



Dr. Stirling McDowell Foundation for Research Into Teaching Inc.

Annual Report

2015-16



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Introduction

As the 25th anniversary of the McDowell Foundation approaches in late 2016, we celebrate the passion and commitment of the thousands of teachers who have contributed to our ongoing success throughout the years. Whether through the financial and in-kind support of the Saskatchewan Teachers' Federation, the ongoing donations of individuals or groups of teachers including superannuates and local associations or the infectious enthusiasm of our grant recipients in schools across the province, the Foundation's heart and soul is the teaching profession!

This past year, the Board of Directors of the Foundation approved the *2016-18 Strategic Plan: Empowering Teachers Through Research*. This three-year plan provides overall direction and goals for the Foundation and will be the roadmap moving forward. The Board sets goals and indicators of success in four strategic priorities areas: research program, public relations, fiscal sustainability and governance.

The McDowell Foundation has experienced a number of innovations over the past year to build on our success and further our efforts to support teacher researchers and promote their achievements. Changes to the Project Review Committee process allowed researchers to receive feedback on their grant applications from the Committee prior to submitting their final research grant applications. Additionally, research teams were supported from the moment of grant approval through to final report writing. Feature articles were posted online and appeared in the *Saskatchewan Bulletin*, and videos showing the impact of research projects were featured on www.thisistheclassroom.ca.

Through these supports, the McDowell Foundation provides teachers and other educators with tools to develop successful, meaningful and achievable research projects that are based upon reflective practice and learning for all students. This research is financed through an endowment fund that has served as the financial backbone of the Foundation and supports the funding of eight to 12 research projects totalling around \$85,000 annually.

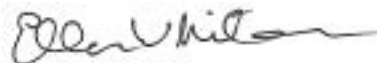
The 25th anniversary year has provided an opportunity to revitalize our fundraising work with the Legacy of Learning Campaign. This campaign will be rolled out in the 2016-17 school year with a goal of increasing the endowment and building the capacity of the Foundation to fund additional research projects.

We thank each and every one of our donors for making this work possible! You are contributing to the professional growth of the participating teachers and the advancement of teaching and learning practices in schools across our province. We also are deeply grateful to the members of the Project Review Committee for generously contributing their time and expertise, as well as the unwavering support from the STF Executive and staff of the Saskatchewan Teachers' Federation.

To the members of the Board of Directors who have served our profession over the past year, we thank you for your leadership and commitment to strengthening the McDowell Foundation and its connections with teachers, students and communities in order to improve outcomes for all learners.



Sheena Koops
President



Ellen Whiteman
Acting Manager

Overview of the Organization

The McDowell Foundation is an independent charitable organization that was established by the Saskatchewan Teachers' Federation in 1991. The Foundation continues to work in close partnership with the Federation and receives both financial and in-kind assistance from the Federation on an ongoing basis.

Its general purpose is to support research, inquiry and the dissemination of information that focuses on teaching and learning within the publicly funded PreK-12 education system. In all its projects and activities, the Foundation is guided by the voice of practising teachers and works in consultation with organizational partners. It exists to fund, support, disseminate, celebrate and promote educational research.

The McDowell Foundation calls for research proposals on an annual basis and selects research projects for funding according to established budgets, policies and criteria. It has at times facilitated research on current and timely educational topics in partnership with other educational organizations. On occasion, it has worked with donors who have requested that their charitable contributions be used to promote and support research in a particular area of educational interest. The Foundation may also commission research in an area of need and share the findings with teachers, researchers and educational decision makers.

The mandate of the McDowell Foundation includes providing teachers and other educators with opportunities to learn about educational research, encouraging researchers to come together as an educational research community and helping researchers to share their research with each other and the general public. Each year the Foundation sponsors the Learning From Practice Exchange of Teacher Knowledge and Research conference to showcase recently completed McDowell Foundation projects.

The results of all research projects funded by the McDowell Foundation are published and can be accessed through the Foundation's website, www.mcdowellfoundation.ca, or through the Stewart Resources Centre at <https://www.stf.sk.ca/professional-resources/stewart-resources-centre>. To date, the results of approximately 200 projects are available.

McDowell Foundation research is funded through donations from individuals and corporations and is conducted primarily by practising teachers who undertake research projects as part of their professional practice. The Foundation works to communicate with donors, researchers, educational partners and the public about the work of the Foundation and the opportunities it offers for the improvement of education. Key partners in developing an appreciation of the Foundation's mission to develop teacher-led research have been the Saskatchewan Teachers' Federation, local teachers' associations, superannuate chapters, colleges of education, professional growth networks, educational administrators and the organizational partners involved in PreK-12 education in Saskatchewan.

The McDowell Foundation is governed by a Board of Directors appointed by the Executive of the Saskatchewan Teachers' Federation. The Board of Directors oversees governance and provides the strategic direction of the Foundation. The selection and evaluation of projects funded by the Foundation is carried out by a Project Review Committee appointed by the Board of Directors.

OUR MISSION

Enriching Teaching
and Learning by Supporting
Professionally Led Research

Boards, Committees and Staff in 2015-16

Board of Directors

Sheena Koops, President,
McDowell Foundation (chair)
Teacher Representatives:
Belinda Daniels
Martin Berg
Darren Bird
Carlo Hansen
Hillary Hinds
Jade Ivan
Diana Jemieff
Sean Lockwood, Vice-President,
McDowell Foundation
Elaine Broughton,
Superannuated Teachers
of Saskatchewan



Project Review Committee

Teacher Representatives:
Donna Lajeunesse
Brandon Needham
Kevin Riffel

Researchers:

Dr. Terry Wotherspoon, Department of Sociology, University of Saskatchewan
Dr. Andrea Sterzuk, Language and Literacy Education, University of Regina

STF Federation Staff Supports

Ellen Whiteman, McDowell Foundation Manager
Laura Beard, Knowledge Management Coordinator
Derek Stovin and Dustin McNichol, Research and Policy Analysts
Ali Fedrau, Legal Assistant
Catherine Peters, Administrative Assistant

Additional supports are provided by STF financial, human resources and information services.

The Work of the McDowell Foundation

The McDowell Foundation supports the involvement of practising teachers as they engage in research that contributes to knowledge about teaching and learning. The Foundation affords teachers the opportunity to partake in critical inquiry whereby insights flourish and transform the educational landscape. Networks of colleagues deepen relationships and understandings through experimentation with innovative ideas and methodologies. The invaluable nature of the Foundation is reaffirmed by the wealth of research that has been created and the far-reaching impact of this relevant body of deep understanding.

Research

The primary activities of the McDowell Foundation are to provide research grants, support teachers and other educators in their research and then assist with dissemination of the findings at the end of the project.

Research Grants

In 2015-16, the Project Review Committee recommended approval of six projects to the Board of Directors for a total of \$80,970. The following projects received funding:

Table 1: 2015-16 Funded Projects

Project Title	Research Team	Amount
High School Teachers Working Towards Reconciliation: Examining the Teaching and Learning of Residential Schools	Drs. Jennifer Tupper and Tana Mitchell	\$19,933
Teachers Leading Teachers: The Saskatchewan Professional Development Unit's Facilitator Community	Dr. Pamela Osmond-Johnson	\$9,216
The Muskrat/Wuchusk Project: The Practices	Renee Carriere, Bonnie Werner	\$8,800
Catholic Schools Teachers Enacting Papal Encyclical Laudato si' (Praise Be To You-On Care For Our Common Home)	Mel Sysing, Dustin Kasun, Dr. Richard Manning, Dr. Brad Harasymchuk	\$8,370
Time, Pace, Place: Using Flexible Design and Delivery to Support Learners	Ramona Stillar, Frazer Donahue, Cheryl Dunits, Jean Fauchon, Shalen Fox, Carlo Hanson	\$16,950
The Journey to Reclamation Through Oral Tradition	Diane Peekeekoot, Charlotte Campbell, Shaun Sasakamoose, Loretta Ballantyne, Irene Dumais	\$17,701
		\$80,970

Presentation Grants

The McDowell Foundation also provides funds for current and past researcher teams to travel to disseminate their work.

The presentations grants for 2015-16 were:

Name	Project	Where presented	Amount
Belinda Daniels	Community School Transitions	Global Education and Skills Forum, Dubai	\$2,500

Education and Support for Researchers

In addition to providing research grants, the McDowell Foundation supports researchers as needed in all phases of their research, from developing project proposals to sharing research results at conferences.

The McDowell Foundation offers workshops at each stage of the grant application process. Staff from the Saskatchewan Teachers' Federation assists with providing support to teachers and other educators. The workshops support teachers and other researchers to become aware of the values and purposes of the Foundation and their role in manifesting these values and purposes in the field.

Part of the grant writing workshop is devoted to discussing the many ethical issues that may arise in the course of school-based research and the steps that teacher-researchers can take to avoid such problems through planning, communications and collaboration. The workshops also allow new McDowell Foundation researchers to form an educational research support network and become familiar with the way that Foundation grants are administered and supported.

In addition, this year the Foundation provided opportunity for research applicants to benefit from the experience and knowledge of the Project Review Committee by facilitating feedback from the Committee on first drafts of the research grant application. The Committee met and reviewed a draft prior to the meeting and recommendations to the Board on funding were provided. This allowed research teams to hear directly from the adjudicating Committee on how to strengthen their research applications.

Support continues for research teams after their applications are approved. The payment and reporting schedule for most McDowell Foundation projects includes the submission of a brief interim report that allows the Foundation to identify problems or changes in the research. For reasons that are sometimes beyond a researcher's control (e.g., changes in schools or teaching assignments, or events in the school or among the students), research cannot be completed as planned. The Foundation then works with the researchers to develop a research report that describes the research experience and encapsulates what was learned from it for the information of future researchers.

It is a basic expectation of every McDowell Foundation project that the researchers will submit a final research report that the Foundation can make publicly available. Usually, this report is a written document that is published in hard copy and posted on the Foundation's website. However, the goal on the part of the Foundation to ensure that the results are disseminated as broadly as possible to other educators has resulted in an expansion of acceptable formats of a final report to include written, visual, web-based or other creative ways of sharing the research findings.

Dissemination of Research

Publications and Website

As McDowell Foundation projects came to completion in 2015-16, the Foundation edited and published the following research reports:

EĒ-kiwēyitotamāhk Kitāyisinēwinānāw: Reclaiming Our Cree Language Through Oral Tradition
Diane Peekeekoot, Charlotte Campbell, Emily Weenonis and Shaun Sasakamoose

Exploring Visual Literacy: Secondary Teacher and Consultant Reflections on How Increasing Visual Literacy Impacts Adolescent Learning
Lois Keller and Karon Guttormson

Identifying Consistent Supports for our First Nations, Inuit and Métis Adult Learners at Royal West Campus
Kim MacLeod, Tara Greenshields, Tammy Girolami and Cody Dill

Bridging the Professional Learning Gap: Enhancing The Beginning Teacher Experience Through An Induction-By-Mentoring Model
Lynn Lemisko, Laurie-ann M. Hellsten and Carol Demchuk-Kosolofski

Using Teacher Collaboration to Increase Student Engagement
Paul McTavish, Moira Hamm, Michelle Brochu, Audrey Gavlas, Jon Pedersen and Cherie Wilke-Priel

Superhumans: How Teachers Use Graphic Novels to Improve Engagement in Student Learning
Scott Allen

Moving Into the 21st Century With Second-Language Learning
Dana Sanders and Tina Anderson

All new McDowell Foundation reports are posted on the Foundation's website and may be downloaded as PDF documents.

McDowell Foundation Research Award

The McDowell Foundation Award was introduced in 1998 to celebrate the work of individuals who have made outstanding contributions to educational research. In 2013 the Board of Directors restructured the McDowell Foundation Award to celebrate the outstanding contributions to educational research from a contributing research team.

This year, the Board of Directors selected the project entitled *Reclaiming our Cree Language Through Oral Tradition*, led by Diane Peekeekoot, Charlotte Campbell, Emily Weenonis and Shaun Sasakamoose as the McDowell Foundation Award recipients. Their research is profiled in this report.

Research Profile

Elders Help Reclaim Cree Identity in Ahtahkakoop Cree Nation School¹

Charlotte Campbell and Diane Peekeekoot



The introduction of elders into the school in Ahtahkakoop Cree Nation has resulted in not only a deeper understanding of Cree language instruction, but also an increase in student attendance, engagement and cultural understanding.

Charlotte Campbell (Vice-Principal) and Diane Peekeekoot (Education Co-ordinator) believed introducing elders into the Grade

12 Cree 30 class would begin the process of reclaiming Cree language and culture within the education system. With the help of the Cree language teachers in the school, Campbell and Peekeekoot met with community elders and invited them into the school.

With the support of a McDowell Foundation research grant, the research team discovered the cultural and spiritual aspect of having the elders teach the students Cree. While initially an attempt to address the language and cultural erosion, the project has become a spiritual awakening where students can begin to understand their own identity as members of a Cree nation. Elders were concerned about the community and welcomed the opportunity to actively teach Ahtahkakoop Cree Nation learners in traditional ways.

The instruction occurred weekly, one word at a time, first by sharing the stories in English and then again in Cree. This reliance on oral tradition and traditional teachings nurtured relationships between the students and elders from the community. The language classes became a space where the students could ask the elders questions about their culture and deepen their own understandings.

Campbell describes how the project shifted, “We started with our foundation and made common ground, but talking to the elders at the end of that conversation – we left that day feeling awesome and it made us grow. We just want to do more for our community and for our kids.”

“It just unfolded for us – we are guided,” added Peekeekoot.

Tim, one of the elders supporting the project, describes how he begins by helping the students understand the sacredness of the land and how to care for it. He shares that many of the students are “not ready for the spiritual connection. It is a healing journey.”

The journey continues for elders, teachers and students at Ahtahkakoop, since the idea has now expanded to all classrooms and every class will now be matched with an elder – a Kohkom (grandmother) or Mosôm (grand-father) – to support the teachers and work with the students in reclaiming their language and traditions.

¹ This article first appeared in the *Saskatchewan Bulletin* on February 11, 2015.

Research Profile

Teacher Collaboration Benefits Student Engagement and Collegiality¹

Paul McTavish



There's an inescapable irony that you would be hard pressed to find a more collaborative bunch than teachers when it comes to their general demeanour. Yet, as is often corroborated by members of the profession, that collaboration frequently doesn't extend to the workplace where relative isolation can often be the norm.

It was against that backdrop that a group of six teachers from varying grade levels and subject areas at Clavet Composite School decided to embark on an action research project through the McDowell Foundation with the intention of not only contemplating their own teaching, but also ultimately with the goal of improving student engagement.

They all came away from the project with renewed enthusiasm for their profession, as well as a greater connection with their students, albeit that there were times they had to listen to some cold, hard truths.

Paul McTavish, who was vice-principal at the time before moving on to the principalship at nearby Colonsay, explained that the impetus was a survey that was to focus on what the students were seeking to enhance their own education. Once the research funding had been secured the participants took a step back and expanded the initial focus of co-teaching to a more extensive collaborative model among colleagues.

According to McTavish, "we used a lot of formative assessment to increase student motivation and we wanted to make it clear that we wanted students to take risks and create an environment where they wouldn't be intimidated or penalized by a score on a test." This meant the removal of numerical scores on report cards in favour of a comment section instead.

"It created more of a sharing environment and it made us as teachers more responsive in being able to meet the needs of the kids," McTavish said, while adding that another result was greater contribution from some of the students who would not necessarily have been the most successful.

Moira Hamm alluded to the increased responsibility that the process placed on students, specifically as it applied to her area of English language arts. She said through peer assessment some students found it quite difficult to examine the work of classmates, but as the degree of comfort increased she has seen big improvement this year.

"It's hard to hear sometimes, but it has helped the students' work and we're moving forward. Overall you need to spend more time at it, but it's worthwhile as you build trust and guidance."

Cherie Wilke, who teaches middle years, shared that she was fortunate enough to have student engagement built into her timetable and so was able to conduct a lot of interviews because she wanted to hear from the students as a way to increase their input.

"We were teachers at the start, but we became more facilitators and I found it to be really awesome. Students felt safe and they were able to take risks and they had real input into the process. It definitely built a lot of strong teacher-student relationships and we could get a better idea of where they were at in terms of their learning. It was a real confidence booster for the students and it was good for their self-esteem because the whole thing became more personable and so the motivation increased tremendously."

Wilke added that as a result of the portfolios students created, it became a strong communication piece among students, teachers and parents.

Audrey Gavlas, who teaches middle years and phys-ed at the school, said the timing was ideal for her, particularly as it related to math because she was seeking something new whereby students would feel more engaged while seeing more of a "real world" connection.

Gavlas said they purposely looked at the big-idea concept, focusing on what was really important. She added that due to the fact students felt there was more of a real-life application, they would often be solving math problems without even realizing it.

"To be honest it was exhausting, but it was also energizing and so the time and effort we put into it was definitely worth it and to know the students had learned lessons they take into the real world was something that gave you a good feeling."

Jonathan Pedersen, a middle years teacher with 20 years of experience, said this marked the first time he had not felt isolated as a professional and the collegial support meant no longer relying on remote control.

"It's not always easy to make a change like this, but I've realized the benefits and to see how much more confident the students are is gratifying and they remember so much better."

Similar to his colleagues, he acknowledged it took more time and support to make such a deep philosophical change in his teaching, but he called it "one of the best professional development opportunities I've ever been involved in and it has made me actively change

my teaching practice. The idea that this wasn't a top-down idea was important and gave us ownership."

Probably nobody felt the benefits more than Michelle Brochu, who as the French teacher often felt isolated.

"This project gave me the time to really collaborate with other teachers and it led to a feeling of honesty and openness for all of us. Everyone was willing to hear both the good and the bad, and so it kept us accountable and forced us to maybe change things up in our classroom because it made us stay on task.

"The collaboration was fantastic and we were all there to learn. As the French teacher you can find yourself in a bubble, but here you felt you had a connection and input into what is going on in school outside your own classroom. We miss out on that and this way there were ideas that you could incorporate into your own situation. It was so beneficial. It was maybe a bit scary at first, but we grew so much as you stepped outside your comfort zone."

¹ This article first appeared in the *Saskatchewan Bulletin* on December 9, 2015.

Research Profile

Allen Shares Love of Graphic Novels¹

Scott Allen



Suffice it to say if you want to know about graphic novels – anything about them – you could do worse than sit down and have a conversation with Saskatoon high school teacher Scott Allen.

Remembering his time when he was teaching English in Taiwan, Allen recalled how it was often difficult to get his hands

on English material, and so when he was able to obtain the cult classic *V for Vendetta* by Alan Moore, his passion for the genre escalated from an interest that dated back to his formative years.

Now that penchant for graphic novels has proven to be the catalyst for he and a group of colleagues to embark on a successful action research program funded by the McDowell Foundation to the tune of nearly \$16,000, in which the premise is to ascertain how teachers can use graphic novels to improve engagement in student learning (and particularly for English language arts classrooms).

According to the research summary, it's a qualitative approach to be used to examine the practices of four Saskatchewan high school language arts teachers using graphic novels in their classrooms. Allen is the primary researcher within the group and he ultimately will be presenting the results of the research data in a completed thesis towards his masters in curriculum studies.

Recounting his own experiences with graphic novels, Allen surmised that graphic novels offer students a variety of educational opportunities that written texts alone cannot – particularly for reluctant readers and English as an Additional Language learners, in part because of the artistic aspect they offer.

"The more I thought about it, this was just something I had to do. I've found with my students that it's a lot like a novel or poem and you find them getting angry, sad or laughing because everyone can speak to colour and it elicits emotions, which is the joy of it. You don't have to be any kind of expert on graphic novels because there are multiple ways that it resonates with students and it's a powerful learning tool," Allen said.

A readily apparent benefit is the use of imagination that ensues as students learn to connect the dots by using the panels. As Allen pointed out, the process can be educationally beneficial for students and teachers alike.

"If it's their first novel, for example, it can be very empowering and every student can bring so much to the process through their interpretation and it helps make them multiple-intelligence learners. I love it, and it's a lot of fun and it can challenge you," he added.

Looking back to his younger years when he first became immersed with graphic novels, Allen acknowledged that he would frequently place himself in the role of the superhero, calling it very visceral and that his imagination was completely stimulated.

"It's a passion that has always been there for me and along the way it has become a really helpful tool in education because I just thought, Why can't I teach what I have learned myself over 30 years? Why would I do this alone instead of using it to build a professional learning community and getting a chance to share with a group of collaborative teachers on this? I've found it to be supportive in the way that it has evolved and it's been great to see how the other members in the group have become involved and increased their knowledge and interest. It's completely different between day one and now."

While the focus has been primarily on EAL students, Allen insists even though that's a natural fit, the process can be for everyone and so to typecast it into a specific niche like EAL students would be unfair.

The one caution he has though is to remember that for the most part these "comics" are not meant for children, albeit that it might be all right for teens and adults.

Throughout the years Allen has observed how attitudes have changed and graphic novels are now more accepted as the social norm, while adding that in his view those people who still choose to view them as anything less are missing out.

According to Allen, another reason for the increased popularity of the medium is the inclusion of social media, which has a far-reaching effect and as a result has meant Canada is starting to catch up with Asia and Europe in particular, where graphic novels have enjoyed widespread popularity for years.

Allen readily concedes that when he first thought of graphic novels as an educational tool, there were several colleagues who were skeptical due to the fact they didn't fully understand, or by extension, appreciate, what the medium offered. As a result he had to do extensive shoulder tapping to gain a greater degree of understanding and credibility, which he garnered in part by his assertion that this study fits nicely within the provincial curriculum.

Allen recalled how when he was a student himself he also had to deal with that stereotype, noting that he was an honours student in English and didn't in any way consider himself a nerd for his appreciation for graphic novels.

"I always had one on my shelf and read as many as I could," he said, while adding that that doesn't preclude him from also being a devotee of novels, short stories and poetry, for example, if they are done well. "I guess now I still read them for pleasure, but it's always in the back of my mind how I can use them in class because it's great that I get to share that passion," he said.

¹ This article first appeared in the *Saskatchewan Bulletin* on January 13, 2015.

2015-16 Learning From Practice

The Learning From Practice Exchange of Teacher Knowledge and Research is the McDowell Foundation's annual exchange of teacher knowledge and research. The conference is organized for the Foundation by the Saskatchewan Professional Development Unit and is held in Saskatoon each year.

The purposes of the Learning From Practice conference are:

- To share the results of research projects funded by the McDowell Foundation with the education community.
- To provide research skills and information to teachers and others who wish to undertake research.
- To build an educational research community among teachers, administrators and researchers.
- To recognize outstanding contributions to educational research through the presentation of an annual award.
- To heighten awareness of the McDowell Foundation.

This year, Learning From Practice was held on November 20, 2015, at the Saskatchewan Teachers' Federation building in Saskatoon. Seventy-five people registered for the event and 68 attended. Eight Foundation research teams presented their work in addition to the poster session offered by students in the College of Education, University of Saskatchewan enrolled in ECUR 832.3.

The keynote address was presented by Debbie Pushor, a faculty member from the College of Education, University of Saskatchewan. Dr. Pushor's talk entitled "Working as Co-Researchers: Ensuring Equitable Voice and Representation in Research" addressed the challenges of truly working collaboratively in community settings where power imbalances and other factors impact the research.



Keynote speaker Dr. Debbie Pushor



McDowell Foundation Award recipients. Their research is profiled in this report.



Engaged participants

Fundraising

The McDowell Foundation gratefully received and recognized donations and gifts in support of its research program in 2015-16. This ongoing support from a wide range of individuals and organizations committed to the Foundation has provided a solid foundation for its work.

Donations to the Foundation

Donations to the McDowell Foundation may be made through bequests, payroll deductions for teachers and STF employees, donations of honoraria for corporate and organizational services, donations of payments for tutoring students, memorial gifts, gifts to honour special occasions or particular individuals, or donations of the proceeds from events held by teachers or superannuates. Table 2 indicates the amount of money received this year from the major types of donation. It shows that most of the Foundation's revenue from donations appears to come from unsolicited donations, but there are a significant number of people, mostly from Saskatoon, donating to the Foundation through payroll deduction, and it is becoming a more common practice to make memorial donations to the Foundation to honour deceased teachers.

Table 2: Donations to the McDowell Foundation by Type in 2015-16*

Type of Donation	Total Gifts	No. of Donors
Proceeds From Fundraising Activities or Campaigns	\$ 3,450	4
Memorial Donations	\$ 4,055	10
Honour of Donations	\$ 598	1
Payroll Deductions/Pre-authorized Payments	\$ 5,823	63
Unsolicited	\$ 19,660	48

*Donors may be included in multiple categories.

*Due to the timing of donations the total amount varies slightly from the audited statement.

Donor Recognition

The work of the McDowell Foundation has been made possible by the generosity of many people who understand the value of educational research to the improvement of teaching and learning in our schools. The names of all organizations and individuals who contributed financially to the Foundation in 2015-16 are listed at the end of this report.

For a more complete picture of donations to the McDowell Foundation, please refer to our website. A comprehensive list of donors is now permanently displayed there in broad categories according to amount given. Special recognition is given to the foundational donors who provided substantial gifts to support the Foundation in its early years: the Saskatchewan Teachers' Federation, Greystone Managed Investments Inc., McDougall Gauley LLP, TCU Financial Group and the Government of Saskatchewan. In addition, the Foundation provides certificates of appreciation to local teachers' associations and chapters of the Superannuated Teachers of Saskatchewan who donate to the Foundation each year.

Communications

The McDowell Foundation continues to communicate with donors, researchers and the public through the Foundation's website and through communication channels made available through the Saskatchewan Teachers' Federation. These include member emails, Twitter, school staff liaison meetings, profile pieces within the *Bulletin* and the website www.thisistheclassroom.com along with other opportunities. The Foundation wishes to acknowledge the ongoing communication support provided by the Saskatchewan Teachers' Federation in ensuring ongoing communication with teachers in the province.

This past year has seen a renewal of the McDowell website that launched in the fall of 2016.



Governance and Administration

Development and oversight of strategic direction along with governance and fiduciary responsibilities rest with the Board of Directors of the McDowell Foundation. Administrative and operational responsibilities are delegated to the Saskatchewan Teachers' Federation and are typically attended to by the Manager of the Foundation as determined by Federation policies and procedures.

Investments

The McDowell Foundation fund is overseen by the Saskatchewan Teachers' Federation and managed by Greystone Capital Management. The goal of the Foundation is to establish an endowment fund that is large enough to support ongoing substantive research as well as cover the costs of governing and operating the Foundation. All research funded and supported by the Foundation is currently paid for through donations and the money accumulated in the Foundation fund.

Staffing, Facilities and Equipment

The Saskatchewan Teachers' Federation oversees the staffing needs of the McDowell Foundation and makes equipment and office space available to the Foundation in the STF building in Saskatoon. The Foundation reimburses the Federation for all direct expenses involved in operating the Foundation and pays an annual administrative fee to reimburse the Federation for indirect costs such as building maintenance.

In addition, in-kind support is provided to the Foundation by the Federation in the form of graphic design, and desktop, website and accounting support, and through the involvement of Research and Policy Analysts from the Federation who support the research program. This ongoing support from the Federation has been instrumental in allowing the McDowell Foundation fund to grow towards its financial goals of sustainable, substantive research.

Donors to the McDowell Foundation 2015-16

Up to \$499

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Stone, Sara
STS - Carrot River Valley
Chapter
STS - Last Mountain Chapter
STS - Moose Jaw Chapter
STS - Souris-Moose Mountain
Chapter

STS - Unity Chapter
STS - Victoria Chapter
STS - Weyburn Chapter
Tenaski, Connie
Tourangeau, Norine
Van Betuw, Judy
Voitka-Seager, Susan
Wall, Murray
Walters, Lesley
Whiteman, Ellen
Widdifield-Konkin, Leslie
Wihak, Gregory
Willard, Doug
Wood, Gen

\$500-\$999

Dubyna, Charlene
Saskatchewan Teachers'
Federation
STS - Nipawin Chapter
STS - Regina Chapter
STS - Saskatoon Chapter
STS - Wadena Chapter
Tri-West Teachers' Association

\$1,000-\$1,999

Dueck, Gwen
Horizon Teachers' Association
Humphries, Shirley
Nahachewsky, Jean
Prairie Spirit Teachers'
Association
Prairie Valley Teachers'
Association
Saskatoon Community
Foundation
South East Cornerstone
Teachers' Association

\$2,000-\$4,999

Lloydminster Teachers'
Association
Media Literacy Saskatchewan
Saskatoon Teachers' Association
Superannuated Teachers of
Saskatchewan



Deloitte LLP
122 1st Ave. S.
Suite 400, PCS Tower
Saskatoon SK S7K 7E5
Canada

Tel: 306-343-4400
Fax: 306-343-4480
www.deloitte.ca

INDEPENDENT AUDITOR'S REPORT

To the STF Executive:

We have audited the accompanying financial statements of Dr. Stirling McDowell Foundation for Research Into Teaching Inc., which comprise the statement of financial position as at June 30, 2016, and the statements of operations and changes in net assets and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

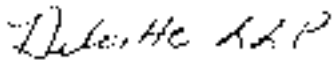
We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified audit opinion.

Basis for Qualified Opinion

In common with many not-for-profit organizations, Dr. Stirling McDowell Foundation for Research Into Teaching Inc. derives revenue from donations, the completeness of which is not susceptible to satisfactory audit verification. Accordingly, verification of these revenues was limited to the amounts recorded in the records of Dr. Stirling McDowell Foundation for Research Into Teaching Inc. Therefore, we were not able to determine whether any adjustments might be necessary to donations revenue, net excess of revenues over expenses, and cash flows from operations for the years ended June 30, 2016 and June 30, 2015, current assets as at June 30, 2016 and June 30, 2015, and net assets as at July 1 and June 30 for both the 2016 and 2015 years. Our audit opinion on the financial statements for the year ended June 30, 2015 was modified accordingly, because of the possible effects of this scope limitation.

Qualified Opinion

In our opinion, except for the possible effects of the matter described in the Basis for Qualified Opinion paragraph, the financial statements present fairly, in all material respects, the financial position of Dr. Stirling McDowell Foundation for Research Into Teaching Inc. as at June 30, 2016, and the results of its operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.



Chartered Professional Accountants, Chartered Accountants
Licensed Professional Accountants

September 30, 2016
Saskatoon, Saskatchewan

**DR. STIRLING MCDOWELL FOUNDATION
FOR RESEARCH INTO TEACHING INC.
STATEMENT OF OPERATIONS AND CHANGES IN NET ASSETS
year ended June 30, 2016**

	OPERATING FUND	RESTRICTED FUND	2016	2015
REVENUES				
Donations (Note 5 and 8)	\$ 20,292	\$ 13,310	\$ 33,602	\$ 36,657
Investment income (Note 3)	244,248	-	244,248	265,852
Saskatchewan Teachers' Federation grant (Note 8)	79,300	-	79,300	91,500
	<u>343,840</u>	<u>13,310</u>	<u>357,150</u>	<u>394,009</u>
EXPENSES				
Administrative (Note 8)	181,393	-	181,393	175,216
Fundraising campaign	221	-	221	1,920
Governance	13,472	-	13,472	6,291
Research grants	124,881	-	124,881	77,573
	<u>319,967</u>	<u>-</u>	<u>319,967</u>	<u>261,000</u>
	23,873	13,310	37,183	133,009
UNREALIZED LOSS IN MARKET VALUE OF POOLED INVESTMENT FUNDS				
	<u>(224,506)</u>	<u>-</u>	<u>(224,506)</u>	<u>(61,752)</u>
NET (EXPENSES) REVENUES	(200,633)	13,310	(187,323)	71,257
NET ASSETS, BEGINNING OF YEAR	2,061,496	164,029	2,225,525	2,153,579
INTERFUND TRANSFERS	22,500	(22,500)	-	-
EMPLOYEE FUTURE BENEFITS				
RE-MEASUREMENTS AND OTHER ITEMS (Note 9)	<u>(2,011)</u>	<u>-</u>	<u>(2,011)</u>	<u>689</u>
NET ASSETS, END OF YEAR	<u>\$ 1,881,352</u>	<u>\$ 154,839</u>	<u>\$ 2,036,191</u>	<u>\$ 2,225,525</u>

The accompanying notes are an integral part of these financial statements.

**DR. STIRLING MCDOWELL FOUNDATION
FOR RESEARCH INTO TEACHING INC.
STATEMENT OF FINANCIAL POSITION
as at June 30, 2016**

	OPERATING FUND	RESTRICTED FUND	2016	2015
CURRENT ASSETS				
Cash	\$ 43,320	\$ -	\$ 43,320	\$ 37,807
Accounts receivable	699	-	699	349
Due from Operating Fund	-	154,839	154,839	164,029
Due from Saskatchewan Teachers' Federation – General Fund (Note 8)	2,335	-	2,335	19,253
Prepaid expenses	594	-	594	470
	<u>46,948</u>	<u>154,839</u>	<u>201,787</u>	<u>221,908</u>
POOLED INVESTMENT FUNDS (Note 3)	1,991,367	-	1,991,367	2,193,628
CAPITAL ASSETS (Note 4)				
Tangible assets	345	-	345	1,246
Intangible assets	6,072	-	6,072	-
	<u>1,997,784</u>	<u>-</u>	<u>1,997,784</u>	<u>2,194,874</u>
	<u>\$ 2,044,732</u>	<u>\$ 154,839</u>	<u>\$ 2,199,571</u>	<u>\$ 2,416,782</u>
CURRENT LIABILITIES				
Due to Restricted Fund (Note 5)	\$ 154,839	\$ -	\$ 154,839	\$ 164,029
Accounts payable and accruals	8,541	-	8,541	27,228
	<u>163,380</u>	<u>-</u>	<u>163,380</u>	<u>191,257</u>
COMMITMENTS (Note 6 and 10)				
NET ASSETS				
Unrestricted	1,881,352	-	1,881,352	2,061,496
Externally restricted (Note 5)	-	154,839	154,839	164,029
	<u>1,881,352</u>	<u>154,839</u>	<u>2,036,191</u>	<u>2,225,525</u>
	<u>\$ 2,044,732</u>	<u>\$ 154,839</u>	<u>\$ 2,199,571</u>	<u>\$ 2,416,782</u>

The accompanying notes are an integral part of these financial statements.

**APPROVED ON BEHALF OF THE STF EXECUTIVE
AND BOARD OF DIRECTORS**

Pat Mogg STF Executive President
Al Hayes Chairperson of Board
Bevan Lockwood Board Member

**DR. STIRLING MCDOWELL FOUNDATION
FOR RESEARCH INTO TEACHING INC.
STATEMENT OF CASH FLOWS
year ended June 30, 2016**

	OPERATING FUND	RESTRICTED FUND	2016	2015
OPERATING ACTIVITIES				
Net (expenses) revenues	\$ (200,633)	\$ 13,310	\$ (187,323)	\$ 71,257
Employee future benefits re-measurements and other items	(2,011)	-	(2,011)	689
Adjustments for:				
Amortization	388	-	388	550
Realized gain on sale of pooled investment funds	(15,460)	-	(15,460)	(119,719)
Unrealized loss in market value of pooled investment funds	224,506	-	224,506	61,752
	<u>6,790</u>	<u>13,310</u>	<u>20,100</u>	<u>14,529</u>
Changes in non-cash working capital	(11,434)	9,190	(2,244)	5,539
	<u>(4,644)</u>	<u>22,500</u>	<u>17,856</u>	<u>20,068</u>
INVESTING ACTIVITIES				
Additions to tangible assets	-	-	-	(1,284)
Additions to intangible assets	(6,072)	-	(6,072)	-
Proceeds from disposal of tangible assets	514	-	514	4,333
Pooled investment funds purchases	(650,699)	-	(650,699)	(1,280,476)
Pooled investment funds disposals	643,914	-	643,914	1,235,242
	<u>(12,343)</u>	<u>-</u>	<u>(12,343)</u>	<u>(42,185)</u>
NET (DECREASE) INCREASE IN CASH	(16,987)	22,500	5,513	(22,116)
CASH POSITION, BEGINNING OF YEAR	37,807	-	37,807	59,923
INTERFUND TRANSFERS	22,500	(22,500)	-	-
CASH POSITION, END OF YEAR	<u>\$ 43,320</u>	<u>\$ -</u>	<u>\$ 43,320</u>	<u>\$ 37,807</u>

The accompanying notes are an integral part of these financial statements.

**DR. STIRLING MCDOWELL FOUNDATION FOR RESEARCH INTO
TEACHING INC.
NOTES TO THE FINANCIAL STATEMENTS
year ended June 30, 2016**

1. DESCRIPTION OF OPERATIONS

Dr. Stirling McDowell Foundation for Research Into Teaching Inc. (the “Foundation”) is incorporated under *The Non-profit Corporations Act, 1995* of Saskatchewan and is registered as a charity with Canada Revenue Agency.

The Foundation is established to support research and dissemination to the public of information focusing on instruction (both teaching and learning) in the context of the public elementary and secondary education system.

Pursuant to Section 7(5) of *The Teachers’ Federation Act, 2006*, the Saskatchewan Teachers’ Federation (“STF”) is the trustee for the assets of the Foundation. The STF Executive appoints an administrative board to assist the STF Executive in fulfilling its fiduciary and oversight responsibilities.

2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements have been prepared in accordance with Canadian accounting standards for not-for-profit organizations (“ASNPO”) in Part III of the CPA Handbook and reflect the following significant policies:

Use of Estimates

The preparation of the financial statements in conformity with Canadian accounting standards for not-for-profit organizations requires management to make estimates and assumptions that affect reported amounts of assets and liabilities, revenues and expenses and in the disclosure of commitments and contingencies. An example of such estimation is the useful lives of capital assets. Changes in estimates and assumptions will occur based on the passage of time and the occurrence of certain future events. The changes will be reported in earnings in the period in which they become known.

Employer Future Benefits

All of the Foundation’s employees that are not members of a teachers’ pension plan are participants in the Saskatchewan Teachers’ Federation Employees’ Pension Plan, which is a contributory defined benefit pension plan. The STF is the sponsor of Saskatchewan Teachers’ Federation Employees’ Pension Plan.

**DR. STIRLING MCDOWELL FOUNDATION FOR RESEARCH INTO
TEACHING INC.
NOTES TO THE FINANCIAL STATEMENTS
year ended June 30, 2016**

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

Employer Future Benefits (continued)

The STF follows Part II Handbook Section 3462, *Employee Future Benefits* and Part III Handbook Section 3463, *Employee Future Benefits by Not-for-Profit Organizations* (“Section 3463”), for the measurement of the pension obligation and employee future benefit expense. Section 3463 requires the separate recording of pension obligation re-measurements in Net Assets. Accordingly, the Foundation’s portion of these re-measurements has been recorded in Net Assets with an accompanying amount owing to (from) the STF.

Capital Assets

Tangible assets are recorded at cost. Furniture and computer hardware are amortized on a straight-line basis over their estimated useful lives.

Intangible assets are recorded at cost and amortized on a straight-line basis over its estimated useful life.

Impairment of Long-Lived Assets

Long-lived assets are tested for impairment whenever events or changes in circumstances indicate that their carrying value may not be recoverable. An impairment loss is recognized when their carrying value exceeds the total undiscounted cash flows expected from their use and eventual disposition. The amount of the impairment loss is determined as the excess of the carrying value of the asset over its fair value.

Pooled Investment Funds

Pooled investment funds are recorded at fair value.

Fund Accounting

The Foundation follows the restricted method of accounting for donations.

The Operating Fund accounts for the Foundation’s programs and administrative activities.

The Restricted Fund reports only restricted resources that must be held by the Foundation for 10 years prior to their use.

**DR. STIRLING MCDOWELL FOUNDATION FOR RESEARCH INTO
TEACHING INC.
NOTES TO THE FINANCIAL STATEMENTS
year ended June 30, 2016**

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

Revenue Recognition

Donations are recorded in the year they are received.

Interest on pooled short-term investments and deposits is recognized as revenue as it is earned. Dividend income from pooled bonds and debentures and equities is recognized as revenue when received. Gains and losses that arise from the sale of investments or that arise from changes in market values are recognized in income in the period that the gains and losses occurred.

Financial Instruments

Financial assets and financial liabilities are recognized when the Foundation becomes a party to the contractual provisions of the instrument.

Financial assets and liabilities are initially recognized at fair value and their subsequent measurement is measured at amortized cost, except for pooled investment funds which are measured at fair value as at the reporting date. Changes in fair value, including realized and unrealized gains and losses, are recorded in the Statement of Operations and Changes in Net Assets.

Fair values are based on quoted market prices, specifically the latest bid price, where available from active markets, otherwise fair values are estimated using a variety of valuation techniques and models. Financial assets purchased and sold, where the contract requires the asset to be delivered within an established time frame, are recognized on a trade-date basis. Transaction costs are expensed as incurred for pooled investment funds. Transaction costs related to other financial instruments are netted against the carrying value of the asset or liability and are then recognized over the expected life of the instrument using the effective interest method.

**DR. STIRLING MCDOWELL FOUNDATION FOR RESEARCH INTO
TEACHING INC.
NOTES TO THE FINANCIAL STATEMENTS
year ended June 30, 2016**

3. POOLED INVESTMENT FUNDS

	<u>2016</u>	<u>2015</u>
Bonds	\$ 594,860	\$ 704,297
Equities		
Canadian	490,039	486,844
Foreign	767,778	911,460
Short-term investments and deposits	138,675	91,012
	<u>1,991,352</u>	<u>2,193,613</u>
Other	15	15
	<u>\$ 1,991,367</u>	<u>\$ 2,193,628</u>

State Street Trust Company Canada acts as custodian of the Foundation's pooled investment funds. Greystone Managed Investments Inc. is the investment manager appointed by the STF to manage the assets of the Foundation.

The Foundation's investment income is as follows:

	<u>2016</u>	<u>2015</u>
Interest	\$ 691	\$ 1,253
Other income	1,980	1,299
Dividends	226,117	143,980
Realized gain on sale of pooled investment funds	15,460	119,720
Management fees	-	(400)
	<u>\$ 244,248</u>	<u>\$ 265,852</u>

4. CAPITAL ASSETS

Tangible Assets

	<u>Rates</u>	<u>Cost</u>	<u>Accumulated Amortization</u>	<u>Net Book Value</u>
Computer hardware	3 yrs.	1,272	(927)	345
2016 Totals		<u>\$ 1,272</u>	<u>\$ (927)</u>	<u>\$ 345</u>
2015 Totals		<u>\$ 7,423</u>	<u>\$ (6,177)</u>	<u>\$ 1,246</u>

**DR. STIRLING MCDOWELL FOUNDATION FOR RESEARCH INTO
TEACHING INC.
NOTES TO THE FINANCIAL STATEMENTS
year ended June 30, 2016**

4. CAPITAL ASSETS (continued)

Tangible Assets (continued)

The current year's amortization expense is \$388 (2015 – \$550). The amortization expense is included in the administrative expenses in the Statement of Operations and Changes in Net Assets.

Intangible Assets

	<u>Rates</u>	<u>Cost</u>	<u>Accumulated Amortization</u>	<u>Net Book Value</u>
Computer software	5 yrs.	\$ 6,072	\$ -	\$ 6,072
2016 Totals		\$ 6,072	\$ -	\$ 6,072
2015 Totals		\$ -	\$ -	\$ -

The above software will not be in use until the 2017 fiscal year, and therefore, no amortization has been recorded as of June 30, 2016.

5. EXTERNALLY RESTRICTED NET ASSETS

In some instances, the donor has specified the gift to the Foundation be held for 10 years. The aggregate amount of donations received under these directions will be available for use in general operations as follows:

	<u>2016</u>	<u>2015</u>
June 30, 2016	\$ -	\$ 22,500
June 30, 2017	33,700	33,700
June 30, 2018	14,100	14,100
June 30, 2019	13,900	13,900
June 30, 2020	17,300	17,300
June 30, 2021	18,400	18,400
June 30, 2022	11,901	11,901
June 30, 2023	13,087	13,087
June 30, 2024	12,762	12,762
June 30, 2025	6,379	6,379
June 30, 2026	13,310	-
	\$ 154,839	\$ 164,029

**DR. STIRLING MCDOWELL FOUNDATION FOR RESEARCH INTO
TEACHING INC.
NOTES TO THE FINANCIAL STATEMENTS
year ended June 30, 2016**

6. GRANT COMMITMENTS

The aggregate maximum grant payments under the terms of the research awards for 2017 is \$80,970.

In some instances the payments to the grant recipients will be less than the amounts stated in the research awards, and as a result, the above amount may decrease.

7. FINANCIAL INSTRUMENTS

The Foundation is exposed to various risks through its financial instruments. The following analysis provides a measure of the Foundation's risk exposure and concentrations at June 30, 2016.

Market Risk

Market risk is the risk of loss that may arise from change in market factors such as interest rates, foreign currency rates and equity prices. The Foundation is exposed to this risk in its investing activities.

The STF Executive approves the sections of the *Investment Objectives and Policy Statement* ("IOPS") common to all Federation plans and funds based on a recommendation from the Investment and Services Committee and delegates governance responsibilities for management of the assets of the Foundation to the Board of Directors through approval of the Terms of Reference. The Board of Directors approves the IOPS schedule specific to the Foundation and is responsible for monitoring investment performance to ensure compliance with the investment policy and to ensure a risk management program is in place.

The investment manager is responsible for managing market risk in accordance with the Foundation's IOPS. The external consultant reports quarterly, to the Investment and Services Committee, on the investment manager's performance which includes compliance with the policy and regulatory requirements. All exceptions noted are to be reported to the Board of Directors.

a) ***Interest rate risk***

Interest rate risk refers to the adverse consequences of interest rate changes on the Foundation's cash flows and net assets.

**DR. STIRLING MCDOWELL FOUNDATION FOR RESEARCH INTO
TEACHING INC.
NOTES TO THE FINANCIAL STATEMENTS
year ended June 30, 2016**

7. FINANCIAL INSTRUMENTS (continued)

Market Risk (continued)

a) *Interest rate risk* (continued)

The investment portfolio of the Foundation is directly exposed to interest rate risk in respect of its bonds and short-term pooled investments. Fixed rate instruments subject the Foundation to a fair value risk while the floating rate instruments subject it to a cash flow risk.

To manage the interest rate risk, the Board of Directors has adopted an approach whereby investments are strategically distributed, on a long-term basis, among several classes of assets to reduce exposure to investment volatility.

b) *Equity price risk*

Equity price risk is the risk that the fair value or future cash flows of an equity investment will fluctuate because of changes in market prices (other than those arising from interest rate risk), whether those changes are caused by factors specific to the individual equity instrument, or factors affecting similar equity instruments traded in the market.

The investment portfolio is directly exposed to equity price risk in respect of its pooled equities which total \$1,257,817 at June 30, 2016 (2015 – \$1,398,304).

The IOPS limits the total direct investment in a single equity investment to 10% of the total market value of the Foundation's equity portfolio. At least 20 different Canadian equity holdings shall exist in the portfolio, either directly or through index replication instruments. No more than 15% of the Canadian equity portfolio shall be invested in stocks that fall outside of the S&P/TSX composite index.

Credit Risk

The business of the Foundation necessitates the management of credit risk. Credit risk is the potential financial loss resulting from the failure of a customer or counterparty to settle its financial and contractual obligations of the Foundation, as and when they fall due.

The Foundation limits credit risk by dealing with investees that are considered to be of high quality.

**DR. STIRLING MCDOWELL FOUNDATION FOR RESEARCH INTO
TEACHING INC.
NOTES TO THE FINANCIAL STATEMENTS
year ended June 30, 2016**

7. FINANCIAL INSTRUMENTS (continued)

Credit Risk (continued)

Credit risk concentration exists where a significant portion of the portfolio is invested in securities which have similar characteristics or obey similar variations relating to economic or political conditions.

This risk is managed by strategically diversifying investments, on a long-term basis, among several classes of assets.

The assets of the Foundation are directly exposed to credit risk in respect of its pooled fixed income funds, pooled short-term funds, receivables and cash.

As at June 30, 2016, the Foundation's maximum exposure to credit risk was \$932,971 (2015 – \$1,016,748) being the total of the market values of these assets.

The IOPS requires that all short-term investments have a minimum rate of R1 or equivalent rating as rated by a recognized bond rating agency at time of purchase. The IOPS requires that all bonds and debentures have a rating of BBB or equivalent as rated by a recognized bond rating agency at time of purchase.

The IOPS limits the Foundation to holding not more than 5% of the market value of fixed income securities in any one non-government entity and not more than 2.5% of the market value of fixed income securities in a single BBB issuer at the time of purchase. The IOPS limits the total direct investment in bonds rated BBB to 20% of the market value of the fixed income portfolio.

None of the assets in the investment portfolio are past due or impaired as at June 30, 2016 (2015 – none).

Liquidity Risk

The business of the Foundation necessitates the management of liquidity risk. Liquidity risk is the risk of being unable to meet financial commitments, under all circumstances, without having to raise funds at unreasonable prices or sell assets on a forced basis.

As at June 30, 2016, the Foundation has current financial liabilities of \$163,381 (2015 – \$191,257) relating to due to Restricted Fund, and accounts payable and accruals.

At June 30, 2016, the Foundation held cash and money market instruments, as well as bonds and equities which are readily available to settle such obligations.

**DR. STIRLING MCDOWELL FOUNDATION FOR RESEARCH INTO
TEACHING INC.
NOTES TO THE FINANCIAL STATEMENTS
year ended June 30, 2016**

8. RELATED PARTY TRANSACTIONS

The STF is the sole member of the Foundation and elects individuals to serve as directors of the Foundation. The STF provides administrative support to the Foundation.

Revenues

The Foundation has received a total of \$79,850 (2015 – \$92,000) in funds from the STF for the year. \$79,300 (2015 – \$91,500) of this is related to an annual grant and \$550 (2015 – \$450) is received as donations made on behalf of members who passed away in the year.

Administration

During the year, the Foundation incurred the following administration costs and other charges from the STF, which are included in administrative expenses on the Statement of Operations and Changes in Net Assets:

	2016	2015
Administration fees	\$ 17,900	\$ 20,700
Other charges	<u>5,817</u>	<u>8,008</u>
	<u>\$ 23,717</u>	<u>\$ 28,708</u>

During the year, the Foundation incurred the following direct service costs, which are included in administrative expenses on the Statement of Operations and Changes in Net Assets:

	2016	2015
Saskatchewan Teachers' Federation – General Fund	\$ <u>88,200</u>	\$ <u>38,550</u>
	<u>\$ 88,200</u>	<u>\$ 38,550</u>

At the end of the year, the amount due from Saskatchewan Teachers' Federation – General Fund is \$2,335 (2015 – \$19,253).

**DR. STIRLING MCDOWELL FOUNDATION FOR RESEARCH INTO
TEACHING INC.
NOTES TO THE FINANCIAL STATEMENTS
year ended June 30, 2016**

9. EMPLOYEE FUTURE BENEFITS

Section 3463 requires separate identification of re-measurements and other items from the other pension costs thereby allowing visibility to the impact resulting from the periodic re-measurements.

In the current year, the following financial statement items were affected by the following amounts:

	<u>2016</u>	<u>2015</u>
Employee future benefits re-measurements and other items	\$ (2,011)	\$ 689
Net revenues	2,011	(689)

10. COMMITMENT

The Foundation has an operating commitment for consulting services (\$8,000) in 2017.

Appendix

The following tables detail the activities of the McDowell Foundation and are included for historical purposes.

Research Applications and Awards*

	2016-17	2015-16	2014-15	2013-14 summer	2013-14	2012-13	2011-12	2010-11	1994-2016 Total
Amount Available	\$85,000	\$85,000	\$85,000		\$85,000	\$85,000	\$85,000	\$70,000	176,000
Number of Applications	11	14	11	6	12	12	15	30	439
Amount Requested	\$156,335	\$157,107	\$142,438	\$77,561	\$112,241	\$150,455	\$170,611	\$457,344	\$4,422,814
Number of Awards	6	7	6	4	4	12	11	9	262
Total Awarded	\$80,970	\$72,904	\$76,675	\$38,135	\$31,314	\$83,872	\$82,793	\$69,010	\$1,548,029

* Applications include late applications and applications for major extensions to projects already in progress. Awards include project extensions and development grants as well as project grants.

Distribution of McDowell Foundation Projects by Geographic Area

	2016 # (%)	2015 # (%)	2014 # (%)	2013 # (%)
Saskatoon/Regina	3 (50)	4 (57)	4 (68)	5 (63)
Small Cities	1 (17)	-	1 (16)	-
Northern Areas*	1 (17)	-	-	2 (25)
Rural Areas	1 (17)	3 (43)	1 (16)	1 (12)
Mixed	-	-	-	-
Outside Sask.	-	-	-	-
Total	6	7	6	8

* Northern Areas do not include Prince Albert, which is included in Small Cities.

Donations to the McDowell Foundation 1990-91 to 2015-16

1990-91	\$ 202,111	2003-01	\$ 74,530
1991-92	\$ 28,130	2004-05	\$ 88,093
1992-93	\$ 231,422	2005-06	\$ 82,106
1993-94	\$ 127,829	2006-07	\$ 72,032
1994-95	\$ 39,411	2007-08	\$ 50,310
1995-96	\$ 24,974	2008-09	\$ 101,680
1996-97	\$ 29,850	2009-10	\$ 83,858
1997-98	\$ 25,605	2010-11	\$ 64,912
1998-99	\$ 42,849	2011-12	\$ 79,969
1999-2000	\$ 61,200	2012-13	\$ 58,633
2000-01	\$ 73,303	2013-14	\$ 67,712
2001-02	\$ 78,884	2014-15	\$ 36,657
2001-03	\$ 77,728	2015-16	\$ 33,602
		Total	\$ 1,937,390

