



Please note the agenda has allotted times for each item, but the agenda will proceed if the item is finished before the time indicated.
Guests will be asked to leave the meeting during confidential items.

TIME	AGENDA ITEM	ACTION	SPEAKER	PAGE #
9:00-9:05 am	1. Chair's Opening Remarks		Grit McCreath	
CONSENT AGENDA				
The following items are presented by consent agenda. At a member's request, an item may be extracted from the consent agenda for further discussion.				
9:05-9:10 am	2. Adoption of the agenda	Decision	Grit McCreath	
	3. Approval of the minutes of April 24, 2021			p. 1
	4. Business arising from the minutes			
STANDING REPORTS				
9:10-9:25 am	5. President's report	Information	Peter Stoicheff	p. 12
9:25-9:30 am	6. Report on Undergraduate Student Activities	Information	Tasnim Jaisee	p. 24
9:30-9:35 am	7. Report on Graduate Student Activities	Information	Rifat Zahan	p. 27
9:35-9:40 am	8. Report on Board of Governors Activities	Information	Joy Crawford	p. 29
DECISION ITEMS				
9:40-10:00 am	9. University Council		Pamela Downe	
	9.1 Change to Admissions Qualifications for the Master of Business Administration (MBA) program – MCAT	Decision		p. 31
	9.2 Change to Admissions Qualifications for the Master of Business Administration (MBA) program – 3-year degree	Decision		p. 37
	9.3 Change to Admissions Qualifications for the Master of Arts (MA) in Clinical Psychology	Decision		p. 45
	9.4 Change to Admissions Qualifications Nursing English Proficiency	Decision		p. 50

TIME	AGENDA ITEM	ACTION	SPEAKER	PAGE #
BREAK 10:00 – 10:10 AM				
10:00-10:30 am	10. Senate Committee Reports			
	10.1 Executive Committee		Peter Stoicheff	
	10.1.1 Report on Activities	Information		p. 55
	10.1.2 Addition of Deputy provost to Senate membership	Decision		p. 57
	10.1.3 Conferral of Degrees for Fall 2021 Convocation	Decision		p. 59
	10.1.4 Revisions to Senate Education committee terms of reference	Decision		p. 61
	CONFIDENTIAL			
10:30-10:40 am	10.2 Honorary Degrees Committee Report	Decision	Peter Stoicheff	p. 66
	CONFIDENTIAL			
10:40-10:50 am	10.3 Joint Nomination Committee for Chancellor	Decision	Peter Stoicheff	p. 69
10:50-11:10 am	11. Living our Values policy	Decision	Cheryl Carver	p. 75
11:10-11:25 am	12. Senate Engagement Plan update	Information	Chelsea Willness	p. 81
INFORMATION ITEMS				
	13. Items for Information			
11:25-11:40 am	13.1 Post-Pandemic Shift Project update	Information	Debra Pozega Osburn	
11:40-11:45 am	13.2 Policy Oversight Committee annual report	Information	Chelsea Willness	p. 85
11:45-11:50 am	13.3 Report on non-academic student discipline for 2020/21	Information	Chelsea Willness	p. 90
CLOSING				
11:50 am-12:00 pm	14. Other Business			
12:00 – 12:30 pm	15. Question Period			
12:30 pm	16. Adjournment			



Minutes of University Senate

NON-CONFIDENTIAL

9:00 a.m. – 2:00 p.m., Saturday, April 24, 2021

The Senate meeting was held electronically via Zoom due to the ongoing COVID -19 public health guidelines restricting face-to-face gatherings.

The Senate executive committee approved the Zoom format and the following instructions were sent to members prior to the meeting:

- *Only voting members can move or second a motion or vote in an election.*
- *Use the chat function to move or second a motion, ask a question, or otherwise get the attention of the Chair. Please type the word 'mover', 'seconder', 'question' or 'comment' into the chat window to allow the governance team to organize the incoming messages.*
- *The polling feature will be used to vote on motions and to choose your preferred candidates in the election. Polls will be open for 30 seconds.*
- *Polling results will be shared with Senators for all agenda items except election results.*
- *Video and audio are disabled to all members. Your audio will be enabled when you are called upon to speak.*
- *Video will be enabled for presenters only.*
- *Attendance and quorum will be determined by the list of voting members that are indicated in the 'attende' Zoom window as of 9:00 a.m.*
- *Guests will be asked to leave the meeting for the confidential items. You can log in again after the lunch break using the same link you used to initially log in. Guests are asked to not vote on any items.*

Quorum was achieved and meeting attendance is attached as Appendix A. All voting was completed using the online Zoom polling feature.

1. Chair's Opening Remarks

Chancellor McCreath began her remarks with the Indigenous Land Acknowledgement. She welcomed all members and expressed her pride in the university, its staff, students and faculty and the resilience and dedication shown in the face of the pandemic.

She thanked departing Senators Lynda Browning, Rae Mitten, Cecile Hunt, Bud Sambasivam and Christine Wesolowski for their service to the university. She also reported that Gail Jobb, District 10 Senator, has passed away and sent her condolences to her family and friends with gratitude for Ms. Jobb's two years of service on Senate.

Approval of consent agenda

2. Adoption of agenda

3. Approval of the minutes of October 24, 2020

The chair called upon members for any revisions to the agenda or minutes; there were none.

MOORE/BERG: THAT THE CONSENT AGENDA ITEMS BE APPROVED.

CARRIED

4. Business arising from the minutes

There was no business arising from the minutes.

5. President's report

President Stoicheff noted his report was provided in the meeting materials and highlighted a few of the items. In terms of USask's pandemic response, he noted the university is planning for a transitional fall that will see more in-person activity and back to campus return. He reported that the plan would align with the sector partners and be guided by public health.

The President noted his enthusiastic welcome of two key members of the university's senior leadership team, Dr. Airini and Dr. Baljit Singh. He noted his thanks for the continued dedication and drive of other members of the senior leadership team, Greg Fowler and Dr. Debra Pozega Osburn, who are both leading crucial projects and portfolios throughout this pandemic, including the Post-Pandemic Shift project. Finally, he thanked Dr. Chelsea Willness and the Governance Office team who have maintained strong oversight of governance processes throughout the pandemic and ensure events like the Senate meeting continue.

The President introduced Dr. Singh and Dr. Airini to address Senate as the new vice-president research and vice-president academic and provost respectively. Each provided a short message to Senate. The Chair asked members for questions and none were received.

6. Report on undergraduate student activities

The Chair indicated that a written report was distributed with the agenda materials and that Autumn LaRose-Smith, University of Saskatchewan Students' Union president, was present at the meeting to answer any questions. There were no questions.

7. Report on graduate student activities

A written report was also provided by the graduation student president. Humaira Inam, Graduate Students' Association president, was present to answer members' questions; there were none.

8. Report on Board of Governors

The chair stated that Joy Crawford, Senate-elected member of the Board of Governors, had provided a written report and that she was present to answer any questions. There were no questions.

9. University Council Reports

Jay Wilson, Chair of University Council, was present to answer questions on the following seven items.

9.1 Annual Report on University Council activities

There were no questions or comments.

9.2 Admissions Qualifications Change – Doctor of Pharmacy (PharmD) Program

There were no questions or comments. The chair read the following motion for consideration:

KAMINSKI/THRONBERG: THAT SENATE CONFIRMS COUNCIL'S DECEMBER 17, 2020 APPROVAL OF THE PROPOSED CHANGES TO THE ADMISSIONS QUALIFICATIONS FOR THE POST-DEGREE CERTIFICATE IN ENGLISH AS AN ADDITIONAL LANGUAGE (PDCEAL) PROGRAM TO REMOVE THE REQUIREMENT OF ONE FULL YEAR OF TEACHING EXPERIENCE OR EQUIVALENT, EFFECTIVE THE 2022-23 ADMISSIONS CYCLE.

CARRIED

9.3 Admissions Qualifications Change - Post-degree certificate in English as an Additional Language (PDCEAL) program

There were no questions or comments. The chair read the following motion for consideration:

KAMINSKI/THRONBERG: THAT SENATE CONFIRMS COUNCIL'S DECEMBER 17, 2020 APPROVAL OF THE PROPOSED CHANGES TO THE ADMISSIONS QUALIFICATIONS FOR THE POST-DEGREE CERTIFICATE IN ENGLISH AS AN ADDITIONAL LANGUAGE (PDCEAL) PROGRAM TO REMOVE THE REQUIREMENT OF ONE FULL YEAR OF TEACHING EXPERIENCE OR EQUIVALENT, EFFECTIVE THE 2022-23 ADMISSIONS CYCLE.

CARRIED

9.4 Admissions Qualifications Change – for the graduate degree level certificates in 1) Quality Health Professions Education and 2) Improving Teaching and Learning in Health Professions Ed.

There were no questions or comments. The chair read the following motion for consideration:

KAMINSKI/THRONBERG: THAT SENATE CONFIRMS COUNCIL'S DECEMBER 17, 2020 APPROVAL OF CHANGES TO THE ADMISSIONS QUALIFICATIONS FOR THE GRADUATE DEGREE-LEVEL CERTIFICATES IN IMPROVING TEACHING AND LEARNING IN HEALTH PROFESSIONS EDUCATION AND QUALITY TEACHING IN HEALTH PROFESSIONS EDUCATION TO REDUCE THE ADMISSIONS AVERAGE FROM 70% TO 65%, EFFECTIVE FOR THE 2022-23 ADMISSION CYCLE.

CARRIED

9.5 Admissions Qualifications Change – Graduate Programs in Music

There were no questions or comments. The chair read the following motion for consideration:

KAMINSKI/THRONBERG: THAT SENATE CONFIRM COUNCIL'S APRIL 5, 2021 APPROVAL OF THE CHANGE TO THE ADMISSIONS AVERAGE FROM 80% TO 70% FOR GRADUATE PROGRAMS IN MUSIC, EFFECTIVE THE 2022-23 ADMISSIONS CYCLE.

CARRIED

9.6 Admissions Qualifications Change – Graduate Programs in Agricultural Economics

There were no questions or comments. The chair read the following motion for consideration:

KAMINSKI/THRONBERG: IT IS RECOMMENDED THAT SENATE CONFIRM COUNCIL'S APRIL 15, 2021 APPROVAL OF THE ADDITION OF THE GRADUATE RECORD EXAM (GRE) GRADUATE PROGRAMS IN AGRICULTURAL ECONOMICS, EFFECTIVE THE 2022-23 ADMISSIONS CYCLE.

CARRIED

9.7 Admissions Qualifications Change – Doctor of Philosophy (Ph.D.) program in Applied Economics

There were no questions or comments. The chair read the following motion for consideration:

KAMINSKI/THRONBERG: IT IS RECOMMENDED THAT SENATE CONFIRM COUNCIL'S APRIL 15, 2021 APPROVAL OF THE ADDITION OF THE GRADUATE RECORD EXAM (GRE) AND/OR THE GRADUATE MANAGEMENT ADMISSIONS TEST (GMAT) FOR THE DOCTOR OF PHILOSOPHY (PH.D) PROGRAM IN APPLIED ECONOMICS, EFFECTIVE MAY 2021.

CARRIED

The chair called a 10 minute break, returning at 10:00 a.m.

10. Senate Committee Reports

The chair noted that the following agenda items were from Senate committees and that President Stoicheff was available to answer any questions on the following four executive committee reports and the honorary degrees committee report.

10.1 Senate Executive Committee Reports

10.1.1 Report on activities

The chair invited questions or comments; there were none.

10.1.2 Nominations to the Nominations Committee

The chair introduced this item noting the process for the call for nominations from the floor and that nominations could be made using the Zoom chat feature. The chair called for nominations three times and hearing none, read the following motion for consideration:

SAMBASIVAM/BERGSTROM: THAT SENATE APPROVE THE FOLLOWING MEMBERS TO SERVE ON THE SENATE NOMINATIONS COMMITTEE FOR A ONE-YEAR TERM BEGINNING JULY 1, 2021 AND ENDING JUNE 30, 2022: BROOKS DECILLIA, SUSANNE BERG, DON HAMILTON AND MICHELLE MACDONALD, WITH DON HAMILTON REMAINING AS CHAIR.

CARRIED

10.1.3 Changes to the Senate Bylaws: Appendix E, "Voting Procedures for the Election of a Candidate to the Board of Governors"

No questions or comments were received after a call from the chair. The following motion was presented:

MCKERCHER/BERG: THAT SENATE ADOPT AMENDMENTS TO THE SENATE BYLAWS APPENDIX E, PROCEDURE FOR THE ELECTION OF A CANDIDATE TO THE BOARD OF GOVERNORS AT THE APRIL 24, 2021 SENATE MEETING, AS A ONE-TIME REVISION TO ACCOMMODATE ELECTRONIC VOTING.

CARRIED

10.1.4 Conferral of degrees for Spring 2021 Convocation

The chair called for questions for President Stoicheff. No questions or comments were received.

BERGSTROM/SAMBASIVAM: THAT SENATE APPROVE THE CONFERRAL OF DEGREES, DIPLOMAS, AND CERTIFICATES IN ABSENTIA AND ADMIT GRADUANDS OF THE UNIVERSITY OF SASKATCHEWAN, WITH POWERS PROVIDED BY THE UNIVERSITY OF SASKATCHEWA ACT, 1995.

BY WAY OF THIS MOTION, ALL CANDIDATES HAVING FULFILLED THEIR REQUIREMENTS MAY BE ADMITTED TO THE DEGREES, DIPLOMAS AND CERTIFICATES TO WHICH THEY ARE ENTITLED AND TO VEST THEM WITH ALL THE POWERS, RIGHTS AND PRIVILEGES PERTAINING THERETO. THESE DEGREES, DIPLOMAS AND CERTIFICATES WILL BE GRANTED ON THE DATE OF THEIR ORIGINALLY SCHEDULED CONVOCATION CEREMONY.

CARRIED

10.2 Honorary Degrees Committee Report

As all items remaining on the agenda before the lunch break were confidential, the chair asked guests to leave the meeting and to login again after the break. President Stoicheff, chair of the honorary degrees committee, was invited to provide remarks in addition to the written report.

MINUTES FOR THIS CONFIDENTIAL ITEM HAVE BEEN REMOVED.

10.3 Nominations Committee

10.3.1 Nominations for Senate Committees

Dr. Don Hamilton, chair of the nominations committee, was in attendance to answer any questions, but no questions were asked.

The chair notified that a call for nominations could be made from the floor via the Zoom chat feature. The chair called for nominations three times and hearing none read the following motion:

HAMILTON/MACDONALD: THAT SENATE APPROVE THE APPOINTMENTS TO SENATE COMMITTEES AS INDICATED IN THE SCHEDULE FOR 2021/22, EFFECTIVE JULY 1, 2021.

CARRIED

10.3.2 Senate-elected members to the Board of Governors

MINUTES FOR THIS CONFIDENTIAL ITEM HAVE BEEN REMOVED.

11. Sustainability Strategy

Chancellor McCreath introduced the Sustainability Strategy agenda item, noting this decision item was presented by way of a written report as well as a link to the video presentation by Dr. Irena Creed at the October 2020 Senate meeting. The strategy was adopted by University Council on January 28, 2021 and by the Board of Governors on March 23, 2021. The strategy will replace the previous Campus Sustainability Plan developed in 2014, and will remain in place until 2030.

President Stoicheff and Julian Demkiw, Senior Strategist in the President's Office, were available to answer questions. As there were no questions, the chair read the following motion for consideration:

STOICHEFF/MOORE: THAT SENATE ADOPT THE "CRITICAL PATH TO SUSTAINABILITY: THE UNIVERSITY OF SASKATCHEWAN SUSTAINABILITY STRATEGY (2021-2030)" EFFECTIVE IMMEDIATELY.

CARRIED

12. Items for Information

The chair noted the next three items were for information only.

12.1 Post-pandemic Shift Project Update

The chair welcomed Dr. Debra Pozega Osburn, vice-president university relations. Dr. Pozega Osburn presented "The Post-Pandemic Way Forward," highlighting the opportunities for evolutionary change as a result of the global pandemic. She reported that university relations has been in consultation with community members from November 2020 through March 2021. The results of these consultations will provide the framework for the Post-Pandemic Shift Commission, which will include principles to guide decision making going forward. The external consultations connected close to 200 individuals from three areas: community, industry and Indigenous peoples. The internal engagement process has three phases: Phase 1 – Campus Wide Survey; Phase 2 – Virtual Engagement Circles; and Phase 3 – Virtual Workshops. A report of these insights will be presented to President Stoicheff by the end of June. That report will be used as a resource by decision-makers at the university as they prepare for the future.

Dr. Pozega Osburn reported she had been impressed with the response to requests for conversations and those contacted expressed gratitude for being a part of the process.

She spoke to how the plan will be shared with the community to see how their contributions are evident in this plan forward and thanked Senate for allowing her to update members on the post-pandemic shift project.

There were no questions or comments for Dr. Pozega Osburn.

12.3 Student Enrolment Update

The chair welcomed Dr. Patti McDougall, vice-provost, teaching, learning and student experience, to provide a summary of her report and to answer any questions members may have.

Dr. McDougall highlighted that she was very pleased to see strong enrolment this year despite great uncertainty. She responded to a question received by a Senator before the meeting took place about gender distribution. For the last 10 years the majority of students are female in many of the colleges at both undergraduate and graduate levels. There is a strong majority of female students in nursing and veterinary medicine, and more males in the STEM fields.

For the upcoming year, we are seeing direct entry applications are up, as are admissions and confirmed admissions. In non-direct entry undergraduate programs, there are more applicants than spots available. Graduate admissions are also looking favorable.

A question was received through the Zoom chat about steps the university is taking to encourage woman into the STEM fields and males into nursing. Dr. McDougall called upon the Dean of Engineering to further respond. Dean Kresta reported that the College of Engineering has tripled its number of women faculty and are now above the national average. She reported that the first year program has been redesigned and has resulted in a 38% increase in females in the incoming class and 20% female applicants, which is a significant increase. The College of Engineering is shifting its messaging about engineering, communicating that it is an inclusive place for everyone. The engineering association is actively reimagining the accreditation process for the profession, and looking at specific recruiting messages to attract Indigenous students.

A member asked whether future reporting would include the QBIPOC (Queer, Black, Indigenous and People of Colour) as there are many equity, diversity and inclusion efforts being made for these groups. Dr. McDougall reported that the new provost is moving toward more robust data collection and is hopeful that will be publicly available on the university's website.

President Stoicheff commented that there are only three provinces in the country where student enrolment numbers increased during the pandemic and we were one. This could not be possible without the work of deans, faculty, student leadership, people working on campus to make conditions for small number of students that are taking their programming face-to-face, and so many more. He thanked Senate as what they say as ambassadors as the university is instilling confidence in people wanting to study here and we are on the way to achieving our enrolment goals.

12.3 Senate Election Update

Dr. Chelsea Willness, university secretary and chief governance officer reported that the Senate election call for nominations closed on March 1 resulting in the following acclamations:

District members acclaimed to three-year terms, July 1, 2021 - June 30, 2024

District 5 – Michelle MacDonald (second term)

District 6 – Lisa Hermiston (second term)

District 13 – Anne Doig (second term)

Members-at-large acclaimed to three-year terms, July 1, 2021 – June 30, 2024

Brooks DeCillia (second term)

Kelley Moore (second term)

Robert Henderson

Rob Maguire

Zsuzsa Papp

A second call for district 1 and 2 closed April 13 and voting will take place from May 12 to June 9.

No questions were received on this item.

13. Question Period

A member asked for an update on the College of Education issue and what has transpired since the last update at the Fall meeting, and whether there was some resolution. Dr. Airini responded that she has been in several meetings with College of Education faculty, staff and faculty council since arriving on campus. In these discussions, she has heard about the importance of strength-based approaches and how we must do more to highlight the College of Education's strengths as a national and courageous leader in education, teaching, research and service and to deliver on all five aspirations in the 2025 plan notably aspiration "transformative decolonization leading to reconciliation." Second, the university as a whole is taking action toward reconciliation following the president's June 2020 address on actions against racism and oppression. Today's President's report to Senate describes many of those actions and outcomes. Third, something Senators can report when contacted informally is that more is being done on Indigenous advancement. For example, the Senate minutes describe one step and that's the sharing circles with Indigenous faculty and staff that took place in fall 2020 and that the president, provost and vice-provost Indigenous engagement attended all seven of the circles; recommendations are noted in the draft report from this initiative, and actions will come out of that report.

Change in the College of Education is coming from a two-part process that was put in place in the fall of 2020. The first was a workplace assessment and second is a restorative process. The assessment has been completed and a summary with suggested actions and next steps has been provided to the college. The summary is an internal document and plans for change will come from within the college and will take time as it will include various consultations supported by a steering committee that includes the College of Education faculty and staff, dean, vice-provost Indigenous engagement and associate vice-president human resources.

The provost noted the forthcoming Indigenous strategy, the appointment of special advisor to president on anti-racism and anti-oppression, MOU between the university and First Nations and the Metis Nation, and the internal forum on truth and reconciliation. Within five years, there will be increased recruitment and retention of faculty and staff and growth in Indigenous research. Performance measures include closing education gaps experienced by Indigenous students. USask is redefining what it means to be a world class university that does this work and leads with respect. Provost Airini welcomed questions from Senators at any time.

14. Other Business

There was no other business.

15. Adjournment

The chair thanked the staff of the Governance Office for all of their work putting the meeting together and Senators for participating. She noted the next meeting is scheduled for October 30th and to stay tuned for information on how that meeting may be delivered.

DOIG: That the meeting be adjourned (1:35 p.m.).

APPOINTED MEMBERS		DISTRICT MEMBERSHIP		EX-OFFICIO	
Balaski, Beverly	P	Clarke, Darlene	P	Airini	P
Bayduza, Audrey	P	Doig, Anne	P	Alcorn, Jane	P
Beck, Richard	R	Gillies, Sandra	P	Beaudry-Mellor, Tina	R
Bergerman, Johanna	P	Gustafson, Barb	P	Bedard-Haughn, Angela	P
Bergstrom, Twyla	P	Hall, Lee	R	Bilson, Beth	P
Berry, Alpha	P	Hermiston, Lisa	P	Bonham-Smith, Peta	P
Bilson, Max	P	Hnatiuk, Garfield	P	Brothwell, Doug	P
Bratvold, Robert	P	MacDonald, Michelle	P	Burshytn, Debby	P
Browning, Lynda	P	Matthews, Colleen	P	Favel, Blaine	R
Buydens, Norma	P	Mitten, Rae	R	Fowler, Greg	P
Claypool, Tim	P	Smuk, Shawna	R	Gillian Muir	R
Cooley, Carol	P	Usunier, Marc	P	Harasmychuk, Robert	R
Cote, Richard	P	TBD		Harrison, William	P
de la Gorgendiere, M.	P	TBD		Isinger, Russell	P
Dick, Bethany	R	ELECTED MEMBERS-AT-LARGE		Kresta, Suzanne	P
Fox, Stephanie	R	Berg, Susanne	P	London, Chad	P
Garven, Stuart	R	Conan, Nicole	R	Luke, Iain	P
Hamilton, Don	P	DeCillia, Brooks	P	Manley-Tannis, Richard	R
Harvey, Eileen Mae	P	Gough, Rhonda	P	Martini, Jeromey	R
Harwood, Judy	P	Howie, Leah	P	McCaffrey, Geordy	P
Hrudka, Christine	P	Hunt, Cecile	P	McCreath, Grit	P
Jones, Michael	P	Kaminski, Nicholas	P	McDougall, Patti	P
Kreuger, Monica	P	Kelly, David	P	McKercher, Peggy	R
Leis, Tim	R	Kobes, Brent	P	McLoughlin, Mark	R
Loken, Andrew	P	Moore, Kelley	P	Ottmann, Jackie	R
McKercher, Grant	P	Robertson, Jordan	P	Pawelke, Michael	R
Michalishen, Doria	R	Sambasivam, Bud	P	Peternelj-Taylor, Cindy	P
Notay, Jay	R	Wesolowski, Christine	P	Pezzer, Vera	R
Peterson, Kent	P	Wesolowski, Fred	P	Phillipson, Martin	P
Pilat Burns, Charlotte	R	STUDENTS		Pozega Osburn, Debra	P
Rozdilsky, John	P	Ding, Jimmy	R	Ramaswany, Meghna	R
Sharma, Sandeep	R	Henderson, Robert	R	Romanow, Roy	R
Taypotat, Evan	R	Iftikhar, Tauqeer	P	Singh, Baljit	P
Thronberg, John	P	Inam, Humaira, GSA	P	Smith, Preston	R
Wagner, Larry	P	Jain, Rishit	P	Sorenson, Charlene	P
Walton, Jack	P	McLachlan, Taryn	R	Still, Carl	P
Weninger, Dean	R	TBA		Stoicheff, Peter	P
Yee, Tim	P	P=present		Willoughby, Keith	R
		R=regrets		NON-VOTING	
		A=absent		Willness, Chelsea	P



President's Report to Senate

October 2021

Welcome to the
2021/2022
academic year

I would like to welcome Senate to what promises to be a rewarding 2021/22 academic year. The fall term has been a time of transition as many faculty, staff and students have returned to on-campus activities. I would also like to recognize the many staff who continued to serve on campus throughout the global health crisis, in support of our academic mission.

Together we share the responsibility of encouraging students to pursue academic and research excellence, and to be responsible, respectful and resourceful global citizens. Just as importantly, we are committed to health and safety first. I thank the campus community for adherence to and support of the protocols we have put in place – including vaccine and mask requirements – to ensure a safe return to campus for our entire community.

I would like to thank you for your work in supporting our university during the 2020/21 academic year, which was a difficult year due to the many challenges posed by the pandemic. Despite these challenges, what has not changed is our commitment to the students we serve, and to fostering a campus culture of inclusivity, diversity and equity. We also remain firmly focused on the principles of collaboration and innovation, creativity and connectivity -- the very foundations of our University Plan 2025 to be the university the world needs.

As we move through the fall term, we remain committed to finding local solutions to global problems, from vaccine and therapeutics development on the front lines of the fight against COVID-19, to climate change and sustainability, food and water security and much more. We are also committed to being leaders in Indigenization and reconciliation, and the best place we can be for Indigenous students, staff, faculty, and their communities. Guided by the Elders who gifted the university its first Indigenous Strategy, we are determined to lead positive change with and for Indigenous peoples, to foster meaningful relationships with Indigenous communities, and to support and promote Indigenous scholarship and ways of knowing.

I am extremely proud of how our campus community has come together and responded during these extraordinary times and know we will continue to do so during this fall term. Welcome back and thank you for all the work you have done, and continue to do, at the University of Saskatchewan.

Best Regards,

Peter Stoicheff
President and vice-chancellor

USask COVID-19 Response

Welcoming upwards of 25,000 people daily onto our high-density campuses creates unique challenges during a pandemic. Measures the University's Pandemic Recovery and Response Team (PRT) have put in place—informed by expert public health guidance and best practices—have proven effective over the past 18 months, with very little on-campus transmission of COVID-19. We thank all faculty, staff, and students for their efforts and commitment.

We will continue to protect through sound decisions and implementation of strong protocols, guided by the science behind vaccinations—the clearest path towards beating COVID-19. Only widespread vaccination and testing throughout our campuses can help enhance the safety and minimize risks for all. Below is a summary of steps to help ensure the health and safety of students during the upcoming term:

- As [announced](#) in August, every member of the USask community needing to access our campuses and work locations—all students, faculty, and staff—were required to show proof of at least one dose of a WHO-approved COVID-19 vaccine by Sept 7, with proof of a second dose required by no later than Oct 18. Over 25,000 students, faculty and staff have submitted their vaccine status. Of those who have done so, **97 per cent** of staff and faculty, and **92 per cent** of students are fully vaccinated. [These numbers](#) far exceed those of the general population in this province and across the country. We will continue to work to get these numbers higher, as full participation is vital to continue offering in-person activities.
- Those unable or unwilling to get vaccinated will be required to provide regular negative COVID-19 test results and submit a daily symptom checklist to gain access to our campuses.
- For further protection, the indoor mask requirement has been extended to December 31. All faculty, staff, students, visitors, and contractors are required to wear three-ply single-use masks in all indoor spaces on USask campuses in Saskatoon, Regina and Prince Albert and all USask work locations. This includes in-person meetings and in shared offices, as well as when more than one person is in a private office. Furthermore, masks are required to be worn at any outdoor on-campus gathering of more than 20 people, including Huskies games. [These guidelines](#) will remain in place until December 31 and will be reviewed on an ongoing basis.
- Several changes have been made to campus buildings and operations. Building ventilation has been optimized where possible. Custodial services staff have increased cleaning and disinfecting procedures for classrooms and high-traffic public areas. Hand sanitizer and disinfectant wipes have been placed throughout public spaces on campus.
- We are conducting daily wastewater testing in student residences as another proactive measure to mitigate further exposure.
- We have identified activities in which the risk of contracting COVID-19 is elevated and as such full vaccination is required. The two activities initially announced include participation in Huskie Athletics and living in Residence—as additional student groups are identified they will be notified directly.
- To reduce the risk of further spread, we are reminding all campus members to stay home if they are feeling ill or if someone within their household or workplace is suspected or has tested positive for COVID-19. To prevent the spread of COVID-19, we ask you to keep close tabs on your health by closely [monitoring your symptoms](#) and completing the [self-monitoring checklist](#).
- COVID-19 will continue to have a presence on our campuses and in our communities. As an additional health and safety measure, and to help everyone in our campus community be fully informed, we have begun providing additional updates on positive cases reported by our community members on and off campus, including when and where the confirmed COVID-19 cases have been reported. This information can be found on the [Daily Case Count page](#)

- USask has updated the [instructions/guidelines for reporting confirmed or suspected cases](#) of COVID-19 for students. These simplified instructions will enable USask to take the appropriate actions to safeguard our campus community and beyond.

We commit to continued transparent communication to keep our community informed of the status of COVID-19 on our campuses and of all measures in place. We also commit to continue listening to the ideas and suggestions from our community of faculty, students, and staff, and will consider additional measures as necessary.

We know there is a large critical mass of university community members who will show leadership by continuing to mask and follow other health and safety guidelines, ensuring as little disruption as possible to our core focus of teaching, learning, research, scholarly and artistic work.

The most up-to-date COVID-19 campus information can be found on the [USASK COVID-19 site](#). If you have any questions, please don't hesitate to contact the Pandemic Response and Recovery Team (PRT) at prt@usask.ca or email covid19@usask.ca.

Federal budget supports USask's VIDO with \$59.2M

On April 19th, the government of Canada announced \$59.2 million in funding to support USask's VIDO, including the development of its vaccine candidates and the expansion of research facilities, including a National Centre for Pandemic Research. This funding is in addition to the commitments made by the provincial government (\$15 million), City of Saskatoon (\$250,000), and private donors.

During the COVID-19 pandemic, VIDO has taken a national leadership role. This includes being the first in Canada to isolate the virus that causes COVID-19, the first in Canada to develop an animal model of disease and the first Canadian university organization to have a COVID-19 vaccine in clinical trials. In addition, VIDO has continued to engage with organizations around the world to support the development of novel vaccines, antivirals and therapeutics in an effort to help end the ongoing pandemic.

Post-Pandemic Shift Project

Dr. Debra Pozega Osburn, Vice President University Relations, will present the Post-Pandemic Shift project report at the October Senate meeting. Senate will recall that the purpose of the project was not to create a plan or direct outcomes for the institution; rather, the project was designed to reflect back on what we heard from our internal and external communities, and to create a framework to guide decision-makers in a post-pandemic reality. The framework that will be presented was developed from the voices of our stakeholders and will provide us with a lens through which to view the decisions we will need to make to be the university they need in our post-pandemic world.

The entire project was led by Dr. Pozega Osburn, and supported by Julian Demkiw, Senior Strategist, Office of the President. Guiding the internal engagement was a commission of campus stakeholders led by Commission Co-Chairs, Candace Wasacase-Lafferty and Dr. Vince Bruni-Bossio. Commission members included Dr. Angela Bedard-Haughn, Sarah Buhler, Dr. Pam Downe, Marcy Hildebrand, Don Leidl, Kiefer Roberts, Dr. Vicki Squires, Dr. Nancy Turner, Candice Weingartner.

These commissioners, made up of students, faculty, staff, and senior leaders, volunteered their time to design engagement processes, lead workshops, and provide feedback on what we collectively heard. I'd like to take this opportunity to thank them for their time, energy, and most importantly their wisdom in helping bring the many voices together.

Teaching & Learning

USask celebrates Nunavut Law Program

Graduates, their families, and others who contributed to the USask Nunavut Law program recently gathered for the official graduation ceremony in Iqaluit. Delivered in partnership between the College of Law, Nunavut Arctic College (NAC) and the Government of Nunavut, the program aimed to increase the number of practicing lawyers in Nunavut. After one year of pre-law instruction, three years of law lectures from more than 25 instructors, trips to various conferences, and participation in moot competitions across Canada, the program concluded with 21 students earning their Juris Doctor (JD) degrees.

USask Department of Drama celebrates 75 years

The USask drama department – the oldest drama department in Canada – celebrated 75 years in June. From June 3-19, a series of events and panel discussions featuring noted alumni were planned to explore the history of the department, which profoundly shaped Saskatchewan's theatre community and launched the careers of numerous television, film and theatre professionals. Department graduate Kim Coates, a film and television actor known for roles in productions including *Sons of Anarchy*, *Bad Blood*, *Black Hawk Down* and *Pearl Harbor*, participated in a live virtual interview during the opening event.

A link to the anniversary event is available here: <https://artsandscience.usask.ca/drama/anniversary/events.php>

USask Honorary degree recipients celebrated at Spring Convocation

USask honored five remarkable individuals during spring convocation, who have gone on to make significant contributions to their communities and to Canadian society throughout their careers. The university awarded its highest honor to the following individuals:

Maria Campbell, Honorary Doctor of Letters: A dedicated volunteer, activist and advocate for Indigenous rights and the rights of women and children for more than 40 years, Campbell opened doors for Métis writers when she authored her best-selling autobiography, *Half-breed*, in 1973.

She has since written eight books and dozens of stage plays, including *Flight*, the first all-Indigenous theatre production in Canadian history. For the past 30 years, Campbell has been a mentor for young people, including USask students, and is the cultural advisor at USask's College of Law after previously being an Indigenous scholar and writer in residence, and working as an assistant professor and lecturer in the College of Arts and Science. Campbell was made an Officer of the Order of Canada in 2008 and named to the Saskatchewan Order of Merit in 2005.

Trevor Herriot, Honorary Doctor of Letters: An award-winning writer, social justice activist and influential naturalist from Regina, Herriot has authored six books, and has had several stories, essays and articles published in the likes of the *Globe and Mail* and *Canadian Geographic* magazine. He has produced radio documentaries for the CBC, is a regular guest on media broadcasts, has appeared in and consulted on several video/film documentaries and has taught university creative writing courses. Herriot, who earned a bachelor's degree with honours in English from USask in 1979, has received multiple awards and honours, including the prestigious Cheryl and Henry Kloppenburg Award for Literary Excellence in 2017.

That Ngo, Honorary Doctor of Science: After earning his bachelor's degree and PhD in the 1970s at USask, Ngo went on to become a celebrated biochemist, researcher scientist and innovator, serving as president and CEO of a number of companies in Canada, the United States and China. Ngo has published more than 140 researcher articles, edited seven books, and holds 14 different industry patents, and was the co-inventor of the Ngo-Lenhoff Assay, a groundbreaking technological procedure that benefits diabetes patients worldwide. In 2016, he was selected one of the USask College of Arts and Science's Alumni of Influence and now opens doors for other enterprising students after establishing the That Ngo Fund for Study Abroad at USask.

Ed Ratushny, Honorary Doctor of Laws: A nationally regarded legal scholar, author and certified NHL hockey agent, Ratushny earned bachelor's and law degrees at USask in the 1960s before embarking on an award-winning legal career. He became a trusted advisor to public servants, administrative tribunals, cabinet ministers and Chief Justices from across Canada. In turn, these symbiotic relationships imported broader experience and deeper understanding into Ratushny's classrooms and his related academic writing. His professional achievements have been recognized by the Order of Canada, the Order of Ontario, an honorary Doctorate from the Ontario Law Society and a variety of additional, prestigious legal awards.

Bryan Harvey, Honorary Doctor of Science: A world-renowned barley breeder, Dr. Bryan Harvey (PhD) spent four decades contributing to the field of plant science and to the Canadian agriculture economy through his work with the Crop Development Centre at the University of Saskatchewan. During his time at USask starting in 1966 until his retirement in 2005, Harvey bred or co-bred more than 60 varieties of barley, leading pioneering research that benefitted the brewing industry in North America, Latin America, Asia and South Africa. His work contributed significantly to Canada's leading role in world malting barley exports and resulted in hundreds of millions of dollars in trade each year. Two of his barley varieties, Harrington and CDC Copeland, earned Seed of the Year honours in 2009 and 2019, highlighting their importance in the seed industry and to crop production in Canada. Harvey was also the author of eight books and book chapters on cultivar development, and close to 50 refereed journal publications during his prolific career. Harvey's efforts earned him multiple awards and accolades, including being appointed to the Order of Canada in 2007, recognizing his lifetime of outstanding achievement, dedication to the community, and service to the nation. He was inducted into the Canadian Agricultural Hall of Fame in 2020, and was one of only 57 Saskatchewan residents to receive the Queen Elizabeth II Diamond Jubilee Medal in 2012, awarded in recognition of significant contributions to Canada.

Three USask researchers become fellows in the Canadian Academy of Health Sciences

Three University of Saskatchewan (USask) leaders and researchers have been inducted as fellows into the Canadian Academy of Health Sciences (CAHS): Dr. Volker Gerdtz (DVM, PhD), Dr. Walter Siqueira (DDS, PhD) and Dr. Cheryl Waldner (DVM, PhD).

The Canadian Academy of Health Sciences (CAHS) is one of three national academies that comprise the Council of Canadian Academies, the highest honour granted to scholars in Canada. (The other two CCA academies are the Royal Society of Canada and the Canadian Academy of Engineering.) Fellows of the Academy are elected based on their demonstrated leadership, creativity, distinctive competencies and commitment to advancing academic health sciences.

A total of 73 new fellows were inducted to the CAHS on Sept. 13.

USask researcher named a fellow of the Royal Society of Canada

University of Saskatchewan (USask) researcher [Dr. Malcolm King](#) (PhD) has been named a fellow in one of Canada's oldest and most prestigious national institutions. King, a member of the Mississaugas of the Credit First Nation, professor of community health and epidemiology, and scientific director of Saskatchewan Centre for Patient-Oriented Research at USask, was named a fellow of the Royal Society of Canada (RSC) on Sept. 7—one of 89 new fellows elected by their peers for their outstanding scholarly, scientific and artistic achievement.

King is one of Canada's prominent leaders in the promotion of the health and well-being of Indigenous Peoples, and internationally has been key to efforts to improve health and health research for Indigenous communities.

His high-impact publications on Indigenous health have served as major benchmarks for understanding health equity and have been cited thousands of times. King's role on the Canadian Institutes for Health Research's inaugural governing council and as scientific director of CIHR's Institute of Indigenous Peoples' Health have helped to set the agenda for health research engaging Indigenous Peoples.

King was trained as a polymer chemist and has contributed substantially to the study of respiratory medicine, including cystic fibrosis, chronic obstructive lung disease, and most recently, the aerosol spread of COVID-19. He currently co-leads the Indigenous Wellness Research Group *pewaseskwan* (Cree for “the sky is clearing”) with Dr. Alexandra King (MD).

Recognition by the RSC for career achievement is the highest honour an individual can achieve in Canada in the arts, social sciences, and sciences.

USask and City of Saskatoon wastewater project named to Smart Cities list

USask and the City of Saskatoon have been recognized for their collaborative wastewater monitoring project that advances environmental and human health – one of 50 international projects named to the 2021 Smart 50 list.

[Smart 50 Awards](#) recognize global “smart cities” projects, honouring “the most innovative and influential work.” The award highlights the work of a joint project, funded by the Research Junction partnership between the City and USask, that measured levels of human pharmaceuticals such as antibiotics in Saskatoon’s wastewater to assess potential risks these chemicals might pose to the downstream environment. [Research Junction](#) awards funding to projects that apply advanced research methods to addressing current issues in the city.

When the COVID-19 pandemic hit in 2020, the partnership took an unexpected turn: USask researchers, together with the City of Saskatoon and the Saskatchewan Health Authority, began measuring traces of SARS-CoV-2, the virus causing COVID-19, in Saskatoon’s wastewater. Trace amounts of virus in wastewater is a leading indicator of impending surges in case numbers. By gathering this information, the team, led by USask toxicologist Markus Brinkmann and Mike Sadowski, manager of the City of Saskatoon’s Wastewater Treatment Plant, have been able to alert authorities to upcoming trends in COVID cases. This project, initially funded by the Global Water Futures program and later awarded funding by the Public Health Agency of Canada, was also part of the award application.

USask and Co.Labs join forces to foster tech innovation in Saskatchewan

USask and the Saskatchewan Collaborates Inc. (Co.Labs), the Saskatoon-based tech incubator, have signed a new memorandum of understanding (MOU) aimed at creating a pipeline of innovative ideas, services and talent.

USask has been a key sponsor of Co.Labs since the incubator’s inception in 2018. The MOU outlines a commitment for the two organizations to collaborate on program offerings, and allows USask to tap into Co.Labs’ expertise in entrepreneurship. Under the agreement, the university will provide an annual investment of \$60,000 for three years. The new funding will support two Co.Launch competitions as well as initiatives for Co.Learn—interactive summits held twice a year for tech employees and prospective start-up founders. The agreement extends to Dec. 31, 2024. USask joins Co.Labs other key program supporters, including Innovation Saskatchewan, Western Economic Diversification Canada and Innovation Place.

USask joins in announcing Herzberg50 and ‘NobelCanadian’ commemoration projects

As part of a national initiative to mark the 50th anniversary of Gerhard Herzberg’s Nobel Prize in Chemistry, USask is partnering with heritage education organization Defining Moments Canada,

Canadian Heritage, and the National Research Council of Canada (NRC) on a major digital project that will showcase Herzberg's life and achievements to a wide public audience including high school students. An interactive website targeted at youth and teachers will be developed to include innovative digital mapping created by *Esri Canada*. The project will also be supported by archival and historical research at USask, Herzberg's academic home for 10 research-intensive years after he was brought to Canada from Germany in 1935, through efforts led by USask's first president Walter Murray.

Herzberg's work is a testament to the importance of fundamental research where transformative applications become evident over time. I am proud that Canada and USask welcomed Herzberg and his wife when no other country or university did, and in the process, enabled him to undertake superb work on the journey to the Nobel Prize. His legacy is evident today in so many ways, including at the USask Canadian Light Source where scientists from across Canada and around the world continue to unravel the mysteries of atomic structure.

Further information on the partnered announcement can be found here: <https://definingmomentscanada.ca/news/announcing-herzberg50-and-nobelcanadian/>

Indigenization & Reconciliation

Gifting of Indigenous Strategy to USask

On August 20, the Indigenous Strategy, ohpahotân | oohpaahotaan ("Let's Fly Up Together") was gifted to USask in a ceremony, on behalf of the Indigenous Peoples who informed and validated the process as a companion to the University Plan 2025. The ceremony marked a historic event for USask as it celebrated the first Indigenous Strategy that has been solely created by Indigenous people at a Canadian U15 research institution. The strategy calls for meaningful and respectful action to advance Indigenization and support transformative decolonization, leading to reconciliation. The Office of the Vice-Provost Indigenous Engagement has been collaborating with USask's Indigenous community of students, staff, faculty, and leaders, Elders, Traditional Knowledge Keepers and Language Teachers since 2018. Throughout the process, there has been an intentional focus to ensure that the work was 'done in a good way.'

USask marks the first National Day for Truth and Reconciliation

USask events organized throughout the week of September 30th gave the USask community the opportunity to acknowledge and reflect on the tragic legacy and history of the residential school system, reminding us of our responsibility to be national leaders in transformative decolonization leading to reconciliation.

We pay tribute to the survivors, their families and their communities by being responsive to the TRC's Calls to Action. That is a commitment woven throughout our University Plan 2025 and embedded in our new *Indigenous Strategy* — ohpahotân | oohpaahotaan ("Let's Fly Up Together") — which was generously gifted to the university by Indigenous leaders, Elders, and Traditional Knowledge Keepers and Teachers, as well as Indigenous students, staff and faculty.

Establishing a new federal statutory day to recognize the tragic legacy of residential schools was one of the 94 Calls to Action of the Truth and Reconciliation Commission of Canada. All faculty, students, staff and alumni, and all members of our extended campus community, were encouraged

to take this day to learn and to listen, to remember the victims and the survivors, and to reflect on the trauma caused by residential schools and how we can move forward to heal together.

I want to thank the team led by the Provost's office that organized the many events on campus to commemorate this important day. This first National Day for Truth and Reconciliation is another step forward on the path to being the best place we can be for Indigenous students, staff, and faculty, and their families and communities. It is also part of our critical ongoing effort to make USask a more diverse, equitable and inclusive campus community for all. We are committed to doing all that we can to remove barriers, and to dismantle structural forms of discrimination on our campuses.

Equity, Diversity & Inclusion

USask hosts inaugural Equity, Diversity and Inclusion (EDI) event

USask is committed to establishing and nurturing an equitable, diverse and inclusive USask community. From the development of USask's [Equity, Diversity and Inclusion \(EDI\) policy](#) to the forthcoming companion EDI Strategy and Action Plan, this event is intended to recognize and celebrate initiatives that support and advance equity, diversity and inclusion at USask. The USask community was invited to join this inaugural EDI event: *From Policy to Implementation*, on Tuesday, October 19.

The online event featured [Dr. Malinda Smith](#), vice-provost (Equity, Diversity and Inclusion) from the University of Calgary, as this year's virtual keynote speaker. The day also included USask EDI scholars' perspectives, and those of students, and an update on the EDI Strategy and Action Plan.

Sustainability

USask and City of Saskatoon sign climate commitment towards sustainability

USask and the City of Saskatoon recently signed a joint commitment that aims to speed up the transition to a green community.

The *Climate Commitment and Call to Action*—which progresses the goals of a first-of-its-kind 2017 memorandum of understanding (MOU) between a Canadian university and municipality—acknowledges the need to enhance sustainable and resilient practices to reduce greenhouse gas emissions and adapt infrastructure, services, and programs for the future impacts of a changing climate. The commitment also recognizes the action that is needed to slow, and ultimately prevent, the rise in the global average temperature and aims to facilitate the transition to a clean energy economy. The pledge to improve and accelerate equitable climate performance includes areas in collaboration; reconciliation, decolonization and Indigenization; equity, diversity and inclusion; buildings and energy efficiency; sustainable transportation; sustainable land use; solid waste reduction; renewable energy; water conservation; environmental protection and ecosystem stewardship; leadership; and accountability.

The *Climate Commitment and Call to Action* also invites leaders, organizations and institutions across the community to work towards similar climate goals. While both the city and the university have their own climate action plans, this additional commitment will provide common ground between the institution and municipality in order to make way for easier collaboration.

USask ranks among the world's best universities for sustainability and social impact

For the second year in a row, USask was ranked in the Top 100 overall and even higher in select categories in The Times Higher Education (THE) rankings of universities around the world. USask ranked 13th in Canada for making cities inclusive, safe, resilient and sustainable, according to the THE.

USask also ranked in the top 100 in the following categories:

- Partnership for the Goals (61) measuring universities' global partnerships for sustainable development;
- Sustainable Cities and Communities (67) measuring universities' research on sustainability, their role as custodians of arts and heritage and their internal approaches to sustainability; and
- Clean Water and Sanitation (81) measuring universities' research related to water, their water usage, and their commitment to ensuring good water management in the wider community.

The 2021 Impact Rankings is the third edition, and the overall ranking this year included 1,115 universities from 94 countries and regions.

More comprehensive results are available on the [THE website](#).

Community & Outreach

Wanuskewin, USask sign renewed MOU to support Indigenous education

On August 25, USask and the Wanuskewin Heritage Park Authority signed a renewed memorandum of understanding (MOU) to serve as a foundation for a dynamic, productive, and evolving relationship in the service of Indigenous education and opportunities for growth and mutual development.

The areas of collaboration outlined in the three-year agreement include cultural resources, outreach programming and facility use at both Wanuskewin and USask. The first MOU between USask and Wanuskewin was signed nearly two decades ago in March 2002. It confirmed an intent to work together to reach common goals and to develop joint initiatives including land and place-based education initiatives and cultural awareness programs with science, technology, engineering, arts and mathematics (STEAM) colleges and departments.

This MOU restates, recognizes and celebrates the longstanding relationship between Wanuskewin and USask, and looks forward to nurturing and sustaining a relationship for years to come.

Special acknowledgement

VP University Relations announces retirement

On September 24, Dr. Debra Pozega Osburn, vice-president university relations, announced her decision to retire at the end of February.

Since joining the University's leadership team in 2016, Debra's passion for growing USask's reputation and engagement was evident throughout. Upon arriving here, Debra immediately began building a high-calibre University Relations team that included alumni relations, communications, development, government relations and operations, all focused on the overarching goal of building our reputation and launching our unprecedented \$500-million comprehensive campaign.

She was instrumental in the development and launch of our University Plan 2025, one of the most ambitious and unique university strategic plans in Canada, and of the university's award-winning brand: Be What the World Needs. These vital initiatives helped raise our profile in Saskatchewan, in Canada, and globally.

A consummate storyteller, backed with deep post-secondary experience and a journalism background, Debra and her team of communication professionals have shared and celebrated the university's successes far and wide.

Under Debra's leadership, USask's advancement team continues to reach new heights. Fundraising has consistently outpaced all previous efforts, and alumni engagement has grown significantly. These initiatives, in combination with implementing an advanced relationship management system, have bolstered our connections with our alumni, donors, government partners and many others.

A valued member of the executive team, Debra has created the Alumni Advisory Board, led USask's Rankings Committee, been a valued leader on the Huskie Athletics Board of Trustees,

and has contributed as a board member on several prominent non-profit boards including the Remai Modern and United Way Canada.

I am grateful for Debra's expertise and wise counsel as part of my leadership team. I have appreciated greatly her advice, warm humour and unwavering commitment to post-secondary education. Our university has benefitted tremendously from her time here.

In the months ahead, we will begin an international search for our next vice-president, university relations, and Debra and I will work closely to ensure a smooth transition.

Please join me in thanking Debra for her deep commitment to USask. I wish her all the best as she starts a new chapter in her life and begins her well-earned administrative leave.

Room 110, 1 Campus Drive
University of Saskatchewan
Saskatoon, Saskatchewan
S7N 5A3



Telephone: (306) 966-6960
Fax: (306) 966-6978
E-mail: contactus@ussu.ca
Website: www.ussu.ca

October 2021

As the summer draws to a close with the start of a bright new semester at the USSU, we have been working hard gearing up for the year with the support of our wonderful team of Senior Managers. We settled into our new roles and actively engaged with our student community to continue supporting them throughout this transitional year back to campus. We have continued to encourage students to get vaccinated and kept a clear path of communication with the Pandemic Response Team. We also supported the planning of the #USaskVax campaign.

We finally re-opened the USSU office desk! Our centre coordinators have also been able to gain access to their community spaces and have been busy overseeing the work of their dedicated volunteers and regular student drop-in hours. Louis' and Louis' Loft have also reopened! A new shop, as well as returning tenants have kept the food court busy. We were also able to bring back staff to our team after the reopening of campus, and the execs are back in their offices. It's been exciting to prepare to revitalize many of our inaccessible operations during the campus closure. We have many positive changes, such as the U-PASS switching to a mobile app which has expedited students' access to public transportation.

The execs led initiatives for several weeks, including Welcome Week, Campus Groups Week, Equity, Diversity and Inclusion Week and Sustainability Week to create advocacy efforts that matter to students. Welcome Week allowed for us to meet with many students on their return to campus with fun initiatives all around the Bowl. Campus Groups Week created space for students to learn about our many student clubs on campus and get involved. In Equity, Diversity and Inclusion Week, we had a talent show and brought in several disability focused initiatives and workshops for students to recognize diverse lived experiences through using wheelchairs, a bias test and disability simulator. We created an accessibility tour inviting Provost Dr. Airini and Troy Linsley, Director of Facilities to explore campus with us using wheelchairs. This allowed us to focus on the need for an accessibility assessment at USask. During Sustainability Week, we gave away free plants to students. Additionally, we initiated a new event called Storytelling by the River with USSU Indigenous Knowledge Keeper, Joseph Naytowhow.

In uplifting campus culture, we also ratified a large number of student groups, providing them access to venue bookings, insurance, training, funding, and more. We created a new grant focusing on student initiatives that encompass Anti-Racism and Anti-Oppression values. Students still have access to the Projects and Initiative grant, Sustainability Grant, Equity, Diversity and Inclusion grants. To create space for more campus groups to flourish, we eliminated ratification fees for new groups. To support our groups, we reduced our ratification fees to 50% off for all other groups until July. We have re-worked our Campus Groups Management System and created a new process called USSUHub for a better user experience. Additionally, we started a new project to engage more student leaders through Studentpreneur to support students' career goals and ambitions through marketing, financing, and other organizational inquiries.

This past federal election season posed certain challenges to eligible student voters as the Vote on Campus program was discontinued. During the federal election, we encouraged students to stay informed about federal politics through our UVOTE campaign. We also co-signed a letter to Elections Canada through the Undergraduates of Canadian Research Intensive Universities (UCRU), urging them to bring back the program.

This year, revitalizing external advocacy has been a big part of our role. Holding a seat on the Tuition Consultation Working Group, we have submitted a list of 15 recommendations to the Provost in hopes of creating a more transparent and comprehensive consultation process. For our provincial lobbying efforts, we have met with the Ministry of Advanced Education, the Ministry of Mental Health and Addiction, and the Critic Responsible for Advanced Education to discuss critical issues impacting students in post-secondary education. We are seeking to soon launch a lobbying document in collaboration with the University of Regina Students' Union, asking our provincial government to prioritize students' futures in Saskatchewan. With UCRU, we have led several initiatives, such as writing a letter to call on the Federal Government to implement Truth and Reconciliation Commission's Calls to Action focusing on Indigenous students.

In honour of the National Day for Truth and Reconciliation, we collaborated with the Office of the Vice-Provost Indigenous Engagement, Aboriginal Students' Centre and more on various initiatives to bring awareness to our campus on Indigenous history, rights and voices. On the week of September 30th, we shared with students information regarding the Week of Reflection. Our staff and centre volunteers handed out many Orange Ribbons and shared resources to students focusing on reconciliation such as postcards containing The Truth and Reconciliation Commission's 94 Calls to Action. The USSU Pride Centre had also created an online campaign on Truth and Reconciliation and collaborated with OUTSaskatoon for a Two-Spirit Smudge, welcoming all Two-Spirit students on campus. Joseph Naytawhow also smudged Place Riel in the week to cleanse and rid the space of negative energy, thoughts and emotions.

Communicating with core student constituencies has been essential to us this year. We have had monthly meetings with the Association of Constituency Presidents where critical issues were discussed, including a safe return to campus, parking, Town Halls, tuition consultations, and much more were discussed. We have been meeting weekly with our University Students' Council (USC) members, allowing them to provide feedback on their campus experiences. So far, we have invited representatives to give council addresses from the following departments: Pandemic Response Team, Access and Equity Services, Student Affairs and Outreach and Student Wellness Centre and Office of Sustainability. This year at USC, besides our formal committees, we created three new ad-hoc committees: Anti-Racism and Anti-Oppression Committee, Student and City of Saskatoon Connection Committee and First-Year Students' Committee. We also received 290 students at large applications this year for these committees, breaking an application record!

Our Centres coordinators have been busy keeping up with the USSU Centres Discord server while re-populating the Help, Pride, and Women's centre spaces. We hired two new centre coordinators, Madi Kuhn for the Women's Centre and Rayna Rahman for the Help Centre, to work with Rene Clarke, our Pride Centre Coordinator. They have already hosted several important campaign weeks such as Sexual Violence Awareness Week, Queerpalooza, and Mental Health Awareness Week. They have also brought back many popular discussion groups including, Desi Women's Discussion Night, Endometriosis Support Network, Mental Health Support Group, Queer Women's Night, Intersectional Activism, Lego and Let Go and Gaymer Nights. Additionally, the Pride Centre has been working to create a Two-Spirit Discussion Group with the Indigenous Business Students' Society.

For academic advocacy, we have been urging the implementation of lecture recordings and more study spaces on campus with increased library hours. Furthermore, we are seeking to promote open educational resources through an updated tenureship program as well.

Amplifying student voices remains critical to us. Most recently we led the Rally Against Sexual Violence to create solidarity with survivors on campus and to call for proactive action on our campus to create further safety measures and resources for students. This event was collaborated by the USSU execs and coordinators along with the Graduate Students' Association.

Students are our number one priority, and we will continue to be there to make sure they are feeling supported in their education and campus life.

With Respect,

Tasnim Jaisee, President
Abhineet Goswami, Vice-President Operations and Finance
Tauqeer Iftikhar, Vice-President Academic Affairs
Nickol Saenz, Vice-President Student Affairs



University of Saskatchewan Graduate Students' Association

Report to Senate, October 2021

The Graduate Students' Association welcomes all the members of the University Senate at the University of Saskatchewan for 2021-2022. The executive team is honoured to represent graduate students and advocate for them at this university. The executives look forward to working with our colleagues on campus and outside of campus.

For this academic year, the Graduate Students' Association executive will focus on four goals:

1. Requesting student representation on the Board of Governors

The Graduate Students' Association wants to advance the request initiated by the predecessors to amend *The University of Saskatchewan Act, 1995* and include a graduate student representative on the Board of Governors. The graduate students at the University represent more than 17% of the overall student population at the University of Saskatchewan. We will continue our efforts to make sure our graduate students are represented on the Board of Governors.

2. Increase awareness on diversity and inclusion

The Graduate Students' Association wants to increase awareness of diversity and inclusion and advocate for establishing benefits and support programs for marginalized student populations.

3. Work towards enhancing resources to support students' mental health and well-being during the pandemic

The Graduate Students' Association is continuing its effort to work towards eliminating the stigma around mental health, promote wellness, and work towards increasing available resources to support graduate students' mental health and well-being. The Graduate Students' Association is specifically focusing on promoting the mental health support tool, 'Empower Me' in partnership with the studentcare.

4. Enhancing support to students' academic, professional and leadership skills

The Graduate Students' Association is working towards enhancing support for graduate students to improve their academic, professional, and leadership skills. We have planned to work throughout

the year to organize social events, workshops, seminars, cross-cultural experiences and connect students to stakeholders for possible collaborations on campus.

We look forward to working with members of the university community to contribute to future graduate student initiatives and support students throughout the academic year.

Rifat Zahan
President, Graduate Students' Association

Board of Governors Report to Senate October 30, 2021

Submitted by Joy Crawford, Senate-elected member of the Board of Governors

As I committed to when first elected by Senate and subsequently re-elected, here is an update on the activities of the Board of Governors. I usually attend the semi-annual senate meetings and I miss seeing everyone. Please feel free to contact me at joy.crawford@usask.ca with questions and comments.

To begin with, I just want to reiterate that I find the unique tricameral governance structure at the University of Saskatchewan to be very exciting as it acknowledges both the role the academy and the prominent position the university holds within Saskatchewan society. While other Canadian institutions have similarly named bodies, the actual roles differ from what is seen at the University of Saskatchewan. At the University of Saskatchewan, the roles are as follows:

- University Council is responsible for overseeing and directing the University's academic affairs.
- Senate is responsible for recommendations regarding the establishment or disestablishment of any college, school, or department; appointing examiners for and making bylaws respecting the conduct of examinations for professional societies; the granting of honorary degrees; and non-academic student discipline.
- The Board of Governors is responsible for overseeing and directing all matters respecting the management, administration and control of the university's property, revenues and financial affairs.

BOARD COMPOSITION

The Board of Governors meets approximately six times a year and consists of eleven members:

- Chancellor Grit McCreath
- President Peter Stoicheff
- Lieutenant-Governor-in-Council appointees - Shelley Brown, Grant Devine, Ritu Malhotra, Keith Martell and Darrel Monette.
- Senate elected members – Louise Simard and me, Joy Crawford
- Student member –Tasnim Jaisee, USSU President
- Faculty member - Jay Kalra

Shelley Brown serves as chair of the board and I am vice chair. I am also the chairperson of the Governance & Executive committee. Louise Simard chairs the Human Resources committee, Keith Martell chairs the Audit and Finance Committee and Ritu Malhotra chairs the Land & Facilities committee.

The University of Saskatchewan Board of Governors held three board meetings – June 21, July 28 and October 4 as well as a special meeting on May 3. Like everyone else, we have had to adjust so these meetings were virtual. Typically, the October meeting would also include a day for strategic work, however, this was deferred until February 2022.

Of note, public minutes of the board meetings are now be posted on the University Secretary web page. This is something that was requested for quite some time and I am delighted to announce that as of July 2019, this was put in place. However, in preparing this report, I see that there have been some delays in publishing these minutes. I will work the University Governance office to get this remedied.

BOARD HIGHLIGHTS

VIDO Vaccine Manufacturing Facility

The board provided final approval for the VIDO Vaccine Manufacturing Facility. VIDO is an ISO9001 certified¹ organization of the University of Saskatchewan whose vision is “Protecting Canada and the world from infectious

disease". Over its 45-year history, VIDO has been at the forefront of vaccine research and development, providing innovative solutions to the threat posed by new and emerging infectious diseases. The establishment of local vaccine manufacturing is a vital asset to Canada's vaccine innovation system as it would be an important mechanism to bridge the gap between discovery and application.

In 2018, VIDO started development on a pilot-scale manufacturing facility for vaccines. In March 2020, an additional approval was provided to qualify the manufacturing facility to Good Manufacturing Practices (GMP) standards as required for human vaccines. This facility is envisioned to help with the shortage in vaccine manufacturing capacity currently seen in Canada. Establishing a pilot scale GMP certified vaccine-manufacturing facility at VIDO will enable a full spectrum of support to end-users from initial concept and vaccine design to manufacturing and regulatory testing in animal models.

Living our Values Policy

Pending approval by Senate and Council, the Board approved the Living our Values Policy. The impetus for this policy was an external governance review conducted in 2014. That review recommended a code of conduct, which the Board, our legal counsel, and auditors all agreed was necessary. The Living our Values Policy is our response to that recommendation considering the Mission, Vision, and Values adopted by the governing bodies in 2016 and is aligned with our culture. The policy provides definitions of our values and reaffirms the responsibility of all those connected with the university to act in accordance with them. There is currently no policy at the university pertaining to our values. A new Living our Values Policy is intended to set the basic standard of expected behaviors; all members of the USask community have a responsibility to live our values and to reflect them in our daily interactions and decisions

Meeting with Representatives of the Provincial Auditor

The Provincial Auditor serves as the external auditor of the University of Saskatchewan. There are 2 meetings a year with representatives from the Provincial Auditor's office. The focus of the July meeting is the results of the most recently completed fiscal year.

PERSONAL ENGAGEMENT

In addition to serving as vice-chair of the board and chairing the Governance & Executive committee, I also have been appointed by the board to sit on the following committees:

- The presidential review committee – complete
- The campaign advisory committee – complete
- The review committee for the Dean of Kinesiology - complete
- The joint committee for the conflict of interest policy review – complete
- The search committee for the executive director of SENS – complete
- The joint committee for the Chancellor
- The review committee for the Dean of Edwards School of Business

An interesting development in June 2019, was an invitation to join the executive of the Canadian University Boards Association (CUBA) in the position of vice-president. Shortly after accepting the role, the CUBA president was the unfortunate victim of budget cuts at the University of Alberta. I stepped into the leadership role as interim president to finish the remainder of the 2020/2021 term and then in April 2021 I was elected to the president role for 2 years starting. This will be a doubly exciting role as the University of Saskatchewan has been awarded the host role for the annual CUBA convention in 2023. I represent the University of Saskatchewan in this way, with thanks to Senate and their confidence in me, as Senate-elected board of governor.

In closing, I wish all of you the best of health and I look forward to when we can again meet in person.

Respectfully submitted,
Joy Crawford

Report from Council

FOR CONFIRMATION

PRESENTED BY: Pamela Downe, Interim Chair, University Council

DATE OF MEETING: October 30, 2021

SUBJECT: **Admissions Qualification Change – Master of Business Administration (MBA) program – addition of the MCAT**

DECISION REQUESTED: *It is recommended*

That Senate confirm Council's approval of the change to admissions qualifications to the Master of Business Administration (MBA) program to allow either a minimum score of 500 on the GMAT, or completion of the MCAT and admission to the College of Medicine at USask, effective the 2022-23 admissions cycle.

The University of Saskatchewan Act states that decisions regarding admission qualifications for university programs are to be approved by Council and confirmed by University Senate.

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies (CGPS) proposed a change to the admission requirements for the Master of Business Administration (MBA) program to allow completion of the Medical College Admission Test (MCAT), and admission to the UofS College of Medicine to be accepted in lieu of the requirement for a Graduate Management Admission Test (GMAT), with a minimum score of 500.

CONSULTATION:

The Academic Programs Committee considered the proposal at its October 7, 2020 meeting and University Council approved the change at its meeting on June 17, 2021

ATTACHMENTS:

1. Proposal – Admissions Qualification Change – Master of Business Administration (MBA) – addition of MCAT



MEMORANDUM

To: Academic Programs Committee of University Council

Copy: Noreen Mahoney, Associate Dean of Students & Degree Programs, Edwards School of Business

From: Office of the Associate Dean, College of Graduate and Postdoctoral Studies

Date: September 30, 2020

Re: Proposed Changes to Admission Requirements for the Master of Business Administration

The College of Graduate and Postdoctoral Studies (CGPS) considered a proposed change to the admission requirements for the Master of Business Administration (MBA) program to allow completion of the Medical College Admission Test (MCAT), and admission to the UofS College of Medicine to be accepted in lieu of the requirement for a Graduate Management Admission Test (GMAT), with a minimum score of 500.

The Graduate Programs Committee approved the change on September 8, 2020, and the CGPS Executive Committee approved the change on September 23, 2020.

Attached please find the proposal and supporting documents.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca

:kc



MEMORANDUM

To: Academic Programs Committee APC
From: Debby Burshtyn, Chair - Executive Committee
Date: September 24, 2020
Re: Changes to admissions requirements for the Master of Business Administration

On September 23, 2020, the Executive Committee (EC) reviewed the recommendation from the Graduate Programs Committee (GPC) that the admission requirements to the MBA program be amended to allow either a minimum score of 500 on the GMAT, or completion of the MCAT and admission the UofS College of Medicine.

The motion passed unanimously (Mousseau/Kalra)

In clarification, this change addresses students in Medicine and pursuing an MBA you used to have to do both tests, with this amendment only a MCAT would be required.

To follow please find the proponents submission for additional context.

If you have any questions, please contact Debby Burshtyn, chair of the CGPS Executive Committee at debby.burshtyn@usask.ca or 306-966-5759.

/ll



MEMORANDUM

To: Executive Committee of CGPS

Copy: Noreen Mahoney, Associate Dean of Students & Degree Programs, Edwards School of Business

From: Graduate Programs Committee

Date: September 16, 2020

Re: Proposed Changes to Admission Requirements for the Master of Business Administration

On September 8, 2020, the Graduate Programs Committee considered a proposed change to allow completion of the Medical College Admission Test (MCAT), and admission to the UofS College of Medicine to be accepted in lieu of the requirement for a Graduate Management Admission Test (GMAT), with a minimum score of 500.

Though it was noted that the MCAT and GMAT would not provide the same assessment, it was also noted that satisfying both requirements would require additional costs and study time for applicants wanting to pursue both the Doctor of Medicine (MD), and Master of Business Administration (MBA) degrees. In such situations, exceptions were being sought which was not considered reasonable or sustainable to manage.

The Graduate Programs Committee was willing to support the MBA program proposal, and passed the following motion:

Motion: *To recommend amendment to the admission requirements to the MBA program to allow either a minimum score of 500 on the GMAT, or completion of the MCAT and admission to the UofS College of Medicine.* Tanaka/Morrison 1 abstention CARRIED

Attached please find the full proposal.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca

:kc

TO: College of Graduate Studies and Postdoctoral Studies

FROM: Noreen Mahoney
Associate Dean, Students & Degree Programs

DATE: August 17, 2020

RE: MBA Changes for CGPS Approval

The following changes were approved at the August 14, 2020 MBA Committee Meeting and are presented to the College of Graduate and Postdoctoral Studies for approval.

1. **MOTION:** Amend the admission requirements for the MBA program to indicate that completion of the MCAT and admission to the U of S College of Medicine can be substituted for the GMAT.

RATIONALE: Students pursuing the combined MD/MBA program are highly qualified applicants and should be considered so long as their GMAT score meets the requirements for admission to the College of Medicine

Admission requirements

Master of Business Administration

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a four-year degree, or equivalent, from a recognized college or university
- applicants will participate in an interview with the M.B.A. selection committee
- current resume detailing positions held and a description of responsibilities
- minimum score of 500 Graduate Management Admission Test (GMAT); **or completion of the Medical College Admission Test (MCAT) and admission to the U of S College of Medicine**
- three confidential letters of recommendation (minimum one academic)

The Edwards MBA assesses applicants on a composite basis for admission purposes. We look at a variety of factors when making admission decisions including undergraduate degree, grade point average, work experience, GMAT score, and reference letters.

Sincerely,

A handwritten signature in black ink, appearing to read 'N. Mahoney', with a long horizontal flourish extending to the right.

**Noreen Mahoney, CPA, CA, MBA
Associate Dean, Students & Degree Programs
Edwards School of Business
PotashCorp Centre - 25 Campus Drive
Saskatoon, SK, CA
S7N 5A7**

Report from Council

FOR CONFIRMATION

PRESENTED BY: Pamela Downe, Interim Chair, University Council

DATE OF MEETING: October 30, 2021

SUBJECT: **Admissions Qualification Change – Master of Business Administration (MBA) program – addition of a 3-year degree**

DECISION REQUESTED: *It is recommended*

That Senate confirm Council's approval of the change to admissions qualifications to the Master of Business Administration (MBA) program to allow applicants to hold a three-year undergraduate degree, effective the 2022-23 admissions cycle.

The University of Saskatchewan Act states that decisions regarding admission qualifications for university programs are to be approved by Council and confirmed by University Senate.

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies (CGPS) and the Edwards School of Business proposed a change to the admission requirements for the Master of Business Administration (MBA) program to allow admission to the MBA program for applicants with a 3-year undergraduate degree. This change, along with the addition of a requirement of leadership experience and the replacement of the admission interview with a written statement of intent will allow the selection committee to take a holistic view for admissions.

CONSULTATION:

The Academic Programs Committee considered the proposal at its September 22, 2021 meeting and University Council approved the change at its meeting on October 21, 2021

ATTACHMENTS:

1. **Proposal – Admissions Qualification Change – Master of Business Administration (MBA) –**



MEMORANDUM

To: Academic Programs Committee of University Council

Copy: Marjorie Delbaere, Associate Dean of Research and Faculty Relations, Edwards School of Business

From: Office of the Associate Dean, College of Graduate and Postdoctoral Studies

Date: September 14, 2021

Re: Proposed Changes to Admission Requirements for the Master of Business Administration

The Edwards School of Business is proposing to allow admission to the Master of Business Administration (MBA) program for applicants with a 3-year undergraduate degree. They are also proposing to require a minimum of 2 years of leadership experience, and to replace the admission interview with a written statement of intent. It was demonstrated that some comparator programs allowed admission to the MBA program with a 3-year undergraduate degree.

The Graduate Programs Committee reviewed the proposal on March 22, 2021, and there was general support for the proposal, though some recommendations were made to strengthen the proposal. At that meeting it was noted that the CGPS did not allow any admissions with a 3-year undergraduate degree, so the proposal was referred to the CGPS Executive Committee. The CGPS Executive subsequently asked the CGPS Faculty to consider whether 3-year undergraduate degrees should be considered in some instances. Feedback was invited by all members of the faculty body. No objective feedback was received, while some faculty members expressed support for an opportunity to consider 3-year undergraduate degrees for admission on a case-by-case basis for individual programs.

It was noted that holistic admission practices was a current discussion topic in graduate education.

On June 7, 2021, the proposal was supported unanimously by the Graduate Programs Committee. The proposal was subsequently supported unanimously by the CGPS Executive Committee on June 17, 2021.

Attached please find support from the review committees along with the proposal.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca



MEMORANDUM

To: Graduate Programs Committee (GPC)
From: Debby Burshtyn, Chair - Executive Committee
Date: June 17, 2021
Re: Proposed change to admission requirements – Master of Business Administration (MBA)

On June 17, 2021, the Executive Committee (EC) considered the noted proposal.

At the graduate faculty meeting on May 7, 2021, this item was proposed for feedback. Associate Dean Walker introduced this item on behalf of the GPC as the committee felt that it potentially conflicted with CGPS policy. The faculty found no issues with allowing an alternate admissions path as indicated within the proposal.

The proponents made one additional change to the proposal as presented at the EC meeting on June 17th which was to include an interview requirement rather than require a written letter of intent.

Overall the EC found no issues with the proposal. **Simonson/Jones – proposal approved unanimously.**

If you have questions or comments, please contact Dean Debby Burshtyn at 306-966-5759.

/II



MEMORANDUM

To: Executive Committee of CGPS

Copy: Noreen Mahoney, Associate Dean, Students and Degree Programs, Edwards School of Business

From: Graduate Programs Committee

Date: June 9, 2021

Re: Proposed change to admission requirements – Master of Business Administration (MBA)

The Edwards School of Business is proposing to allow admission to the MBA program for applicants with a 3-year undergraduate degree. They are also proposing to require a minimum of 2 years of leadership experience, and to replace the admission interview with a written statement of intent.

The Graduate Programs Committee reviewed the proposal on March 22, 2021, and there was general support for the proposal, though some recommendations were made to strengthen the proposal. At that meeting it was noted that the CGPS did not allow any admissions with 3-year undergraduate degree, so the proposal was referred to the CGPS Executive Committee. The CGPS Executive subsequently asked the CGPS Faculty to consider whether 3-year degrees should be considered in some instances. Feedback was invited by all members of the faculty body. No objective feedback was received, while some faculty members expressed support for an opportunity to consider 3-year degrees for admission on a case-by-case basis for individual programs.

It was noted that holistic admission practices was a current discussion topic in graduate education.

On June 7, 2021, the Graduate Programs Committee reviewed an updated proposal passing the following motion:

Motion: To recommend approval of the changes to admission requirements and selection criteria for the MBA program to allow admission with a 3-year or 4-year degree, to require 2-years of leadership experience, and to replace the interview with a statement of intent.

Da Silva/Morrison CARRIED unanimous

Attached please find the proposal.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca

TO: College of Graduate and Postdoctoral Studies
FROM: Noreen Mahoney
Associate Dean, Students & Degree Programs
DATE: April 8, 2021
RE: MBA Changes

The following changes were approved at the March 9 and March 30, 2021 MBA Committee Meetings and are presented to the College of Graduate and Postdoctoral Studies for approval.

1. **MOTION:** Add a note indicating that applicants with three-year degrees may be considered for admission. By using a holistic admissions approach, extra consideration will be given to GMAT scores and leadership experience for applicants with three-year degrees.

Rationale: Each year, our program receives inquiries from several students who have completed three-year degrees at the University of Saskatchewan or elsewhere. These prospective students would be assets to the program however they are not meeting minimum admission requirements because they have a three-year undergraduate degree. We wish to be able to consider these students for full admission to the program to ensure they are eligible for scholarships and awards.

2. **MOTION:** Replace the admission interview with the Program Manager with a Statement of Intent to be reviewed by an Admissions Committee.

Rationale: The purpose of this change is to minimize the administrative burden of interviewing all applicants and move the responsibility of final admissions decisions to a Committee.

3. **MOTION:** Add in a clearly defined leadership/work-experience requirement of 2 years, with the flexibility to admit "emerging leaders" (at the discretion of the Admissions Committee).

Rationale: Students with experience are an asset to the MBA classroom. Of the 17 Canadian schools reviewed, Cape Breton University is the only institution without a work experience requirement. The median work experience requirement of the 16 institutions requiring work experience is 2 years.

4. **MOTION:** Add a note about probationary admission encouraging students who do not meet the minimum requirements to contact the MBA Office.

Rationale: The MBA Admissions Committee may at times wish to consider students for admission who do not meet the minimum requirements. The Committee can recommend to CGPS that these students be admitted under a probationary admission status. The committee will be viewing these candidates within a holistic framework that seeks to understand all aspects of a candidate's character, qualifications, and experiences. Examples of situations that may warrant probationary admission as a result of insufficient GMAT score, or average requirements may include, but are not limited to:

- Students with several (5+) years' leadership experience
- Students enrolled/previously enrolled in a professional college

MARK-UP OF PROPOSED CHANGES FOR MOTIONS 1 – 4

Master of Business Administration

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a four-year degree, or equivalent, from a recognized college or university
 - Applicants with three-year degrees may be considered for admission. Applicants will be considered using a holistic admissions approach and should demonstrate a strong potential for success in the program through outstanding GMAT scores and/or exceptional leadership experience
- ~~• applicants will participate in an interview with the M.B.A. selection committee~~
- Statement of Intent: Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to undertake the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program and their chosen field of study. This statement is a key component in adjudicating each applicant's suitability to the program. An interview may also be required to assess language proficiency.
- Current resume detailing positions held and a description of responsibilities
- Two years of leadership* experience. Emerging leaders who have fewer than two years of leadership experience but who demonstrate exceptional leadership potential through their professional and life experiences, are preparing for further leadership roles, and otherwise meet the standard admissions criteria, are encouraged to apply. Please ensure that you demonstrate your leadership experience in your detailed resume and Statement of Intent.
- minimum score of 500 Graduate Management Admission Test (GMAT); or completion of the Medical College Admission Test (MCAT) and admission to the U of S College of Medicine
- three confidential letters of recommendation (minimum one academic)

The Edwards MBA **Admissions Committee** assesses applicants on a **holistic** basis for admission purposes. We look at a variety of factors when making admission decisions including undergraduate degree, grade point average, work experience, GMAT score, and reference letters.

Applicants whose qualifications do not meet the minimum requirements are encouraged to contact the Edwards MBA office to discuss potential opportunities for admission. Applicants whose qualifications do not meet the minimum requirements or whose academic qualifications are difficult to assess may be admitted on a probationary status to a program. Applicants in this category will be required to participate in an interview with the Edwards MBA Admissions Committee and may be required to take certain preparatory courses to improve their qualifications. In this case they will be required to pay additional fees. The student's status will be reviewed after a specified amount of academic work is completed. If progress is satisfactory, the Edwards MBA Admissions Committee may recommend to CGPS that the student be considered fully qualified. Students who do not achieve the probationary conditions may withdraw voluntarily or, failing this, will be required to discontinue. In certain exceptional situations, the academic unit may extend the probationary period with a new set of conditions, agreed to by the student and by the College of Graduate and Postdoctoral Studies.

*Leadership experience could include (but is not limited to) one or more of the following:

- Formal leadership role within an organization or volunteer group
- Extensive, high-level supervisory experience
- Experience in consulting or negotiating change in a complex environment
- Experience leading others to shared outcomes (informal leadership experience)

Sincerely,



Noreen Mahoney, CPA, CA, MBA
Associate Dean, Students & Degree Programs
Edwards School of Business
PotashCorp Centre - 25 Campus Drive
Saskatoon, SK, CA S7N 5A7

Institution	Degree Requirements	GMAT	Work Experience
USask Proposed	3 yr / 70%	500	2 years Leadership exp
U Alberta	4 yr / 3.0 GPA - will consider 3 year degrees for otherwise strong applicants	550	2 years
U Manitoba	3 yr / 2.5	550	2 years
Athabasca	3 yr / 3.0	Not required	3 years
York	3 yr considered with one year work experience beyond minimum	Satisfactory	2 years
McMaster Accepts	3 yr from institutions recognized by the WHED / competitive	600	2 years
McGill	NA?	Satisfactory	2 years
Royal Roads	4 yr (or comparable) / B+ (flexible admission)	Not required	5 years
Cape Breton	4 yr / B+	500	Not required
URegina	4 yr / 70%	500	2 years
U Calgary	4 yr / 3.0	550	2 years
HEC Montreal	4 yr	570	2 years
Brock	4 yr	550	4-7 years
U Ottawa	4 yr / 70%	50th Percentile	3 years
SFU	4 yr / 3.0	550	2 years
UBC	4 yr / B+	550	2 years
UVic	4 yr / B	550	2-6 years

Report from Council

FOR CONFIRMATION

PRESENTED BY: Pamela Downe, Interim Chair, University Council

DATE OF MEETING: October 30, 2021

SUBJECT: **Admissions Qualification Change – Master of Arts (MA) in Clinical Psychology**

DECISION REQUESTED: *It is recommended*

That Senate confirm Council's approval of the change to admissions qualifications to the Master of Arts (MA) in Clinical Psychology to remove the requirement of a Graduate Record Examination (GRE), effective the 2022-23 admissions cycle.

The University of Saskatchewan Act states that decisions regarding admission qualifications for university programs are to be approved by Council and confirmed by University Senate.

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies (CGPS) proposed to remove the requirement of a Graduate Records Examination (GRE) score for the Master of Arts in Psychology-Clinical Stream. The rationale for the change was to better align the requirements for admissions to the MA in Psychology-clinical stream both with other graduate-level study in Psychology at USask and to align with requirements for most clinical psychology graduate programs in North America.

CONSULTATION:

The Academic Programs Committee considered the proposal at its October 6, 2021 meeting and University Council approved the change at its meeting on October 21, 2021

ATTACHMENTS:

1. Proposal - Change to Admission Requirements – Master of Arts in Psychology, Clinical Stream

Memorandum

To: Executive Committee of CGPS

Copy: Megan O'Connell, Clinical Psychology Executive Committee

From: Graduate Programs Committee of CGPS

Date: September 17, 2021

Re: Change to Admission Requirements – Master of Arts in Psychology, Clinical Stream

On September 7, 2021, the Graduate Programs Committee reviewed a request to remove the requirement to submit a Graduate Records Examination Score, General for admission to the Master of Arts, Psychology, Clinical Stream.

The six-part rationale provided for the removal of the GRE requirement was as follows:

- “1. GRE scores have low predictive validity of graduate students’ success*
- 2. The GRE requirement puts underrepresented minorities at a disadvantage*
- 3. Most clinical graduate programs in North America do not require the GRE*
- 4. The GRE is not required for accreditation for clinical psychology graduate programs*
- 5. Other programs in our department (ASP, CHHD, and Cognition and Neuroscience) do not require the GRE*
- 6. There are better ways to evaluate applicants’ knowledge and preparedness for graduate studies.”*

The members of the Graduate Programs Committee found that case for a change in admission requirements well rationalized in relation to evidence, comparators, and other programs in the unit.

The Graduate Programs Committee passed the following motion:

To recommend removal of the requirement to submit a GRE Score for admission to the M.A. Psychology, Clinical Stream.

CARRIED unanimous

Attached please find the memorandum providing the detailed rationale for the change in admission requirements.

If you have any questions, please contact Ryan Walker at ryan.walker@usask.ca

MEMORANDUM

To: CGPS

From: Graduate Program in Clinical Psychology

Date: 10 August 2021

Re: Changes to Admission Requirements – Master of Arts in Psychology, Clinical Stream

Admission requirements (with proposed changes marked)

Master of Arts

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- a cumulative weighted average of at least a 70% (USask grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study

~~If applying to the following streams you will also need a Graduate Records Examination (GRE) Score, General:~~

- ~~Clinical stream~~

The rationale for the change:

1. GRE scores have low predictive validity of graduate students' success
2. The GRE requirement puts underrepresented minorities at a disadvantage
3. Most clinical graduate programs in North America do not require the GRE
4. The GRE is not required for accreditation for clinical psychology graduate programs
5. Other programs in our department (ASP, CHHD, and Cognition and Neuroscience) do not require the GRE
6. There are better ways to evaluate applicants' knowledge and preparedness for graduate studies.

1. GRE scores have low predictive validity of graduate students' success

(copied from February 3, 2020 memo from ASP written by Valery Chirkov
<https://governance.usask.ca/documents/council/agenda/2019-2020/march2020/2020-03-19-councilagendapackage.pdf>)

“Numerous studies, mostly based on the meta-analysis of large samples of students from different universities and disciplines, unequivocally indicate that the GRE scores have low predictive validity regarding graduate students’ success (Golberg et al., 1992; Kincel et al., 2010; Morrison et al., 1995). Other studies reported that undergraduate GPA is a better predictor of Graduate GPA (GGPA) than GRE for both MA and Ph.D. students (Feeley et al., 2005). It was also discovered that the GRE validity coefficients vary depending on disciplines (Thornell, et al., 1985). As some researchers indicated (Feeley et al., 2005; Goldberg, 1992), one of the main problems for investigating the predictive power of the GRE is the choice of criterion variable: what indicator should be used to measure graduate studies' success? Currently, researchers use GGPA, first-year GPA, faculty ratings, and degree attainment. Even with this limited list of indicators, it is evident that graduate success is a multidimensional parameter that depends on several factors where the GRE scores (reasoning and the level of knowledge of discipline) serving as only one of them. Other factors include students’ motivation, their organizational and time-management skills, intelligence and creativity, their psychological and physical wellness, the culture of research in the institution, relationships with a supervisor, relationships with fellow students and other faculty, economic conditions, family issues and some others. Our own experience indicates that, for years, when we used the GRE as an admission criterion, we rarely if ever used its scores for admission decision making. Other parameters, such as UGPA, reference letters, personal interviews, conference presentations and publications are considered to be more informative for this purpose.”

2. The GRE requirement puts underrepresented minorities at a disadvantage

Increasingly the GRE and its associated financial costs to write has been recognized as a barrier for highly capable underrepresented minorities (Miller & Stassun, 2014; Pacheco et al., 2015; Posselt, 2014; Sternberg & Williams, 1997), an effect recently demonstrated at one American University’s Department of Psychology where GRE scores were gathered but not used for admission decisions. Gomez et al. (2021) detailed how underrepresented minority candidates would have had their admission barred at the rate of 44% versus for 17% for white/Asian/Pacific islanders if the GRE would have been used for decisions for admission.

3. Most clinical graduate programs in North America do not require the GRE

A recent survey of the Council of University Directors of Clinical Psychology (CUDCP) – an organization of clinical psychology programs across North America reported that only 3 or 3.9% of the sample of clinical programs required the GRE in 2021. The UofS was one of these. Only 2 programs (or 2.6% of the sample) reported that they will require the GRE in 2022, which included the UofS. The UofS Graduate Program in Clinical Psychology retaining this requirement is clearly in the minority across North America.

4. The GRE is not required for accreditation for clinical psychology graduate programs

In no accreditation standard, and notably the Canadian Psychological Society Accreditation Standards that apply to the UofS program is the GRE mentioned (https://cpa.ca/docs/File/Accreditation/Accreditation_2011.pdf).

5. Other programs in our department (ASP, CHHD, and Cognition and Neuroscience) do not require the GRE

The clinical stream is the only program in the department that currently requires the GRE, and the lack of the GRE has not had any appreciable impact on student quality seen across the other streams.

6. There are better ways to evaluate applicants' knowledge and preparedness for graduate studies.

Admission procedures to the Graduate Program in Clinical Psychology involve a review of transcripts, 3 letters of reference, the students' CV, and a personal statement. Transcript review is detailed – and this can inform our evaluation of longstanding academic performance versus a snapshot of performance such as is provided by the GRE. Finally, if a student appears strong and is a good fit for the Graduate Program in Clinical Psychology (a decision made by consensus of the Clinical Executive Committee) they are interviewed independently by two clinical faculty. A final decision is made by consensus of the Clinical Executive Committee and is based on a holistic appraisal of the applicant, their academic achievement, and interpersonal skills. The GRE does not play an appreciable role in this holistic appraisal.



Megan O'Connell on behalf of the Clinical Psychology Executive Committee

Report from Council

FOR CONFIRMATION

PRESENTED BY: DATE Pamela Downe, Interim Chair, University Council

OF MEETING: October 30, 2021

SUBJECT: **Admissions Qualification Change – College of
Nursing minimum standard of English Proficiency**

DECISION REQUESTED: *It is recommended*

That Senate confirm Council's approval of the change to the minimum standard of English proficiency for applicants to the College of Nursing, effective the 2022-23 admissions cycle.

The University of Saskatchewan Act states that decisions regarding admission qualifications for university programs are to be approved by Council and confirmed by University Senate.

CONTEXT AND BACKGROUND:

The College of Nursing proposed to change its English Language Requirements to ensure that students entering the program have the required English proficiency for admissions to the Bachelor of Science in Nursing and the Post-Degree Bachelor of Science in Nursing programs. The change impacts the mechanism for demonstrating English proficiency through prior study at an institution where English is the official language of instruction and moves from a citizenship-based assessment of proficiency to a high-school curriculum based assessment. The minimum required scores on standardized tests of English proficiency remains unchanged.

CONSULTATION:

The Academic Programs Committee considered the proposal at its May 26, 2021 meeting and University Council approved the change at its meeting on June 17, 2021

ATTACHMENTS:

1. Proposal for a change to the English Language Requirements for admission to the College of Nursing

Motion: To accept the changes to the College of Nursing English Language requirements and proof of English proficiency admission policy as outlined.

Current Policy

English Language Requirements

The language of instruction at the University of Saskatchewan (U of S) College of Nursing is English. A high level understanding and functionality in English is essential for safe client care in health professions in Saskatchewan. Applicants whose primary language is not English must present evidence of proficiency in English, regardless of country's official language.

Primary language shall be defined as the language you learned at home in childhood or the language which you identify as knowing best and being most comfortable with and is the language primarily used for reading, writing, listening and speaking.

If you are **not** a citizen of one of the countries listed below, you must write and successfully pass an English proficiency examination, regardless of what your primary language is:

- Antigua and Barbuda, Aruba, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, British Virgin Islands, Canada, England, Fiji, Ghana, Guyana, Jamaica, Kenya, Lesotho, Malawi, New Zealand, Nigeria, Northern Ireland, Papua New Guinea, Scotland, St. Kitts and Nevis, St. Lucia, Sierra Leone, Trinidad and Tobago, Uganda, United States, US Virgin Islands, Wales, Zambia, Zimbabwe.

The following examination scores serve as evidence of English language proficiency. Prospective students should note the minimum requirements that must be attained for admission to nursing programs at the U of S.

Prior attendance at a Canadian high school or having 18 transferrable credit units from an English speaking/testing institution are not adequate evidence of English language proficiency.

Minimum Requirements

- Test of English as a Foreign Language Internet Based Test (TOEFL - IBT)*
 - Overall Score - 90
 - Reading - 20
 - Writing - 20
 - Speaking - 26

- Listening - 22
*Note: Paper based test is not accepted.
- International English Language (IELTS)
 - Academic Module - 7.0
 - Speaking Component - 7.0
- Canadian Academic English Language (CAEL)
 - Overall Band Score - 70
 - Reading - 60
 - Listening - 60
 - Writing - 60
 - Speaking - 70
- Canadian Test of English for Scholars and Trainees (CanTEST)
 - Speaking - 5.0
 - Listening - 4.5
 - Reading - 4.5
 - Writing - 4.5

Proposed Changes

The language of instruction at the University of Saskatchewan (U of S) College of Nursing is English. A high level understanding and functionality in English is essential for safe client care in health professions in Saskatchewan. For students to understand, communicate and be successful in programs at the university, an acceptable level of academic English is required. You may be asked to provide proof of English proficiency.

Proof of English Proficiency

If you have been asked to provide proof of your English proficiency, you can do so in the following ways:

1. Completion of high school and post-secondary studies in English

At least 3 years of full-time study in an approved English-medium secondary program including Grades 10, 11, and 12. ¹

AND

At least 24 CU of the prerequisite nursing courses must be from a recognized post-secondary institution where English* is the official language of instruction and examination.¹

**The post-secondary institution must declare English to be the only language of instruction and examination throughout the institution, not just in select departments.*

¹ If secondary or post-secondary study occurred more than five years ago, additional proof of English proficiency may be required.

The following English Language Curriculums would be considered acceptable at the high school level:

- Canadian English-medium schools
- Overseas schools offering a Canadian education system curriculum in English
- US regionally-accredited English medium schools
- International Baccalaureate Programme
- India – IGCSE (International General Certificate of Secondary Education) and CBSE (Central Board of Secondary Education) only
- GCSE (General Certificate of Secondary Education) O (Ordinary) Level & GCE (General Certificate of Education) A (Advanced) Levels
- NZQA (New Zealand Qualifications Authority)
- Australian State Curriculums
- CAPE (Caribbean Advanced Proficiency Examinations)
- SQA (Scottish Qualifications Authority)
- NQAI (National Qualifications Authority of Ireland)
- WBQ (Welsh Baccalaureate Qualification)

Students who have not followed one of these secondary level curriculums, will be required to provide another form of proof of English proficiency. This list will be updated annually as required.

2. Completion of an accepted standardized test

ENGLISH PROFICIENCY TEST	Minimum Score required for College of Nursing
TOEFL iBT (Test of English as a Foreign Language)	90
<i>Reading</i>	20
<i>Listening</i>	22
<i>Speaking</i>	26
<i>Writing</i>	20
IELTS (International English Language Testing System)	7
<i>Reading</i>	-
<i>Listening</i>	-
<i>Speaking</i>	7
<i>Writing</i>	-
CAEL (Canadian Academic English Language Assessment)	70
<i>Reading</i>	60
<i>Listening</i>	60
<i>Speaking</i>	70
<i>Writing</i>	60
CanTEST (The Canadian Test of English for Scholars and Trainees)	
<i>Reading</i>	4.5
<i>Listening</i>	4.5
<i>Speaking</i>	5
<i>Writing</i>	4.5

Rationale for changes

These changes align more closely with the University of Saskatchewan English language proficiency requirements for general admission.

In 2015, the University stopped using citizenship of certain countries as proof of English language proficiency. Instead, they moved to a model that accepts approved high school studies in English, or completion of post-secondary studies in English where the official language of instruction and examination is English. High school and post-secondary transcripts are used to determine English proficiency.

Students in The College of Nursing require a high level of English competency and therefore both high school and a full year of post-secondary studies will be required. Prospective students, who do not meet these requirements, will be required to complete an accepted standardized English proficiency test.

Report of the Senate Executive Committee

FOR INFORMATION

PRESENTED BY: Peter Stoicheff
Vice-chair, Senate Executive Committee

DATE OF MEETING: October 30, 2021

SUBJECT: **Report on activities**

SENATE ACTION: For information only

BACKGROUND:

The Senate Executive Committee met on June 15th and October 6th, to discuss the items listed below. Members of the Executive Committee are: President Peter Stoicheff, Chancellor Grit McCreath, Jane Alcorn, Doug Brothwell, Twyla Bergstrom, Richard Cote, Grant McKercher, Barb Gustafson, Kelley Moore, Michelle MacDonald and Jamie Bell. The following information is a report on the activities of the Senate Executive Committee.

DISCUSSION SUMMARY:

Format and delivery of the October Senate meeting

The ongoing pandemic continues to restrict in-person meetings. For the safety of all involved, it was decided to once again hold Senate via the Zoom online platform. Where possible (and in particular for items coming through recommendations by committees), the mover and seconder for each motion are provided in order to facilitate the conduct of the meeting in an online format.

Education Committee terms of reference

The Executive Committee met on June 15th to hear a presentation on the Academic Program Approvals Process Review by Dr. Jacquie Thomarat, Director, Academic Governance. The committee voted in favour to recommend amendments to the Senate Bylaws to delegate Senate's confirmation authority to the Senate Education Committee for admissions qualifications changes. Details are available in item 10.1.4 "Revisions to Senate Education Committee terms of reference."

Senate Engagement Plan Advisory Group

The Senate Engagement Plan Advisory Group met on June 9th, June 23rd and September 14th to review and discuss the draft working document, identifying themes and priorities and setting goal statements. Further information can be found in item 12 'Senate Engagement Plan update' and more detail will be provided by Dr. Chelsea Willness, Chief Governance Officer.

Senate Forum

The Executive Committee was in favour of holding another Senate forum, and the following members volunteered to serve on the Forum Planning group: Jamie Bell, Twyla Bergstrom, Doug Brothwell, and Grit McCreath.

Planning meetings will begin in November.

Requests Received by Senate Executive for the Senate Agenda

A notice was sent to members of Senate on September 10th with a reminder sent September 23rd, indicating the deadline for submitting a motion to Senate was September 30th. No items were received.

Report of the Senate Executive Committee

FOR DECISION

PRESENTED BY: Peter Stoicheff
Vice-chair, Senate Executive committee

DATE OF MEETING: October 30, 2021

SUBJECT: **Addition of Deputy Provost to Senate membership**

DECISION REQUESTED: That Senate approve the appointment of the deputy provost as an ex-officio member of Senate, effective immediately.

BACKGROUND:

The position of Deputy Provost is new and therefore not listed as a member of Senate. The *University of Saskatchewan Act, 1995*, states the President may nominate a director as a member of Senate and must seek approval of the Senate. The nomination to add the role of Deputy Provost to the ex-officio membership of Senate is attached.

The Deputy Provost is a senior academic administrator of the University that forms part of the Provost Executive and provides leadership for the Provost and Vice-President Academic towards the overall performance of the academic portfolio and operation of the Office of the Provost and Vice-President Academic. The Deputy Provost will be pivotal in the fulfilment of the University 2025 plan that enables the bold ambition of USask faculty, staff and students to be the university the world needs.

The work of the Deputy Provost includes understanding and supporting delivery on academic dimensions of university policy and strategies including EDI policy and Sustainability Strategy. As a senior academic leader at the University of Saskatchewan, the Deputy Provost will bring an important perspective in voice and vote to the responsibilities and work of Senate.

ATTACHMENTS:

October 8, 2021 memorandum



MEMORANDUM

TO: Members of Senate
FROM: Peter Stoicheff, President and Vice-Chancellor
DATE: October 8, 2021
RE: Appointment of Deputy Provost to Senate

Section 24(1)(a)(viii) of the University of Saskatchewan Act 1995 states that Senate shall be composed of “any other deans of academic and student affairs and directors who are nominated by the president and approved by the Senate”.

Currently our Deputy Provost is not included as an official Senate member.

Recommendation:

That Dr. Patti McDougall, Deputy Provost be appointed as an ex officio member of Senate, effective immediately.

Peter Stoicheff
President and Vice-Chancellor
University of Saskatchewan

Report of the Senate Executive Committee

FOR DECISION

PRESENTED BY: Peter Stoicheff
Vice-chair, Senate Executive committee

DATE OF MEETING: October 30, 2021

SUBJECT: **Conferring of Degrees for Fall 2021 Graduands**

DECISION REQUESTED: That Senate approve the conferral of degrees, diplomas, and certificates in absentia and admit graduands of the University of Saskatchewan, with powers provided by *The University of Saskatchewan Act, 1995*.

By way of this motion, all candidates having fulfilled their requirements may be admitted to the degrees, diplomas and certificates to which they are entitled and to vest them with all the powers, rights and privileges pertaining thereto. These degrees, diplomas and certificates will be granted on the date of their originally scheduled convocation ceremony.

BACKGROUND:

Convocation ceremonies cannot be conducted in person this Fall due to the ongoing pandemic.

Normally, at an in-person convocation ceremony, the Chancellor confers degrees upon each student in attendance and absent, by the powers allowed in *The University of Saskatchewan Act, 1995* (the *Act*), (section 16 (a) and (b)). The *Act* prescribes that the Chancellor shall preside over and confer degrees to graduating students at a 'meeting of convocation' (section 12), which has traditionally been fulfilled through our official convocation ceremony.

Once again, we are asking that members of Senate (who are noted in the *Act* as eligible members of the convocation; section 10) vote to approve the conferral of degrees, diplomas, and certificates to graduands for Fall 2021. The power to allow Senate to provide this is listed as one of the powers of Senate (section 23(t)).

This vote would be a substitute for the traditional ceremony and would meet the requirements needed to confer degrees and to admit graduands (section 12).

Relevant excerpts of the *Act* are as follows:

Duties of the Chancellor

16 The Chancellor shall:

- (a) Preside at all meetings of the convocation and senate, and
- (b) Confer degrees

Composition of convocation

10 The convocation is composed of

- (a) The chancellor;

- (b) The senate;
- (c) All graduates of the university; and
- (d) Any other persons or class of persons determined by the senate.

Powers of convocation

11 The convocation may:

- (a) Confer degrees, diplomas and certificates approved by the council;
- (b) Confer honorary degrees approved by the senate; and
- (c) Admit graduands to the convocation.

Meetings of convocation

12 The convocation is to meet to confer degrees and to admit graduands.

Quorum

13 The quorum to decide questions at meetings of the convocation is 50 members.

Deciding questions

14

- 1) All questions are to be decided by a majority of the members of the convocation present at the meeting.
- 2) The chancellor or presiding officer is entitled to vote as a member of the convocation.
- 3) In the case of an equality of votes, a question is deemed to be decided in the negative.

Powers of Senate

23 (t) do any other thing that the senate considers necessary, incidental or conducive to exercising its powers, to promoting the best interest of the university or to meeting the purposes of this Act.

Report of the Senate Executive Committee

FOR DECISION

PRESENTED BY: Peter Stoicheff
Vice-chair, Senate Executive committee

DATE: October 30, 2021

SUBJECT: **Delegation of Senate's confirmation authority for admissions qualifications changes to the Senate Education Committee**

DECISION REQUESTED: That Senate delegate confirmation authority for admissions qualification changes to the Senate Education Committee as Part V.8 of the Senate Bylaws as attached (Appendix A), effective November 1, 2021.

SUMMARY:

It is recommended that Senate's confirmation authority for changes to admissions qualifications be delegated to the Senate Education Committee, effective November 1, 2021. This delegation will enable more frequent and timely consideration of requests for changes to admissions qualifications, as the Education Committee will begin to meet more often throughout the year. The timing of Education Committee meetings will align with the timing of University Council meetings where changes to existing academic programs are considered.

This recommendation was considered by the Senate Education Committee on September 23, 2021, and by the Senate Executive Committee on June 15, 2021, and October 6, 2021.

This request for decision is in keeping with the recommendations of the *Report on the Academic Program Approvals Process Review* (Thomarat, J. 2021).

The attached tracked changes (highlighted in red) to the Senate Education Committee's Terms of Reference are recommended for approval at the October 30, 2021, Senate meeting (Appendix A).

BACKGROUND:

The objectives of the *Academic Program Approvals Process Review* conducted in 2020-21 were to enable USask to meet its mission and vision in ensuring high quality and innovative academic programming by aligning governance structures and processes, and business practices. These objectives are in keeping with USask's commitment in the *Strategic Plan: 2025* to "boundless collaboration" and the goal of "aligning structures."

The University of Saskatchewan [USask] Act, 1995 gives Senate the authority for confirming changes to admissions qualifications, per the following excerpt:

62(3) Notwithstanding any other provision of this Act, the following decisions of the council are to be reported to the senate at its next meeting and are not to be implemented until either the senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is the earlier: (a) a decision to change academic and other qualifications required for admission as a student...

Background information on recent Senate confirmations of admissions qualifications changes is provided (Appendix B). The document provides Senate with examples of what would fall within the mandate of the Education Committee going forward.

DECISION PROCESS:

Potential procedural amendments to align Senate's confirmation authority with Council's approval authority for changes to admissions qualifications were considered by the Senate Executive at the June 15, 2021. Options were considered to improve the timeliness of the academic approvals and confirmations, while striving to maintain the rigorous reviews that ensure high quality, innovative academic programming, and financial sustainability. The *Academic Program Approvals Process Review Report* suggested that changes might involve streamlining or removing steps, reconfiguring responsibilities, collaborating, and/or delegating.

At that meeting, the Executive Committee agreed that delegating responsibility to the Education Committee would be best suited to meet the objectives of the review and of aligning structures. It would also allow for enhanced engagement of Senate in fulfilling this mandate through more in depth and regular discussions about admissions qualifications changes at the Education Committee.

The Senate Executive recognized that business practices and administrative resources would need to be re-aligned to support the new model and process. As such, the Governance Office may need to appoint a designate of the University Secretary to support the work of the committee. The Education Committee should also have the authority to form its own agendas as it pertains to this new delegation, rather than consulting with the Senate Executive Committee on agendas related to admissions qualifications changes, as the meetings of the Education Committee will now likely occur more frequently than those of the Executive Committee.

The Senate Education Committee was consulted on September 23, 2021, to ensure their acceptance of this delegated responsibility and authority. The Education Committee agreed with the recommendation. They also asked for confirmation from USask's General Counsel that the delegation was permissible. General Counsel reviewed the matter and assured the Governance Office that the delegation of this administrative matter was acceptable given Senate's authority to:

- (s) make bylaws respecting any matter over which it has responsibility; and
- (t) do any other thing that the senate considers necessary, incidental or conducive to exercising its powers, to promoting the best interests of the university or to meeting the purposes of this Act (USask Act, 1995, Section 23(1)(t)).

NEXT STEPS:

Should this recommendation be approved, the following are the next steps:

- Establish the annual meeting schedule of the Education Committee to align with Council's academic program approvals timelines.
- Report to Senate (for information) confirmations by the Education Committee of admission qualifications changes on an annual basis.

ATTACHMENTS:

Appendix A – Proposed Revisions to the Senate Education Committee Bylaws

Appendix B – Recent Senate approvals of admissions qualifications changes (for information)

REFERENCES:

Thomarat, J. February 4, 2021. *Report: USask Academic Program Approvals Process Review*.

University of Saskatchewan Governance Office: Saskatoon, SK.

APPENDIX A

PROPOSED REVISIONS TO THE SENATE EDUCATION COMMITTEE TERMS OF REFERENCE

Excerpt from the Senate Bylaws Part V.8

The members of the Education Committee shall be nominated by the Nominations Committee and elected annually by Senate.

(a) Membership

Membership on the Committee shall be composed of:

- (i) 2 ex-officio members of Senate;
- (ii) 2 appointed members of Senate;
- (iii) 2 elected members of Senate;
- (iv) 1 student member selected annually by the Student Members of Senate;
- (v) The Secretary **or designate** (non-voting member).

(b) Term

The term of a Senate member on the Committee is for one year, renewable annually for up to two additional years, for a maximum of three years. The term of the Chair will be one year, renewable annually for up to two additional years for a maximum of three years.

(c) Chair

The Chair shall be selected by the members of the Committee.

(d) Duties and Powers

- (i) To consult with the Executive Committee respecting formation of the **Senate** agenda.
- (ii) To provide at each meeting of Senate an opportunity for education/exploration of issues relating to the University of Saskatchewan,
- (iii) To poll Senators regarding their interests in issues relating to (ii) above,
- (iv) **To confirm “a decision [of Council] to change academic and other qualifications required for admission as a student” (USask Act 1995, cU-6.1, s.63[3][a]) and to report for information to Senate on these confirmations as appropriate.**

APPENDIX B**RECENT SENATE CONFIRMATIONS OF ADMISSIONS QUALIFICATIONS CHANGES**

April 24, 2021	Doctor of Pharmacy (PharmD) Post-degree certificate in English as an Additional Language (PDCEAL) For the graduate degree-level certificates in 1) Quality Health Professions Education and 2) Improving Teaching and Learning in Health Professions Ed. Graduate Programs in Music
October 24, 2020	None
April 25, 2020	Bachelor of Commerce (B.Comm) Bachelor of Science in Nursing (BSN) Doctor of Veterinary Medicine (DVM) Master of Water Security (MWS) Master of Physical Therapy (MPT) Doctor of Dental Medicine (DMD) Graduate programs in Biochemistry, Microbiology, and Immunology Doctor of Medicine (MD) Master of Arts (M.A.) in Applied Social Psychology Bachelor of Science (Biomedical Science)
October 26, 2019	Bachelor of Science Kinesiology/Bachelor of Education Combined Program

Report to Senate

FOR DECISION

PRESENTED BY: Peter Stoicheff, President and Vice-Chancellor, Executive Sponsor
Cheryl Carver, Associate Vice-President, People and Resources, presenter

DATE OF MEETING: October 30, 2021

SUBJECT: Living our Values Policy

DECISION REQUESTED: It is recommended that Senate approve the Living our Values Policy, to be effective November 1, 2021.

BACKGROUND AND SUMMARY:

The impetus for this policy was an external governance review conducted in 2014. That review recommended a code of conduct, which the Board, our legal counsel, and auditors all agreed was necessary. The *Living our Values Policy* is our response to that recommendation considering the *Mission, Vision, and Values* adopted by the governing bodies in 2016 and is aligned with our culture. The policy provides definitions of our values and reaffirms the responsibility of all those connected with the university to act in accordance with them.

There is currently no policy at the university pertaining to our values. A new *Living our Values Policy* is intended to set the basic standard of expected behaviors; all members of the USask community have a responsibility to live our values and to reflect them in our daily interactions and decisions.

The policy is intended to be aspirational and inspire members of our community to live our values. It also complements the existing *Discrimination and Harassment Prevention (DHP) Policy* and the *Equity, Diversity and Inclusion (EDI) Policy* and the pending *Anti-Racism Policy* being developed by the Office of the Vice-Provost Indigenous Engagement.

Much has changed in our external environment since the original recommendation that has required an internal response. Key drivers for this policy to which we must respond include, but are not limited to: answering the Truth and Reconciliation Committee's (TRC's) Calls to Action and standing up to racism in the wake of the Black Lives Matter movement. Now more than ever it seems we need to enshrine behaviour expectations into policy.

This policy is not intended to modify the university's commitment to the principle of academic freedom or other principles adopted in the *Mission, Vision, and Values* statement.

IMPLICATIONS/AND TIMELINE:

The *Living our Values Policy* translates the values adopted by the governing bodies in 2016 into a statement of expectations for the conduct of members of the university community. The alternative to the development and approval of the *Living our Values Policy* is to have no policy, which runs the risk of having a code of conduct imposed by the legislature of the province.

Ongoing education and awareness will outline how values can inform the work we do and how we might incorporate values into everyday practice. Values also form an anchor for our Greystone Foundations and Greystone Leadership programs.

CONSULTATION:

Consultation has taken place with our labour and student unions as well as the governing bodies and relevant committees. Feedback from Senate and the Board, received in the Fall of 2019 as a result of calls for input, has been considered and the policy was updated to reflect that feedback.

The policy was brought to the Policy Oversight Committee in February 2021, Planning and Priorities Committee in February and May 2021 and the Governance and Executive Committee in May 2021. Feedback received from Council in the Fall of 2019 and again in May 2021 as a result of calls for input has also been considered.

The policy was approved by both Council and the Board of Governors at their June 2021 meetings.

ATTACHMENTS:

Living our Values Policy

Living Our Values

Category:	<i>Leave this blank; a category will be assigned</i>
Number:	<i>Leave this blank; a number will be assigned</i>
Responsibility:	<i>President and Vice-Chancellor</i>
Approval:	<i>University Council: June 21, 2021 Board of Governors: June 22, 2022</i>

Purpose:

This policy translates the values adopted by the governing bodies of the University of Saskatchewan in 2016 as part of the Mission, Vision and Values statement into a statement of expectations for the conduct of members of the university community. The policy provides definitions of these values, and reaffirms the responsibility of all those connected with the university to act in accordance with them.

Principles:

The principles set out in the Mission, Vision and Values statement create a conceptual framework for the kind of university we want the University of Saskatchewan to be. These principles include academic freedom, which is the foundation for innovation and inquiry in an academic institution. This policy is not intended to modify or undermine the university's commitment to the principle of academic freedom or the other principles adopted in the Mission, Vision and Values statement.

Being accountable for how we conduct ourselves is contingent upon good judgement and sensitivity to the way others see and interpret our actions. All members of the University community have a priority responsibility to live our values and reflect them back in our daily interactions and decisions.

Definitions:

- **Collegiality:** A cornerstone of our University, collegiality is evidenced when we are congenial and work cooperatively to achieve a common purpose. A collegial approach assumes an equitable and democratic responsibility for the good of each particular discipline and our institution as a whole. A spirit of collegiality allows for a diversity of views and perspectives expressed within a climate of respect.
- **Fairness and Equitable Treatment:** Fairness is achieved when all members of the community are treated evenhandedly. As a value, equity recognizes and appreciates everyone's unique contributions and encourages full participation through the elimination of discriminatory practices and behaviors. It entails an appreciation of and respect for the personal attributes that are essential to the identity of others. These may include, for example, race, gender or sexual orientation, but include all of the broad range of elements that make people who they are.
- **Inclusiveness:** Inclusiveness is achieved through embracing diversity and appreciating everyone's unique contributions, and makes it possible for each member of the

community to participate fully in the fulfillment of the university's mission. It fosters a welcoming and accessible environment.

- **Integrity, Honesty and Ethical Behavior:** The values of this university require everyone to maintain a high standard of personal integrity, which includes upholding and observing truthfulness, transparency, responsibility and openness.
- **Respect: nīkānītān manācihitowinihk | nī manachīhitoonaan** ("Let us lead with respect") is the name gifted by the Indigenous community to the University Plan 2025; nīkānītān manācihitowinihk in Cree and nī manachīhitoonaan in Michif reflects the humility and boldness that inextricably define the University of Saskatchewan's spirit. A respectful environment is free from unlawful discrimination and harassment, however, it involves more than compliance with human rights legislation and other laws. Respectful approaches support the productivity, the safety, and the dignity and self-esteem of every member of the University community by fostering positive relationships through kindness, empowerment and cooperation.

Scope:

This policy applies to all members of the University community including individuals employed directly or indirectly, students, members of governing bodies, volunteers and visitors of any kind. It is also intended to apply to any virtual spaces where members of the University community may gather as well as in-person spaces.

Policy:

This policy defines the core values that all members of the University community are expected to exemplify on a daily basis. Ongoing education and awareness will outline how values can inform the work we do and how to incorporate our values into everyday practice.

Responsibilities:

All members of the university community own the responsibility for understanding and upholding this policy. Members of the community should encourage reflection on the meaning and significance of these values, take opportunities to give or receive mentorship and guidance, and bring to light significant departures from these values in an appropriate way. Persons within the scope of this policy may consult the policies, regulations and agreements identified in the list of Associated Documents below for guidance on specific procedures for raising concerns.

Non-compliance:

This policy does not incorporate a separate regime for compliance, but articulates the basic values already reflected in existing compliance-based University policies. All members of the University community are accountable for how they conduct themselves and are expected to comply with the accepted standards of conduct in existing policies. See Associated Documents for applicable existing policies, regulations and agreements.

Procedures:

All members of the University community will be supported to ensure they understand how to advance a commitment to putting values into action.

All new members of the University community will be asked to review this policy and participate in education and awareness opportunities pursuant to pre-employment and/or on-boarding requirements. This will reinforce that each individual is accountable for acting in accordance with the values outlined in this policy.

All supervisors are encouraged to discuss the expectations for living our values with their direct reports.

The management of this policy including policy education, monitoring, implementation and amendment is the responsibility of People and Resources.

Revision History:

A review of this policy will occur every two (2) years unless circumstances warrant a review in the interim.

Contact:

Associate Vice-President, People & Resources
Vice-Provost Teaching, Learning & Student Experience

Associated Documents:

See USask Policies website: <https://policies.usask.ca/>

- University of Saskatchewan Mission, Vision and Values
- Employment Practices
- Animal Control
- BioSafety
- Compliance Enforcement Pertaining to Hazardous Agents
- Discrimination and Harassment Prevention
- Equity, Diversity and Inclusion Policy
- Energy and Water Conservation
- Health and Safety
- Radiation Safety
- Sexual Assault Prevention Policy
- Smoking, Alcohol and Substance Policy
- Violence Prevention Policy
- Accountable Professional Expense Funds (APEF)
- Assets Management Policy
- Commercial Directorships held by Faculty and Staff
- Conflict of Interest
- Use of Materials Protected by Copyright
- Deans' and Senior Administrators' Expense (DSAE)
- Information Technology Use Policy
- Fraud Deterrence Policy

- Freedom of Information and Protection of Privacy
- Hospitality
- Information Technology Security
- Procurement
- Property Used Off Campus
- Safe Disclosure Policy
- Travel
- Use of University Property and Services
- Academic Courses Policy on Class Delivery, Examinations and Assessment of Student Learning
- Students with Disabilities: Academic Accommodation and Access
- Medical Faculty Policy
- Care and Use of Animals in Research
- Human Research Ethics policy
- Responsible Conduct of Research Policy
- Research Publications

-
- Principles of Evaluations of Teaching (Council, 2002)
 - Guidelines for Faculty and Students using Internet Social Networking in the Academic Context at the University of Saskatchewan (ASC, 2009)
 - Learning Charter (Council, 2018)
 - Academic Advising Charter (Advising Council, 2013)
 - Guidelines for Academic Conduct (Council 1999)
 - Student Academic Misconduct Regulations (Council 2017)
 - Student Appeals of Evaluation, Grading and Academic Standing (Council 2012)
 - Standard of Student Conduct in Non-Academic Matters (Senate, 2017)
-

Collective agreements – disciplines, grievance procedures, non-discrimination clauses

Common law powers of employer to discipline for insubordination, theft, violence, disruptive behavior

Senate

Senate is a major connection point to USask's communities throughout the province. As one of the three governing bodies of the university (along with the Board of Governors and Council), Senate plays a critical role in governance and decision-making as defined in *The University of Saskatchewan Act 1995*. The foundation of good governance at USask is embedded in the university's Mission, Vision and Values.

Senate Engagement and Planning for the Future

In USask's recent history, there has not been a specific, intentional plan for Senate. Its activities are partly determined by legislation (i.e., the [Act 1995](#)) and the [Senate Bylaws](#). The Governance Office strategic plan identified that there is an ongoing desire to develop a collaborative engagement plan for (and with) Senate—thus, one of the main goals within the key priority area of Stakeholder Engagement is: *“Working with stakeholders, lead the development of a strategic engagement plan for Senate.”*

Setting our sights on the future, there are a multitude of opportunities for Senate members to participate in and contribute to core priorities of the university's aspiration to be the University the World Needs (nīkānītān manāchitowinihk ni manachīhitoonaan), including: Sustainability; Indigenization; Innovation; Equity, Diversity, and Inclusion.

Structure & Oversight

Following from the goal described above, which has received much positive feedback to date, an Advisory Group was constituted to assist with and contribute to the collaborative development of a Senate Engagement Plan for USask (see accompanying Terms of Reference, approved at Senate in April 2021). The project is led by the Chief Governance Officer.

Guiding Foundation

The process of developing a Senate Engagement Plan is guided by the university's mission, vision, and values, and the aspirations and goals of the University Plan 2025. The [University's strategic plan 2025](#) was gifted with the name nīkānītān manāchitowinihk in Cree and ni manachīhitoonaan in Michif, which translates as “Let us Lead with Respect.”

Central to this plan are its [2025 Aspirations](#) that underly the desire to be the university the world needs:

- Transformative decolonization leading to reconciliation
- Productive collaboration
- Meaningful impact
- Distinguished learners
- Global recognition

Methodology & Process

The information for an environmental scan is being collected through a multi-source process that may include archival documents (e.g., *The Act*, Bylaws), internet search of comparator institutions' websites and relevant plans, informal interviews, Advisory Group meetings, and discussions with internal and external stakeholders (e.g., members of

governing bodies, senior leaders, students, etc.). Thematic analysis of the information gathered throughout this process will be approached both inductively (i.e., bottom-up, developing themes from the information) and deductively (i.e., top-down, confirming/supporting themes already observed).

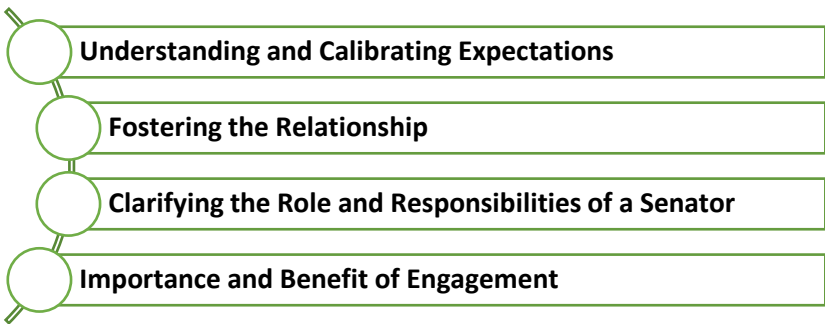
As a result of the environmental scan and thematic analysis, as well as ongoing conversation and collaboration with the Advisory Group and other stakeholders, *key priority areas* will be identified and affirmed. Within each of these areas, goals will be developed to guide progress toward the priorities.

Defining Engagement

During its discussions, the Senate Engagement Plan Advisory Group noted that:

- *Some Senators may feel that there is not as much engagement as they thought there would be; expectations may not match the reality of the role as it is currently implemented.*
- *There may be a general lack of awareness about Senate, its purpose, and its role.*
- *Need to create a “purpose statement” and aspirations of Senate—doing so would communicate to stakeholders the reason for and contributions of Senate, and communicate to members the core intent of their role.*

They asked themselves: **What engagement are we interested in, and what are we worried about?** The results of their discussion were organized into themes as follows:



Working definition: “In the context of University of Saskatchewan Senate, meaningful and authentic **engagement** is reflected in a two-way relationship characterized by mutual respect, open communication, and mission-focused actions. This relationship is realized and strengthened through trust, collaboration, and a clear sense of purpose and role in together striving toward the University of Saskatchewan being the University the World Needs.”

Draft Priorities & Goals

Based on the environmental scan, and collaborative analysis and discussion with the Advisory Group, the following **themes and priorities** emerged with respect to a Senate Engagement Plan, along with **goal statements** that represent a path to achieving progress on these key priorities. This will provide a starting place for consultations and discussions going forward.

The development of **objectives, actions, and timelines** to achieve each goal (i.e., operationalizing the plan) will be part of the next phase of work once the priorities and goals are confirmed.

Key Priority Area #1: Build Meaningful and Mutually-Beneficial Engagement from a Clear and Inspiring Purpose

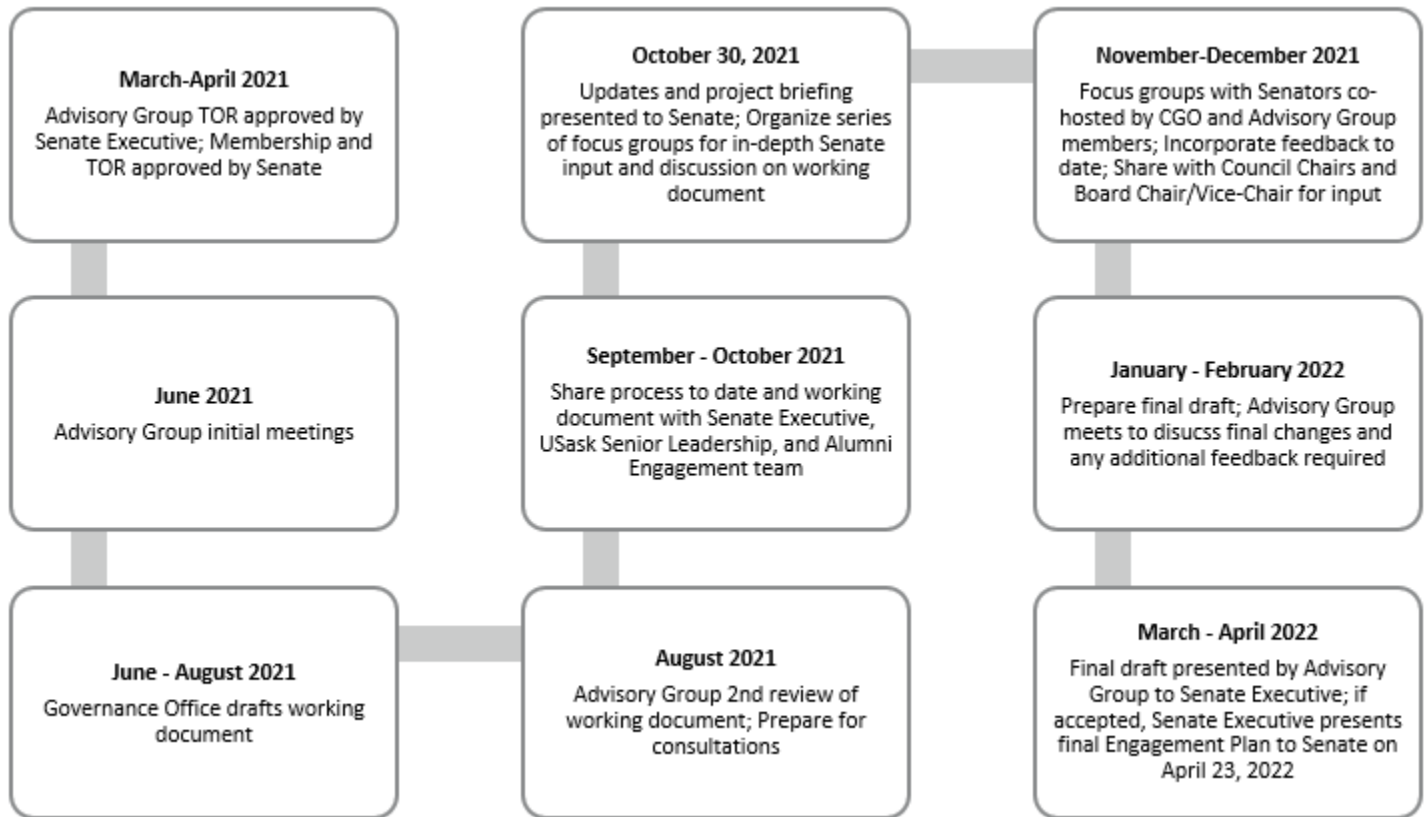
Themes from Discussion & Analysis	Draft Goal(s)
Aspects of Identity (e.g., awareness of Senate, identity as a Senator, ambassador role, identifying with the organization) and Purpose (sense of purpose, understanding of purpose, communicating about purpose)	GOAL: Develop a purpose and vision statement for Senate through collaboration between Senate and its stakeholders.
Composition and representation (engaging Senate with communities where it hasn't done so in the past; thinking about membership/representation differently ¹ —LGBTQ2S, Indigenous voices, etc.)	GOAL: Prepare input on legislative changes (i.e., the University of Saskatchewan Act) to advocate for a more diverse and inclusive approach to Senate membership, to ensure representation and voice from our communities.
Increase role clarity (powers and limitations, openness and boundaries; Coles' notes for the role)	GOAL: Using the purpose statement and the USask mission as a foundation, develop a brief resource to guide Senators in fulfilling their role, including consideration of responsibilities, opportunities, boundaries, and expectations.
Ensure opportunity for meaningful contribution (not rubber-stamping; respected voices; engagement for high-performing organizations)	<p>GOAL: Engage in a collaborative process of defining engagement and what it means for Senate, led by the Senate Engagement Plan Advisory Group.</p> <p>GOAL: Propose the creation of a Senate Engagement Committee, whose mandate would be to collaboratively lead implementation of the Engagement Plan.</p>

Key Priority Area #2: Co-Create Mission-Driven Engagement Activities and Opportunities that Support and Strengthen our Communities

Themes from Discussion & Analysis	Draft Goal(s)
Defining 'community' internally (i.e., USask/campuses) and externally – includes students, faculty, staff, employers, citizens, urban and rural/remote populations; Engaging with districts (provide resources for their town or association; raise the university's profile in their jurisdiction); Engaging with students (guest speakers, participating in orientation); Host or participate in events (campus BBQ, 'meet the Senators,' think tanks)	GOAL: Gather an inventory of current engagement opportunities and solicit additional ideas from Senators, university and college leadership, students, and other stakeholders.
Create a "menu" of opportunities (ways to volunteer, matching on interests/expertise, focus groups on initiatives, provide advice on program development)	GOAL: In partnership with University Relations, develop and maintain a listing of available discretionary engagement opportunities.

¹ This may have legislative implications, but can certainly (i.e., should) be included in the Engagement Plan.

Timeline & Consultations on Senate Engagement Plan



Next Steps

As noted in the timeline above, we will be offering a series of focus groups for any and all interested Senators to participate in discussions about the draft plan. Please join us! We would love to hear your input. Keep an eye on your inbox for an invitation to participate and more details.

Special thanks to the Senate Engagement Plan Advisory Group:

Name	Position/Role
Grit McCreath	Chancellor
Kelley Moore	Senate member (elected)
Max Bilson	Senate member (appointed)
Doug Brothwell	Senate member (ex-officio)
Susanne Berg	Senate member (Senate Executive Committee representative)
Jamie Bell	Senate member (student)
Marcy Hildebrandt	Executive Officer, University Relations / Alumni
Lesley Leonhardt	USask Governance Office (coordinator/recording secretary)

Policy Oversight Committee Annual Update to Senate: 2020-21

FOR INFORMATION

PRESENTED BY: Dr. Chelsea Willness,
University Secretary & Chief Governance Officer

DATE OF MEETING: October 30, 2021

SUBJECT: **Policy Oversight Committee Annual Report 2020-21**

SUMMARY:

On an annual basis, the Governance Office presents a summary of the prior year's policy work to the Board of Governors, Council, and Senate. Per the attached, in 2020-21, the following policy changes at USask were approved:

New Policies

- Equity, Diversity, and Inclusion (EDI)
- Living Our Values

Amended Policies

- Academic Courses
- Centres
- Emergency Management (formerly Emergency Measures)
- Postdoctoral Fellows
- Responsible Conduct of Research

Deleted Policies

- Gender Neutral Language (replaced by the EDI Policy)
- Employment Equity (replaced by the EDI Policy)

A list of policies development and under review is also provided at the end of the report.

NEXT STEPS AND TIMELINE:

Work will be ongoing for new policies and policy amendments in 2021-22. Requests for input and decision to governing bodies will come forward as they are ready.

University of Saskatchewan Policy Oversight Committee
Annual Report 2020-21
September 24, 2021

The university's [Policy on the Development, Approval and Administration of University Policies](#) defines a coordinated and consistent process for identification, development, approval and administration of all university policies, both administrative and academic. Responsibility for implementation of the Policy is assigned to a [Policy Oversight Committee \(POC\)](#). Membership includes the vice-provosts, associate vice-presidents, two representatives from University Council, and one representative from Deans' Council. [Terms of Reference](#) for the Committee establish that it is as an advisory committee to the University Secretary and Chief Governance Officer, with the mandate to coordinate university-level policies.

The committee considers notices of intent for new policies, and drafts of revisions to existing policies, oversees activities relating to approval, implementation, and communication of new policies, and undertakes periodic reviews of existing policies for possible changes or deletion.

The Policy Oversight Committee generally meets four times a year. This year, the committee met on September 8 and November 3, 2020, and February 23 and May 18, 2021.

This report itemizes and summarizes new policies approved, and existing policies amended or deleted between October 1, 2020, to June 30, 2021. Links to the policies are provided where applicable and available.

Approved New and Amended Policies

[Academic Courses Policy](#)

Approved by Council on September 17, 2020.

This change rescinded the March 13, 2020, Coordinating Committee of Council's "COVID-19 Declaration Regarding Syllabi Changes" that allowed the university to pivot to remote delivery of all courses in March 2020 to limit in-person interactions. The September 17, 2020, Council decision reverted to the previous language in the *Academic Courses Policy*. It re-established a level of assurance for students regarding the expectations in their courses during the unusual and uncertain times of the COVID-19 pandemic. Further, the hybrid mode of in-person and remote delivery for USask classes for the 2021-22 academic year are clear, and contingency plans for hybrid teaching are in place so that instructors would not need to change syllabi mid-stream. The reversion to the original policy provides students certainty about the contents of syllabi, including mode of delivery, examination processes, and means of assessment.

Centres Policy

Council approval of amendments was October 15, 2020, and Board approval was December 13, 2020. The original policy approved 1997 and revised in 2004.

Significant changes in the university and national research environment (e.g., increasing emphasis on multi- and inter-disciplinary research; expanding opportunities for external partnership, new interdisciplinary schools) and a decade and a half of administrative experience with the current Centres Policy, necessitated a review of and revisions to the Centres Policy. There were five main modifications to the policy, including: simplifying the centre categories, adding the concept of a research collaborative, improving the approval process, adding a process for disestablishment, and developing guidelines and reporting mechanisms.

Emergency Management [name changed from Emergency Measures]

Revisions approved by the Board of Governors in March 2021. Original policy was approved in June 1999 and revised in March 2001.

This policy was amended to reflect more fully the university's structure and approach to emergency management. The policy articulates the authority and responsibilities for university emergency management and provides a framework to enable the university to prevent, prepare, respond, and recover from emergencies and crisis. This updated policy provides a framework for implementation of emergency management plans.

Equity, Diversity and Inclusion

Board of Governors approval was October 5, 2020, Council October 15, 2020, Senate October 24, 2020.

The Equity, Diversity, and Inclusion (EDI) Policy replaced the *Employment Equity Policy* and *Gender-Neutral Language Policy*. The purpose was to reaffirm USask's commitment to equity, diversity, and inclusion, and to create and nurture a diverse and inclusive university community that encompasses our legal, moral, and ethical responsibilities. The principled change was to move away from compliance-based policy and to improve alignment with USask's *Mission, Vision, and Values*. (Non-compliance will be dealt with in other complementary policies). EDI is one of the university's priorities, but funding agencies also have expectations for EDI. An EDI strategy and initiatives are also under development.

Living Our Values

Approved by Council on June 17, 2021, approved by the Board of Governors on June 22, 2021, and being considered for confirmation by Senate on October 30, 2021.

The impetus for this policy was an external governance review conducted in 2014, which recommended a code of conduct for USask, and which the Board, legal counsel, and auditors all

agreed was necessary. The *Living our Values Policy* is USask's response to that recommendation. The policy sits alongside other cornerstone institutional documents such as the *Equity, Diversity and Inclusion Policy* and core frameworks such as the *Mission, Vision, Values*. Together they set out core principles of who we are at USask, what we represent, and how we relate with our communities. The policy provides definitions of our values and reaffirms the responsibility of all those connected with the university to act in accordance with them. (Non-compliance will be addressed through connection to other compliance-based policies.)

Postdoctoral Fellows Policy

Approved by University Council April 15, 2021, and the Board of Governors June 22, 2021. The original policy was approved in 2004.

The postdoctoral fellows (PDF) landscape in Canada changed over the past 16 years, and in 2019, an interest arbitration finalized the first collective bargaining agreement between the university and the Public Service Alliance of Canada (PSAC) Local 40004, both of which necessitated revisions to the original PDF Policy. The major changes to the policy were alignment with current procedures; updates to language and out-of-date terminology; providing links to relevant policies and procedures; expanding the definitions for faculty members and supervisors; defining the different appointment categories for postdoctoral fellows (in-scope and external); and defining the maximum term for a PDF.

Responsible Conduct of Research

Revisions approved by Council on June 17, 2021. The original policy was approved in June 2013.

Policy revisions were needed to align with the Tri-Agency Responsible Conduct of Research (RCR) Framework of 2016. This framework will be updated again in 2021, and USask's revised RCR Policy will need to be reviewed again to ensure alignment. The revisions clarify the roles of different people in the process, address potential conflicts of interest, and the need for an improved process for students. The Associate Vice-President Research is now the official contact for the implementation, in accordance with the Tri-Agency framework which requires a single point of contact at the senior administrative level. A revised list of breaches and reporting requirements aligns with the 2016 framework. In addition, after eight years of implementing the 2013 USask Policy, changes were needed to address several issues.

Deleted Policies

Gender Neutral Language

This policy was replaced with the EDI Policy, above.

Employment Equity Policy

The *Employment Equity Policy* dated back to 1994 and was last revised in 2001. The priority for EDI has evolved since that time, and this policy was outdated and therefore replaced with the EDI Policy, above.

Other Policy Work in Progress

Policies Under Revision

Gift Acceptance

Alumni Affinity Policy

Students with Disabilities: Academic Accommodation and Access

Employment Practices

Sexual Assault Prevention [name will be changed to Sexual Assault Prevention Policy]

Authorization of General Operating Funding

Discrimination and Harassment Prevention

Student Academic Misconduct Regulations

Policy on the Development, Approval and Administration of University Policies

New Policies in Development

Anti-Racism and Anti-Oppression

Decolonization of Policies

Inventions and Enterprise Creation

Emergency Measures/Organizational Continuity

Professor Emeritus

Report for Information

FOR INFORMATION

PRESENTED BY: Chelsea Willness, University Secretary and Chief Governance Officer

DATE OF MEETING: October 30, 2021

SUBJECT: **Report on non-academic student discipline for 2020-2021**

DECISION REQUESTED: For information only

BACKGROUND AND SUMMARY:

Senate approved the Standard for Student Conduct in Non-Academic Matters (the Standard) in October, 2008 with revisions in October 2016 taking effect January 1, 2017. The procedures provide for resolution of complaints using an alternative dispute resolution (ADR) process if this is deemed more appropriate than a formal hearing.

The following is a report on the number and disposition of complaints received from July 1, 2020 to June 30, 2021.

OUTCOMES:

A total of 40 formal complaints were submitted to the Governance Office (compared to 21 cases the previous year).

Twenty-two complaints were withdrawn after the complainants received the responses from the respondents.

Of the 18 remaining complaints:

- One was related to sexual harassment and violation of the Sexual Assault Prevention Policy.
- One was related to harassment through electronic means and violation of the information technology use policy.
- Sixteen complaints were related to violations of the smoking, alcohol and substance policy, failure to comply with the reasonable request of a university official, and causing harm to fellow students.

Of these, one complaint was satisfactorily handled through the ADR. The remaining 17 complaints proceeded to a formal hearing of the Senate Hearing Board. Sixteen complaints were dismissed and the remaining case resulted in specific restrictions placed on the student's access to USask infrastructure and hardware, a requirement to write a number of letters of apology, and a requirement that the student complete training related to cybersecurity.