

UNIVERSITY OF SASKATCHEWAN COUNCIL
AGENDA
2:30 p.m. Thursday, October 20, 2011
Neatby-Timlin Theatre (Room 241) Arts Building

*In 1995, the **University of Saskatchewan Act** established a representative Council for the University of Saskatchewan, conferring on Council responsibility and authority “for overseeing and directing the university’s academic affairs.”
The 2011-12 academic year marks the 17th year of the representative Council.*

1. Adoption of the agenda
2. Opening remarks
3. Minutes of the meeting of September 22, 2011 – pp. 1-12
4. Business from the minutes
5. Report of the president – pp. 13 - 18
6. Report of the provost – pp. 19 - 23
7. Student societies
 - 7.1 Report from the USSU
 - 7.2 Report from the GSA
8. Nominations Committee
 - 8.1 Request for decision: Review Committee for Beth Horsburgh, Associate Vice-President Research (Health) and Vice-President Research and Innovation (Saskatoon Health Region) – pp. 25 - 29

That Council approve the following nominations to the Review Committee for the Associate Vice-President Research (Health) and Vice-President Research and Innovation (Saskatoon Health Region)

Three members of the General Academic Assembly

Caroline Tait, Native Studies; Indigenous Peoples’ Health Research Centre

Nazeem Muhajarine, Community Health and Epidemiology

Valerie Verge, Anatomy and Cell Biology
9. Planning and Priorities Committee
 - 9.1 Item for information: Capital Planning and Update on Major Capital Projects (presentation by Colin Tennent) – pp. 31 - 32
 - 9.2 Item for information: College Quarter North-East Precinct (presentation by Richard Florizone) – pp. 33 - 34

Council agenda continued

10. Teaching and Learning Committee

10.1 Policy on Academic Accommodation and Access for Students with Disabilities – pp. 35 - 45

That Council approve the Academic Accommodation and Access for Students with Disabilities Policy and recommend its approval to the Board of Governors.

11. Bylaws Committee

11.1 Request for Input on revisions to Policy on Student Discipline and Appeals – pp. 47 - 57

11.2 Request for Input on revisions to Procedures for Student Appeals in Academic Matters – pp. 59 - 94

12. Policy Oversight Committee 2010-2011 year-end report – pp. 95 - 96

13. Other business

14. Question period

15. Next meeting – 2:30 p.m., Thursday, November 17, 2011



*Minutes of University Council
2:30 p.m., Thursday, September 22, 2011
Neatby-Timlin Theatre*

Attendance: J. Kalra (Chair) See appendix A for listing of members in attendance

Chair Jay Kalra introduced himself and welcomed members of Council to the 17th year of the University of Saskatchewan's representative university Council. Observing that the assembly had reached quorum, he called the meeting to order and invited colleagues to present memorial tributes on behalf of deceased colleagues, as follows:

Dr. Peter Stoicheff, Dean of Arts and Science presented memorial tributes for three colleagues:

Professor Emeritus Taylor Steeves was recruited to the Department of Biology at the University of Saskatchewan from Harvard in 1959 and served the department as professor until his retirement in 1994, including two terms as department head. Dr. Steeves passed away September 6, 2011.

Professor Niall McCloskey, Department of Classics, taught in the Department of Classics from 1967 until his retirement in 2006, and passed away July 6, 2011.

Professor Gary Bortolotti, who had been a faculty member in the Department of Biology since 1987, died on July 3, 2011. Dr. Bortolotti began his career at the university as a University Research Fellow, and was the Stuart and Mary Houston Professor of Ornithology and Rawson Professor of Biology. He served as Assistant Head of the department for eight years.

Professor Emeritus Yvonne Brown presented a tribute to Helen Hobbs former professor in the College of Nursing, who passed away April 16, 2011. Professor Hobbs joined the university in 1962 and served as Associate Professor until her retirement in 1986.

Dr. Stewart Houston presented a tribute in honour of Olafur Laxdal from the Department of Community Health and Epidemiology, who died on May 23, 2011. Professor Laxdal joined the university in 1968 and was an Emeritus Fellow of the Canadian Pediatric Society. He retired from the university in 1991.

Professor Bob Besant paid tribute to Professor James Wilson, a former Professor of Mechanical Engineering in the College of Engineering who served in the department from 1964 until his retirement in 1997, and who was responsible for a host of research and development projects with application to farming and industry. Professor Wilson passed away June 3.

Following a moment of silence, the meeting was called to order, and the business of Council resumed.

1. Adoption of the agenda

URQUHART/MARTZ: That the agenda be adopted as circulated.

CARRIED

2. Opening remarks

Professor Kalra provided a brief history of the representative university Council, and commented on the importance of collegial self-governance and of participation by members of Council in the governance of the institution. He summarized the business before Council, and reminded new and continuing members of the usual procedures for debate and discussion.

3. Minutes of the meeting of June 16, 2011

PARKINSON/BRENNNA: That the minutes of the meeting of June 16, 2011, be approved as circulated.

CARRIED

4. Business arising from the minutes

No business was identified as arising from the minutes.

5. Report of the president

The president supplemented his written report with verbal comments on two matters: a recent meeting with provincial deputy ministers, and enrolment statistics.

With respect to the first of these, the president reported that he had met that morning along with Provost Brett Fairbairn and Peggy Schmeiser, Government Relations Officer, with deputy ministers in the Government of Saskatchewan to discuss the priorities of the university for 2011-12. The meeting, he reported, was a reminder of the many intersections between the interests of the University of Saskatchewan and those of the province, and particularly with the Ministry of Advanced Education, Employment, and Immigration. These interests include all matters related to the university's operations forecast as well as mutual interests with the departments of agriculture, health, social services and even highways. He reported that there are regular meetings of members of the administration with individual members and groups of members of these ministries intended to foster a strong and positive relationship.

Further to the numbers reported on student enrolment, the president expressed satisfaction that earlier anxieties about demographics and potential enrolment declines have not been realized. There are two possible reasons for this: in a recession, people come back to further their education; and a vigorous and successful approach has been taken to recruitment and retention through the university's enrolment action plan.

A member rose to congratulate the president and members of the administration for the enrolment successes, then asked the president to comment on the decision not to include the university's cheerleading squad and some of its sports team as members of the Huskies. The president acknowledged that the question about where the university competes through formal CIS teams is an ongoing issue and that it is the responsibility of the Huskie athletic program to address those issues in the context of their overall program. He indicated it would be appropriate to address the concern to Huskie Athletics.

6. Report of the provost

The chair then invited Provost Brett Fairbairn to address Council. Dr. Fairbairn commended members to his written report and added a few verbal comments at the prior request of the chair with respect to priorities for the year ahead.

Referencing the university's planning process, the provost indicated that a number of significant things will happen this year both in completing the commitments of items in the second integrated plan, including

- continued development of signature areas of research including water and natural resources, mining, energy, agriculture and food;
- new efforts in outreach and engagement;
- engagement with aboriginal communities;
- sustainability;
- transparent and activity-based budgeting system;
- deferred maintenance and the Renew-Us program.

Similarly the year ahead holds planning for the four focal areas of the third integrated plan. Within those four areas (knowledge creation and impact; aboriginal engagement; culture and community including issues of accessibility and the student experience and distributed learning; and innovation in academic programs and services), the provost's office, through the Provost's Committee on Integrated Planning and with advice from the Planning and Priorities Committee, will be developing solid plans for implementation.

The provost also drew Council's attention to the information about the development of the operations forecast in his written report. The university's initial thinking was presented earlier this week to officials from the Ministry of AEEI and the Ministry of Finance and there was a positive discussion among government officials, university officials, and representatives of Council. Dr. Fairbairn referenced the volatility of the current economic environment as well as the uncertainty of enrolment forecasting, and the effect these have on development of the university's multi-year projections.

The provost invited Acting Vice-Provost Martin Phillipson to comment on the university's withdrawal from the Access Copyright Agreement. Professor Phillipson described the changes to the operating environment in which the university exists with respect to copyright compliance. He encouraged Council members to take advantage of information sessions that will be offered through Department Heads Forum and the Gwenna Moss Centre for Teaching Effectiveness. He noted that there is considerable expertise about copyright matters on campus, and an assessment is being made of the adequacy of existing resources for obtaining copyright clearance. The library is doing excellent work in exploring technological solutions for accessing licenses and coordinating clearance processes. In terms of compliance, the task for university administrators is to educate its students and faculty and units and to develop a response that is robust enough that if there is litigation, it is clear the university has done due diligence with respect to education and compliance. The environment remains uncertain; the law is in a state of flux and the Supreme Court is hearing a number of cases this year related to copyright.

In response to a question about the ability of faculty members teaching in very visual subjects to be in compliance, Professor Phillipson acknowledged that the impact on different disciplines will be different, and advised making use of the university's licensed image databases as well as seeking assistance from the copyright coordinator with assistance in seeking the necessary permissions. He urged instructors to keep copyright clearances in case proof is required.

Another member asked where colleagues could go for advice, and was directed to Jim Greer, Director of the University Learning Centre, who is taking the lead on the education piece. Professor Phillipson indicated that if anyone is likely to be sued over copyright infringement, it will be the university; this is why it is important for the university to do due diligence.

Another member asked about the university's core areas of strength, and specifically what the philosophy of the university is in providing a core education for Saskatchewan students who are here because they want to stay in the province but not necessarily in one of the areas that the university has identified as being a particular area of strength. What is the role of the university in serving students with diverse interests and educating them for citizenship? In responding, the provost referenced the consultative process by which the university arrives at its priorities in academic matters, including identification of signature areas of research—which are defined as those particular areas in which the university is already recognized as standing out from its peers and are therefore critical for our university's competitive position. This does not preclude other disciplines from becoming areas in which the university does distinguished research, nor does it necessarily define the areas in which distinguished teaching and learning are happening. Some of our current priorities for teaching and learning are to identify and respond to what students find relevant and compelling; to identify new and innovative approaches and methods in delivery, and to foster interdisciplinarity. 'Boutique' programs may have a place, but all of our programs need that sort of innovation. Dr. Fairbairn added that the university should be building on what AUCC has done at the national level and what we know from provincial studies about the value of a university degree.

7. Student societies reports

7.1 Report from the USSU

Scott Hitchings and Kelsey Topola, president and academic vice-president of the USSU, presented the report on behalf of the students. They referenced the success of this year's welcome week, including great weather; and the recently completed review by the executive of their bylaws and policies, including renewal of the vision and value statements. Upcoming events include Academic Integrity Awareness week and nominations for teaching excellence awards.

7.2 Report from the Graduate Students' Association

Xue Yao and Ehimai Ohiozebau president and vice-president operations of the GSA, presented a verbal report. One of their current priorities is to provide consulting opportunities for graduate students to help them be well prepared for their study and for employment following graduation; they would like to explore such opportunities with all units across campus. Another priority is to provide and build a cohesive graduate student

community. They are also working on their bursary program in collaboration with CGSR; they have received over 60 applications and are looking for other sources of funding. The graduate student orientation was held September 8: For the first time it was held in front of the graduate student commons and the turnout was great. The executive expressed thanks to Peter MacKinnon and Lawrence Martz for attending; they also thanked the colleges, schools, and departments who provided financial assistance for the event. Future and ongoing plans include recruiting more course counselors to represent students; continuing governance improvements, actively involving postgraduate fellows and addressing academic issues, such as academic integrity.

8. Nominations Committee

Dr. Dwayne Brenna presented this report as committee chair. In each case the chair called three times for nominations from the floor prior to calling for the vote. There were no additional nominations.

8.1 Request for decision: Review Committees for the Provost and Vice-president Academic and the Dean of Nursing

BRENNNA/KROL: That Council approve the following nominations to the review committee for the Provost and Vice-president Academic:

Four members of the General Academic Assembly:

Richard Schwier, Curriculum Studies
Susan Whiting, Pharmacy and Nutrition
Alex Moewes, Physics and Engineering Physics
Gerald Langner, Music

One member of Council who holds a senior administrative position in the University:

Trever Crowe, associate dean of graduate studies and research

CARRIED

BRENNNA/KROL: That Council approve the following nomination to the review committee for the dean of nursing:

One member of the General Academic Assembly who holds a senior administrative position in the University:

Harley Dickinson, Vice-dean, College of Arts and Science.

CARRIED

8.2 Request for decision: Appointment for Vacancy on Council

BRENNNA/KROL: That Council approve the appointment of Monique Mayer, Small Animal Clinical Sciences as a member at large for university Council for 2011-12.

CARRIED

8.3 Request for Decision: Appointment of member to the Policy Oversight Committee

BRENNA/KROL: That Council approve the appointment of Chary Rangacharyulu, Physics and Engineering Physics, as the Council representative on the policy oversight Committee for a three-year term, until 2014.

CARRIED

A member of Council pointed out that the listing provided as an appendix to the report of the nominations committee incorrectly lists Doug Hills, rather than David Hill, as the dean of pharmacy and nutrition on the search committee for president.

9. Planning and priorities committee

Dr. Bob Tyler presented this report as committee chair. He began by seeking and obtaining the leave of Council to postpone items 9.1 and 9.2, which are items for information, to the next meeting.

9.1 Item for information: Capital Planning and Update on Major Capital Projects

It was agreed to defer this item to the next meeting.

9.2 Item for information: College quarter North East Precinct

It was agreed to defer this item to the next meeting.

9.3 Item for decision: Proposal to establish the Canadian Centre for Nuclear Innovation as a Type C Centre

In introducing this item, Professor Tyler explained the committee's rationale for bringing this centre forward as a Type C centre, and also described the consultation process that has taken place prior to bringing the item forward for approval.

Dr. Tyler pointed out the differences between this Centre and some of the other academic centres that have been before Council. He then introduced Dr. John Root, Interim Director of the Canadian Centre for Nuclear Innovation and a leading expert on nuclear research.

Dr. Root introduced himself and described the nature of the proposal. He acknowledged that the new initiative is the work of many people over many years; since June of this year he has worked with Tom Porter and Ian Swainson with support from Vice-presidents Chad and Florizone and has had dialogue with a number of committees that have shaped the nature of the proposal. Dr. Root's slides are appended to these minutes as Appendix B.

The chair opened the floor to questions.

A member of Council spoke in support of the proposal as a member of the planning and priorities committee of Council and also in his capacity of Vice-dean of Humanities and Fine Arts. He spoke of the possibility for people working in the humanities and fine arts to

be key leaders in the centre, and emphasized the need for a fuller debate and dialogue with principled support for this kind of inclusion.

Another member of Council spoke of the possibilities for the advisory community to have a broader role than that presented in the document, and advocated for that committee as having the function of ‘bridging the divide’ as part of the annual dialogue.

Several non-members of Council, including a member of the University’s Senate, spoke against the proposal, citing the dangers connected with having a reactor on campus particularly in the wake of Fukushima, suspicion about growing connections on the part of the university with corporate interests, opposition to nuclear power, concern about nuclear waste, a perceived inappropriateness in having a funding agency reporting to the Board of Governors, and potential conflict of interest on the part of the chair of the Board.

The president urged members of Council to reflect carefully on what is being asked of them, noting that if these voices had carried the day in the 1950s, Sylvia Fedoruk would not have been allowed to do the kind of research she did, research that led to advances in radiation therapy and cancer treatment. What Council is being invited to conclude is that no further enquiry is needed—that in the academy of all places we ought not to pursue nuclear research or its applications.

A member of Council, who indicated that she herself is a recipient of diagnosis and treatment that relies on medical nuclear technology, asserted that nuclear energy is here to stay and that the university has an obligation to become a centre of research that can solve particular problems such as what to do with nuclear waste and to investigate the benefits that nuclear energy can give us.

Another member rose to critique the governance model of the proposed centre, wondering why the university would invest \$30M but only have two members on a board of eight. She expressed concern that this would limit the possibility for the university to have meaningful input. She was also critical of the proposed role of the executive director, who would apparently not have a faculty appointment but who would have authority to sign MOU’s that should be vested in the office of the University Secretary. She also expressed an objection to the lack of any guarantee that U of S researchers would be funded from the centre. Finally, she expressed concern over the apparent mandate from the government that expects the centre to educate the public on the benefits of nuclear energy but not on the risks. She then put forward a procedural motion for consideration by Council.

CARD/HAMILTON: To refer the matter back to the planning and priorities committee for further work on governance, and to require a written vote on this matter.

This motion was ruled out of order because these are two separate procedural motions, and because a procedural motion can only be moved on a substantive motion, not on another procedural motion. The mover and seconder were then invited to put forward just the motion to refer.

The chair indicated that, the procedural motion being before Council, debate would be permitted only on the motion to refer and not on the substantive motion before Council.

Several members of Council spoke to the motion, both in favour and in opposition to referral.

CARD/HAMILTON: To refer the matter back to the planning and priorities committee for further work on governance.

DEFEATED

The chair then invited further discussion on the main motion. Following debate and concluding comments from the chair of the planning and priorities committee, the motion was put to a vote.

TYLER/JAECK: That Council approve the establishment of the Canadian Centre for Nuclear Innovation as a Type C Centre at the University of Saskatchewan, and recommend the approval of the Centre to the Board of Governors.

CARRIED

10. Other business

No other business was raised.

11. Question period

There were no questions.

12. Adjournment and next meeting

KELLS/URQUHART: To adjourn the meeting.

CARRIED

The meeting adjourned at 5:24p.m. Council next meets on Thursday, October 20, 2011, at 2:30 p.m.

Appendix A

Name	Sept 22
W. Albritton	P
S. Anand	P
E. Barber	P
D. Beland	P
P. Bonham-Smith	P
A. Bowen	P
D. Brenna	P
J. Bruneau	R
M. Buhr	A
L. Butler	A
L. Calvert	P
C. Card	P
G. S. Chang	P
R. Chibbar	P
B. Coulman	P
T. Crowe	P
A. Dalai	P
S. Daum Shanks	P
M. Day	R
M. D'Eon	P
G. DesBrisay	P
R. Deters	P
T. Deutscher	R
R. Dobson	P
D. Drinkwater	P
C. Eberhart	P
M. Etman	R
B. Fairbairn	P
S. Fowler-Kerry	R
D. Freeman	P
A. Gabriel	R
M. Ghezelbash	P
B. Gobbett	P
D. Goodridge	R
J. Greer	P
D. Hamilton	P
M. Hamilton	P
L. Harrison	P
D. Hill	R
M. Hordern	A
L. Jaeck	P
R. Johanson	A
J. Johnstone	P
P. Jones	P
J. Kalra	P
J. Kells	P
E. Krol	P
S. Kulshreshtha	P
B. Langhorst	P
M. Lees	P
Y. Luo	P
P. MacKinnon	P

Name	Sept 22
J. Martini	A
L. Martz	P
P. McDougall	P
V. Meda	P
H. Michelmann	P
J. Montgomery	P
D. Morrison	P
M. Nemati	P
A. North	P
K. Ogilvie	P
E. Ohiozebau	P
N. Ovsenek	P
B. Pain	P
D. Parkinson	P
L. Proctor	P
S. Parchoma	A
D. Parkinson	P
L. Proctor	P
R. Pywell	P
X. Qiu	P
L. Racine	P
C. Rangacharyulu	P
A. Renny	P
C. Reynolds	P
J. Rigby	P
C. Rodgers	A
R. Sarjeant-Jenkins	P
R. Schwier	P
P. Schalm	P
K. Semchuk	P
J. Singh	R
C. Still	P
P. Stoicheff	P
D. Taras	P
R. Taylor-Gjevre	P
R. Tyler	P
E. Tymchatyn	P
S. Urquhart	P
G. Uswak	P
L. Voitkovska	P
Y. Wei	P
T. Wiebe	P
V. Williamson	R
T. Wotherspoon	P
G. Zello	P

Non-voting participants

Name	Sept 22
J. Buzowetsky	P
K. Chad	P
B. Cram	P
D. Ranjan	A
T. Downey	P
R. Florizone	P
S. Hitchings	P
R. Isinger	P
B. Krismer	P
H. Magotiaux	P
L. Pennock	P
K. Topola	P
X. Yao	P



Canadian Centre for Nuclear Innovation: Health, Materials, Energy and Environment

John Root, Interim Director
Presented to University Council, 2011 Sept 22



www.usask.ca



Background

- “Capturing the Full Potential of the Uranium Value Chain in Saskatchewan”, Uranium Development Partnership
 - a) U of S VP Richard Florizone, Chair (2009).
- “Creating an R&D Network for Nuclear Science”
 - a) U of S Office of the Vice-president Research (2011).
- “Wall launches new centre for research in nuclear medicine and materials science at U of S”
 - a) Government of Saskatchewan, Premier Brad Wall and Minister Responsible for Innovation, Rob Norris (March 2, 2011).
 - b) \$30M baseline for 7 years, to be leveraged with partnerships
 - c) (Distinct from subsequent funding for a Cyclotron - \$17M)

Purpose

“The purpose of the Canadian Centre for Nuclear Innovation (CCNI) is to place Saskatchewan among global leaders in nuclear research, development and training through investment in partnerships with academia and industry, for maximum societal and economic benefit.” *

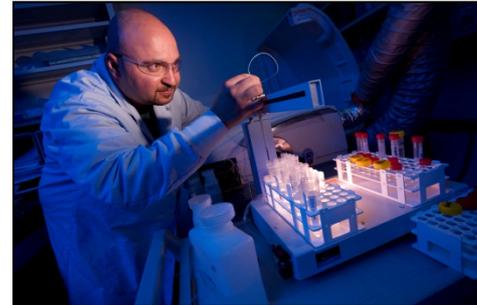
** A Canadian Centre for Nuclear Innovation
Business Framework – (Sept, 2011)*

Target Impacts



1. Advancing nuclear medicine and knowledge;
2. Apply nuclear methods to develop better materials for widespread applications, including energy, health, environment, manufacturing, transportation, and communication;
3. Improving safety and other engineering of nuclear energy systems; and
4. Understanding how to reap the benefits and manage the risks of nuclear technology for society and the environment.

Key Activities

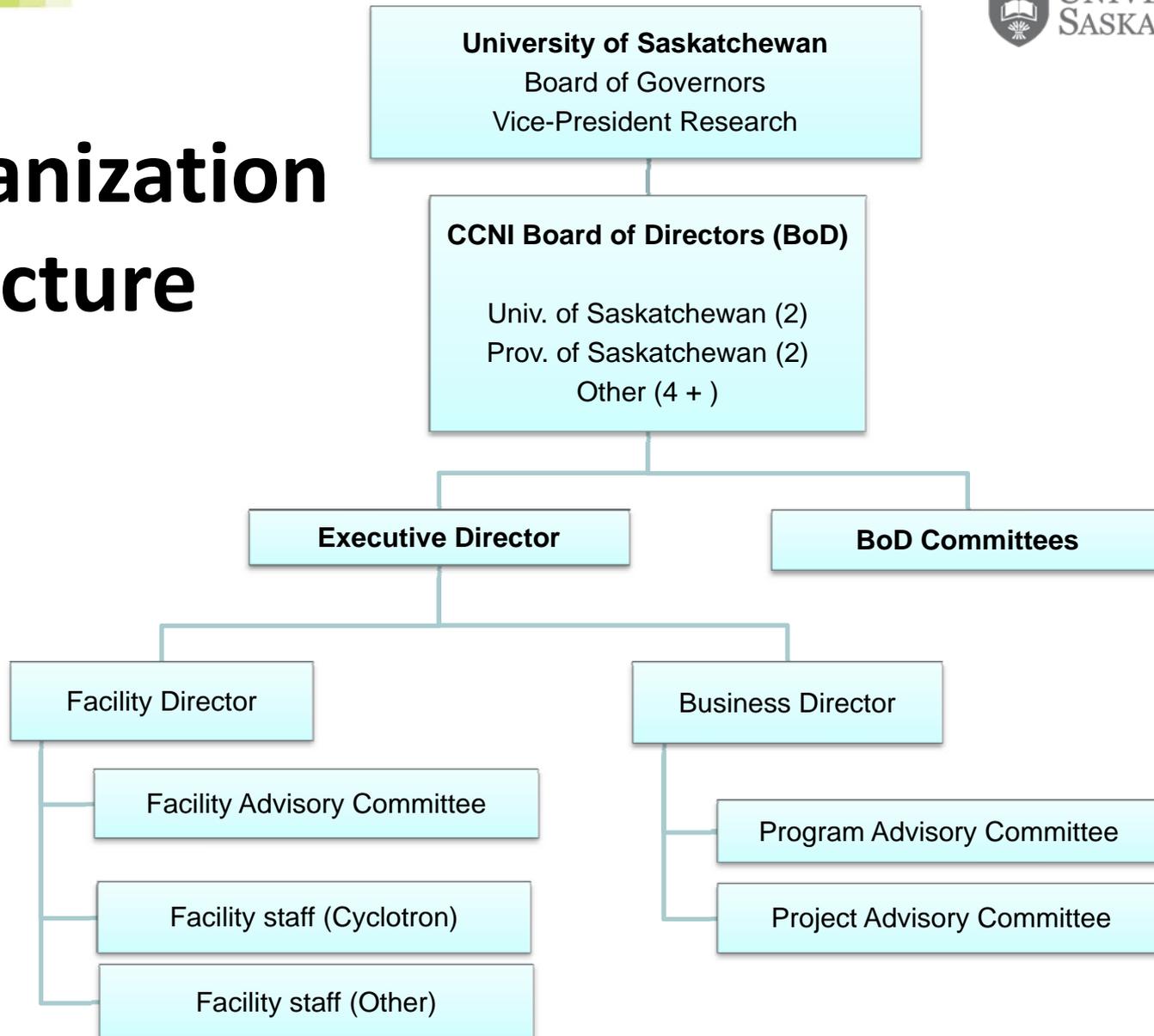


1. Programs (Staffing, leadership, course content)
2. Projects (Research, equipment, HQP, outreach)
3. Facilities (Stewardship)

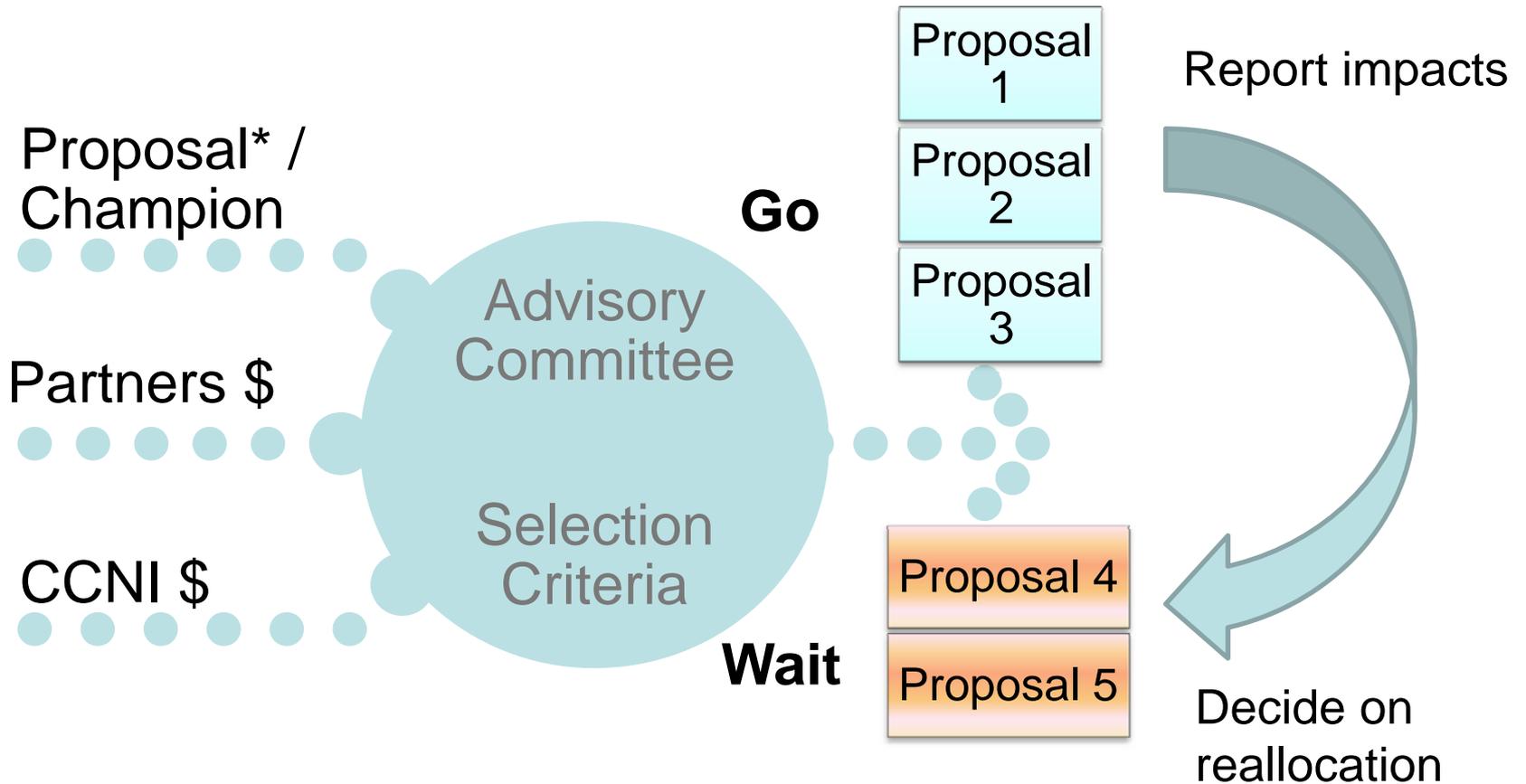
Dos and Don'ts

- CCNI creates conditions for champions to propose and perform research, development or training in the nuclear domain, in partnership with others, and mindful of impacts on society.
- CCNI offers resources (facilities, funding).
- CCNI does not perform research.
- CCNI does not perform training.

Organization Structure



Flow of activities



Timeframe

Month		Targets
June	✓	Interim Director commencing consultations
August	✓	Business Plan drafted for Stakeholders
September		Review, consultation, revision via U of S Committees: <i>Centres, Priorities, Council, PCIP, Board of Governors</i>
October		Incorporation and funding, contingent on Stakeholder approval
Dec - Jan		CCNI set up: Board of Directors, initial staff, Advisory Committees, initial call for proposals...

Opportunities

- Respond to periodic calls for proposals.
- Take advantage of an open scope: multiple people (students, post-docs) operations and equipment
- Take advantage of a resource to engage other funding partners (e.g. NSERC, SSHRC, CIHR, CFI, Industry, ...)
- Make a difference beyond the walls of academia !
- Help build a network of expertise and partners that delivers positive impacts and is sustainable beyond 7 years.

PRESIDENT'S REPORT TO COUNCIL

OCTOBER 2011

VISIT OF HIS EXCELLENCY THE RIGHT HONOURABLE DAVID JOHNSTON

The Governor General of Canada, the Right Honourable David Johnston, and his wife, Sharon, made their first visit to Saskatchewan in September. After a stop in Regina and Gravelbourg, they travelled to Saskatoon where they attended a Habitat for Humanity Appreciation Event. The following day, their Excellencies attended a roundtable discussion with Saskatoon Community Foundation Members and a visit to Wanuskewin Heritage Park. They ended their trip to Saskatchewan with a visit to the University of Saskatchewan. Janice and I were pleased to host a luncheon for their Excellencies, along with their Honours, Dr. Gordon Barnhart and Mrs. Naomi Barnhart, and Chancellor Vera Pezer. Following lunch his Excellency and I enjoyed a brief walking tour of the Bowl with a quick stop at Place Riel. His Excellency then made a presentation to an audience of over 200 in Convocation Hall on “Becoming a Smart and Caring Nation” in which he focused on the importance of education and innovation in improving life.

INTERNATIONAL VACCINE CENTRE (INTERVAC) GRAND OPENING

On September 16th we celebrated the grand opening of the \$140-million International Vaccine Centre (InterVAC.) InterVac is the largest facility of its kind in North America. The opening was attended by Prime Minister Stephen Harper, Saskatchewan Premier Brad Wall and Saskatoon Mayor Donald Atchison, as well as other distinguished federal and provincial government officials.

We are extremely grateful for the support and confidence from all three levels of government for this outstanding project which represents the country's largest investment in vaccine research infrastructure to date. Capital funding included \$49 million from the Government of Canada through various agencies, \$32.5 million from the Canada Foundation for Innovation, \$57.1 million from the Province of Saskatchewan, \$1.2 million from the University of Saskatchewan, and \$250,000 from the City of Saskatoon.

HOUSING ANNOUNCEMENT

On September 19th, the University celebrated two important student housing highlights—the opening of the College Quarter undergraduate residence, and the \$6.5 million donation from U of S alumnus Dr. Russell Morrison and his wife, Dr. Katherine Morrison, for the construction of a new graduate residence.

The undergraduate residence welcomed 360 students this fall. When phase one and two are both complete in the fall of 2012, there will be a total of 800 students in the undergraduate residences. The new graduate residence, currently in the initial stages of construction, will house 262 students and is scheduled for completion in early 2013.

Funding for phase one of the undergraduate project was contributed by the Ministry of Social Services through Saskatchewan Housing (\$15 million), and the City of Saskatoon through its affordable housing grant (\$575,000). The City of Saskatoon also contributed just over \$800,000 toward the construction of the graduate residence.

We are pleased to open new housing for students, welcoming them to campus not only to study, but also to experience all that university life has to offer. The generous donation from the Morrisons ensures that our next new residence will not be far behind. The contributions from the Morrisons and our other partners on both projects show what is possible through such partnerships.

GORDON OAKES RED BEAR STUDENT CENTRE

On October 4th we announced our plans for the construction of the Gordon Oakes Red Bear Student Centre and unveiled the architectural rendering of the project. The Gordon Oakes Red Bear Student Centre will welcome Aboriginal students to the U of S and will help them feel more at home and help us better serve our students as our enrolment continues to grow.

The new student centre will provide a central location for support services geared toward Aboriginal students, including the Aboriginal Students' Centre, and will also serve as a central space where all U of S students, staff and faculty can gather and learn from one another.

Design of the building was done by Douglas Cardinal, whose signature buildings include the Museum of Civilization in Gatineau, Quebec and the Smithsonian's National Museum of the American Indian in Washington, D.C.

The building is named after Gordon Oakes, who was born in 1932 in Cypress Hills on what is now the Nekanee First Nation. Throughout his life, he was a spiritual leader within his community and across the province. Oakes died in February 2003 and arrangement to name the centre after Oakes began early in the project's life.

Construction on the Gordon Oakes Red Bear Student Centre may begin as early as spring 2012.

GOVERNMENT RELATIONS

Federal

On September 15th Dr. Josef Hormes, Executive Director of the CLS, and I met with John McDougall, President of the National Research Council (NRC) at which time we were able to discuss possible collaboration between NRC and the CLS. Mr. McDougall was appointed as President of NRC in April 2010.

While in Ottawa for the Science, Technology and Innovation Council meetings, I had scheduled meetings with Dr. Alain Beaudet, President, Canadian Institutes of Health Research

(CIHR), and Dr. Suzanne Fortier, President, National Sciences and Engineering Research Council (NSERC), to discuss funding for major science facilities.

Provincial

On September 22nd, the Provost, Director of Government Relations and I attended a meeting with the provincial Deputy Ministers at which time I made a presentation to them about the University of Saskatchewan's uniqueness and its goals and priorities. I emphasized our appreciation for the province's support of our institution and, in particular, the recent investments in housing, infectious diseases and health sciences, and that we look forward to continuing our close collaboration with the Government of Saskatchewan to advance our numerous shared priorities including expanding opportunities for Aboriginal people and sustainable development of our natural resources, etc.

Municipal

The University of Saskatchewan was well represented at the Mayor's Cultural Gala.

ACCESSIBILITY AND AFFORDABILITY REPORT

For the past year, the office of Institutional Planning and Assessment has been working on a report on affordability and accessibility, formerly student indebtedness, and has recently provided an initial report on the findings. The Accessibility and Affordability study was undertaken to ensure that informed decisions are made in regard to policies and planning processes associated with accessibility and affordability. This study examines international, national and local trends on topics around affordability (e.g., tuition rates, financial aid, government policies); recent research on barriers to accessing post-secondary education; student opinion and feedback, including results from the Student Debt survey and other U of S student financial trends; and public perceptions on post-secondary education.

THE INSTITUTIONAL POSITIONING PROJECT: "US" WORD CAMPAIGN

A new "us" word campaign was recently approved by the President's Executive Committee (PEC) for immediate implementation. Ambitious, curious and prestigious, among other words that also end in 'us' will be used as part of the campaign platform. This initiative stemmed from the Institutional Positioning Project – which allowed the University of Saskatchewan to pinpoint its unique place in the Canadian post-secondary sector. The positioning statement received approval in June, 2010, and expression and implementation continues. One of the tasks identified as a priority by the Institutional Positioning Steering Committee (IPSC) was tagline development. Over the past six months, we undertook an extensive consultation process in an effort to establish a university tagline that is well-aligned with our positioning strategy and truly resonates with our priority audiences.

In May 2011, three tagline options were approved by the Institutional Positioning Steering Committee (IPSC) for testing and we proceeded with internal surveying and external focus groups to measure perceptions of these possibilities. Some of our findings were not clean cut, yet they were far more persuasive than the results from our previous tagline search. As part of our commitment to evolutionary change, the IPSC requested President's Executive Committee

(PEC) approval on a university slogan to use as an important component of our visual and verbal identity system. It is important to note that even though this recommendation was the outcome of our tagline search, it was proposed to implement this as a new slogan, which will be part of a campaign, and not an official tagline launch. This “soft” approach will give us time to develop and monitor over the next year. A series of new banners featuring the “us” words will soon be installed along College Drive.

Truly Saskatchewan Campaign

The University of Saskatchewan has embarked on an exciting province-wide communications and marketing campaign for the period of May to December 2011 as well as beyond in select areas intended to:

- Enhance the U of S profile
- Demonstrate U of S impact in Saskatchewan and beyond
- Show the value of a U of S education
- Acknowledge provincial investments in the U of S

Our multi-faceted campaign has many components including a paid marketing campaign, which includes billboards and newspaper, magazine, online, radio and transit ads, a media relations and social media public relations campaign, an internal communications strategy to engage and mobilize our campus community and a community relations strategy to engage and mobilize our senators, RACS, etc., among other campaign considerations.

In an effort to best leverage our campaign activities, we have identified a number of priority regions and developed advertising themes that coincide with local activities and current events that are relevant to each respective area. We have generated appropriate content, with a focus on health sciences, research, student success, alumni success, partnerships and programming, that demonstrates the U of S impact in each local community. Geographic targeting will continue to be a key consideration in all aspects of campaign planning. The strategy team is currently evaluating the success of phase I initiatives to determine how to proceed with campaign planning for future phases.

SERVICE AND PROCESS ENHANCEMENT PROJECT (SPEP)

The Service and Process Enhancement Project (SPEP) at the University of Saskatchewan initially involved an assessment of the university’s administrative functions for improvements in quality and efficiency. The project began in October, 2010, and the Phase I Assessment Report of Recommendations was completed in January, 2011. Future phases of this project include more detailed assessment of administrative processes, design and implementation of select solutions for service enhancement and efficiency improvements, and evaluation of the results.

Three modules have been approved for implementation by the Provost’s Committee on Integrated Planning (PCIP) and implementation of select initiatives is underway:

Printing

We are committed to improving printing services and associated costs across campus. The initial effects of the redesign of our operations involved the decision to discontinue the use of the six distributed copy centres, which were no longer economically feasible to operate. In

place of the distributed copy centre service, an online requisition and delivery service from the central plant has been developed to serve faculty and staff in colleges and units requiring copy orders. The result is a more efficient utilization of existing staff and equipment, since orders are processed at the central plant. There has been a reduction of twelve positions in Printing Services since April 2011, resulting in a reduction of annual salary and benefit costs of \$470,000 with \$140,000 in transition costs. The current staff complement for the printing operation is ten positions. Much work is also being done in implementing a new pricing, billing, and work order system to improve printing services (including turnaround time and customer service) while reducing operating costs and prices paid by colleges and units. The space formerly occupied by the distributed copy centres is currently being reassigned to colleges and units for student, faculty and staff use. In terms of the distributed print operation the University's partner, Xerox Canada, is currently initiating a voluntary print optimization strategy to ensure that our operations are aligned with leading practices and that colleges and units have access to high quality distributed print options including color capability. In addition, the distributed print costs charged to colleges and units for the 225 multi-function devices distributed across the University has been reduced from \$.045 per impression to \$.03 per impression, resulting in a cost savings of \$240,000 to colleges and units on 16 million impressions. A complete analysis of the print operation changes including financial savings and service changes is being completed for April 2011, since revenue changes also need to be factored into this transition.

Communications Organizational Design

This initiative involves developing a new operating model for the communications function, including establishing the following: standard roles and accountabilities, coordinated support in terms of centralized/decentralized responsibilities, reporting relationships, and approval /review policies and procedures. A consultant named John Douglas has been hired to help us with this initiative and will be visiting our campus in the fall for a meet and greet with university leaders and campus communicators.

Electronic Funds Transfer, Strategic Sourcing and Travel and Expenses

We have recently introduced electronic fund transfer to pay vendors and employees across the university. As of June 1, 2011 all employee reimbursements and select vendor payments are being paid electronically and this has already proven to be an efficient new system.

We plan to adopt a university-wide online travel and expense claim tool integrated to the financial system and Chart of Accounts. We are currently investigating tools used by other universities and assessing options for the U of S.

We have identified cost savings opportunities of outside spending and are now working with external consultants Education Advisory Board to compile and analyze university procurement data.

A fourth module has also been formed; this module involves prioritizing the remaining list of opportunities advanced by Pricewaterhouse Coopers and further refining the business case and appropriate scope, timeline, resources required, and governance structure to advance the specific opportunities. For more information, please see the SPEP website at www.usask.ca/spep<<http://www.usask.ca/spep>>.

ST. PETER'S COLLEGE

Last spring Saskatchewan Advanced Education, Employment and Immigration (AEEI) commissioned a review of the regional college system. Dr. Michael Atkinson, Executive Director of the Johnson-Shoyama Graduate School of Public Policy, led the review which has now been completed.

The University of Saskatchewan has been asked by the Minister of AEEI to provide oversight of St. Peter's College including advisory and supervisory services related to financial controls and governance arrangements for the period September 1, 2011 to June 20, 2012 and a Memorandum of Understanding has been developed.

The MOU represents an agreement among the three parties (the University, the government and St. Peter's College) that government funding for St. Peter's will flow through the university during the interim period while the university assists the college by providing advice and consultation to help the college to address the governance and financial control challenges that were identified in an independent audit.

REGIONAL COLLEGES

The University of Saskatchewan recognizes the diverse nature of each of the province's regional colleges and their unique ability to identify local needs, therefore, some of the university's leaders agreed to host a reception for presidents of regional colleges to provide an opportunity to get to know each other and share ideas. The college presidents were in Saskatoon for an event on September 22nd, so we invited them to a reception on September 21st at the U of S Faculty Club. Eight regional college representatives attended along with fourteen university representatives. We hope this reception will lead to further discussions on how to strengthen our connections and collaboration to and with the regional colleges.

PROVOST'S REPORT TO COUNCIL

October 2011

INTEGRATED PLANNING

Provost's Committee on Integrated Planning (PCIP)

I recently announced funding for a set of new, cross-unit, initiatives which we refer to collectively as the *Academic Innovation Initiatives*. PCIP has committed \$2.5 million in permanent, ongoing, funding to support these initiatives, which target two priority areas: curriculum innovation; and Aboriginal engagement and community outreach.

Together, the *Academic Innovation Initiatives* form a strategy of broad support for innovations in academic programs, research, and support services at our university. Through these initiatives, the university will create a concentration of expertise that faculty members and academic units can call upon to support the development of new forms of learning in our curricula and which bridge the traditional boundary between learning and research, including: experiential learning, problem-based inquiry, community and Aboriginal engagement, internationalization, sustainability, distributive education and technology-enhanced learning.

I encourage you to visit www.usask.ca/ip/innovation to read further information and to stay abreast of new developments during the implementation of these initiatives.

Development of the Third Integrated Plan

The Unit Plans Review Committee (UPRC) and the Provost's Committee on Integrated Planning (PCIP) met on September 23 for a calibration meeting in advance of the review of college/school/unit plans. By the time of the council meeting, the review of college, school, and unit plans will have now begun and will continue through to the end of November 2011.

As a key part of the process for developing the Multi-Year Budget Framework for the *Third Integrated Plan*, an external experts forum was held on September 27. This event, which drew participants from the Conference Board of Canada, the Royal Bank, and Sask Trends Monitor, featured discussions about trends in higher education, significant economic trends, macroeconomic budget drivers, and strategic planning issues to consider in the next planning cycle.

On December 6, the office of Institutional Planning and Assessment (IPA) will bring together the Provost's Committee on Integrated Planning (PCIP), PCIP Advisory Committee, UPRC, deans' council, and the commitment leaders from the *Second Integrated Plan* to discuss key themes and ideas arising from the college, school, and unit plans. Further information will follow in November.

ASSESSMENT

In accordance with the *Framework for Assessment*, the IPA has completed a number of surveys and analyses which are of broad interest to the university community at this time.

Achievement Record

The 2011 Achievement Record is now available online. New indicators for previously rated “in progress” items have been added, including for the Campus Sustainability and Output and Impact categories. The online Achievement Record contains comprehensive university-wide information and detailed college-level data. In keeping with the detailed and interactive nature of the Achievement Record, a print version will not be produced. This year’s Achievement Record can be viewed at: usask.ca/achievementrecord.

Surveys

Results from the surveys conducted in 2010/11 are now available at the IPA website, www.usask.ca/ip.

As part of the coordination effort around surveys, IPA held meetings with colleges and units this past spring. As a result of those meetings, a schedule of surveys has been posted on the IPA website.

This year, for the first time, the IPA has provided a breakdown of results by college (and division for the College of Arts and Science) for all years that the National Survey of Student Engagement (NSSE) has been conducted on campus (2006, 2008, 2011). NSSE is an engagement survey that has questions that are specific to the experience of students in their particular college and program. The IPA anticipates that this information will be helpful to all colleges as they consider their program and curricular offerings.

Rankings

The *Globe and Mail* Canadian University Report will be released shortly, followed by the annual Maclean’s rankings. Factsheets about these rankings will be available on the IPA website following their release.

STUDENT ENROLMENT SERVICES DIVISION ANNOUNCES NEW ADMISSIONS POLICY FOR ALBERTA AND BC CURRICULUM STUDENTS

After reviewing two years' worth of data and consulting with the Academic Programs Committee, Deans' Council, and other stakeholders, we have modified our admissions practice for students applying from jurisdictions that use the Alberta high school curriculum (Alberta, NWT and Nunavut). These are the only jurisdictions in Canada that still require standardized Grade 12 exams in each major subject. Currently, graduates from schools in these jurisdictions are considered for admission based on their "blended grades", (which are based 50% on their final school-awarded mark and 50% on their final diploma exam mark). Our new procedure will be to consider these students for admission based on the best of their school awarded mark, final exam mark or their final blended mark. To our knowledge we will be the first university in Canada to adopt this practice. With respect to jurisdictions using the BC curriculum (BC and Yukon), we are aligning our admissions practice with that of comparator universities and

withdrawing the requirement of using final blended grades for admissions purposes, with the exception of English 12. These changes will come into effect for students admitted for the 2012/13 year, and will place applicants from all Canadian jurisdictions on a level playing field when being considered for admissions and scholarships.

U15 DATA EXCHANGE

As I mentioned at the June meeting of University Council, the university has recently joined with fourteen other research-intensive universities to form the U15. One component of this group is a data exchange (U15DE) which facilitates an exchange of institutional information among the participants across a range of different activities. Information Strategy and Analytics (ISA) oversees and manages our involvement in these activities. Ultimately, data from the U15DE will provide us access to high-quality, valuable, peer-benchmarking information that will inform our planning and performance monitoring activities. Currently, ISA is establishing a plan and framework that will provide guidance and direction regarding the use of this information. More details will follow in the subsequent months.

SASKATCHEWAN INNOVATION AND OPPORTUNITY SCHOLARSHIP PROGRAM

On September 30 I participated in a media event at which Advanced Education, Employment and Immigration Minister Rob Norris announced the *Saskatchewan Innovation and Opportunity Scholarship* program to the public. The provincial government committed \$3 million to the program in its March budget. This program will match private, corporate and community partner donations to post-secondary institutions. Awards will be granted to students in new and emerging fields of study or fields where innovative work is being done, including agriculture/biotechnology, energy, engineering, environment, forestry, manufacturing, mining, nuclear medicine, and science; and in areas of strategic focus determined by each individual institution. The University of Saskatchewan has identified areas of focus including Aboriginal engagement, agriculture, energy and mineral resources, health, synchrotron sciences, water security, and interdisciplinary programs.

Of the annual funding, 80% will go to the University of Saskatchewan, University of Regina, SIAST, and the Saskatchewan Indian Institute of Technologies. The remaining 20% will go to the regional colleges, the Gabriel Dumont Institute, and the Saskatchewan Apprenticeship and Trade Certification Commission.

While final details about how the program will be administered remain to be worked out, funds will be directed to students in the 2011-12 academic year. We are grateful to government for creating this program in response to ongoing requests, and for the ability it will provide us to multiply donor support to students.

TRANSPARENT, ACTIVITY-BASED BUDGET SYSTEM (TABBS)

This phase of the TABBS project will see the further development of the new budget model. The first two pieces of that model - responsibility centres and tuition revenue allocation - have

already been built and discussed at a campus-wide meeting on September 29. Consultations regarding these parts were held September 29 until October 12. Furthermore, I hosted a town hall event on September 30, which was well attended, to update the entire campus on the project. The questions and comments that I have received over the past month have been very thoughtful and provocative, which indicates to me that many people are engaged and interested in the creation of new budget model. I have no doubt this engagement will lead to a well-developed budget system for the university.

On October 26, the next consultation period will commence with discussions on recommendations regarding the allocation of provincial operating grant revenue and research revenue.

UPDATES ON COLLEGE INITIATIVES

Edwards School of Business

In September, the Edwards School launched the first offering of COMM 119.3: Business Competencies. This course introduces students to business concepts, the business environment and delivers required business competencies that will prepare new Edwards students to become successful business professionals. COMM 119.3 was developed in alignment with the school's mission, and will help to ensure future student success, retention and a sense of identification with the Edwards School of Business. This is a required course for all students entering Edwards and we currently have 510 students enrolled.

Hanlon Centre for International Business Studies

The Edwards School of Business provides its students with rewarding and valuable international educational experiences through the Hanlon Centre for International Business Studies. Launched by virtue of a generous donor gift, the Hanlon Centre prepares students for an increasingly globalized business world. The Centre seeks to provide a wealth of value-added services and programs to compliment the student business major, such as:

- global business and cultural seminars/workshops
- guest speakers on global subjects
- related experiential learning opportunities (locally and internationally)
- referrals to internationally-related organizations regarding student job searches
- study abroad programs and international business study tours

College of Arts & Science

- The Dean's Student Open Door for students commenced with the beginning of classes for the 2011-12 regular session. The student open door with the dean occurs every Wednesday at 4:00 in Arts 226. The dean's executive also met with the ASSU several times in September
- In September the dean hosted a "Welcome Back Pancake Breakfast" for students, which was a great success. The dean also gave remarks and performed classical guitar for the International Student Welcome Reception
- Dean Stoicheff and the dean's executive commenced visits to all college departments and units, which will occur throughout Term 1

- The college held a celebration event to recognize Dr. Ron Steer (Chemistry) and Dr. Bill Waiser (History) to recognize their status as Distinguished Chairs
- In September the college held special meetings of the three Divisional Faculty Councils and Faculty Council to hear feedback on the college's Integrated Plans. The college has received approvals by Divisional Faculty Councils of the three Divisional Integrated Plans, and Faculty Council meets October 8 where a motion will be read to approve the college-level Third Integrated Plan
- Greg Poelzer, Director of the International Centre for Northern Governance and Development, was joined by the Government of Saskatchewan and Cameco Corporation at the Hilton Garden Inn Saskatoon on Sept. 9 to announce new investments in research and education for Northern Saskatchewan. The Honourable Rob Norris, Minister of Advanced Education, Employment and Immigration (AEEI) announced a Government of Saskatchewan investment of \$1 million. Gary Merasty, VP of Corporate Social Responsibility at Cameco Corporation, announced that Cameco would match the Government's funding commitment with a \$1 million investment of its own

SEARCHES AND REVIEWS

Search, Dean, College of Engineering

Interviews for the Dean, College of Engineering have occurred and the search committee will meet in late October.

Search, Dean, College of Medicine

The search committee for the Dean, College of Medicine has met once and will continue to meet in late fall. Advertisements for the position have been placed and recruitment is well underway.

Search, Vice-Provost, Teaching and Learning

The search committee for the Vice-Provost, Teaching and Learning held its first meeting in early September. The position profile is being finalized and advertisements are being placed.

Search, Executive Director, School of Environment and Sustainability

The search committee for the Executive Director, School of Environment and Sustainability met in early September. Advertisements for the position have been placed and recruitment is underway.

Review, Dean, College of Nursing

The review committee for the Dean, College of Nursing is being finalized. Meetings will be scheduled once the committee is constituted.

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Dwayne Brenna, Chair,
Nominations Committee of Council

DATE OF MEETING: Oct. 20, 2011

SUBJECT: **Review committee for Beth Horsburgh, Associate Vice-President Research (Health) and Vice-President Research and Innovation (Saskatoon Health Region)**

DECISION REQUESTED:
That Council approve the following nominations to the Review Committee for the Associate Vice-President Research (Health) and Vice-President Research and Innovation (Saskatoon Health Region)
Three members of the General Academic Assembly
Caroline Tait, Native Studies; Indigenous Peoples' Health Research Centre
Nazeem Muhajarine, Community Health and Epidemiology
Valerie Verge, Anatomy and Cell Biology

ATTACHMENT:
Background information on search and review for senior administrators
List of recent Council appointments to search and review committees

Background information on Search and Review Procedures

EXCERPTS: Report of the Joint Committee on SEARCH AND REVIEW PROCEDURES FOR SENIOR ADMINISTRATORS

Approved March 4, 2011

Excerpt (page 11)

The Joint Committee discussed the newly created position of Associate Vice-President Research (Health) and Vice-President Research and Innovation (Saskatoon Health Region). It was noted that the composition of the first search committee struck for this position differed significantly from search committees for similar positions in the University. It is recommended that the University discuss with the Health Region the composition of the search committee so that it closely parallels that of the Associate Vice President Research while acknowledging that additional members will be necessary to represent the interests of the Health Region. Given that this is a joint appointment, the process leading to appointment and consideration for re-appointment may differ, but the Joint Committee recommends that the principles outlined in the “General Procedures for Searches and Reviews” be respected.

SEARCH/REVIEW COMMITTEE COMPOSITION

ASSOCIATE VICE-PRESIDENT Chair – Vice-President Research	Karen Chad In response to the considerations noted above, it has been agreed that Maura Davis Saskatoon Health Region, will co-chair this review committee
One member of the Board selected by the Board (at the option of the Board)	TBA
One Dean, or Executive Director of school appointed by the Provost and Vice-President Academic	David Hill, Pharmacy & Nutrition
Three members of the GAA selected by Council	Nominated: Carolyn Tait, Native Studies; Indigenous Peoples’ Health Research Centre Nazeem Muhajarine, Community Health and Epidemiology Valerie Verge, Anatomy and Cell Biology
One student selected by the USSU One graduate student selected by the GSA	

RECENT COUNCIL NOMINATIONS & OTHER MEMBERS FOR SEARCH AND REVIEW COMMITTEES

As prescribed by the 2011 Report of the Joint Committee on the Review of Search and Review Procedures for Senior Administrators, members of Council and of the General Academic Assembly are selected by Council for membership on search and review committees for senior administrative positions.

Recent nominations are as follows:

September 22, 2011

Review Committee for Provost and Vice-President Academic

GAA representatives:

Richard Schwier, Curriculum Studies

Susan Whiting, Pharmacy & Nutrition

Alex Moewes, Physics & Engineering Physics

Gerald Langner, Music

Council representative: Trever Crowe, Associate Dean CGSR

Review Committee for Dean of Nursing

GAA representative: Harley Dickinson, Vice-Dean, College of Arts & Science

[Provost's representative: Gerry Uswak, Dentistry]

May 19, 2011

Search Committee for President

GAA representatives:

Keith Walker, Educational Administration

Winona Wheeler, Native Studies

Michel Desautels, Physiology & Pharmacology

Ingrid Pickering, Geological Sciences

Deans representatives: Peter Stoicheff (Arts & Science), David Hill (Pharmacy & Nutrition)

Search Committee – Executive Director, School of Environment and Sustainability

One GAA senior administrator:

Peta Bonham-Smith, Acting Vice-Dean, Natural Sciences, Arts & Science

Provost's representative: Ernie Barber, Engineering

October 21, 2010

Search Committee for Dean of Medicine

GAA representative: Doug Freeman, Dean, Western College of Veterinary Medicine TBA

[Other members: Dean representative David Hill, Pharmacy & Nutrition]

Review Committee for Associate Vice-President Student & Enrolment Services Division

GAA representative: Louise Alexitch, Psychology

[Other members: Dean representative Daphne Taras, Edwards School of Business;

Associate or assistant dean with responsibility for student affairs TBA]

May 27, 2010

Search Committee for Dean of Engineering

GAA representative: Graham Scoles, Associate Dean, Agriculture and Bioresources,

[Other members: Dean representative TBA]

Search Committee for Vice-Provost, Teaching and Learning

Council representative: Liz Harrison, Associate Dean, College of Medicine,

GAA representatives:

Jim Bugg, Mechanical Engineering;

Alex Aitken, Geography & Planning;

Leslie Biggs, Women's and Gender Studies;

Ernie Walker, Archaeology & Anthropology,

[Other members: Dean representative Lorna Butler, Nursing]

April 17, 2010

Search Committee for Associate Vice-President Research

GAA member: Lee Barbour, Civil and Geological Engineering

[Other members: Representing Associate Deans Research Forum Gary Entwistle; Representing

Centres Forum Andy Potter, VIDO]

Dec. 17, 2009

Search Committee for Dean of Law

GAA member: Mary Buhr, Dean, College of Agriculture and Bioresources

May 21, 2009

Search Committee for Dean of Edwards School of Business

GAA member: Kevin Schneider, Vice-Dean, Arts & Science

[Other senior administration members: Janusz Kozinski, Engineering]

Search Committee for Dean of Veterinary Medicine (reconstituted)

GAA member: Dan Pennock, Associate Dean, Agriculture & Bioresources (replacing Graham

Scoles)[Other senior administration members: JoAnne Dillon, Arts & Science]

February 26, 2009

Search Committee for Vice-President Research

Senior administrator who is member of Council: Janusz Kozinski, Dean of Engineering

4 GAA members: Marie Battiste, Educational Foundations, College of Education; Karen

Lawson, Psychology, College of Arts & Science; Nazeem Muhajarine, Community Health and

Epidemiology, College of Medicine; Stephen Urquhart, Chemistry, College of Arts & Science

[Other members: Peter MacKinnon, Chair; Vera Pezer, Board of Governors; Brett

Fairbairn, Provost and Vice-President Academic; Lawrence Martz, Dean of Graduate

Studies and Research]

Review Committee for Associate Vice-President, Information and Communications

Technology and Chief Information Officer

One GAA member: Jane Lamothe, Engineering Library

[Other members: Lois Jaeck as Chair of the Academic Support Committee; Janusz

Kozinski, Engineering]

Review Committee for Dean of Kinesiology

One GAA senior administrator: Don Bergstrom, Associate Dean of Faculty Relations, College of Engineering

[Other senior administration members: Cecila Reynolds, Education]

UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
FOR INFORMATION ONLY

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

DATE OF MEETING: October 20, 2011

SUBJECT: Capital Planning and Update on Major Capital Projects

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The Major Projects Planning Process serves as a systematic and transparent approach to the review of major capital and infrastructure projects, i.e. those in excess of \$500,000, including major equipment acquisitions and computer software purchases.

The planning process provides the Planning and Priorities Committee (and the Capital Subcommittee of the Planning and Priorities Committee) the opportunity to review and provide advice, guidance, comments and observations on each project at two stages: Stage 1 (project request), an early-stage outline of the rationale and scope of the project, and Stage 3 (project brief), a detailed description of the project, including capital and operating funding requirements and potential funding sources. Stage 2 consists of project pre-planning to shape and define the project and does not involve the Committee. Approval for the project to proceed to Stage 4, Board of Governors consideration, is granted by PCIP at Stage 3. At Stage 4, the Planning and Priorities Committee may also provide advice and input regarding specific projects, either at the Committee's discretion or if requested by senior administration.

DISCUSSION SUMMARY:

Over the course of the year, the Capital Subcommittee of the Planning and Priorities Committee will review project briefs for major capital projects under development. Discussion by the full Planning and Priorities Committee of the RenewUS proposal, a strategy to address the University's ageing physical infrastructure, with \$250 million of the estimated \$600 million in deferred maintenance needs identified as critical, will take place this fall. The Committee also will be engaged in discussion of the Annual Capital Plan and the Multi-Year Capital Plan for the third planning cycle.

The Planning and Priorities Committee will report to Council on capital planning throughout the year. Today's presentation by Colin Tennent, Associate Vice-President,

Facilities Management, is intended to provide Council members with an overview of the capital landscape on campus as an orientation for future discussion.

A summary of the Major Projects Planning Process and status of each project is available on the Capital Planning section of the Integrated Planning web site at www.usask.ca/ip/inst_planning/major_planning/capital_planning/progress_report.php. Clicking on the individual project name links to project specifics, such as overall projected cost, project approval stage, executive sponsor(s) and visual representations.

UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
FOR INFORMATION ONLY

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

DATE OF MEETING: October 20, 2011

SUBJECT: College Quarter North East Precinct

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The Planning and Priorities Committee discussed the concept for development of the College Quarter North East Precinct at its meeting on September 7, 2011. The concept was presented to the Capital Subcommittee of the Planning and Priorities Committee last spring. Given the significance of the development for the future of the University and campus life as a whole, the Committee elected to submit a separate report on this project and invite Richard Florizone, Vice-President Finance and Resources and Executive Sponsor for the project, to make a presentation to Council on the proposed development.

DISCUSSION SUMMARY:

The development of the College Quarter North East Precinct is a further extension of the development of this area, following upon the development of new undergraduate and graduate student housing on this land. The proposed area of development is approximately 31 acres south west of the intersection of College Drive and Preston Avenue. Proposed are a new twin-pad ice arena to replace Rutherford Rink, a hotel, athletic fields, retail and office space, and parking. A request for Board 1 approval is intended for submission in October to approve preliminary funding to proceed to the next stage of project development, which is the selection of a development partner to work with the University to define the project scope, design and financial details. Board 1 approval at this stage is consistent with the University's Major Projects Planning Process and is a commitment to explore the various possibilities presented. Development of the North East Precinct subsequently will require additional consideration and approvals as required under the University's governance process for major capital projects.

The Planning and Priorities Committee supports that a Request for Proposal be submitted to explore the development of the College Quarter North East Precinct as outlined. The concept for a focal area for athletics and recreation was initially outlined in the Campus Master Plan (2003) as an athletics precinct that would include a new ice arena and reconfigured playing fields. The concept takes advantage of the synergies provided

by the placement of Griffiths Stadium and the Field House, and is intended to enhance the student experience by creating a centre of excellence for athletics and recreation. The placement of a hotel on university lands, in close proximity to campus, is consistent with the use for this land identified in the College Quarter Master Plan (2009). The Planning and Priorities Committee has recommended that consideration be given to the aspect of accessibility to campus for hotel guests, and to the possible incorporation into the hotel concept of subsidized guest housing as it exists at many institutions.

UNIVERSITY COUNCIL
TEACHING & LEARNING COMMITTEE OF COUNCIL
REQUEST FOR DECISION

PRESENTED BY: Marcel D'Eon, Chair
Teaching & Learning Committee of Council

DATE OF MEETING: October 20, 2011

SUBJECT: **Academic Accommodation and Access for Students with Disabilities Policy**

DECISION REQUESTED:

That Council approve the Academic Accommodation and Access for Students with Disabilities Policy and recommend its approval to the Board of Governors

Authority

As described in the Learning Charter, the university is committed to facilitating the learning of students. Honouring this commitment requires that the university provide appropriate academic accommodations to students who experience various challenges to their learning, including challenges of a cultural, social, psychological, or physical nature.

Background

The existing university policy on Students with Disabilities was approved by the Board of Governors in March, 1997 and can be found at www.usask.ca/university_secretary/policies/student/6_02.php

Beginning in 2008, the Office of Disability Services for Students, in the Student Enrolment and Services Division, began to review the existing policy and procedures to ensure that they accounted for the university's legal obligations for academic accommodation and access based on human rights legislation, and that they offered sufficient guidance to administrators, faculty and students regarding procedural steps for implementation and conflict resolution.

The attached document reflects the results of this review and revision process. It has been discussed broadly with academic administrators, faculty, staff and students. The Teaching & Learning Committee of Council has discussed drafts of the revised policy and procedures at several meetings. Following approval of the Learning Charter last June, the Committee agreed that it could move forward with Council approval of the policy.

Recent revisions

The policy was presented to Council as a Request for Input at the December, 2010 meeting and as a Notice of Motion in January, 2011. Following discussions at those meetings, the Teaching and Learning Committee agreed that a clearer process for appeal and dispute resolution was needed, as described in section 5. A Subcommittee was established by the Teaching & Learning Committee of Council to revise the wording in this section. The policy was also reviewed by university counsel to ensure that requirements of Saskatchewan human rights legislation are met.

This policy document clarifies the factors to be considered when assessing undue hardship to the university, and provides for a dispute resolution process.

Members of Council had raised questions about dealing with the costs of accommodations. The legal requirement to accommodate to the point of undue hardship is defined at a university level, rather than at the level of an instructor, department or college. The policy now says colleges should consult with the Provost if necessary regarding resources to provide accommodations.

A communications plan for the policy is being developed to ensure that instructors across campus are familiar with the policy and its requirements. Colleges are also being encouraged to develop college-level disability accommodation policies that outline essential skills and requirements for programs and courses in their college.

The Teaching & Learning Committee of Council recommends that University Council approve this policy and recommend its approval to the Board of Governors.

ATTACHMENTS:

List of consultations regarding the draft policy

Policy on Academic Accommodation and Access for Students with Disabilities

List of Consultations regarding the draft policy

Faculty Working Group 1 (10 March 2008)

Suzanne Laferte, Professor of Biochemistry
Ulrich Teucher, Assistant Professor of Psychology
Rob Innes, Instructional staff, Native Studies

Faculty Working Group 2 (19 March 2008)

David Lane, Instructional staff, STM/Psychology
Mary Marino, Instructional staff, Languages and Linguistics
Susan Shantz, Professor and Head of the Department of Art and Art History
Mary Nordick, Instructional staff, STM/English
Gabriela Mangano, Instructional staff, Geological Sciences

Student Working Group (24 March 2008)

Faculty Working Group 3 (25 March 2008)

Roy Dobson, Associate Professor of Pharmacy
Jeremy Bailey, Associate Dean (Academic) of Veterinary Medicine and Professor of Large Animal Clinical Sciences
Dwight Newman, Associate Dean of Law and Assistant Professor of Law
Lee Barbour, Professor and Head of the Department of Civil and Geological Engineering
Aaron Phoenix, Associate Professor of Chemical Engineering
Len Proctor, Professor and Head of Curriculum Studies
Kim West, Instructional staff, Geological Sciences and University Learning Centre
Michael Cuggy, Instructional staff, Geological Sciences
Marlene Gotell, Lifeskills Coach, Aboriginal Students' Centre

Faculty Working Group 4 (25 March 2008)

Jim Barak, Instructional staff, Sociology
David Torvi, Associate Professor of Mechanical Engineering
Kent Kowalski, Associate Professor of Kinesiology
Wendy Wilson, Instructional staff, Women's and Gender Studies/STM and Sociology
Brian Zulkoskey, Instructional staff, Physics and Engineering Physics

Faculty Working Group 5 (26 March 2008)

Despina Ilioupoulou, Assistant Professor of Sociology
Barry Ziola, Professor of Pathology and Associate Member in Microbiology and Immunology
Doug Thorpe, Associate Professor and Head of the Department of English
Marie Lovrod, Instructional staff, Women's and Gender Studies

Comments via email

Sheila Carr-Stewart, Acting Associate Dean of Education, Associate Professor and Head of Educational Administration and Associate Member in Educational Foundations
Bruce Coulman, Professor and Head of the Department of Plant Sciences
Michel Desjardins, Assistant Professor of Psychology and Associate Member in

Religious Studies and Anthropology

DSS Student

Dawn Friel Hipperson, Instructional staff, STM/English

Tim Hutchinson, University Archives

Kathleen James-Cavan, Associate Professor of English

Tony Kusalik, Professor of Computer Science

DSS Student

Marek Majewski, Professor and Head of the Department of Chemistry

Carole Pond, Discrimination and Harassment Prevention Services

Bill Rafoss, Saskatchewan Human Rights Commission

Sandra Ritchie, Open Studies Advising, Student Enrolment and Services Division

Bernard Schissel, Professor and Head of the Department of Sociology

Doug Surtees, Assistant Professor of Law

Sonia Udod, Assistant Professor of Nursing

DSS Student

SESD Managers and Directors (April 2008)

Student Advocacy Network (April 2008)

Assistant & Associate Deans (May 2008, October 2008, February 2010))

Clinical Practice Leaders Policy Focus Group (June 2008)

Student Health & Counselling Services

Access & Privacy Officer (October 2008)

Policy Oversight Committee Meeting (November 2008, February 2010)

Manager of Risk Management (December 2008, March 2009, October 2010)

University Secretary (November 2009, September 2010)

Teaching & Learning Committee of Council (June, 2010, October 2010 to April 2011, September 2011)

Discussion at Council as Request for Input (December 2011) and Notice of Motion (January 2011)

Review by university lawyer David Stack (April to August 2011)

Academic Accommodation and Access for Students with Disabilities

Category:	Student Affairs and Activities
Number:	6.02
Responsibility:	Associate Vice-President (Student Affairs)
Approval:	University Council; Board of Governors
	Approved March 1997
Date:	Reformatted: March 30, 2001
	Revised: September, 2011

1. Purpose

To foster diversity, inclusiveness, and student success by providing that students with disabilities are not discriminated against; and that they receive equal opportunities for academic success and personal development at the University of Saskatchewan.

For the purposes of this document, disabilities are those defined as such in Section 2(1)(d.1) of the *Saskatchewan Human Rights Code* (hereafter called the “Code”).

Additional definitions and abbreviations are as follows:

The University of Saskatchewan: “University”

Disability Services for Students: “DSS”

Sessional lecturers, instructors, practicum supervisors, teaching assistants, and lab instructors: “instructional staff”

Reduced Course Load: “RCL”

2. Principles

2.1 As stated in *The University of Saskatchewan Strategic Directions: Renewing Our Dream* (2002) the University is committed to “principles of human dignity and fairness in all we do, including strategies for equity and diversity in education, employment, and all our activities.”

2.2 The learning vision articulated in the University of Saskatchewan Learning Charter (2010), states that the University is seen as a “unique community of learning and discovery, where people can embark on a process of development through which they grow, create, and learn, in a context characterized by diversity—of academic programs, of ways of knowing and learning, and of its members.”

2.2 Respect for all members of the University community will be upheld at all times. Discrimination and harassment will not be tolerated.

2.3 All members of the University community, including students, will contribute to achieving a social and physical environment that is diverse, inclusive, and accessible to all. Physical accessibility should always be ensured when designing new space, renovating existing space, and managing facility accessibility.

2.4 The needs of students with disabilities will be taken into consideration when planning and executing admission requirements, courses, course requirements, assessment methods, examination dates, scholarships and awards, programs, services, and informational material. Colleges are encouraged to have disability accommodation policies that align with and are a supplement to this policy, but outline essential skills and requirements and accommodations specific to their College. Such policy development should be done with assistance from the DSS manager or designate.

2.5 Students with disabilities will meet the same academic requirements and standards as all students, although the manner by which students with disabilities meet these may vary.

2.6 In recognition that ability is diverse in kind and degree, the University will adapt its services and programs to accommodate the needs of individual students, in accordance with the requirements of the *Code*.

2.7 Academic integrity, as defined by the University Council and Board of Governors, will be upheld by those providing and receiving academic accommodations.

2.8 All administrative, instructional, and support staff share the University's responsibility under the *Code* to accommodate students with disabilities.

2.9 While students with disabilities are encouraged to share information regarding their accommodations with instructional staff in their Colleges and academic units who would play a role in facilitating their accommodations, such information can be released only with the student's consent. See Section 4.2 for more information.

3. Scope

This policy applies to all students with disabilities enrolled at the University. Its implementation is the responsibility of all members of the University community, including students, support staff, faculty, instructional staff), and senior administrators. The University is ultimately responsible and committed to enforce the requirements of this policy.

4. Policy

The University will take all measures short of undue hardship to the University to ensure that students with disabilities have access to the University and the opportunity to succeed in their programs of study. Suitable academic accommodations are fundamental to support students with disabilities, but when provided, those accommodations shall not compromise the University's academic requirements and standards.

4.1 Reasonable Academic Accommodations

4.1.1 In accordance with the *Code*, reasonable academic accommodations must be provided to students with disabilities.

4.1.2 The University is required to make efforts to reasonably accommodate a student with a disability when the disability impairs the student's ability to fulfill the essential requirements of a course/program. The essential requirements of a course/program are the knowledge and skills which must be acquired or demonstrated in order for a student to successfully meet the learning objectives of the course/program. In

the absence of College-level disability accommodation policies that outline essential skills and requirements as noted in Section 2.5 of this document, determinations of reasonable accommodations in courses and programs must be made in concert with DSS. In some circumstances, the nature and degree of a disability may mean that no reasonable accommodation would enable an individual to perform the essential requirements of a course/program. Where no reasonable accommodation can be provided, the University may refuse admission or accommodations in order to preserve the academic integrity (meaning the essential requirements) of a course/program. A person cannot be presumed incapable of performing the essential requirements of a course/program unless an effort has been made to canvass all reasonable options for accommodation.

4.1.3 Accommodations will be provided up to the point of undue hardship to the University. A number of factors are weighed when assessing whether or not the hardship associated with an accommodation is undue, including:

- a) the nature of the requested or required accommodation;
- b) the financial cost of the accommodation;
- c) the ability of the student receiving the accommodation to meet admission or program requirements;
- d) the degree to which the accommodation might impact on or interfere with other students or faculty;
- e) whether health or safety concerns would arise as a result of the accommodation; and
- f) the reasonableness or cooperativeness of the student seeking accommodation.

These factors are not listed in order of priority. The weight that will be given to these factors or any other relevant considerations will depend on the circumstances.

4.2 Confidentiality of Students' Personal Information

4.2.1 Confidentiality of all students' personal information will be respected at all times.

4.2.2 In accordance with the University's policy respecting the Freedom of Information and Protection of Privacy and *The Local Authority Freedom of Information and Protection of Privacy Act*, all personal information relating to the disabilities of students is to remain confidential. Information about a student's disabilities, including the fact that a student has a disability, will only be shared with staff and instructional staff who must be provided the information in order to investigate or implement an accommodation and only then on a confidential basis. Information about a student's disability will not be disclosed to anyone by DSS or by other University personnel without the express written consent of the student, except when permitted by *The Local Authority Freedom of Information and Protection of Privacy Act*, *The Health Information Protection Act* or required by law. Where information about a student with a disability is disclosed by DSS, the recipients of that information must be made aware of the confidentiality of the information.

4.2.3 While DSS accommodations may be discussed in general with colleagues who are not involved in teaching specific classes, care must be taken to not identify any student as having a disability without that student's consent. A procedural document, "DSS Guidelines for the Effective Provision of Accommodations" is available to assist instructional staff with understanding how best to support students with disabilities. See Section 7 for more information.

4.3 Reduced Course Load (RCL) accommodation and recognition of full-time status

Some programs and benefits offered by external agencies are limited to full-time university students. For purposes of clarity, students who receive an RCL accommodation, and who would otherwise be full-time students, are considered to be full-time students by the University.

4.4. Responsibilities in the Provision of Accommodations

4.4.1 Responsibilities of Students with Disabilities

Students are their own best advocates, and must understand that a reasonable measure of self-reliance is necessary for academic success. Sometimes the nature of the disability itself makes it difficult for the student to be aware of the need for accommodation and to participate in the design and implementation of the accommodation. Students, staff, or instructional staff who are concerned that a student may have such a disability should contact DSS. DSS will evaluate what steps, if any, are necessary to address the student's need

DSS is available to provide services and support to students who:

4.4.1.1 Register with DSS by providing current and relevant documentation from a licensed health practitioner.

4.4.1.2 Adhere to the policies and procedures of each DSS service accessed, as outlined in the "DSS Guidelines for the Effective Provision of Accommodations" document (see Section 7).

Regardless of whether accommodations are provided by DSS or by others in the University community, students with disabilities will:

4.4.1.3 Participate in developing and implementing strategies related to their own academic success, and be open to trying solutions proposed by DSS, instructional staff, and others.

4.4.1.4 Understand that sufficient notice must be given in order to receive academic accommodations. Numerous programs, departments, and individuals across campus may provide accommodations, and questions regarding what "sufficient notice" entails should be directed to the provider of accommodations.

4.4.2 Responsibilities of Disability Services for Students (DSS)

The role of DSS is to provide advice, information, and assistance to the University community and to provide services and resources to students with disabilities. To fulfill its mandate, DSS will:

4.4.2.1 Encourage all students with disabilities to register with DSS. If a student discloses a disability to a person or office other than DSS, that student should be referred to DSS.

4.4.2.2 Assist students, staff, and instructional staff in understanding how to apply Section 4.2 of this document.

4.4.2.3 Approve appropriate academic accommodations for each individual student registered with DSS, taking into consideration the accommodations specified by the student's documentation, available resources, and academic integrity. Accommodations will be approved through the joint DSS-College accommodation planning committee where applicable. Where no joint DSS-College accommodation planning committee applies, DSS will engage in appropriate consultations with the staff and instructional staff that would be impacted by the accommodation.

4.4.2.4 Coordinate the requests for, and assist in the provision of, academic accommodations; and provide advice and assistance regarding accessibility issues.

4.4.2.5 Provide and maintain programs and services that are necessary to support students with disabilities.

4.4.2.6 Provide appropriate and necessary exam accommodations when requested by students within published DSS deadlines, and assist instructional and support staff in the provision of exam accommodations. While the primary responsibility for exam accommodations lies with DSS, the entire University community has a responsibility to ensure the needs of students with disabilities are met, in accordance with the *Code*.

4.4.2.7 Provide assistance and advice to students regarding available options for redress wherever students with disabilities have complaints related to academic or non-academic matters.

4.4.3 Responsibilities of Instructional Staff

To help accommodate students with disabilities and facilitate their academic success while maintaining the University's academic requirements and standards, instructional staff will:

4.4.3.1 Foster a positive atmosphere for all students, including those with disabilities. Instructional staff will ensure that issues related to disabilities and people with disabilities are addressed and discussed in a fair, sensitive, and nondiscriminatory manner.

4.4.3.2 Make every reasonable accommodation to facilitate and foster the learning of all students. This may require course assignments and other methods of assessment, physical environment, instructional atmosphere, supplementary instruction, instructional tools, or other resources.

4.4.3.3 Consult with the Department Head (or Dean in non-departmentalized Colleges) in situations where necessary accommodations require resources beyond those that can be provided by instructional staff

4.4.3.4 Maintain confidentiality of information regarding students with disabilities in accordance with Section 4.2 of this document. Questions about how to apply Section 4.2 should be addressed to DSS or the instructor's department head or dean.

4.4.4 Responsibilities of Department Heads in departmentalized Colleges

Department Heads will:

4.4.4.1 Ensure that instructional and administrative staff are familiar with this policy.

4.4.4.2 Commit the resources of the department to implement the accommodations, and consult with the Dean in situations where necessary accommodations require resources beyond those that can be provided by the department.

4.4.4.3 Inform DSS and the Assistant/Associate Deans and Deans of their Colleges if they are concerned that their department may be unable to provide the approved accommodations.

4.4.4.4 Uphold and assist instructional and support staff with understanding how to uphold Section 4.2 of this document.

4.4.5 Responsibilities of Deans, Assistant or Associate Deans, Executive Directors of Schools, Directors of Centres offering academic programs or Designates

Deans, Assistant or Associate Deans, Executive Directors, Directors and/or their designates will:

- 4.4.5.1 Promote a positive learning environment for students with disabilities and consult with DSS as needed.
- 4.4.5.2 Ensure that the department heads and instructional staff under their jurisdiction are aware of this policy and understand their legal requirements to accommodate students with disabilities.
- 4.4.5.3 Maintain the confidentiality of student information and documentation in accordance with Section 4.2 of this document.
- 4.4.5.4 Review and decide disputes over accommodation requests in accordance with Section 5.
- 4.4.5.5 Commit the necessary resources of the College/Centre/School to implement the accommodations and, in exceptional circumstances, consult with the Provost where the College/Centre/School lacks the necessary resources to provide the accommodations.
- 4.4.5.6 In circumstances where the student is seeking accommodation in a University course or clinical activity outside the student's home College, the Dean who is responsible for the course or clinical activity in which the accommodation is being sought shall carry out the responsibilities under Section 4.4.5.

5. Dispute Resolution Process

5.1 A student who is approved for an accommodation by DSS, or where applicable by a joint DSS-College accommodation planning committee, shall not be denied accommodation by instructional staff. If an instructional staff member or a student with a disability has concerns and questions about interpretation and application of accommodations, these concerns and questions should be addressed directly to DSS staff or, where applicable, to joint DSS-College accommodation planning committees for an informal resolution.

5.2 If an instructor staff member or a student with a disability is not satisfied with an accommodation decision made by DSS or a joint DSS-College planning committee or with the outcome of the informal resolution process, he or she may ask the Dean of the College (or the Provost in place of the Dean in cases where the instructor is the Dean) to review the matter. The Dean will fully inform himself or herself of the circumstances. The Dean shall not refuse an accommodation until after consulting with the Provost or designate (normally the Associate Vice-President Student Affairs) and University legal counsel. The Dean's decision will be rendered in a timely fashion; normally within 30 days of the Dean receiving the request to review the accommodation. The decision of the Dean is final. The Director of a Centre will conduct the review in the case of a student of a Centre.

5.3 The Dean, in consultation with DSS, will determine whether or not accommodations should be made or continued while the matter is under review by the Dean, and a primary consideration will be whether the student will be irreparably prejudiced by delay in the matter being decided.

5.4 The provisions of section 4.2 will be respected and applied during and after the review process.

6. Non-Compliance

Following due process, the University may take one or more of the following actions against anyone whose activities are in violation of any applicable legislation or of this policy:

- In the case of students, disciplinary action under the University Council's *Regulations for Student Academic Misconduct* and/or *Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals*.
- In the case of employees, disciplinary action in accordance with the applicable collective agreement(s), up to and including termination.

7. Procedures

Procedures regarding the application of this policy are held at DSS, in the form of the "DSS Guidelines for the Effective Provision of Accommodations" document. These procedures will be reviewed annually by DSS and the DSS Policy Committee, with revisions made as necessary.

8. Contact

Associate Vice-President (Student Affairs) (966-8710) email: david.hannah@usask.ca

UNIVERSITY COUNCIL
BYLAWS COMMITTEE
REQUEST FOR INPUT

PRESENTED BY: Gordon Zello
Chair, Bylaws Committee

DATE OF MEETING: October 20, 2011

SUBJECT: **Revisions to the Policy on Student Discipline and Appeals**

COUNCIL ACTION: For input only

DISCUSSION SUMMARY:

The university's current policy on student discipline and appeals is an overarching policy document that refers to three different sets of procedures:

1. Procedures for *Student Appeals in Academic Matters*
2. Regulations on *Student Academic Misconduct*
3. *Standard of Student Conduct in Non-Academic Matters*

The Bylaws Committee reviewed and revised the *Regulations on Student Academic Misconduct* in 2009-10, and is currently undertaking a revision of the *Student Appeals in Academic Matters*. The *Standard of Student Conduct* is under the authority of the Senate and is also about to be reviewed.

In reviewing the student appeals procedures, the Bylaws Committee also looked at the overarching policy and identified a need to revise it for two reasons:

1. The policy as written is cursory and lacks a statement of principles or scope, or any reference to the authority delegated by Council to instructors, departments and college faculty councils.
2. The Bylaws Committee feels that it is not appropriate that the same policy governs both student discipline and student appeals, since these are very different matters.

It would be the intention of the Bylaws Committee to bring a decision item to Council along with the revisions to the appeals procedures, to replace the existing policy with two separate policies, one governing Student Discipline (both academic and non-academic) and one governing Student Appeals of Evaluation, Grading and Academic Standing. The policy on student appeals would reference the Procedures for Student Appeals that are currently being revised by the Bylaws Committee.

Drafts of the existing policy and the two policies proposed to replace it are attached. The delegations referred to in the policies are consistent with Council's bylaws and regulations concerning the *Roles and Responsibilities of Faculty Councils* (Part Three, V.2), and with the *Academic Courses Policy on Course Delivery, Examinations, and Assessment of Student Learning*, approved by Council in May 2011. The statements of Principles expressed in the draft policies are taken from the University's *Learning Charter* (approved by Council in June 2010) and in the *Regulations on Student Academic Misconduct* (approved by Council in October 2009).

ATTACHMENTS:

1. Current *Policy on Student Discipline and Appeals*, first approved in September 2000 and revised in 2001 and 2008.
2. Draft of a *Policy on Student Discipline*.
3. Draft of a *Policy on Student Appeals of Evaluation, Grading and Academic Standing*.

Attachment 1 – existing policy

University of Saskatchewan Policies

Student Discipline and Appeals

Category:	Student Affairs and Activities
Responsibility:	University Council; University Senate
Authorization:	Board of Governors
Approval Date:	September 2000
Amendment Date:	March 30, 2001, October 2008

Purpose:

To provide a learning, working and living environment that is supportive of scholarship and fair in treatment of all its members.

Policy:

Students have the right to fair and equitable procedures for the lodging and hearing of complaints arising from University regulations, policies and actions that might affect them directly. Behaviour that is likely to undermine the self-esteem or productivity of any student or staff member is not condoned.

This policy is addressed through three documents. Two, authorized by the University Council, relate to academic matters, and the other, authorized by the University Senate, relates to non-academic issues.

Procedure Summary:

- As approved by University Council in September 2000, the documents, [Student Appeals in Academic Matters](#) and Regulations on Student Academic Misconduct http://www.usask.ca/university_secretary/honesty/StudentAcademicMisconduct.pdf of the University of

Saskatchewan provide the specific policy and procedures for addressing student grievances and appeals in academic matters.

- The [Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals](#), was approved by University Senate in October 2008, and addresses discipline of students for any reason other than academic dishonesty.
- Details of the rights of students, and the process and requirements for appeal, are available from the University Secretary's Office.

Contact: University Secretary, (966-4632)

Website: http://www.usask.ca/university_secretary/

Links and editorial corrections added November 8, 2007 and October 2008



Policy on Student Discipline

Category: Student Affairs and Activities
Number: DRAFT, under Review
Responsibility: University Secretary
Authorization: Council, Senate
Date: October 2011 (Draft)

Purpose:

To provide a learning, working and living environment that is supportive of scholarship and fair in treatment of all of its members, and to establish a process for addressing and hearing allegations of violations by students of the university's expectations for academic and non-academic conduct.

Authority:

The *University of Saskatchewan Act 1995* ("the Act") provides **Council** with the responsibility for student discipline in matters of academic dishonesty, which is referred to throughout this document as "academic misconduct." All hearing boards, whether at the college or university level, are expected to carry out their responsibilities in accordance with approved council regulations and processes. The Council delegates oversight of college-level hearing boards to the respective deans, and oversight of university-level hearing boards to the bylaws committee of Council.

The Act gives the **Senate** responsibility to make by-laws respecting the discipline of students for any reason other than academic dishonesty. A Senate hearing board has the authority to decide whether a student has violated the Standard of Student Conduct and to impose sanctions for such violations. Senate's *Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals* address the principles and procedures applicable to complaints about non-academic misconduct.

In addition, Section 79 of the Act authorizes the **President** of the University to suspend a student immediately when, in the opinion of the President the suspension is necessary to avoid disruption to any aspect of the activities of the university or any unit of the university; to protect the interests of

other students, faculty members or employees of the university or members of the Board or the Senate, or to protect the property of the university.

Principles:

- **Freedom of Expression:** The University of Saskatchewan is committed to free speech as a fundamental right. Students have the right to express their views and to test and challenge ideas, provided they do so within the law and in a peaceful and non-threatening manner that does not disrupt the welfare and proper functioning of the university. The university encourages civic participation and open debate on issues of local, national and international importance. One person's strongly held view does not take precedence over another's right to hold and express the opposite opinion in a lawful manner.
- **Mutual Respect and Diversity:** The University of Saskatchewan values diversity and is committed to promoting a culture of mutual respect and inclusiveness on campus. The university will uphold the rights and freedoms of all members of the university community to work and study free from discrimination and harassment, regardless of race, ethnicity, sex, sexual orientation or sexual identity, gender identification, disability, religion or nationality.
- **A Commitment to Non-violence:** The University of Saskatchewan values peace and non-violence. Physical or psychological assaults of any kind or threats of violence or harm will not be tolerated.
- **A Commitment to Justice and Fairness:** All rules, regulations and procedures regarding student conduct must embody the principles of procedural fairness. Processes will be pursued fairly, responsibly and in a timely manner. Wherever appropriate, the university will attempt to resolve complaints through informal processes before invoking formal processes, and wherever possible, sanctions will be educational rather than punitive and will be applied in accordance with the severity of the offence and/or whether it is a first or subsequent offence.
- **Security and Safety:** The university will act to safeguard the security and safety of all members of the university community. When situations arise in which disagreement or conflict becomes a security concern, the university will invoke appropriate processes to assess the risk to, and protect the safety and well-being of community members. Those found in violation of university policies or the law will be subject to the appropriate sanctions, which may extend to immediate removal from university property and contact with law enforcement authorities if required. The university will endeavour to provide appropriate support to those who are affected by acts of violence.
- **Integrity:** Honesty and integrity are expected of every student in class participation, examinations, assignments, research, practica and other academic work. Students must complete their academic work independently unless specifically instructed otherwise. The degree of permitted collaboration with or assistance from others should be specified by the instructor. The university also will not tolerate student misconduct in non-academic interactions where this misconduct disrupts any activities of the university or harms the interests of members of the university community.

Scope:

This policy applies to all University of Saskatchewan students. More complete explanations of the scope of academic and non-academic disciplinary procedures are outlined in the respective procedures.

It is acknowledged that while similar expectations govern all members of the university community, including faculty and staff, these expectations and their associated procedures are dealt with under various of the university's other formal policies (such as Council's *Guidelines for Academic Conduct*, *University Learning Charter*, the Policy on *Discrimination and Harassment Prevention* and the *Scholarly Integrity Policy*) as well as by provincial labour legislation, employment contracts and collective agreements.

Policy and Procedures:

Wherever possible and appropriate, every effort should be made by instructors, university officials and/or student associations to resolve minor violations of expectations for student conduct through informal means. If, however, it appears that formal measures are warranted, complaints and allegations of misconduct will be handled through the regulations and procedures referenced below.

The *Regulations on Student Academic Misconduct* and associated procedures and definitions were approved by Council in October, 2009 and can be found at http://www.usask.ca/university_secretary/honesty/StudentAcademicMisconduct.pdf.

The [*Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals*](#) was approved by University Senate in October 2008, and addresses the expectations of the university community for student conduct, and procedures for discipline of students for any reason other than academic misconduct.

Contact:

Questions, including those relating to the respective authority of Senate, Council and the President under the Act and associated procedures, should be directed to the University Secretary:

University Secretary, 966-4632 or university.secretary@usask.ca

Website: http://www.usask.ca/university_secretary/policies/student/6_01.php



Policy on Student Appeals of Evaluation, Grading and Academic Standing

Category: Student Affairs and Activities
Number: DRAFT, under Review
Responsibility: University Secretary
Authorization: Council
Date: Draft October 2011

Purpose:

To provide a means by which students who feel they have been disadvantaged in their academic standing, either by an unfair substantive academic judgement of their work, or by a factor not involving substantive academic judgement, may appeal the outcome of the assessment.

Authority:

The *University of Saskatchewan Act 1995* (“the Act”) provides **Council** with the responsibility for overseeing and directing the university’s academic affairs. Council’s powers under the Act include prescribing methods and rules for evaluating student performance, and hearing appeals by students or former students concerning academic decisions affecting them (Section 61(1)).

By Council delegation (through the *Academic Courses Policy on Course Delivery, Examinations, and Assessment of Student Learning*), the assessment of academic work by students is a responsibility of the instructor(s) who has been assigned to the course, under the oversight of the department head (or dean of a non-departmentalized college, or executive director of a school) who approves the grades. The assessment of academic standing in programs is a responsibility delegated by Council to the faculty council of the college or school that offers the program in accordance with the clause governing *Duties and Responsibilities of Faculty Councils*, in Part Three of Council’s Regulations.

Principles:

- **Learning as a shared responsibility:** As described in the University's *Learning Charter*, learning requires the active commitment of students, instructors, and the institution, and depends on each party fulfilling its role in the learning partnership.
- **Justice and Fairness:** All rules, regulations and procedures regarding student and assessment must embody the principles of procedural fairness. Instructors must communicate and uphold clear academic expectations and standards, and must ensure that assessments of student learning are transparent, applied consistently, and congruent with course objectives. Processes involving student appeals will be pursued fairly, responsibly and in a timely manner.
- **Mutual Respect and Diversity:** The University of Saskatchewan values diversity and is committed to promoting a culture of mutual respect and inclusiveness on campus. The university will uphold the rights and freedoms of all members of the university community to work and study free from discrimination and harassment, regardless of race, ethnicity, sex, sexual orientation or sexual identity, gender identification, disability, religion or nationality.

Scope

This policy applies to all students who are registered or in attendance at the University of Saskatchewan in a program under the oversight of Council, and who are appealing their academic standing in a course component, in a course, or in a program.

This policy is not intended to address complaints against individuals or academic units, other than to resolve and where necessary remedy the academic standing of the appellant. It is also not intended to address complaints by students concerning the pedagogy or method of evaluation used by an instructor(s).

Policy

All students have a right to fair and equitable procedures for the lodging and hearing of complaints arising from university regulations, policies or actions that directly affect their academic standing.

Grievances arising from the substantive assessment of academic performance in course work are initially addressed by the instructor(s) and may be appealed to the department head (or dean in a non-departmentalized college, or executive director of a school). Grievances arising from factors other than substantive assessment are addressed by the dean responsible for the activity and with sufficient grounds, as provided for in the procedures, may be the subject of a hearing at the university level.

Council delegates to college faculty councils responsibility for developing and approving procedures by which a student may appeal decisions concerning his or her overall standing, including decisions around progression in the program, probationary status, and graduation, on compassionate, medical or other grounds. These decisions may be further delegated by the faculty council to a committee established for this purpose, or to a college dean, executive director of a school, or associate or assistant dean. Such decisions are subject to university-level appeal on limited grounds as provided for in the procedures.

Procedures

Procedures for addressing appeals by students in academic matters have been approved by Council and are available [here](#).

Contact:

University Secretary, 966-4632 or university.secretary@usask.ca

Website: http://www.usask.ca/university_secretary/policies/student/6_01.php

**UNIVERSITY COUNCIL
BYLAWS COMMITTEE
REQUEST FOR INPUT**

PRESENTED BY: Gord Zello
Chair, bylaws committee

DATE OF MEETING: October 20, 2011

SUBJECT: **Revised Procedures on Student Appeals in Academic Matters**

COUNCIL ACTION: For input only

DISCUSSION SUMMARY:

The bylaws committee has undertaken a major revision of Council's Procedures for Student Appeals in Academic Matters, which were approved by Council in November 1999, with minor revisions following.

The most significant revisions proposed are the replacement of the Form A, Form B, Form C protocol with Instructor Level (informal), Department Level (re-assessment or re-read), College Level and University (Council) Level appeals. The consultation with the instructor is a less formal step, but the procedures require that this step be taken before a student can apply for a re-evaluation or re-read.

An appeal must be heard at the college level prior to being heard at the university level, and the procedures now clearly distinguish between appeals of standing in program and appeals of assessment in course work. Accordingly, faculty councils are required to have in place procedures for hearing appeals of faculty actions related to standing in program (granting of leaves, probationary status, and progression in program, including promotion and graduation decisions).

Overall, the language of the regulations has been updated for consistency and to reflect the creation of the interdisciplinary schools. Other substantive changes include:

- deletion of the step that requires the Bylaws Committee to determine whether there are grounds for appeal;
- deletion of violation of the Saskatchewan Human Rights Code as grounds for appeal;
- combining of the (previously redundant) sections on re-evaluating written and non-written work;

- inclusion of a section on definitions for clarity;
- revision of the description of the hearing process to make it more consistent with the hearings for academic misconduct, including insertion of the section on rights and responsibilities of parties to a hearing.

CONSULTATION

An *ad hoc* subcommittee of the bylaws committee, supplemented with undergraduate student representation, was constituted in April of 2010 to begin revisions to the regulations. As part of the consultative process, the subcommittee met with student groups and members of the assistant and associate deans' academic group to invite feedback on the existing regulations and suggestions for change. Following, the bylaws committee reviewed the proposed changes and distributed the revised procedures to deans, executive directors, members of the assistant and associate deans' academic, and the USSU and GSA executives. The bylaws committee has considered feedback received to date in its revision of the procedures and welcomes additional feedback.

Members of Council are invited to share their thoughts regarding the proposed procedures, and to consult with their colleagues and associates regarding the procedures. Comments may be submitted to Gordon Zello, committee chair at gordon.zello@usask.ca and/or to Lea Pennock, university secretary at lea.pennock@usask.ca. The committee's intent is to submit the revised procedures to Council for approval at November Council.

ATTACHMENTS:

1. Draft Revised *Procedures on Student Appeals in Academic Matters* (October 5, 2011)
2. *Student Appeals in Academic Matters* (1999)



UNIVERSITY COUNCIL

Procedures for Student Appeals in Academic Matters

Pursuant to the *Policy on Student Appeals of Evaluation, Grading and Academic Standing*

Draft, revised October 5, 2011

CONTENTS

Student Appeals in Academic Matters

- I Scope of Procedures
 - II Availability of Written Work
 - III Substantive Academic Judgement of Student Work: Undergraduates (including postgraduate trainees)
 - A. Instructor Level : Informal Consultation
 - B. DepartmentLevel: Formal Appeals for Re-assessment
 - IV Substantive Academic Judgement of Student Work: Graduate Students
 - A. Instructor Level: Informal Consultation
 - B. Formal Appeals for Re-assessment
 - V Appeals Dealing with Matters other than Substantive Academic Judgement
 - A. College Level Appeals
 - 1. Appeals of Standing in Program
 - 2. Appeals of Assessment of Course Work
 - B. University Level Appeals
 - 1. Grounds for an Appeal
 - 2. Initiation of the appeal
 - 3. Appointment of an Appeal Board
 - 4. Appeal Procedure
 - 5. Disposition by the Appeal Board
 - 6. Copy of a Report
 - 7. No Further Appeal
 - 8. Student Records
 - VI Rights and Responsibilities of Parties to a Hearing
 - VII Assistance with Appeals and Procedural Matters
- Appendices:
- Department-Level Appeal: Request for and Report of Re-Assessment
 - University-Level Appeal of Matters Other than Substantive Academic Judgement

PROCEDURES FOR STUDENT APPEALS IN ACADEMIC MATTERS

The following are approved by the University of Saskatchewan Council as regulations pursuant to Council's *Policy on Student Appeals of Evaluation, Grading and Academic Standing*. This policy can be found at

www.usask.ca/university_secretary/honesty/Student_Academic_Appeals.php

I. SCOPE OF PROCEDURES AND DEFINITIONS

These procedures apply to the following decisions that affect the academic record and/or standing of a student:

- (a) those involving an academic judgement, including (where relevant) assessment of a student's level of professionalism, on all course work, whether written (such as an examination paper, assignment, essay or laboratory report) or unwritten (such as performance in a verbal or artistic presentation, clinical or professional service activity or practicum), including deferred examinations, supplemental examinations, special examinations and other extraordinary methods of assessment;
- (b) those pertaining to a student's academic standing in his or her program; and
- (c) those pertaining to academic assessment to the extent that it has been affected by other than substantive academic judgment.

In these procedures,

- "appellant" refers to the student making the appeal;
- "course work" includes all of the components of a student's program that are assigned a grade or outcome including thesis, project, field, practicum and laboratory work;
- "department" and "college" refer to the administrative unit of the university which offers the course or other academic activity to which a grievance relates;
- "department head" and "dean" refer to the administrative heads of such units;
- "instructor(s)" refers to the person(s) who was/were responsible for the assessment of student work or performance because she or he or they prepared and graded or arranged for the grading of written work or who otherwise provided the assessment of the work or performance to which the following procedures apply;

-
- “respondent” refers to the individual(s) responding to the appeal.
-

II. AVAILABILITY OF WRITTEN WORK

A student shall be permitted to see her or his examinations or other work, and where possible to be provided a copy of her or his work, in accordance with the practices of the department or college. A department or college is not required to provide the student with access where a special form of examination is used. In such cases, students in the course should be informed at the beginning of a course that copies of examinations or other forms of assessment are not available.

III. SUBSTANTIVE ACADEMIC JUDGEMENT OF STUDENT WORK: UNDERGRADUATE STUDENTS, INCLUDING POSTGRADUATE TRAINEES

A student who is dissatisfied with the assessment of her or his work or performance in any aspect of course work, including a midterm or final examination, shall follow the procedures set out below.

The University recognises that alternative forms of evaluation to meet specific circumstances may be used by instructors to evaluate work that would ordinarily be submitted in written format (e.g., oral examinations for students physically unable to write). The following procedures shall also apply (as much as possible) to such alternative forms of evaluation.

A. Instructor Level: Informal Consultation

Prior to initiating formal procedures as set out below, a student who has a concern with the evaluation of her or his work or performance shall consult with the individual(s) that evaluated the work or performance. This informal consultation should take place as soon as possible, but in any event, not later than 30 days after the assessment has been made available to the students in the class.

The purpose of the informal consultation is

- To assist the student in understanding how his or her grade was arrived at;
- To afford an opportunity for the instructor(s) and student to review the evaluation and ensure that all work was included, that all material was marked, that no marks were left out and that additions and grade calculations were correctly made.

Any errors discovered during this review should result in an appropriate change in the grade awarded the work or performance and in the instructor's records for the course. If the consultation relates to a final grade in a course, the mark or grade in the course may be changed following the normal grade change procedures, subject to approval by the department head (or dean in a non-departmentalized college).

If the student is not satisfied with the academic judgement rendered with respect to the work or performance, he or she may request reconsideration of the assessment. The instructor(s) may decide to evaluate the work or performance or request that the student apply for a formal re-assessment as set out in these procedures.

If the instructor(s) responsible for evaluation is/are not available, the student should seek advice from the individual responsible for the course (this may be the course coordinator, department head or dean in a non-departmentalized college) about the best means of fulfilling the requirement for informal consultation. The individual consulted may advise the student to apply for a formal re-assessment as provided for under Section B.

The college or department responsible for the course may specify different time limits than those prescribed above, and may, at its discretion, waive compliance with the time limits.

B. Department Level: Formal Re-assessment (Re-read)

A department-level re-assessment involves a re-evaluation of assessment of written or non-written work in the context of the expectations for that work, arranged for by the department head (or dean in a non-departmentalized college). The re-assessor should have access to a description of the instructor's expectations for the work, and, where feasible, to samples of work submitted by other students in the course. Where possible, the re-assessor should assess the work without knowledge of the mark given by the instructor(s).

Examples of non-written work include marks given for class participation, performance in oral or artistic presentations, clinical or professional service activities and practicum based activities. Since such forms of work or performance often involve assessment based on observation of the student's performance by the instructor or, in the case of a practicum, by someone else, it is not always possible to apply with precision the re-reading procedures set out in this section. However, these procedures shall apply as much as possible to such assessments.

Student should be aware that a grade may be reduced as the result of a re-assessment.

Process to be followed:

(a) To initiate a re-assessment of written work, the student shall submit a completed *Request for and Report of Re-Assessment Form* to the department head or dean in a non-departmentalized college. The request must be made within 30 days of the delivery to the student of the results of the assessment under review. A fee specified by the registrar shall be tendered with the request. The fee will be refunded if the student's grade on the course or course component is increased at least five (5) percentage points as a result of the re-reading or if the student's grade is increased from a Fail to a Pass in a course or course component where the assessment is Pass/Fail.

The request shall state briefly the student's concern with the assessment of the work.

(b) The department head or dean in a non-departmentalized college shall determine whether it is feasible to arrange to have some or all of the student's work or performance re-assessed by someone, other than the instructor(s), whom the department head or dean decides is qualified to do so. Where the department head or dean concludes that some or all of the performance or work can be re-assessed by someone other than the instructor who is qualified to do so, he or she shall appoint such person or persons for this purpose. The re-assessment may be done by the original examiner(s) when no such person is available.

Where possible, the marking or grading structure used by the instructor(s) shall be used by the re-reader. The mark or grade given by the re-assessor may be higher or lower than the mark given by the instructor(s). The result of the re-read shall be recorded on the *Request for and Report of Re-Assessment Form*.

(c) The original mark or grade shall not be changed until after the original instructor(s) has/have been consulted by the department head or dean. This requirement may be waived by the department head or dean when consultation is not practicable. A third reader may be appointed to resolve any disagreement between the instructor(s) and the re-reader as to the mark or grade to be assigned to the work. Otherwise, the department head, dean or a committee appointed for such purpose shall determine the mark or grade following the report of the results of the re-reading.

(d) The student shall be notified in writing by the department head or dean of the determination of the mark or grade as soon as possible, but not later than 30 days after the results of the re-assessment are determined as provided in (c).

(e) A ruling of a departmental decision on a matter of substantive academic judgement will be final.

(f) A student who believes that the assessment of his or her work or performance has been negatively affected by a factor not involving academic judgement of the substance of the work or performance may appeal as provided in Part V.

IV. SUBSTANTIVE ACADEMIC JUDGEMENT OF STUDENT WORK: GRADUATE STUDENTS

A. Instructor Level: Informal Consultation

A graduate student who is dissatisfied with the assessment of her or his work or performance in any aspect of course work shall first follow the informal procedures for consultation with the instructor(s) as set out in III.A, above.

B. Formal Appeals

Following informal consultation with the instructor, a graduate student who has a concern or question about the evaluation of her or his work or performance should consult with the graduate chair of the program or the dean of graduate studies and research before invoking formal procedures. If, after these consultations, the student is unsatisfied, he or she may petition the Ph.D. committee (Ph.D. students) or the academic committee (all other students) of the College of Graduate Studies and Research for a formal ruling on the matter. If the concern relates to a written examination, essay or research paper, the student may request, or the committee may institute, a re-read procedure similar to that described above for undergraduate students. If the concern involves any other form of assessment, the committee shall consider and rule on it.

The ruling by the Ph.D. or academic committee of the College of Graduate Studies and Research on a matter of substantive academic judgment will be final. This includes decisions on the acceptability of the thesis and the results of oral examinations.

A ruling on a concern that assessment of a graduate student's academic work or performance has been negatively affected by a factor not involving academic judgment of the substance of the work or performance may be appealed as hereinafter provided.

V. APPEALS DEALING WITH MATTERS OTHER THAN SUBSTANTIVE ACADEMIC JUDGMENT

A. COLLEGE LEVEL APPEALS

This section deals with matters not directly involving substantive academic judgment which, however, may affect a student's academic record, standing or status.

1. Appeals of Standing in Program

Council delegates to college and school faculty councils the responsibility for developing and approving procedures by which a student may appeal decisions concerning his or her overall standing, including decisions around progression in the program, granting of leaves, probationary status and graduation, on compassionate, medical or other grounds. These decisions may be further delegated by the faculty council to a committee established for this purpose, or to a college dean, the executive director of a school, or an associate or assistant dean provided that there is a provision for reporting such decisions back to the faculty council. Such decisions are subject to university-level appeal on limited grounds as provided for in Section B, below.

2. Appeals of Assessment in Course Work

A student who alleges that assessment of her or his academic work or performance in course work has been negatively affected by a factor not involving academic judgment of the substance of the work or performance may appeal the assessment to the dean of the college responsible for the course or activity as described below. The outcome of the appeal to the dean is limited to a change in the student's grade in the course(s) under appeal, and is subject to university-level appeal as provided for in Section B below.

(a) The student shall deliver to the dean, not later than 30 days from the date the student is informed of the assessment, a written statement of the allegation and a request for a review of the matter. The dean may extend the period of time to submit the written statement.

(b) Subject to section (c) below, the dean shall instruct the department head (if it is a departmentalized college) to arrange for an informal investigation of the allegation. In a non-departmentalized college the dean shall arrange for such an investigation. The investigation shall be carried out as expeditiously as possible and must include, wherever practical, consultation with the original instructor.

(c) In a case where a student's allegation involves the dean or department head, that individual should declare a conflict of interest and assign the case to an associate or assistant dean or another member of the department who has not been involved in the assessment.

(d) The dean (or delegate under section c) shall inform the student and the original instructor in writing as to the outcome of the investigation. If the student is not satisfied with the outcome, he or she may initiate an appeal as provided in Section B below, subject to the grounds specified in that section.

B. UNIVERSITY LEVEL APPEAL

1. Grounds for an Appeal

- (a) A student may appeal as hereinafter provided a decision affecting her or his academic standing on the following grounds only:
- (i) alleged failure to follow procedural regulations of the relevant college or the university dealing with assessment of students' academic work or performance or administrative decisions or alleged misapplication of regulations governing program or degree requirements;
 - (ii) alleged discriminatory treatment of the student as compared to the treatment of other students in the course or program, where the alleged discrimination affected assessment of the student's academic work or performance;
 - (iii) alleged discrimination or harassment, as set out in the University's Policy on Discrimination and Harassment Prevention and procedures for addressing issues of discrimination and harassment, where the alleged violation affected assessment of the student's academic work or performance; or
 - (iv) alleged failure to implement the approved policy and procedures of the University dealing with accommodation of students with disabilities, when the alleged failure affected assessment of the student's academic work or performance.
- (b) A student has no right of appeal under these rules with respect to an academic judgment of the written or non-written work, performance or activities or with respect to a decision relating to the provision of deferred or special examinations or other extraordinary methods of assessment unless that judgment or decision is alleged to involve or be affected by a factor mentioned in clause 1(a).
- (c) A student has no right of appeal as hereinafter provided until all applicable steps set out in preceding rules have been taken and a final decision in relation to the matter has been made as provided in those rules. In particular, a university-level appeal hearing will not be held until a report of the college-level investigation as outlined in Section A has been rendered.

2. Initiation of the Appeal

(a) A student initiates an appeal under these rules by delivering a notice of university-level appeal to the following persons:

- (i) the university secretary;
- (ii) the dean of the college offering the course to which the allegation relates;
- (iii) the faculty member responsible for the course to which the allegation relates; and
- (iv) the dean of the college in which the student is registered, if different from the dean in (ii) above ; and
- (v) the registrar.

(b) The notice of appeal shall be delivered as soon as possible, but not later than 30 days from the date a final decision on the college-level appeal has been communicated in writing to the student. Thereafter no appeal may be brought.

(c) In general, any assessment of student work and/or standing is considered valid until and unless it has been successfully overturned by an appeal. Reasonable and appropriate efforts should be made, however, to maintain a student's standing while an appeal is pending, subject to such considerations as safety.

3. Appointment of an Appeal Board

(a) Upon receipt of a notice of appeal, the university secretary shall constitute an appeal board to be composed of three members of Council, one of whom is a student. One faculty member of the appeal board shall be named chairperson. The members of the board shall be chosen from a roster nominated by the nominations committee of Council.

4. Appeal Procedure

(a) The appeal board shall convene to hear the appeal as soon as is practicable, but not later than 30 days after it is constituted or such later date as is acceptable to the student and the dean whose decision is being appealed. Under exceptional circumstances, the board may extend this period.

(b) Written notice of the hearing, along with a copy of these Procedures and of the written statement of appeal, will be delivered by the university secretary to the appellant, to the individual whose decision is being appealed as respondent, and to members of the appeal board. Where possible and reasonable the secretary will accommodate the schedules of all parties and will provide at least seven (7)

days' notice of the time and location of the hearing. Where there are special circumstances (as determined by the secretary), the matter may be heard on less than seven (7) days' notice.

(c) If any party to these proceedings does not attend the hearing, the appeal board has the right to proceed with the hearing, and may accept the written statement of appeal and/or a written response in lieu of arguments made in person. An appellant who chooses to be absent from a hearing may appoint an advocate to present his/her case at the hearing.

(d) The appeal board is not bound to observe strict legal procedures or rules of evidence but shall establish its own procedures subject to the following provisions and to the principles outlined in Section VI, *Rights and Responsibilities of the Parties to a Hearing*:

(i) The student shall be entitled to be represented by one other person, including legal counsel;

(ii) The dean or designate shall respond to the allegation and may be represented by one other person, including legal counsel;

(iii) Evidence supporting or rebutting the allegation may be given by witnesses, including, in cases where the appeal relates to a course, the instructor(s) responsible for the course(s) to which the allegation relates;

(iv) Witnesses may be questioned by a person mentioned in clauses (i) to (ii) or by the board;

(v) The appellant and the respondent(s) shall appear before the appeal board at the same time;

(vi) Both the appellant and the respondent(s) will have an opportunity to present their respective cases and to respond to questions from the other party and from members of the appeal board.

(vii) It shall be the responsibility of the appellant to demonstrate that the appeal has merit;

(viii) Hearings shall be restricted to persons who have a direct role in the hearing, except that either party may request the presence of up to three observers, not including witnesses. At the discretion of the chair, other persons may be admitted to the hearing for training purposes, or other reasonable considerations.

(ix) The university secretary or a designate of the university secretary shall record the proceedings.

5. Disposition by the Appeal Board

The appeal board may, by majority:

- (a) conclude that the allegation was unfounded and dismiss the appeal; or
- (b) conclude that the allegation was justified and specify measures to be taken by the college, school, department division, registrar or faculty member involved to correct the injustice including, but not limited to, the following:
 - (i) re-evaluation of the student's work or performance in accordance with the applicable rules of the college or the University; or
 - (ii) assessment of the student's work or performance by an independent third party capable of doing so; or
 - (iii) a refund or re-assessment of tuition or other fees
- (c) The chairperson of the appeal board shall prepare a report of the board's deliberations and its conclusions. The report shall be delivered to the university secretary.

6. Copy of a Report

- (a) Within 15 days from the date the appeal board has completed its deliberations, the university secretary or designate shall deliver a copy of the chairperson's report to the student who initiated the appeal and to the persons mentioned in Rule V.B.2(a) (ii)-(v).
- (b) Where the appeal board has determined that a college, school, department or division is to address or act upon a particular matter, the college, school, department or division shall, within thirty (30) days of the receipt of the chairperson's report, advise the university secretary of its compliance, or timetable for compliance, with the decision. If the college, school, department or division fails without cause to confirm its compliance, the bylaws committee will review the matter and, if appropriate, require the provost and vice-president academic to instruct the unit to comply.

7. No Further Appeal

The findings and ruling of the appeal board shall be final with no further appeal and shall be deemed to be findings and a ruling of Council.

8. Student Records

- (a) Upon receipt of a notice of university-level appeal, the registrar shall endorse on the student's record as it relates to the academic work or performance alleged to have been affected the following statement: "This record is currently under appeal and may be affected by the decision of an appeal board." This

endorsement shall be removed from the student's record upon receipt by the registrar of a copy of the decision of the appeal board.

(b) Upon receipt of notice of a re-evaluation or reassessment pursuant to the order of an appeal board, the registrar shall amend the student's record accordingly and shall expunge all indication of the record that has been replaced.

VI. RIGHTS AND RESPONSIBILITIES OF PARTIES TO A HEARING

Hearings provide an opportunity for a balanced airing of the facts before an impartial board of decision-makers. All appeal hearings will respect the rights of members of the university community to fair treatment in accordance with the principles of natural justice. In particular,

(a) The parties have a right to a fair hearing before an impartial and unbiased decision-maker. This right includes the right for either party to challenge the suitability of any member of the hearing board based on a reasonable apprehension of bias against the complainant's or respondent's case. The hearing board will determine whether a reasonable apprehension of bias is warranted.

(b) Reasonable written notice will be provided for hearings, and hearings will be held and decisions rendered within a reasonable period of time. It is the responsibility of all parties to ensure that the University has current contact information for them. Any notice not received because of a failure to meet this requirement will have no bearing on the proceedings.

(c) All information provided to a hearing board in advance of a hearing by either party will be shared with both parties prior to the hearing.

(d) Neither party will communicate with the hearing board without the knowledge and presence of the other party. This right is deemed to have been waived by a party who fails to appear at a scheduled hearing.

(e) The appellant and the respondent have a right to bring or to send in his/her place an advocate (which may be a friend, advisor, or legal counsel) to a hearing, and to call witnesses, subject to the provisions below with respect to the rights of the hearing board. If possible, the names of any witnesses and/or advocates are to be provided to the secretary 7 days prior to the hearing so that the secretary may communicate the names to the appellant and respondent and to the hearing board.

(f) Parties to these proceedings have a right to a reasonable level of privacy and confidentiality, subject to federal and provincial legislation on protection of privacy and freedom of information.

(g) The hearing board has a right to determine its own procedures subject to the provisions of these procedures, and to rule on all matters of process including the acceptability of the evidence before it and the acceptability of witnesses called by either party. The secretary shall communicate to the appellant and respondent, as appropriate, the basis for the decision of the hearing board not to admit any evidence or witnesses. Hearing boards may at their discretion request further evidence or ask for additional witnesses to be called, subject to the requirement that all of the information before the hearing board be made available to both parties.

VII. ASSISTANCE WITH APPEALS AND PROCEDURAL MATTERS

Students should be informed of the opportunity to receive assistance with appeals. Various offices within the Student Enrolment Services Division including the Aboriginal Student Centre, Disability Services for Students, the International Student Office and Support Services, as well as representatives from the University of Saskatchewan Students' Union and the Graduate Students' Association, are available to assist with appeals.

Questions concerning procedural matters relating to appeals under these rules should be directed to the university secretary.

Approved by University Council on November 18, 1999 with revisions noted December 3, 1999.

Revisions approved by University Council on September 21, 2000.

Minor revisions approved by University Council on January 25, 2001; March 21, 2002, September 19, 2002.

Revisions approved by University Council on -----2011

UNIVERSITY OF SASKATCHEWAN
Request for and Report of Re-Assessment
 (Department-level Appeal)

- ♦ *This form is to be completed **only after** informal consultation with the instructor(s) responsible for evaluation has taken place and the student remains unsatisfied with the results.*
- ♦ *This form must be submitted along with the required fee (as set by the Registrar) to the department or non-departmentalized college offering the course which is the subject of the request, as soon as possible, but no later than 30 days after the results of the assessment under review have been provided to the student. If the grade in the course or course component is increased at least 5 percentage points, or from a Fail to a Pass, as a result of the re-reading, the fee will be refunded. Students should be aware that a grade may be reduced as the result of a re-assessment.*

APPLICATION FOR RE-ASSESSMENT		
Name:	Student number:	
Address (Street, City, Postal Code):	Telephone:	
Formal re-assessment requested in: <i>Course name/number</i>		<i>Section:</i>
Instructor(s):		
Check where applicable:		
<input type="checkbox"/> Final examination	<i>Date Written</i>	
<input type="checkbox"/> Midterm examination	<i>Date Written</i>	
<input type="checkbox"/> Essay	<i>Due Date</i>	
<input type="checkbox"/> Term Work	<i>Due Date</i>	
<input type="checkbox"/> Laboratory	<i>Due Date</i>	
<input type="checkbox"/> Other (<i>specify</i>)		
<input type="checkbox"/> Date of informal consultation with the instructor(s) _____ OR		
<input type="checkbox"/> I was not able to consult with the instructor(s) (provide reason)		
Specific nature of the complaint (<i>The student must specify precisely the nature of the complaint, failing which this form may be returned for more information. Use the reverse of sheet if additional space is required:</i>)		
Date:	Signature of student:	
REPORT OF RE-ASSESSMENT. (The re-assessor should not be aware of the original mark)		
Re-assessor's Mark ()	Comments:	
Date:	Signature of Re-Assessor:	
To be completed by department head once the report from the re-assessor is received.		
Results: Original Mark ()	<input type="checkbox"/> <i>Change to: ()</i>	<input type="checkbox"/> <i>No Change</i>
Final Grade ()	<input type="checkbox"/> <i>Change to: ()</i>	<input type="checkbox"/> <i>No Change</i>
Signature of dean or department head:		
The completed report should be returned to the department head or dean (non-departmentalized college).		

UNIVERSITY OF SASKATCHEWAN

University-Level Appeal of Matters Other than Substantive Academic Judgement

- ♦ *This form must be delivered as soon as possible, but not later than thirty (30) days from the date the outcome of a college-level appeal has been communicated in writing to the student.*
- ♦ *A written statement outlining the allegation must be attached to this form; additional supplementary written information may also be attached.*

Name:	Student Number:
Address (<i>Street, City, Postal Code</i>):	Telephone:
Appeal related to (<i>check where applicable</i>): <input type="checkbox"/> Faculty action/Standing in Program (<i>Program, year of program</i>): <input type="checkbox"/> Course work/course grade (<i>Course name/number/section</i>): (<i>Instructor(s) responsible for the course</i>): <input type="checkbox"/> Other (<i>please specify</i>):	
Date final college-level decision communicated in writing:	
Grounds for appeal (<i>check where applicable</i>):	
<input type="checkbox"/> failure to follow procedural regulations of the relevant college or University dealing with assessment of students' academic work or performance or administrative decisions and the application of regulations governing program or degree requirements.	
<input type="checkbox"/> discriminatory treatment compared to other students in the course or program, where the alleged discrimination affected assessment of the student's academic work or performance.	
<input type="checkbox"/> alleged discrimination or harassment as set out in the university's Policy on Discrimination and Harassment Prevention and associated procedures, where the alleged discrimination or harassment affected assessment of the student's academic work or performance.	
<input type="checkbox"/> failure to implement the approved policy and procedures of the University concerning accommodation of students with disabilities, where the alleged failure affected assessment of the student's academic work or performance.	
Supplementary written information attached: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Date:	Signature of Student:
Instructions: <i>To initiate an appeal, a student must deliver this form (with any supplementary written information attached) to all of the following: the university secretary, the dean of the college responsible for the course (if a specific course is involved), the instructor(s) responsible for the course (if a specific course is involved) and the dean of the college in which the student is registered.</i>	



Office of the University Secretary
212 College Building
University of Saskatchewan
107 Administration Place
Saskatoon, SK S7N 5A2
(306) 966-4632

email to *lea.pennock@usask.ca*

policies and forms are available at:

http://www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php

(forms are in PDF format)



Student Appeals in Academic Matters

Approved by Council November, 1999*

* for a list of revision dates see end of each section

CONTENTS

Student Appeals in Academic Matters

I	Scope of Procedures	1
II	Substantive Academic Judgment of Student Work or Performance	1
	1. Consultation with the instructor	2
	2. Re-reading written work	3
III	Substantive Academic Judgment of Nonwritten Course Work	4
IV	Graduate Students	5
V	Factors other than substantive academic judgment	6
VI	Appeals Dealing with Matters other than Substantive Academic Judgment	6
	1. Grounds for an appeal	6
	2. Initiation of the appeal	8
	3. Appointment of an appeal board	8
	4. Appeal procedures	9
	5. Disposition by the appeal board	9
	6. Copy of report	10
	7. No further appeal	10
	8. Student records	10
	Form A – Application for and Report of Consultation regarding Academic Standing	11
	Form B – Request for and Report of Re-Read	12
	Form C – Application for Appeal of Matters Other than Substantive Academic Judgement	13

STUDENT APPEALS IN ACADEMIC MATTERS

I. SCOPE OF PROCEDURES

These procedures apply to the following decisions that affect the academic standing of a student:

- (a) those involving an academic judgment on written work (including work submitted electronically) such as an examination paper, assignment, essay or laboratory report, and unwritten course work and activities such as performance in a verbal or artistic presentation, clinical or professional service activity or practicum;
- (b) those pertaining to academic assessment to the extent that it has been affected by other than substantive academic judgment; and
- (c) those dealing with the provision of a deferred examination, special examination or other extraordinary method of assessment.

In these procedures, the terms “department” and “college” refer to the administrative unit of the University which offers the course or other academic activity to which a grievance relates, and the terms “department head” and “dean” refer to the department head and dean of such unit. The term “instructor” refers to the person who was responsible for the assessment of student work or performance because she or he prepared and graded or arranged for the grading of written work or who otherwise provided the assessment of the work or performance to which the following procedures apply.

II. SUBSTANTIVE ACADEMIC JUDGMENT OF STUDENT WORK OR PERFORMANCE

A student who is dissatisfied with the assessment of her or his work or performance in any aspect of course work, including a midterm or final examination, shall follow the procedures set out below.

The University recognises that alternative forms of evaluation to meet specific circumstances may be used by instructors (e.g., oral examinations for students physically unable to write) to evaluate work that would ordinarily be submitted in written format. The following procedures shall apply (as much as possible) to such alternative forms of evaluation.

Students should be informed of the opportunity to receive assistance with appeals. Various offices within Student Affairs and Services including the Aboriginal Student Centre, Disability Services for Students, the International Student Office and the Office of the Associate Vice-President, as well as representatives from the University of Saskatchewan Students' Union and the Graduate Students' Association are available to assist with appeals.

1. Consultation With the Instructor

(a) A student shall be permitted to see her or his examinations or other work, or a copy of it, immediately after the assessment of it has been recorded and released to the student. A copy of an examination paper or other written work which has not been returned to the student will be made available to the student upon request. A photocopy fee may be charged. A department or college is not required to provide a copy where a special form of examination is used. In such cases, students in the course should be informed at the beginning of a course that copies of examinations or other forms of assessment are not available.

(b) A student who has a concern with the evaluation of her or his work or performance shall consult with the instructor as soon as possible, but, in any event, not later than 30 days after the instructor makes the grades available to the students in the class. Application for such consultation shall be made on FORM A. The application shall be delivered to the department head or the dean in a non-departmentalized college.

A College may specify different time limits than those prescribed above, and may, at its discretion, waive compliance with the time limits.

If consultation with the instructor is not possible, the student may complete FORM A to request review of an assessment. After receipt of FORM A, the department head or the dean in a non-departmentalized college shall appoint a member of faculty to perform the duties of the instructor as set out in the following procedures.

(c) During consultation with a student about an assessment, the instructor shall first confirm that all work was included, that all material was marked, that no marks were left out and that additions and grade calculations were correctly made. Any errors discovered during this review should result in an appropriate change in the grade awarded the work or performance and in the instructor's records for the course. If the consultation relates to a final grade in a course, the mark or grade in the course may be changed.

(d) If the student is not satisfied with the academic judgment rendered with respect to the student's work or performance, he or she may request reconsideration of the assessment of it. The instructor may decide to evaluate the work or performance or request that the student apply for a re-reading of it as set out in these procedures.

(e) The findings of any consultation or re-evaluation shall be reported to the department head or to the dean of a non-departmentalized college using FORM A. A copy of the completed form shall be given to the student within 10 days of its delivery to the department head or dean.

(f) A student who is not satisfied with the results of the consultation with the instructor may apply to have her or his written work re-read.

2. Re-reading Written Work

A re-reading involves a re-evaluation of the written work in the context of the expectations for that work. The re-reader should have access to a description of the instructor's expectations for the work, and, where feasible, to copies of written work submitted by other students in the course. Where possible, the re-reader should assess the work without knowledge of the mark given by the instructor.

(a) To initiate a re-reading of written work, the student shall submit a completed FORM B to the department head or dean in a non-departmentalized college. The request must be made within 15 working days of the delivery of FORM A as provided in II 1(e). A fee specified by the Registrar shall be tendered with the request. The fee will be refunded if the student's final grade is increased at least 5 percentage points as a result of the re-reading.

The request shall state briefly the student's concern with the assessment of the work.

(b) The department head or dean in a non-departmentalized college shall arrange for a re-reading of the written work by someone, other than the instructor, who the department head or dean decides is qualified to do so. The re-reading may be done by the original examiner when no such person is available.

Where possible, the marking or grading structure used by the instructor shall be used by the re-reader. The mark or grade given by the re-reader may be higher or lower than the mark given by the instructor. The result of the re-read shall be recorded on FORM B.

(c) The original mark or grade shall not be changed until after the instructor has been consulted by the department head or dean. This requirement may be waived by the department head or dean when consultation is not practicable. A third reader may be appointed to resolve any disagreement between the instructor and the re-reader as to the mark or grade to be allocated to the work. Otherwise, the department head, dean or a committee appointed for such purpose shall determine the mark or grade following the report of the results of the re-reading.

(d) The student shall be notified in writing by the department head or dean of the determination of the mark or grade not later than 30 days after the results of the re-reading are determined as provided in (c).

- (e) There is no appeal of the result of the re-reading procedure except as hereinafter provided.
-

III. SUBSTANTIVE ACADEMIC JUDGMENT OF NONWRITTEN COURSE WORK

Grievances under this heading refer to the assessment of work or performance not submitted in a written format. Examples of student work or performance falling into this category are performance in oral or artistic presentations, clinical or professional service activities and practicum activities. Since this form of work or performance often involves assessment based on observation of the student's performance by the instructor or, in the case of a practicum, by someone else, it is not always possible to apply with precision the re-reading procedures set out above. However, the procedures set out in Rules II 1 above and the following procedures shall apply (as much as possible) to such assessments.

- (a) To initiate a re-assessment of non-written work or performance, the student shall submit a completed FORM B to the department head or dean in a non-departmentalized college. The request must be made within 15 working days of the delivery of FORM A as provided in II 1(e). A fee specified by the Registrar shall be tendered with the request. The fee will be refunded if the student's final grade is increased at least 5 percentage points as a result of the re-reading or if the student's grade is increased from a Fail to a Pass in a course where the grades are Pass/Fail.

The request shall state briefly the student's concern with the assessment of the work or performance.

- (b) To determine whether it is feasible to arrange to have some or all of the student's work or performance re-assessed by someone other than the instructor who is qualified to do so, the department head or dean in a non-departmentalized college shall ask the instructor or other person who made the assessment being questioned to review all notes and other sources of information on which the assessment was based. If the department head or dean determines that this is not feasible, the re-assessment shall be carried out by the instructor. Where the department head or dean concludes that some or all of the performance or work can be re-assessed by someone other than the instructor who is qualified to do so, he or she shall appoint such person or persons for this purpose.

- (c) When the re-assessment is made by someone other than the instructor, the marking or grading structure used by the instructor shall be used. The mark or grade given by the re-assessor may be higher or lower than the mark given by the instructor. The result of the re-assessment should be recorded on FORM B.

(d) The original mark or grade shall not be changed until after the instructor has been consulted by the department head or dean. This requirement may be waived by the department or dean when consultation is not practicable. The department head, dean or a committee appointed for such purpose shall determine the mark or grade following the report of the results of the re-reading.

(e) The student shall be notified in writing by the department head or dean of the determination of the mark or grade not later than 30 days after the results of the re-assessment are determined as provide in (c).

(f) There is no appeal of the result of the re-assessment procedure except as hereinafter provided.

IV. GRADUATE STUDENTS

A graduate student who has a concern or question about the evaluation of her or his work or performance should consult with the chairperson of her or his advisory committee (or the department or college graduate advisor where no committee exists), the head of the department or the Dean of a non-departmentalized college or the Dean of Graduate Studies and Research before invoking formal procedures. If, after these consultations, the student is unsatisfied, he or she may petition the Ph.D. Committee (Ph.D. students) or the Academic Committee (all other students) of the College of Graduate Studies and Research for a formal ruling on the matter. If the concern relates to a written examination, essay or research paper, the student may request, or the Committee may institute a re-read procedure similar to that described above for undergraduate students. If the concern involves any other form of assessment, the Committee shall consider and rule on it.

The ruling by the Ph.D. or Academic Committee of the College of Graduate Studies and Research on a matter of substantive academic judgment will be final. This includes decisions on the acceptability of the thesis and the results of oral examinations.

A ruling on a concern that assessment of a graduate student's academic work or performance has been negatively affected by a factor not involving academic judgment of the substance of the work or performance may be appealed as hereinafter provided.

V. FACTORS OTHER THAN SUBSTANTIVE ACADEMIC JUDGMENT

This section deals with matters not directly involving substantive academic judgment which, however, may affect a student's academic standing or status.

(a) A student who alleges that assessment of her or his academic work or performance has been negatively affected by a factor not involving academic judgment of the substance of the work or performance shall deliver to the dean, not later than 30 days from the date the student is informed of the assessment, a written statement of the allegation and a request for a review of the matter. The department head or dean may extend the period of time to submit the written statement.

(b) The dean shall instruct the department head to arrange for an informal investigation of the allegation. In a non-departmentalized college the dean shall arrange for such an investigation. The investigation shall be carried out as expeditiously as possible.

(c) The dean shall inform the student in writing as to the outcome of the investigation. If the student is not satisfied with the outcome, he or she may initiate an appeal as provided in VI below.

VI. APPEALS DEALING WITH MATTERS OTHER THAN SUBSTANTIVE ACADEMIC JUDGMENT

Note: Questions concerning procedural matters relating to appeals under the following rules should be directed to the University Secretary.

1. Grounds for an Appeal

(a) A student may appeal as hereinafter provided a decision affecting her or his academic standing on the following grounds only:

(i) alleged failure to follow procedural regulations of the relevant college or the University dealing with assessment of students' academic work or performance or administrative decisions or alleged misapplication of regulations governing program or degree requirements;

(ii) alleged discriminatory treatment of the student as compared to the treatment of other students in the course where the alleged discrimination affected assessment of the student's academic work or performance;

(iii) alleged violation of the University Discrimination and Harassment Prevention Policy where the alleged violation affected assessment of the student's academic work or performance;

(iv) alleged violation of the Saskatchewan Human Rights Code where the alleged violation affected assessment of the student's academic work or performance; or

(v) alleged failure to implement rules of the University dealing with accommodation of students with disabilities when the alleged failure affected assessment of the student's academic work or performance.

(b) A student has no right of appeal under these rules with respect to an academic judgment of the written or non-written work, performance or activities or with respect to a decision relating to the provision of deferred or special examinations or other extraordinary methods of assessment unless that judgment or decision is alleged to involve or be affected by a factor mentioned in clause 1 (a).

(c) A student has no right of appeal as hereinafter provided until all applicable steps set out in preceding rules have been taken and a final decision in relation to the matter has been made as provided in those rules.

(d) The determination as to whether or not an appeal falls within paragraph (a) shall be made by the Bylaw Committee of Council. For the purpose of that determination only, the Vice-President (Academic Affairs) of the University of Saskatchewan Students' Union or in the case of a graduate student, the Vice President (Student Affairs) of the Graduate Students' Association, shall be invited to participate (with vote) in the deliberations of the Committee. The Committee shall make its determination on the basis of:

(i) information set out on Form C and any supplementary written information provided by the student initiating the appeal; and

(ii) written information provided to the Committee by the dean and the faculty member responsible for the course to which the allegation relates; and

(iii) any additional information presented to the Committee as provided in the following paragraphs.

(e) Upon written request, the student initiating the appeal, the dean or the faculty member responsible for the course to which the allegation relates shall have an opportunity to appear before the Committee to present information relevant to the appeal and, with the permission of the Committee, may arrange for the appearance before the Committee of any other person who can provide information relevant to the appeal.

(f) When information not referred to in paragraph (d)(i) and (d)(ii) is presented to the Committee, the other person or persons involved shall be entitled to attend the meeting at which the information is given and, if the information is in writing, to receive a copy of the writing, not later than 10 days prior to the date of the Committee meeting at which the information is considered. The person tendering information other than information referred to in paragraph (d)(i) and (ii) is responsible for delivery of written information to the other person or persons involved.

(g) A person or persons involved shall be entitled to respond to the information referred to in paragraph (e) either orally or in writing.

(h) Proceedings of the Committee shall be informal. A person presenting information pursuant to paragraph (e) may be questioned by the members of the Committee but may not be subjected to cross-examination by another person.

2. Initiation of the Appeal

(a) A student initiates an appeal under these rules by delivering a notice of appeal in FORM C to the following persons:

(i) the University Secretary;

(ii) the dean of the college or division offering the course to which the allegation relates;

(iii) the faculty member responsible for the course to which the allegation relates; and

(iv) the dean of the college or division in which the student is registered.

(b) The notice of appeal shall be delivered not later than 60 days from the date a final decision being appealed has been communicated in writing to the student. Thereafter no appeal may be brought.

3. Appointment of an Appeal Board

(a) Upon receipt of a notice of appeal, the University Secretary shall send a copy of it to Chairperson of the Bylaws Committee. If the Bylaws Committee concludes that the appeal involves a permissible ground for appeal as set out herein, the Bylaws Committee shall constitute an appeal board to be composed of three members of Council, one of whom is a student. One faculty member of the appeal board shall be named chairperson. The members of the board shall be chosen from a roster nominated by the Nominations Committee.

4. Appeal Procedure

- (a) The appeal board shall convene to hear the appeal as soon as is practicable, but not later than 30 days after it is constituted or such later date as is acceptable to the student and the dean.
- (b) The appeal board shall determine its procedures subject to the following:
 - (i) all parties involved shall be given adequate notice and full opportunity to participate;
 - (ii) the allegation shall be presented by the person who made the allegation or a person appointed by such person;
 - (iii) the student shall be entitled to be represented by one other person, including legal counsel;
 - (iv) the dean or the faculty member responsible for the course to which the allegation relates shall respond to the allegation and may be represented by one other person, including legal counsel;
 - (v) evidence supporting or rebutting the allegation may be given by witnesses;
 - (vi) witnesses may be questioned by a person mentioned in clauses (ii) to (iv) or by the board
- (c) The hearing shall be *in camera* unless the student requests that it be open, in which case the number of observers may be limited by the chairperson. The student is entitled to at least five observers.
- (d) The University Secretary or a designate of the University Secretary shall record the proceedings.

5. Disposition by the Appeal Board

The appeal board may, by majority:

- (a) conclude that the allegation was unfounded and dismiss the appeal; or
- (b) conclude that the allegation was justified and specify measures to be taken by the college, division or faculty member involved to correct the injustice including, but not limited to, the following:
 - (i) re-evaluation of the student's work or performance in accordance with the applicable rules of the college or the University; or

(ii) assessment of the student's work or performance by an independent third party capable of doing so.

(c) The Chairperson of the appeal board shall prepare a report of the board's deliberations and its conclusions. The report shall be delivered to the University Secretary.

6. Copy of a Report

(a) Within 15 days from the date the appeal board has compiled its deliberations, the University Secretary shall deliver a copy of the chairperson's report to the student who initiated the appeal and to the persons mentioned in Rule VI 2(a) (ii)-(iv).

(b) Where the appeal board has determined that a College or Division is to address or act upon a particular matter, the College or Division shall within thirty (30) days of the receipt of the Chairperson's report, advise the University Secretary of its compliance, or timetable for compliance, with the decision. If the College or Division fails without cause to confirm its compliance, the Bylaws Committee will review the matter and, if appropriate, require the Provost and Vice President Academic to instruct the College to comply.

7. No Further Appeal

The findings and ruling of the appeal board shall be final with no further appeal and shall be deemed to be findings and a ruling of Council.

8. Student Records

(a) Upon receipt of a notice of appeal, the Registrar shall endorse on the student's record as it relates to the academic work or performance alleged to have been affected the following statement: "This record is currently under appeal and may be affected by the decision of an appeal board." This endorsement shall be removed from the student's record upon receipt by the Registrar of a copy of the decision of the appeal board.

(b) Upon receipt of notice of a re-evaluation or reassessment pursuant to the order of an appeal board, the Registrar shall amend the student's record accordingly and shall expunge all indication of the record that has been replaced.



UNIVERSITY OF SASKATCHEWAN

FORM A

Application for and Report of Consultation
Regarding Academic Standing

Applications for consultation regarding academic standing must be received not later than 30 days after the instructor makes the mark or grade available to the student.

APPLICATION FOR CONSULTATION
Name: Student Number:
Address (Street, City, Postal Code): Telephone:
Consultation Requested in: Course name/number Section:
Instructor:
Check where applicable: Date of Availability of Mark/Grade
Final examination Date Written
Midterm examination Date Written
Essay Due Date
Term Work Due Date
Laboratory Due Date
Other (specify)
Date: Signature of Student:
REPORT OF CONSULTATION
Results:
Original Mark () Change to: () No Change
Final Grade () Change to: () No Change
Recommendation:
Date: Signature of Instructor:
This report should be completed at the time of, or immediately after, consultation with the student. A copy of this report must be supplied to the student.
September, 2000

UNIVERSITY OF SASKATCHEWAN
Request for and Report of Re-Read

- ♦ This form is to be completed **only** if a Consultation has been conducted (i.e., FORM A completed) and the student remains unsatisfied.
- ♦ This form must be submitted to the department or non-departmentalized college offering the course which is the subject of the request, within 15 days of the delivery of FORM A to the student.

APPLICATION FOR RE-READ		
Name:	Student Number:	
Address (Street, City, Postal Code):	Telephone:	
Formal Re-Read Requested in: <i>Course name/number</i>		<i>Section:</i>
Instructor:		
Check where applicable:		
<input type="checkbox"/> Final examination	<i>Date Written</i>	
<input type="checkbox"/> Midterm examination	<i>Date Written</i>	
<input type="checkbox"/> Essay	<i>Due Date</i>	
<input type="checkbox"/> Term Work	<i>Due Date</i>	
<input type="checkbox"/> Laboratory	<i>Due Date</i>	
<input type="checkbox"/> Other (<i>specify</i>)		
Date Report of Consultation (Form A) Available:		
Specific Nature of the Complaint (<i>The student must specify precisely the nature of the complaint, failing which Form B may be returned for more information. Use the reverse of sheet if additional space is required:</i>)		
Date:	Signature of Student:	
REPORT OF RE-READ.		
The Re-Reader should not be aware of the original mark received by the student.		
Re-Reader's Mark ()	Comments:	
Date:	Signature of Re-Reader:	
To be completed by Department Head once the Report from the Re-Reader is received.		
Results: Original Mark ()	<input type="checkbox"/> <i>Change to:</i> ()	<input type="checkbox"/> <i>No Change</i>
Final Grade ()	<input type="checkbox"/> <i>Change to:</i> ()	<input type="checkbox"/> <i>No Change</i>
Signature of Dean or Department Head:		
The completed report should be returned to the department head or dean (non-departmentalized college). Feb. 2005		



UNIVERSITY OF SASKATCHEWAN

FORM C

Application for an Appeal of Matters
Other than Substantive Academic Judgement

- A notice of appeal (Form C) must be delivered not later than 60 days from the date the final decision being appealed has been communicated in writing to the student.
A written statement outlining the allegation must be attached to Form C; additional supplementary written information may also be attached.

Form with fields: Name, Student Number, Address, Telephone, Appeal Related to (Faculty action, Course work/course grade, Other), Date Final Decision Communicated in Writing, Grounds for Appeal (failure to follow procedural regulations, discriminatory treatment, violation of University Discrimination and Harassment Prevention Policy, violation of the Saskatchewan Human Rights Code, failure to implement rules of the University), Supplementary Written Information Attached (Yes/No), Date, Signature of Student.

Instructions: To initiate an appeal, a student must deliver FORM C (with any supplementary written information attached) to all of the following: the University Secretary, the Dean of the College responsible for the course (if a specific course is involved), the faculty member responsible for the course (if a specific course is involved) and the Dean of the College in which the student is registered.

Office of the University Secretary
212 College Building
University of Saskatchewan
107 Administration Place
Saskatoon, SK S7N 5A2
(306) 966-4632

email to *lea.pennock@usask.ca*

policies and forms are available at:

http://www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php

(forms are in PDF format)



Policy Oversight Committee
2010-2011 Year-End Report

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, all Associate Vice-presidents, the Director of Corporate Administration, and representatives from Council and Deans Council. Terms of Reference for the Committee establish it as an advisory committee to the University Secretary, with a mandate to coordinate university-level policies.

The Policy Oversight Committee generally meets four times a year: in October, December, February and May. It is the intention that in these four meetings the Committee considers the cases made for new policies (review of Notices of Intent), reviews and oversees the revision of draft policies, oversees activities relating to approval, implementation and communication of new policies, and undertakes periodic reviews of existing policies for possible change or removal.

Terms of Reference for the Committee can be found at

http://www.usask.ca/university_secretary/policies/general/1_01.php?heading=menuPolicies

Policies approved in 2010-11

The University Seal (revision)

Approved by the Board of Governors,
December 2010

Capital Debt

Approved by Board of Governors, March
2011

*Course delivery, examinations and
assessment of student learning*

Approved by Council May 2011

Undergraduate Awards (revision)

Approved by Council June 2011

Dual Degrees Policy

Approved by Council June 2011

Policies reviewed by the Policy Oversight Committee but not yet approved

Disabilities

To Council for Input December 2010; Notice
of Motion presented January 2011. Referred
back to drafters for further revision.

Naming

To Council for input January and February
2011; To Board of Governors March 2011;
referred back to drafters for further revision.

Admissions

To Council June 2011; referred back to drafters for further revision.

Residence Rental Rates

Will go to Board of Governors, October 2011

Policies under review, consideration and/or development

Under review/revision:

Biosafety, Radiation Safety, and Workplace Safety & Environmental Protection
Trademarks (commercial and non-commercial use)
Emergency Measures

Under development

Transfer Credit
HIV/AIDS, Immunization
Serving Alcohol on Campus
Religious Observance
Firearms and Other Weapons
CCTV
Sustainability
Social Media

2010– 2011 Policy Oversight Committee Membership

Chair:	Lea Pennock Sandra Calver	University Secretary (July-Dec) Acting University Secretary (Jan-June)
Committee members:	John Rigby Rick Bunt Jim Basinger Doug Clark Jim Germida Dave Hannah James Johannesson Laura Kennedy Barb Daigle Colin Tennent Judy Yungwirth Jay Kalra Angela Ward Beth Horsburgh Lawrence Martz	Vice Chair of Council (Council rep) AVP, Information & Communications Technology and CIO Acting AVP, Research AVP Development, Advancement Vice Provost, Faculty Relations AVP Student and Enrolment Services VP Advancement (for Heather Magotiaux) AVP Financial Services Division AVP Human Resources AVP Facilities Management Director, Corporate Administration Council representative Vice-provost-Teaching and Learning AVP Research Deans Council Representative
Also attending:	Amanda Storey Al Novakowski	Secretary (Corporate Administration) University Auditor (Observer)