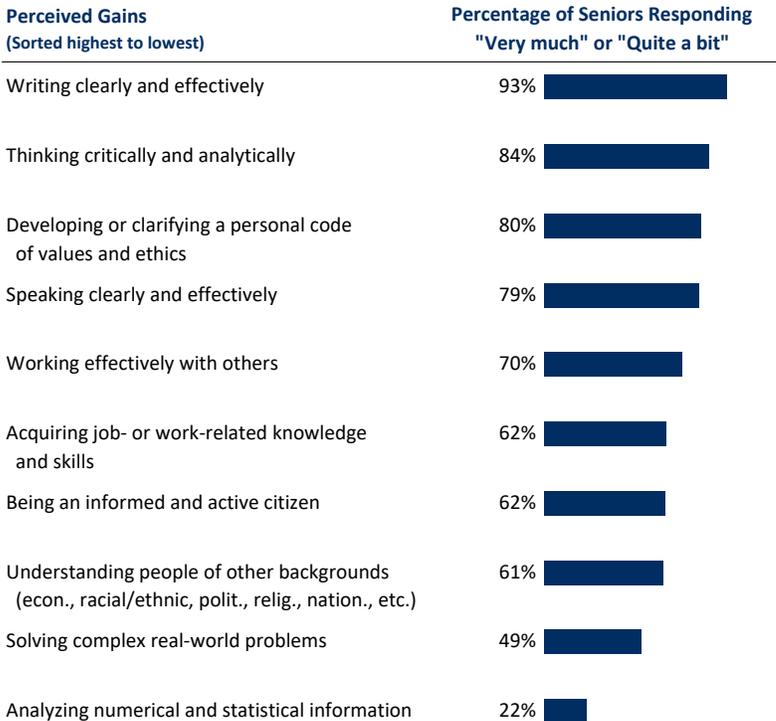
- 
- a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported on page 2. Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment. HIP items are also indicated. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.
  - b. Combination of students responding "Very often" or "Often."
  - c. Combination of students responding "Very much" or "Quite a bit."
  - d. Rated at least 6 on a 7-point scale.
  - e. Percentage reporting at least "Some."
  - f. Estimate based on the reported amount of course preparation time spent on assigned reading.
  - g. Estimate based on number of assigned writing tasks of various lengths.
-

### How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.

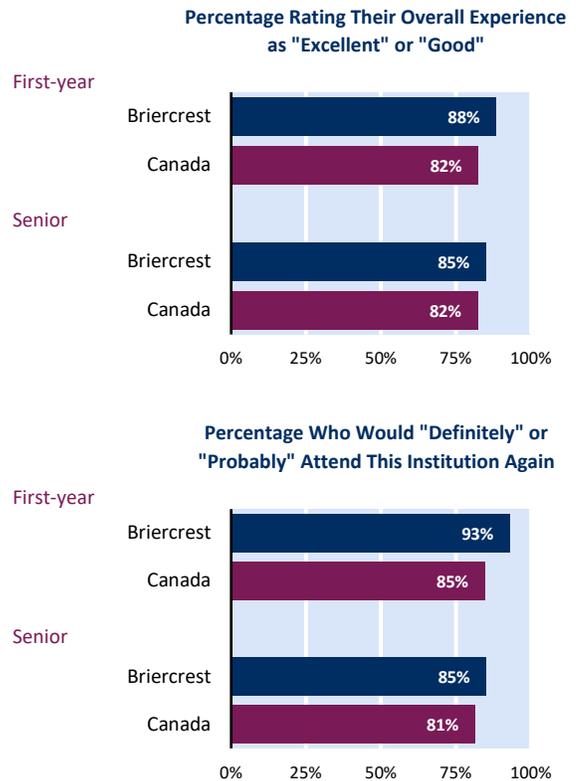
#### Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.



#### Satisfaction with Briercrest

Students rated their overall experience at the institution, and whether or not they would choose it again.



### Administration Details

#### Response Summary

	Count	Resp. rate	Female	Full-time
<i>First-year</i>	95	75%	57%	99%
<i>Senior</i>	43	81%	67%	65%

See your *Administration Summary* and *Respondent Profile* reports for more information.

#### Additional Questions

Your institution administered the following additional question set(s):

##### First-Year Experiences and Senior Transitions

See your *Topical Module* report(s) for results.

### What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,600 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: [nsse.indiana.edu](https://nsse.indiana.edu)

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