

**AGENDA**  
**2:30 p.m. Thursday, September 18, 2014**  
**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 2014-15 academic year marks the 20<sup>th</sup> year of the representative Council.*

1. Adoption of the agenda
2. Opening remarks
3. Minutes of the meeting of June 19, 2014
4. Business from the minutes
  - 4.1 Motion from Individual Council member: Motion to rescind approval of document Vision 2025: From Spirit to Action  
  
*RIGBY/KALYNCHUK: That Council rescind the motion moved by Dr. Rigby and seconded by Dr. Kalynchuk of April 17, 2014 approving the document Vision 2025: From Spirit to Action as the new institutional vision document of the University of Saskatchewan.*
5. Report of the President
6. Report of the Provost
7. Student societies
  - 7.1 Report from the USSU (oral report)
  - 7.2 Report from the GSA (oral report)
8. Planning and priorities committee
  - 8.1 Item for information: Report on Annual Capital Plan
  - 8.2 Item for information: 2015-16 Operations Forecast
9. Academic programs committee
  - 9.1 Request for input: Proposed Academic Courses Policy revisions
  - 9.2 Request for input: Proposed Recommendations on Program Evaluation and Approval Processes

10. Nominations committee

10.1 Request for decision: Scholarship and Awards Committee

10.2 Item for information: Nominations of GAA members to the Search Committee for the President

11. Other business

12. Question period

13. Adjournment

*There will be a reception following the meeting.*

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

The chair called the meeting to order at 2:34 p.m., observing that quorum had been attained.

1. Adoption of the agenda

PHOENIX/KALYNCHUK: To adopt the agenda as circulated.

CARRIED

2. Opening remarks

Dr. Kalra, chair of Council, provided opening remarks and explained the meeting procedures. He noted the conflict of interest provisions in Council's bylaws and that all members of Council are obligated to comply with the provisions and act in the best interest of the University by declaring any conflicts of interest.

The chair welcomed Dr. Ernie Barber as the incoming interim provost and vice-president academic and invited him to provide comments. Dr. Barber noted that he believes in the University of Saskatchewan and its mission of learning and supporting students as well as its mission of a university for research, scholarly and artistic work. He noted he admires the university for its commitment to community engagement, locally and globally, as this underpins and gives meaning to its teaching and research. He advised that he feels saddened by the dissidence experienced by the university, but feels that everyone does care deeply about the institution and is passionate about the university and what it stands for. Dr. Barber advised that he begins in July and that over the summer he will read and listen so that by the fall he will be in a position to speak to the work of the university. Having the right leadership in place for change initiatives is critical, and Dr. Barber advised he would put great energy into listening and learning for the sake of the university. He thanked Dr. Brett Fairbairn, former provost and vice-president academic, for his service, as well as his offer of assistance to him as he takes on his new role. He also thanked President Barnhart for the confidence he has shown in him. Dr. Barber closed noting the importance of a relationship of mutual trust and respect with all university leaders, and all on University Council; and he offered his commitment to work together, and to work diligently for the good of the university's academic work and mission.

3. Minutes of the meeting of May 22, 2014

A correction was noted to the minutes regarding the tribute to Duff Spafford, as he was in the Department of Political Studies, not the Department of History.

MICHELMANN/WOTHERSPOON: That the Council minutes of May 22, 2014 be approved as amended.

CARRIED

#### 4. Business from the minutes

Professor James Brooke noted that the notice of motion that he had submitted to the coordinating committee, which was seconded by Professor William Bartley, would not be on the agenda, and that it had been referred to both the governance and planning and priorities committees for their deliberation and to provide a report to Council. He requested that as these two committees will consider the motions, that it would be fair for Council members to be shown the motion and asked that the notice of motion be entered into the minutes. The university secretary conferred with the chair and then communicated to Council that there is an expectation that the committees will include the motion with their report and that adding it to these minutes would imply that this body discussed the motion, which in fact is not the situation.

After further comments from Professor Brooke, the chair advised that the motion had been considered by the coordinating committee and an appropriate response sent to the mover and seconder, and that subsequent questions asked by the mover and seconder have been clarified directly with them. Council received confirmation that both committees would consider the motion and report back to Council.

Professor Kathleen Solose advised that she also provided a notice of motion to the coordinating committee and believed that as the powers of Council are to review the budgetary plans and make recommendations to the president, she thought it odd that the notice of motion did not come first to Council and then be forwarded to Council committees for consideration.

A Council member noted that at the last Council meeting the question of solidarity of executive members on Council was raised. He noted that Professor Brooke sent a comment to the governance committee and that comments may not have addressed Professor Brooke's issue sufficiently. The chair replied that the letter from Professor Brooke was sent to the Board of Governors as well as the governance committee of Council, and the governance committee has responded directly to Professor Brooke.

#### 5. Report of the President

President Gordon Barnhart reported on his recent activities. He advised that he was enjoying serving the university community and that the last month had been an interesting challenge with many meetings and he appreciated the feedback he was receiving. He expressed he was delighted that Dr. Barber would be the interim provost and vice-president academic, and that he looked forward to working closely with him.

Dr. Barnhart informed Council that before he became president he was working on three contracts and he can now advise that he has resigned from all three contracts. He also disclosed to Council that he was on the National History Board, his condominium board, and Rotary, and did not believe his membership on any of these boards and organizations formed a conflict of interest with the university.

President Barnhart advised that the practice of escorting employees off campus following termination of their employment has been revoked. With the support of the Board of Governors, the university commits to treating everyone with dignity and respect, whether working here or leaving here. This statement was met by applause.

President Barnhart advised it was wonderful to meet so many members of the university community and hear comments both for and against particular issues. Regarding refocusing the university from an academic view and with regard to financial sustainability, senior administration

will take July and August to carefully and thoroughly review all of the processes taking place and take the time necessary to make sure any decisions preceding will be taken with care. President Barnhart stated that the university would not go back to square one and start over as hundreds of hours have gone into discussing why we are here and that should not be thrown aside. Also, there is concern about the accreditation of the College of Medicine, and other similar projects have to continue because they are vital to the university and preceded TransformUS. He assured Council there would be more discussion of these matters in the fall, and Council would be involved in the decisions.

Regarding DefendUS, President Barnhart advised that he was given a deadline from DefendUS for a meeting by June 6<sup>th</sup> which was during Convocation week. He responded and offered to meet with a small group from DefendUS on June 13 to hear members' views on what constitutes meaningful consultation; however, as this date was too soon for some members, a date to meet has been set at the end of next week.

President Barnhart noted his recent opportunity to speak with the Rotary club about all of the good things the university is doing and will be doing and indicated he would be involved with the U15 and the AUCC. He assured Council that the word is getting out that the university is alive and well and its reputation is strong and will be stronger.

The president then invited Greg Fowler, vice-president finance and resources, to speak on financial sustainability. Mr. Fowler provided a PowerPoint presentation which is attached as Appendix B. He noted that there would be a fuller presentation in the fall but that he was providing the information at present as an update. Like other universities across Canada, the university's expenses are growing at a faster rate than its revenues. The university's base expenses are growing at 4% whereas its revenues are growing at 2%.

Mr. Fowler illustrated the change in government funding over the past five years and what is expected for the next two years, showing that in 2011/12 the university received a government funding increase of 5.4% and that in 2012/13 it received an increase of 2%. He advised that it was identified that there would be a \$44.5M deficit on an annual basis by 2016. The actions taken since 2012 have assured that the university has balanced the budget annually and there have been no deficits to date. Mr. Fowler advised that there have been various budget adjustments over the past 20 years and the goal is to be in a position where tuition is kept at an affordable rate of growth, faculty and staff are kept together, and the university is able to move forward without budget cuts every four to five years.

Mr. Fowler compared the university's situation to that of universities across the nation and advised that the University of Saskatchewan is one of the best-funded institutions in Canada and continues to be supported by the province. Given the demands of healthcare within the province and how other universities are affected across the nation, he recommending continuing with realistic funding requests of the province in the area of 2%. Mr. Fowler also noted that RBC has lowered its expectation of growth in Saskatchewan, and that he would be monitoring this change closely to determine its impact on university funding.

Mr. Fowler reported that by last spring \$15.5M in savings had been achieved and over the past year \$16.5M in combined reduced expenses and increased revenues was attained based partially on the faculty retirement incentive plan. These savings account for \$32M in permanent budget adjustments achieved against the original target of \$44.5M. Mr. Fowler illustrated the progress against the original target showing \$8M from changes in institutional practice, \$6.6M in changes in investment strategy, \$7.6M through the net faculty incentive plan for retirement (gross savings of \$12.4M in 2015/16), and \$9.8M from workforce planning.

Mr. Fowler reminded Council that the program prioritization over the past two years was not just about savings but also about renewing the university to assist in meeting its budgetary needs through the opportunity to make lasting changes, informed by TABBS, as a new budget model. Areas signaled for investment included funding for faculty; program enhancements; classroom technology; and student supports, with further priorities to be identified through consultation.

Mr. Fowler noted there is still work to do and the multi-year budget will be updated for the fall. Looking past 2017, the university needs to find a way for its ] expenses to be in line with its revenues. Mr. Fowler informed Council that he would return in the fall to speak of the financial results for the year.

The president and Mr. Fowler then received questions. A Council member noted that at the previous Council meeting he had brought to the president's attention a matter raised by a student in the School of Public Health who stated that there was a serious culture of fear and intimidation in the school and asked whether it had been investigated and a report created. President Barnhart advised that last week he had met with interim executive director Martin Phillipson and six or seven of the graduate students including Izabela Vlahu, president of the GSA. He indicated that these issues and others were raised at that meeting and there will be continuing dialogue, but that he was confident that many of the issues could be resolved in the near future.

A Council member noted a concern for the state of tenure when hiring administrators external to the university. To provide context, he noted that the former president's employment contract outlined the terms for a tenured position in the Department of Mechanical Engineering and his interpretation was that she did not hold tenure in the department at the time when she was president but she would be provided with tenure when she completed her term or was terminated without cause. However, he assumed that she would not receive a position of tenure if terminated with cause or if she resigned. (He noted that this would not apply to internally hired administrators as the USFA ensures tenure to in-scope faculty members who take administrative positions). The Council member noted that this raises the concept of contingent tenure rather than real tenure, and breaks the concept of tenure if offered conditionally. He noted that the former provost said a leader cannot lead and oppose the university at the same time, and therefore if the leader cannot carry out that role the only option is to resign and he agreed with that; however, if there is contingent tenure, then the administrator is not in the same position. He asked whether this question of contingent tenure was the decision of university management or the Board of Governors, and will the university administration act to offer a real form of tenure to externally hired administrators.

Vice-provost Jim Germida, advised that Article 15 of the collective agreement with the USFA speaks to the hiring of an individual out-of-scope and that if they are to return to an in-scope position then they are to follow the tenure processes in the agreement. He explained that when an individual is hired to an out-of-scope position, the unit proposed as the unit in which tenure will be held is asked if tenure will be recommended – which was done for the former president. Their appointment is with tenure, if the tenure appointment committee recommends it.

Dean Daphne Taras of the Edwards School of Business advised that she was one of the external deans hired in a similar appointment contract and she would urge the university to clarify within each individual employment contract, such that upon removal from the contract the administrator simultaneously enters into their tenured position. She requested immediate amendment to these contracts and suggested that this would assist in remedying the reputation of the university.

A Council member advised that there have been three rounds of program reviews including curriculum mapping in which faculty were told to justify their programs by creating goals and

evaluating these programs via the collegial process. She estimated spending about 200 hours of her own time on this as program chair, in addition to the time spent by other faculty members and the time of students completing student questionnaires. The curriculum reports were submitted and then faculty were told that the reports were not needed as the TransformUS process would be conducted. Countless hours were then invested in TransformUS, as the second round of program review. Upon the suspension of TransformUS, faculty members have once again been asked to undergo a curriculum review—comprising the third round of assessment. The Council member asked that faculty be left alone to do research and teaching.

Two non-Council faculty asked if they could ask questions to which the chair suggested that they be brought during the question period so that the other business of the meeting could be done given the many agenda items and time constraints.

## 6. Report from the Provost's Office

The chair noted that the former provost's report had been circulated. There were no questions.

## 7. Student Societies

### 7.1 Report from the GSA

Xin Lu, vice-president operations and communications of the Graduate Students' Association (GSA), presented the report to Council on behalf of the President of the GSA who could not be in attendance. She advised that on June 2 the GSA held a special general meeting of the membership which included a vote of non-confidence in the program prioritization known as TransformUS. The concerns raised included: questionable validity of deficit used and the budget crisis; the lack of transparency and consultation (including discussion of the document entitled, "Silence of the Deans"); detrimental effects of TransformUS and the reputation of the university which jeopardizes the degrees earned by all students; elimination or starvation of academic programs – many small, elite or inexpensive; and closing of four out of seven libraries being an obstacle to research and learning.

Ms. Lu noted that some students felt uncomfortable with this vote and the public announcement as they were concerned such a vote would result in the GSA's isolation regarding any further discussion of TransformUS and that the vote would deteriorate the relationship of graduate students with senior administration.

She advised that knowing the student voice is highly valued, the GSA executive is pleased that the majority of students felt comfortable adopting a motion which provided necessary criticism to improve the university. The vote is viewed by the GSA executive as a vote of non-confidence in the senior administration. Ms. Lu was hopeful that the interim president will be able to show graduate students that they study at a university where freedom of speech is valued and their education is supported and she believed this was key to the university having a bright future.

The chair thanked Ms. Lu. With the chair's permission, one question was allowed. A Council member asked Ms. Lu to inform Council of the number of students who participated in the GSA vote and what the vote count was. Ms. Lu reported that quorum was reached for the special general meeting and that she could check the minutes for the number of students that voted for and against the motion and report back to Council.

## 8. Planning and priorities committee

Dr. Fran Walley, chair of the planning and priorities committee, presented the information items to Council.

### 8.1 Report for information: Annual report

Dr. Walley drew Council's attention to the report in the written meeting materials advising that it lists those items that the planning and priorities committee addressed through the year. She thanked the committee members for their hard work throughout the year and also thanked the resource personnel who provided support, especially Sandra Calver for her support to the committee and the chair.

### 8.2 Report for information: Report on Capital Planning

Dr. Walley advised that the report provides information about the committee's discussions on capital planning throughout the year. In the past, the committee has not reported regularly to Council on capital planning, and therefore the committee decided to initiate an annual report on capital planning. There will be a second report on the university's Annual Capital Plan that will go to Council for information in September.

A Council member noted that in the report there was a discussion regarding using endowment lands to reduce the deficit and asked whether the committee had made any recommendations about developing the lands in order to reduce the deficit, or whether Council could expect recommendations to come forth as a result of the committee's consultations. Dr. Walley explained that there was a lot of discussion at the committee to understand the extent of the university's endowment lands both in and outside of the city. However, the committee's discussion was in response to a presentation and was primarily information gathering and that no specific recommendations have been made. She invited Mr. Fowler to provide more information regarding the future use of the lands.

Mr. Fowler advised that in the past there was a highly consultative process which resulted in the Vison 2057 document. The university has approximately 1000 acres of endowment lands including research lands and lands adjacent to the core campus. The research lands will not be developed, but the university has begun some land development over the past ten years through the Preston Crossing regional development, which is now moving into phases four and five. The university has also been working with the city, Board of Governors and other authorities to determine how best to develop its other lands. This year is a planning year to look at what other universities have done and consult with others, including with members of Simon Fraser University and Guelph University who will attend the next Board meeting to advise on how these institutions have developed their university lands. Mr. Fowler advised that it is a long process but that in long term, endowment lands can be used to support the university's core mission.

Dr. Walley noted that the committee wanted to understand how the land base could figure into budgetary planning and future planning, which was part of the impetus for more regular communications to Council.

The chair thanked Dr. Walley for her leadership of the planning and priorities committee over the past year.

9. Academic programs committee

Professor Roy Dobson, chair of the APC presented the reports to Council.

9.1 Request for decision: College of Arts and Science – Three-year, four-year and Honours Bachelor of Arts and Bachelor of Science programs in Geography

Professor Dobson highlighted that a large number of programs are offered in Geography and emphasized the teaching in various areas. The department is trying to simplify its course offerings, and the programs recommended for elimination either overlap with other similar programs, or are deemed less rigorous. He advised that termination of these programs should have no impact on students seeking graduate work in the field.

A Council member asked whether ceasing to use the term “Geography” would dissuade students from coming to the university. Dr. Dobson advised that the title of the Department of Geography is being retained and there has been assurance that no paths will be eliminated. The courses will retain the label “Geography” so students will be able to find them online.

A Council member asked whether the change was connected to TransformUS. Alexis Dahl, director of the Programs Office in the College of Arts and Science, informed Council that the Department of Geography and Planning is currently the home of four undergraduate programs, as well as Master of Arts, Master of Science and Ph.D. programs. The distinction among programs was not enough to justify supporting all of them. This decision was taken by the department prior to the beginning of the program prioritization and communicated in their TransformUS templates.

DOBSON/WALLEY: That Council approve the termination of the three-year, four-year and Honours Bachelor of Arts and Bachelor of Science programs in Geography, effective September 2014.

CARRIED

9.2 Request for decision: College of Arts and Science - Certificate of Proficiency in Aboriginal Theatre

Dr. Dobson noted that this is a new two-year program that will be offered by the Department of Drama. Students completing the program have the ability to move into a three or four-year degree, such as a Bachelor of Fine Arts.

DOBSON/WALLEY: That Council approve the Certificate of Proficiency in Aboriginal Theatre, effective September 2015.

CARRIED

9.3 Request for decision: College of Graduate Studies and Research - Master of Science in Marketing

Professor Dobson indicated that the new M.Sc. in Marketing is a revitalization of programming in this area, and that a former program was discontinued due to a lack of faculty resources. Professor Dobson reported that if Council approves adding this program classes would begin in September 2015 operating under a special tuition model, beyond the normal range of other programs at the university. Upon Council’s approval of the program, approval of the tuition associated with the program will be sought from the Board of Governors.

DOBSON/WALLEY: That Council approve the Master of Science in Marketing, with the first cohort beginning classes September 2015.

CARRIED

9.4 Request for decision: College of Graduate Studies and Research - Master of Physical Therapy – change to admission qualifications

Professor Dobson advised that the proposed admission qualification change relates to language proficiency. The current requirement is a total score is 80, which is seen as insufficient for the Master of Physical Therapy. The requested change is a minimum total score of 100, which is in line with similar professional programs within the university and in other universities.

DOBSON/WALLEY: That Council approve the changes in admission qualifications for the Master of Physical Therapy, effective September 2015.

CARRIED

9.5 Request for input: Proposed Academic Courses Policy revisions

Professor Dobson noted the report is a request for input on the proposed changes to the Academic Courses policy. The proposed changes largely originate from the Associate Deans' group on student issues and from input from students, staff and faculty received since the last revision to the policy. He noted that the policy was revised quite recently. He asked that comments be forwarded to Alex Beldan in the University Secretary's office by September 1, 2014. Jim Greer, a committee member, added that this is an important and complex set of regulations and urged members of Council to review the materials and provide feedback as the policy has implications for teaching and examinations.

9.6 Report for information: Arts and Science – Termination of Minors in Human and Physical Geography; Arts and Science - Bachelors of Music in Music Education – Adding Honours Depth of Study

Professor Dobson advised that this information relates to two items approved at the committee level: the termination of Minors in Human and Physical Geography in the College of Arts and Science; and the adding of the honours depth of study in the Bachelors of Music in Music Education. He noted that the committee found the rationale for the proposals to be adequate and therefore approved these two actions.

9.7 Report for information: Annual Report

Professor Dobson drew Council's attention to the committee's annual report and expressed his pleasure and honour to be chair. He thanked those on the committee for their hard work and acknowledged the work of members on various subcommittees. He also thanked Patti MacDougall, Pauline Melis, Jacquie Thomarat, Jason Doell and the SESD staff for their contributions and Cathie Fornssler, former committee secretary, for all she had done for the committee and the university.

9.8 Request for input: Proposed Recommendations on Program Evaluation and Approval Processes

Professor Dobson advised that the committee is seeking input on the process for program evaluation and approval. The proposed changes were developed by the planning

subcommittee of the academic programs committee (APC), which was established to review criteria for program evaluation and approval used by APC. Professor Dobson explained the impetus to review APC's program approval process arose from the TransformUS process in anticipation of close scrutiny of any program recommendations arising from TransformUS. The subcommittee sought to clarify the process and rules on which program decisions are based.

In reviewing the criteria, the subcommittee looked at a variety of sources already approved by Council with the end result that the subcommittee was satisfied that no new criteria were required. The existing criteria were pulled into a coherent worksheet provided in the written materials. Professor Dobson invited Council members to review the materials and provide comments so the committee can ensure when it adds or deletes programs that there is a clear set of criteria being used that is understood. He invited comments to be emailed to [alex.beldan@usask.ca](mailto:alex.beldan@usask.ca), [roy.dobson@usask.ca](mailto:roy.dobson@usask.ca), or [university.secretary@usask.ca](mailto:university.secretary@usask.ca).

## 10. Governance Committee

Professor Louise Racine, member of the governance committee, presented the reports to Council on behalf of Carol Rodgers, chair.

### 10.1 Request for decision: Council bylaws amendments

Professor Racine noted the item was presented at the last Council meeting as a notice of motion. The request is to align current practices to those stated in *The University of Saskatchewan Act, 1995* by permitting the university secretary to name a member of her office to act as secretary to Council on her behalf; to delete a provision on process at convocation to align with current practices; and housekeeping changes to numbering discrepancies.

RACINE/DOBSON: That Council approve the following amendments to Council Bylaws:

1. Addition of the following statement as Part One, III, 5 (k) "Unless the Council decides otherwise, the secretary of Council meetings shall be the University Secretary, or a member of the University Secretary's office as designated by the University Secretary."
2. Deletion of the following two sentences from Part Three, I, 2 - "Recipients of degrees other than honorary degrees shall be presented for admission by the dean of the faculty, or a designate, to which the degree belongs. Each recipient of an honorary degree shall be presented for admission by the President or by a person designated for that purpose by the President."
3. Housekeeping changes to correct cross-referencing in Part One, III, 5 (f) and (g), as shown on the attached pages 5 and 6 of Council Bylaws.

CARRIED

### 10.2 Request for decision: Amendment to *Procedures for Student Appeals in Academic Matters*

Professor Racine noted the recommended amendment. A Council member asked about the proposed amendment and whether it favoured the student. The university secretary advised that the concern is that if a student has been asked to withdraw from a program or there is a request to discontinue, the school or college has the ability to modify the clinical requirements or practicum requirements so that the student would not have direct contact

with a client, patient or student, so the change is seen as being in favour of clients, patients, or similar members of the public.

RACINE/DOBSON: That Council approve the amendment to the Procedures on Student Appeals in Academic Matters to enable the university to modify a student's involvement in a practicum, clinical setting, or other work environment when the student has appealed a decision of academic assessment related to the student's work and interactions with others in these types of settings.

CARRIED

Professor Racine thanked Dr. Carol Rodgers for her dedicated work and leadership as committee chair. She also thanked members of the committee and the support from Sandra Calver, Sheena Rowan, and Lesley Leonhardt throughout the year.

## 11. Nominations committee

### 11.1 Request for decision: Nominations: Academic Programs Committee; Teaching, Learning and Academic Resources Committee

Professor Terry Wotherspoon, vice-chair of the nominations committee, presented this report to Council.

Professor Wotherspoon noted a follow-up from the member roster put forward in May. The membership terms of Roy Dobson, chair of academic programs committee, and Lisa Kalynchuk, chair of the planning and priorities committee, are three-year terms concluding June 30, 2017.

The vacancies on academic programs committee and teaching, learning and academic resources committee occurred for various reasons, including a sabbatical leave and move between committees resulting in the motion put forward.

The chair of Council called for nominations from the floor three times. There were no nominations made from the floor.

WOTHERSPOON/DAUM SHANKS: That Council approve the nominations of Matthew Paige, Department of Chemistry and Ganesh Vaidyanathan, Department of Accounting to the Academic Programs Committee and Takuji Tanaka, Department of Food and Bioproduct Sciences to the Teaching, Learning and Academic Resources Committee, for three-year terms respectively ending June 30, 2017.

CARRIED

Professor Wotherspoon acknowledged the work and commitment of the committee members and the chair, Ed Krol, and thanked Cathie Fornssler and Sandy Calver for their support.

## 12. Coordinating committee

### 12.1 Motion from Individual Council member: Motion to rescind approval of document Vision 2025: From Spirit to Action

The chair noted that it is unusual for Council to be asked to consider a motion brought by an individual member of Council, as most motions come to Council through its committees. However, Council does have a provision in its bylaws for the coordinating committee to

consider motions from individual Council members and either include them on Council's agenda or refer the matter to a standing committee which will then report back on the matter to the coordinating committee of Council. The chair advised that in keeping with the bylaws, the coordinating committee has considered the request and decided the individual member's motion should be brought directly to Council. The chair then set out the process to be followed for debate and invited Professor John Rigby, mover of the motion, to speak to the motion.

Professor Rigby explained to Council why he thought the Vision 2025 document was important and also why he thought Council should reconsider the approval of the document. He noted that Vision 2025 was an initiative championed by former president Ilene Busch-Vishniac and reflects her understanding of the important vision of the university. Given that Dr. Busch-Vishniac's employment terminated without cause shortly after the Vision 2025 document was approved he noted that it may not reflect views of future leadership.

The following motion was made and seconded:

RIGBY/KALYNCHUK: That Council rescind the motion moved by Dr. Walley and seconded by Dr. Kalynchuk of April 17, 2014 approving the document Vision 2025: From Spirit to Action as the new institutional vision document of the University of Saskatchewan.

A Council member commented that it felt odd to rescind a motion that was passed by Council especially if it is not with the spirit that it was a bad document and the direction needs to change. He noted that a vision document can be 'spawned' whenever a president wishes to 'spawn' one, but with this document he did not think it bound the university to a set of priorities, nor that it points in a direction that is inappropriate at this time. He advised that he does not want to give the impression that by rescinding the document, Council disagrees with its statements as it includes language and an approach for issues surrounding the university's Aboriginal initiative that are very positive, and he did not want to see them put on hold for some time due to the document's rescission. For these reasons he advised that he felt uncomfortable rescinding the motion.

Another Council member encouraged the interim president to consider the vision statement and whether he wished to revisit it. She noted that she has concerns about the process that was followed in drafting the vision document as she understood that it did not go to colleges prior to approval by Council. She recommended that the appropriate procedure would be to invite President Barnhart to consider the document.

Another Council member noted that he was concerned that rescinding the document would compromise elements in the vision statement that the university would regret. He noted he was personally heartened by the comments in the document about Aboriginal engagement and asked whether the movers and seconders of the motion would assure that by rescinding the vision document, Council would not be rescinding its commitment to Aboriginal engagement.

Professor Rigby replied that he was not sure if it was for him to respond to this request. He did not think the issue was the content of the vision statement but rather that there is on record a vision statement that was championed by a president who ceased to be president of the university four weeks later. He indicated that although he voted in favour of the document when presented to Council he felt that at this time, the university would be doing a disservice to a new president by locking them into this vision document.

A Council member noted that he understood the impulse to go in this direction and that it was a good time to discuss the issue, but that he did not agree that the document should be referred to as the former president's vision statement. He advised that the vision document had received much input, including input from two Senate meetings. He confirmed that the deans were asked to distribute the statement to their colleges and seek feedback but was not sure if this occurred in all of the colleges. His concern was that if Council rescinds its approval of the vision document, it will appear as though Council does not support the document and the important goals it sets out. He expressed his view of the Vision 2025 document as being transformative and aspirational.

A Council member likened the vision document to a delusion advocated by a former country. She recommended that instead of obliging the new administration to follow the old administration's vision, the new administration should bring forward a new vision that will reflect the faculty, administration and students and be truly unifying. She believed by rescinding this document it would not affect the Aboriginal engagement development at the university, which is a theme she believed would clearly emerge in a new vision document. She encouraged the assembly to delegate work on a new vision document to the new administration.

A Council member noted that she was very uncomfortable with a motion to rescind Council's approval, partly because Council did not rescind former president Peter MacKinnon's vision when he left. She noted that she wanted to respect the input that was gathered from so many people in the development of the document and although it might have come initially from former president Busch-Vishniac's desk, the document was developed on the shoulders of others that have contributed to it. The Council member recommended a friendly amendment to the rescission motion to keep the discussion of Aboriginal engagement. She concluded that there is a concern about the prescriptive nature of this document and therefore understood its rescission but was also afraid of losing the important Aboriginal engagement comments.

A Council member spoke in support of the rescission motion noting that she cannot see why parts could not be included in a future document. She advised that there are some parts of the document that are problematic that correspond with Dr. Busch-Vishniac's vision of the university. Based on consideration of the re-evaluation of TransformUS, the Council member recommended against being bound by the document for the next ten years.

A Council member stated that she did not want to rescind the motion approving the vision document. She advised that the document was created by a community and that Council debated the document and voted in favour of the document rather than in favour of the author. She advised that the document reflects the input of many individuals who chose to participate and that in her opinion, there was much consultation in creating the document.

A former Council member noted her objection with the vision document was about the fact the Mission no longer stated that we are the people's university and she believed that there had not been enough discussion about what the university would be. She advised that people are unhappy with this and she supported the motion to rescind the vision document, believing it to be fatally flawed based upon the new Mission statement that it contains.

The seconder of the motion agreed with her fellow Council members who spoke in favour of the vision document. She advised that based upon the discussion she has heard she no longer supports the motion, and that her initial concern was that of the vision document tying the hands of a future president.

A Council member noted that he was originally going to support the rescission motion to give free reign to the new president, but in listening to the discussion he advised that he did not want to confuse the message. He noted that any document produced would be flawed in some fashion, but did not see any reason why a future president could not make modifications. Therefore, the new president's hands are not tied. In his opinion the university should look at the vision document constantly and seek to modify it as the university evolves. Therefore, he advised that he will vote against the rescission motion. Another Council member noted her agreement with these comments emphasizing that even if the vision document has been approved it does not stop Council from seeing a revised version and approving a revised version in the future.

A Council member asked for confirmation as to whether the vision document could be amended noting that when it was approved she believed it was said at that time the vision document could not be amended. The university secretary confirmed that the vision document could be amended in the future.

The university secretary also advised Council that the Board of Governors have not approved the vision document because prior to its Board meeting Council's motion to rescind the document had been suggested and when this was communicated to the Board they decided they would defer considering approval of the document until Council had determined whether they would rescind it or not.

A Council member advised that at the meeting when the vision document was approved by Council he had asked whether the document was amendable and the answer received was that it was, and he emphasized that Council should understand that the vision document can be amended in the future. For these reasons, he advised that he intends to vote against the motion to rescind the document. Another Council member clarified that when the document came to Council initially for approval it was made clear to Council that the president could not amend the document without Council's approval.

A Council member recommended that in the spirit of the discussion a friendly amendment be made to the rescission motion to not rescind approval of the vision document but to revisit the document with possible amendments, or to request the interim president facilitate the process for amendment. The university secretary advised that a motion to rescind is not amendable and therefore according to our rules of procedure this cannot be done; however, it would be possible to bring an alternate motion to introduce this second concept.

A former Council member asked for clarification as to whether it was the intent of Council to replace the mission statement. The university secretary advised that if the Vision 2025 document was not rescinded by Council and received approval by the Board of Governors it would become a university-wide statement including the new mission statement, as it already has Senate approval.

There was a call for confirmation that quorum still existed. It was confirmed by counting the number of Council members in attendance that quorum has been maintained.

PARKINSON/GREER: Move to postpone the motion to rescind the former Council motion approving the Vision 2025 document until the next meeting of Council.

CARRIED

The university secretary advised that the motion to rescind Council's former approval of the Vision 2025 document will come back to the next Council meeting in September.

13. Research, scholarly and artistic work committee

Professor Julita Vassileva provided the reports to Council on behalf of the chair of the research, scholarly and artistic work committee.

13.1 Report for information: Annual report

Professor Vassileva provided highlights of the RSAW annual report noting that the committee had 18 regular meetings during the academic year. Since the committee's mid-year report to Council in January, the committee has focused on writing and finalizing the Undergraduate Research Initiative Report, as presented to Council in May. In the coming year, the committee intends to follow up with faculty and students involved in the undergraduate research pilot projects, and provide Council with an update on this initiative. She advised that the committee had also been involved with previewing and providing feedback on the development of the UnivRS research administration system as the first stage of that system nears completion.

13.2 Report for information: University Research Ethics Boards Annual Reports

Professor Vassileva noted that to satisfy Tri-Agency and Council expectations, the RSAW receives research ethics boards reports and provides them to Council. She referred Council to the written report.

13.3 Report for information: Responsible Conduct of Research Policy: Report on policy breaches

Professor Vassileva directed Council to the report provided in the written meeting materials.

14. International Activities Committee

14.1 Report for information: Annual report

Professor Gap Soo Chang, chair of the international activities committee, presented the report to Council. He noted that it is the second report that the committee submitted to Council this year, with the first being submitted at the February Council meeting. He reported on the activities of the committee as described in the writing meeting materials. He thanked all of the committee members for their hard work and dedication and also thanked the guest presenters for sharing their information with the committee. He concluded his comments by thanking Alex Beldan and Cathie Fornssler for their assistance to the committee.

15. Teaching, Learning and Academic Resources Committee

15.1 Report for information: Annual report

Professor Aaron Phoenix, chair of the teaching, learning and academic resources committee, presented the report to Council. He then took a moment to acknowledge the committee members, and thanked Jay Wilson and leads of the working committees including Bev Brenna,

Deborah Lee, Marcel D'Eon and Patti McDougall. He concluded his remarks by thanking Alex Beldan and Cathie Fornssler for their support to the committee.

16. Joint Committee on Chairs and Professorships

Jim Germida, vice-provost, faculty relations and chair of the joint Board/Council committee on chairs and professorships, presented the reports to Council.

16.1 Request for decision: Saskatchewan Research Chair in Multiple Sclerosis Clinical Research

Professor Germida advised Council that he will also be recommending to the Board of Governors establishment of this chair. He noted one correction to the written meeting materials regarding this matter noting that the additional support of \$60,000 from the Centennial Enhancement Chair program will only be provided if it is awarded.

SINGH/SMITH: That Council approves the Saskatchewan Research Chair in Multiple Sclerosis Clinical Research and recommends to the Board of Governors that the Board authorize the establishment of the Chair.

CARRIED

16.2 Report for information: Annual report

Professor Germida referred Council members to the report contained in the written meeting materials.

17. Scholarships and Awards Committee

17.1 Report for information: Annual Report

Professor Gordon DesBrisay, chair of the scholarships and awards committee, presented this report to Council. He drew Council's attention to the report contained in the written meeting materials noting that he had nothing to add to the report. He thanked the members of the committee and especially the staff support from SESD including Wendy Klingenberg and Arvelle Van Dyck.

18. Other business

There was no other business.

19. Question period

A Council member noted that the 25<sup>th</sup> anniversary of the Tiananmen Square massacre had recently been recognized and questioned Council's approval of the Confucius Centre at the University of Saskatchewan, when many other universities had declined the invitation to have a Confucius Centre. He asked that the international activities committee consider developing guidelines or policies that Council could consider for adoption when exploring relationships with countries that have repressive regimes. The chair of Council advised that this would be referred to the international activities committee.

## 20. Adjournment

The chair provided closing remarks prior to adjournment noting his thanks for the work of the chairs of the standing committees and especially recognized those chairs who were completing their terms or retiring from the university including: Gordon DesBrisay; Hans Michelmann; Aaron Phoenix and Carol Rodgers. Secondly he thanked all of the Council members who would not be returning to Council next year which included: Marcel D'Eon; Ralph Deters; Robert Johanson; Paul Jones; Surendra Kulshreshtha; Angela Lieverse; Yu Luo; Dwight Makaroff; Regina Taylor-Gjevre; Ludmilla Voitkovska; and Virginia Wilson. He also thanked the following members who would be leaving on sabbatical and therefore no longer members of Council including: James Brooke; Masoud Ghezlbash and Julita Vassileva. Finally he noted the following members retiring: Richard Schwier; and Hans Michelmann.

The chair then thanked the following resource officers for their assistance to make the work of Council possible: Pauline Melis, assistant provost, institutional assessment and her staff; Ivan Muzychka, associate vice-president of communication and his staff; and Beth Williamson, university secretary and her staff.

It was noted that a reception would follow the Council meeting.

PARKINSON/DESBRISAY: That the meeting be adjourned at 5:10 p.m.

CARRIED

## Voting Participants

Name	Sept 19	Oct 24	Nov 21	Dec 19	Jan 23	Feb 27	Mar 20	Apr 17	May 22	June 19
Albritton, William	P	P	R	P	P	P	P	P	P	R
Anand, Sanjeev	R	P	P	P	P	P	R	P	R	R
Barnhart, Gordon	NYA	NYA	NYA	NYA	NYA	NYA	NYA	NYA	P	P
Bartley, William	P	P	A	P	P	P	A	A	P	P
Baxter-Jones, Adam	P	P	P	P	P	P	P	P	P	P
Berlinic, Wyatt	R	P	R	R	P	P	R	A	A	A
Berry, Lois	P	P	A	P	R	P	R	P	P	R
Bonham-Smith, Peta	P	P	P	P	P	P	P	P	P	R
Brenna, Bev	P	P	P	P	P	P	P	P	P	P
Brenna, Dwayne	P	P	P	P	P	P	R	P	P	P
Brooke, James	P	P	P	P	P	P	P	P	P	P
Buhr, Mary	P	R	P	P	P	P	P	P	P	P
Calvert, Lorne	R	R	P	R	R	A	P	A	P	P
Chang, Gap Soo	P	P	R	P	P	P	A	P	R	P
Chibbar, Ravindra	P	P	R	P	R	P	P	P	P	P
Crowe, Trevor	P	P	P	P	P	P	P	P	R	P
Daum Shanks, Signa	P	P	P	P	P	P	P	R	P	P
Day, Moira	P	R	A	R	P	P	A	P	R	P
de Boer, Dirk	P	P	P	P	P	P	P	P	P	R
D'Eon, Marcel	P	P	P	R	R	R	P	P	P	P
DesBrisay, Gordon	R	P	P	P	P	R	P	P	R	P
Deters, Ralph	A	P	P	R	P	P	P	P	P	P
Deutscher, Tom	A	A	P	P	P	P	R	R	P	P
Dick, Rainer	P	P	P	P	P	P	P	P	P	A
Dobson, Roy	P	P	P	P	P	P	P	P	P	P
Eberhart, Christian	A	A	A	A	R	A	A	A	A	A
Findlay, Len	A	P	P	P	P	P	P	P	A	A
Flynn, Kevin	R	P	A	P	P	P	R	A	P	A
Freeman, Doug	P	R	A	A	R	R	R	R	P	R
Gabriel, Andrew	A	R	P	R	A	A	A	P	A	A
Ghezelbash, Masoud	P	R	P	R	P	P	A	P	R	P
Gobbett, Brian	A	P	A	A	P	A	A	A	A	A
Goncalves Sebastiao, Bruno	A	A	A	A	A	A	A	A	A	A
Greer, Jim	A	P	P	P	P	R	P	R	P	P
Gyurcsik, Nancy	NYA	P	P	P	P	P	P	P	P	P
Haines, Aleina							R	A	A	A
Hamilton, Murray	P	P	A	A	P	A	P	P	P	P
Harrison, Liz	P	P	A	P	R	R	R	P	P	R
Heidel, Steven	P	P	A	A	P	P	A	A	A	A
Heinz, Shawn	P	A	A	A	A	A	A	A	A	A
Herriot, Jon	A	A	A	A	A	A	A	A	A	A
Hill, David	P	P	P	P	P	P	P	R	P	P
James-Cavan, Kathleen	P	P	R	P	P	P	P	R	P	R
Johanson, Robert	P	P	P	P	P	P	P	P	P	P
Jones, Paul	P	P	P	R	P	P	R	P	P	R
Kalra, Jay	P	P	P	P	P	P	P	P	P	P
Kalynchuk, Lisa	P	P	P	P	A	P	P	P	P	P
Khandelwal, Ramji	P	P	P	P	P	A	P	P	P	A
Kipouros, Georges	A	P	P	R	R	P	A	A	P	P
Klaasen, Frank	P	P	A	A	P	P	P	A	P	A
Konchak, Peter	NYA	P	P	P	P	P	R	P	A	A
Krol, Ed	P	P	P	R	P	P	P	P	P	R
Kulshreshtha, Surendra	P	P	P	A	A	P	A	A	A	A

Name	Sept 19	Oct 24	Nov 21	Dec 19	Jan 23	Feb 27	Mar 20	Apr 17	May 22	June 19
Ladd, Ken	P	P	P	P	P	P	P	P	P	R
Langhorst, Barbara	P	R	P	P	R	R	A	R	R	R
Lee, Deborah	P	P	P	R	P	P	R	P	A	P
Lieverse, Angela	P	A	P	R	P	P	R	P	P	R
Lin, Yen-Han	R	A	P	R	R	R	R	P	P	P
Lindemann, Rob	A	A	A	A	A	A	A	P	A	A
Luo, Yu	P	R	P	R	A	A	A	A	A	A
MacGregor, Michael	A	R	P	P	A	P	A	P	P	P
Makaroff, Dwight	P	P	P	R	P	P	P	P	P	P
Makarova, Veronika	P	P	A	P	A	P	P	A	P	P
Meda, Venkatesh	P	P	P	R	P	P	R	P	P	A
Michelmann, Hans	P	P	P	P	P	P	P	P	P	P
Miller, Borden	A	A	A	A	A	P	A	A	A	A
Montgomery, James	A	P	R	A	A	P	A	P	P	A
Noble, Bram	P	R	P	P	R	P	P	P	A	P
Ogilvie, Kevin	A	A	A	A	A	A	A	A	A	A
Ohiozebau/Vlahu	P	P	P	R	P	P	R	P	P	P
Ovsenek, Nick	A	P	P	A	P	P	P	P	P	P
Parkinson, David	A	R	P	P	P	P	P	P	P	P
Phoenix, Aaron	P	R	P	P	P	P	P	P	P	P
Pozniak, Curtis	P	P	R	A	P	A	A	P	P	A
Pritchard, Stacy	R	R	A	R	R	A	A	A	A	A
Prytula, Michelle	P	P	R	P	A	R	P	A	P	A
Pywell, Rob	P	P	P	P	P	R	P	P	P	R
Racine, Louise	P	R	P	P	R	R	P	P	P	P
Radomske, Dillan	A	A	A	A	A	A	A	A	A	A
Rangacharyulu, Chary	P	P	R	P	R	P	A	P	R	P
Regnier, Robert	A	A	A	P	A	A	P	A	A	A
Rigby, John	P	P	P	P	P	P	P	P	P	P
Robertson, Jordan	P	P	P	R	P	A	A	A	R	A
Rodgers, Carol	P	R	P	P	P	P	P	P	P	R
Sarjeant-Jenkins, Rachel	R	P	P	P	P	P	P	P	P	P
Schwab, Benjamin	R	P	A	A	P	A	A	A	P	A
Schwier, Richard	A	P	P	R	P	P	P	P	P	R
Singh, Jaswant	P	P	P	P	A	P	P	A	R	P
Solose, Kathleen	P	P	A	R	P	P	P	P	P	P
Still, Carl	P	P	P	R	P	R	P	P	P	P
Stoicheff, Peter	R	P	P	R	P	P	P	P	P	P
Sutherland, Ken	R	P	P	P	P	P	P	P	R	P
Taras, Daphne	P	P	P	P	P	P	R	P	R	P
Taylor-Gjevre, Regina	P	P	R	P	P	R	P	P	P	P
Tyler, Robert	P	P	P	P	P	R	P	R	P	R
Van Kessel, Andrew	A	A	A	P	A	P	A	P	P	A
Vassileva, Julita	A	P	P	A	P	P	P	P	A	P
Voitkovska, Ludmilla	A	A	A	A	A	P	A	P	R	P
Waldram, James	P	P	P	P	P	P	R	A	P	R
Walker, Keith	P	P	P	P	P	R	P	P	P	R
Walley, Fran	P	P	P	P	P	P	P	P	P	P
Wang, Hui	P	R	P	R	R	P	A	R	R	R
Wilson, Virginia	P	P	P	R	R	P	R	P	P	P
Wotherspoon, Terry	P	A	R	P	P	R	P	P	P	P

COUNCIL ATTENDANCE 2013-14

Non-voting participants

Name	Sept 19	Oct 24	Nov 21	Dec 19	Jan 23	Feb 27	Mar 20	Apr 17	May 22	June 19
Chad, Karen	A	R	R	P	P	P	R	P	P	P
Cram, Bob	p	P	P	P	P	R	P	R	P	P
Downey, Terrence	P	P	P	P	P	P	R	R	P	R
FineDay, Max	R	P	P	R	P	R	R	P	P	R
Fowler, Greg	P	R	R	P	R	P	P	P	P	P
Isinger, Russ	P	P	R	P	P	P	P	P	P	R
Krismer, Bob	P	P	P	P	P	P	P	R	P	P
Magotiaux, Heather	P	R	R	R	R	P	R	R	P	R
Schriml, Ron	A	A	A	A	A	A	A	A	A	A
Sherbino, Jordan	P	P	P	P	P	P	P	R	P	A
Vlahu/Datta	A	A	A	P	A	P	A	R	P	R
Williamson, Elizabeth	P	P	P	R	P	P	P	P	P	P



**Financial overview**  
**University Council**

June 2014

Financial Services Division (FSD) | UNIVERSITY OF SASKATCHEWAN | www.usask.ca/fsd

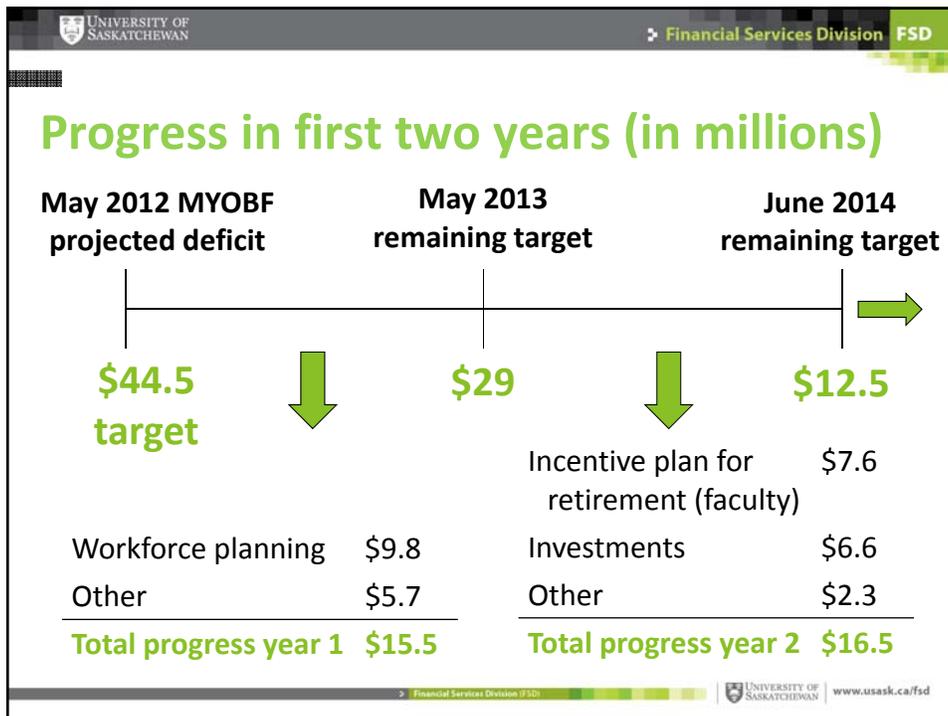
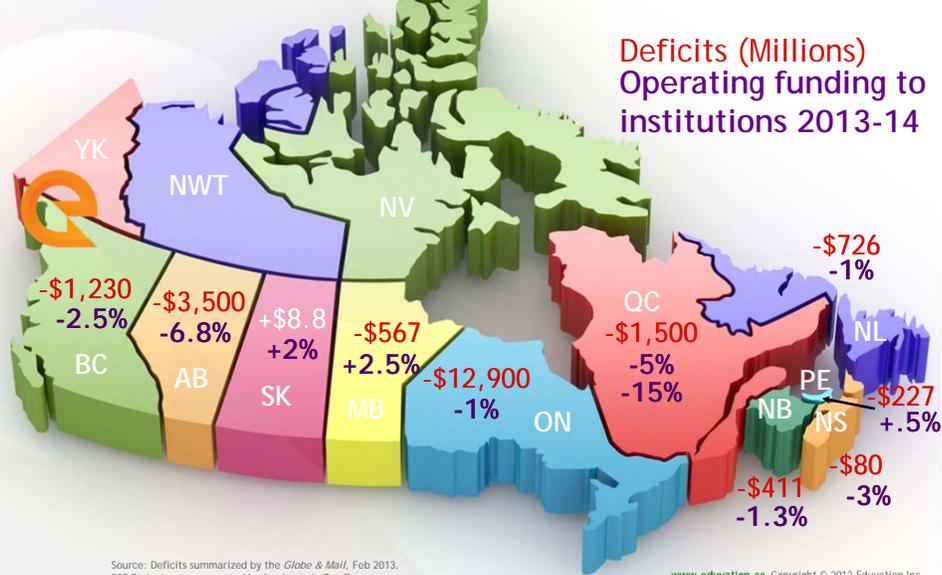
UNIVERSITY OF SASKATCHEWAN | Financial Services Division FSD

## Government funding: 2008 to today

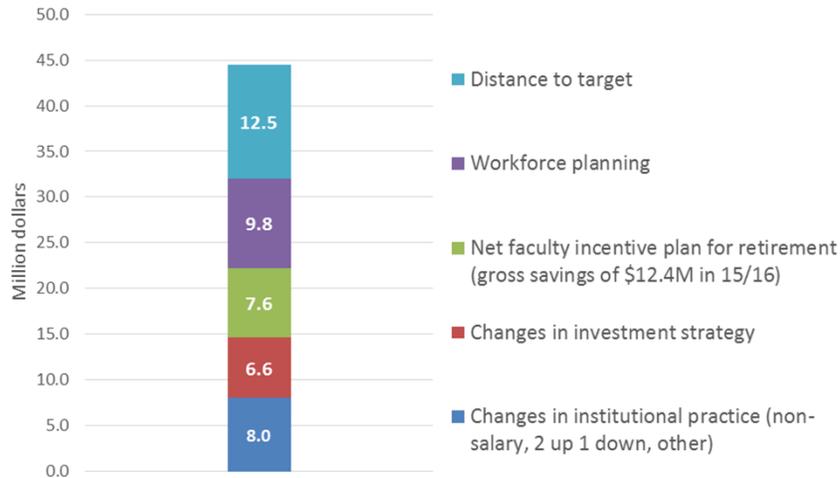
Year	% change in base grant (net)
2008-09	8.7
2009-10	7.3
2010-11	5.2
2011-12	5.4
<b>2012-13</b>	<b>2.0</b>
2013-14	2.0
2014-15	2.1

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# Provincial Budgets 2013



## Progress against \$44.5M target (in 15-16 dollars)



## Where we are today

- We have made progress closing the projected gap
- We still have work to do
  - On track to meet our goal by 2016-17
- Looking past 2017: Expenses need to continue to be in line with revenue
- More information provided in fall 2014

# BUSINESS ARISING

# AGENDA ITEM NO: 4.1

Documents submitted by the coordinating committee to the June 2014 Council meeting regarding the motion to rescind the Vision 2025 document.

UNIVERSITY COUNCIL  
COORDINATING COMMITTEE  
**MOTION FROM INDIVIDUAL COUNCIL MEMBER**

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**PRESENTED BY:** Jay Kalra, Chair, Coordinating Committee

**DATE OF MEETING:** June 19, 2014

**SUBJECT:** Motion to rescind approval of document Vision 2025: From Spirit to Action

**MOTION FROM INDIVIDUAL MEMBER OF COUNCIL:**

**RIGBY/KALYNCHUK:** That Council rescind the motion moved by Dr. Walley and seconded by Dr. Kalynchuk of April 17, 2014 approving the document Vision 2025: From Spirit to Action as the new institutional document of the University of Saskatchewan.

**BACKGROUND:**

This motion was presented to the coordinating committee by Dr. John Rigby. This motion was reviewed at the coordinating committee meeting of June 9, 2014, and the decision was made to add it to the June 19, 2014 Council agenda. Dr. Rigby will speak to his motion at the Council meeting.

At Council on April 17, 2014, the following motion was passed:

*That Council approve the document Vision 2025: From Spirit to Action as the new institutional vision document of the University of Saskatchewan.*

The motion being brought by Dr. Rigby is to rescind the previously passed motion.

**ATTACHMENTS:**

1. Vision 2025: From Spirit to Action (as amended by Council April 17, 2014)

# University of Saskatchewan

## Vision 2025: *From Spirit to Action*

### Our Mission

To excel in learning and discovery, and the integration, application and preservation of knowledge in order to shape the province of Saskatchewan, promote social, policy and cultural innovation and enable students and graduates to become active and responsible global citizens.

### Our Vision

To be recognized among the most distinguished research-intensive universities in North America, and world-leading in targeted areas of education and research, knowing that we serve Saskatchewan best by helping to solve global challenges that have particular relevance to our region and by striving to lead the nation in Aboriginal post-secondary education initiatives that meet community needs.

### Our Values

Our values, inspired by our history and place, are critical to achieving our vision. They will guide us as we move from spirit to action.

- *We prize and encourage creativity, innovation, critical thinking and courage:*

We value creative, innovative and critical thinking that advances knowledge within and across disciplines, and have the courage to challenge preconceived notions.

- *We honour our sense of our land and our place:*

We value our strong sense of community, our culture of collaboration, and our connections to the land.

- *We are proud of our prairie and northern resourcefulness and respect our history of achievement through perseverance and vision.*

We value our determined and innovative “can-do” spirit that has led to many of our successes and will continue to distinguish us.

- *We appreciate community and a desire to work together with a sense of shared purpose:*

We value our enduring relationships with our many local, national and international partners that enable us to work together towards our common goals.

- *We foster diversity with equity built through relationships, reciprocity, respect and relevance:*

We value being an open, welcoming and supportive university with equal opportunities for everyone. We respect all members of our community and their diverse contributions in advancing the university's goals and enriching the community for all.

- *We prize academic freedom, institutional autonomy and ambition:*

We value our institutional independence and the academic freedom to ambitiously engage in the open pursuit of knowledge, including controversial matters, while practising scholarly responsibility.

## **Our place in the post-secondary landscape**

Situated on the banks of the South Saskatchewan River, the University of Saskatchewan sits in Treaty Six territory and on land long used by the First Nations and Métis of this area. On this site, with our elegant stone buildings and vast green space, our campus is widely known to be one of the most beautiful in Canada and an inspiring place to work and learn. Here, for more than a century, we have led far-sighted research and innovation to help grow a province, partnering with communities, farmers and businesses to achieve these gains. Now, increasingly, the University is recognizing our connections and commitments to Aboriginal people of this territory. We are proud of our partnerships with Aboriginal communities. These have brought us to a leadership role in First Nations, Métis and Inuit student engagement in Canada. In Saskatchewan's changing demographics and fast-growing economy, we play a key role in enabling Saskatchewan people to find employment in this province and in attracting new, highly talented citizens.

The University of Saskatchewan is a member of the U15 group of Canada's leading research-intensive universities. Collaboration is our signature trait: we rate very highly compared to our U15 peers in the extent of our research collaboration with other institutions, industries and communities. Our key partners include: U15 institutions and similar universities outside Canada; post-secondary institutions in the province, especially our federated college, St. Thomas More; the Government of Saskatchewan and other provincial governments; the federal government; funding organizations, alumni and donors who support our mission; and prominent businesses, social agencies and arts communities. Given our relationships outside Canada, partnerships with governments of our international partners are also important.

Uniquely among Canadian universities, we host two national laboratories—the Canadian Light Source synchrotron and VIDO-InterVac, a state-of-the-art facility at the forefront of infectious disease research. We also lead a distributed national facility, the SuperDARN network of radars. We are strong in research commercialization, ranking high in national rankings of licensing revenue and driving innovation through partnerships. Our peers are the 14 other research-intensive universities of Canada. Our benchmarking is routinely against this group of peers.

## Where will we leave our mark?

We will build on the unique, special and distinguishing attributes of the University of Saskatchewan to leave a lasting legacy, focusing on commitment in three key areas: advancing our learning and discovery mission, enhancing Aboriginal engagement, and inspiring lifelong citizenship.

### ADVANCING LEARNING AND DISCOVERY

We recognize that the primary mission of any University is learning and discovery and believe that each is best accomplished in the presence of the other. We value both curiosity-driven and application-driven research, scholarly and artistic work. We are positioned to capitalize on our geographical and historical attributes to continue to distinguish ourselves as one of the top research-intensive universities in North America.

*We will lead in our signature areas of focus and build on our strengths.*

We recognize areas in which our research and academic programs establish our pre-eminence. These include our signature areas (water, food, extractive industries, one health, synchrotron science and Aboriginal peoples) and other areas of excellence across our many colleges and schools. We will continue to lead in these matters and expand our areas of academic world leadership.

We will generate, communicate, and apply new knowledge in our areas of excellence, and become the “go-to” place for Saskatchewan-made solutions and discussion of relevant global issues. We will leverage these research strengths and continue to foster other emerging strengths to expand our academic leadership globally.

*We will capitalize on the synergies that our unique breadth offers in both our learning and discovery missions, taking multidisciplinary approaches to global challenges.*

We are the Canadian university with the broadest disciplinary coverage. This diversity in academic programs, in ways of knowing and learning and in research, scholarly and artistic work enables us to consider the world’s most difficult challenges from many perspectives simultaneously.

*We will emphasize team learning and discovery experiences.*

While we value and reward both individual and team research, our history has demonstrated that we are stronger when we work together. We will seek out learning and discovery opportunities that allow us to honour our sense of place as a strong community with a culture of collaboration. We will emphasize team experiences for students and create physical spaces that encourage interaction.

*We will be distinguished as a leader in community-based scholarship and education.*

We will continue building strong partnerships with community-based organizations around our discovery and learning missions and presenting opportunities for engagement by students, staff and faculty.

*We will excel in and distribute high quality education, research and clinical training in the health fields throughout the province.*

We will increase the participation rates in post-secondary education in Saskatchewan by working to eliminate or transcend the barriers that currently prevent many people in rural and northern Saskatchewan from accessing a university education. We will expand our programming outside of Saskatoon and make it possible for Saskatchewan people to pursue degrees without leaving their homes and support structures.

A particularly important domain in which the university interacts strongly with our community is through our health disciplines. A key goal for the coming decades is to improve the performance in our health-related fields in education and research.

## **ENHANCING ABORIGINAL ENGAGEMENT**

We recognize that scholarly traditions and institutions, including our own, have often excluded First Nations, Métis and Inuit people and knowledge. We will change this legacy at the University of Saskatchewan.

As the Canadian research-intensive university with the highest percentage of self-identified Aboriginal students and the highest proportion of provincial residents identifying as First Nations, Métis and Inuit, we have a special role to play in modeling a university that offers Aboriginal students, and all students, equitable access to an education and to university services. In partnership with Saskatchewan Indigenous communities, we are uniquely positioned to identify the characteristics of such a university, to articulate the principles that will guide the transition, and to make the changes that will ensure the success of our Aboriginal students.

*We will meaningfully incorporate Indigenous knowledge and perspectives into the curriculum, into research, scholarly and artistic work, into operations and into the physical identity of the University of Saskatchewan.*

We will become a place where traditional Indigenous ways of knowing and Western scholarly ways of knowing will meet, engage, and sometimes intertwine, for the mutual enrichment of both. In this coming together, we will respect both scholarly traditions and Indigenous traditions, acknowledging that both include knowledge, histories, values, cultural practices, and governance systems.

*We will work to eliminate systemic barriers within our own practices and to strengthen supports for Aboriginal students, including academic, social, and cultural programs.*

Our efforts will be sensitive to the immediate challenges and systemic barriers inhibiting access and academic success for Aboriginal students and to take steps to improve the system.

*We will ensure Aboriginal students see themselves and their experiences reflected in the university's academic and administrative leadership.*

We will recruit and retain Aboriginal faculty and staff in a variety of fields and roles. We will ensure we recognize and develop leadership capacity among First Nations, Métis and Inuit students, faculty and staff in order to build a diverse community at all levels and to establish a supportive environment.

## **INSPIRING LIFELONG CITIZENSHIP**

We expect our students, faculty, and staff to be engaged members of our campus, local and global communities, connecting and contributing to help make our communities stronger. We aim to inspire students who value diversity, share their knowledge and continuously exercise leadership long after graduation.

*We will be strategic in our student recruitment, seeking out students who not only excel academically but also demonstrate citizenship and capacity for leadership*

We will align our recruitment strategies to best reflect the type of community we want to build. Our top students will not only excel academically but they will also show their commitment to their communities and to society-at-large. This approach serves the province, not only through attracting new highly talented individuals, but by raising the degree completion rates across the board, enhancing our visibility nationally and internationally, and shaping the leaders of tomorrow.

*We value leadership within our community and will assess, develop and reward leadership skills across the university.*

We will do more to groom students, faculty and staff for leadership at all levels of the university. We will describe the characteristics needed to support innovation, creativity, nimbleness and responsiveness, and then create the opportunities that allow people to grow and exercise skills in these areas.

*We will help students to succeed in their fields, equipping them for the future with the skills, attributes and values to keep learning long after they have graduated.*

We accept that career preparation is part of our mandate, but rather than training individuals for particular job opportunities or to work for specific companies we will equip them to be continuous learners and to seek out every opportunity to develop themselves. Our graduates will reflect our institutional values and in particular will be known for learning actively, thinking broadly, acting ethically, and engaging respectfully.

## **What will be our guiding principles?**

The University of Saskatchewan chooses to be principle-driven in its actions and decisions. We recognize the following principles that will help create and maintain the environment that enables us to reach our vision.

### ***People***

- We will put students at the centre of our programs and planning.
- We will have our alumni recognize the university as having played a major role in their lives.
- We will embrace diversity and actively promote equity in fulfilling our mission.
- We will ensure our employees reflect the values of the university, and it is our responsibility to make certain that we embed sufficient professional development in our operations so that our personnel can grow their skills and expand their knowledge.
- We will position ourselves to be competitive and we will reward outstanding performance.
- We will ensure that our structures do not ossify, that we have sufficient flexibility to respond to change and be nimble.
- We will change how we view technology – seeing it as a means of changing the nature of our work and study rather than simply a means of automating processes conceived in an earlier age.

### ***Programs and Planning***

- We will refer to our mission, vision and values in making hard decisions at all levels. We are prepared to take some difficult actions to preserve integrity of mission.
- We will honour a culture of planning, implementing plans and evidence-based decision-making.
- Institutionally, we will define a set of key performance indicators that provide a snapshot of performance and are regularly presented to the public and our governing bodies.
- We will identify areas in which risk-taking should be valued but also be clear about areas in which we should be risk-averse.
- We will grow our academic programs and our student numbers only when we can do so while maintaining or improving upon our learning and discovery standards and the quality of the student experience.

- We will increase our efforts to ensure that people throughout the world are aware of our accomplishments. We will publish our results and we will publicize those accomplishments of particular importance to our local, provincial, national, or global community.
- We will be transparent and accountable in our decision-making.
- We will retain our autonomy so that decisions are based not on expediency but on our best judgments tempered by public discussion with interested parties.

### ***Resources, Focus and Partnership***

- We will resist the temptation to see funding as more than it is – a resource rather than a driver of what we, as a public institution, can do.
- We will model how a university achieves financial, social and environmental sustainability in the long term, through planning and attention to mission and priorities.
- We will ensure that our resources are distributed appropriately – neither massed in a narrow portion of our mission, nor spread so thinly that we are incapable of excelling in any part of our mandate.
- We will partner where it is clear that such a partnership is in the best interest of all involved and preferable to competition. Partnerships are especially valued when they link to both our discovery and learning missions.
- We will only grow new research or teaching programs that may be found elsewhere within the province if we can provide added value, capitalize on unique opportunities at the University of Saskatchewan, or respond to unmet demand.
- We will craft mechanisms to help us select which opportunities we will respond to in a timely fashion.

### **The University of Saskatchewan in 2025**

Achieving this vision of a more engaged and research-intensive university will require innovative thinking, commitment, and a willingness to challenge established processes and structures. Building on our proud history, our strengths, and our outstanding talent, we are determined to make the changes needed to take this institution to the next level of academic, research and community engagement by the end of this quarter century.

## PRESIDENT'S REPORT TO UNIVERSITY COUNCIL

### September 2014

Since beginning my role in mid-May I have had the opportunity to connect with many members of our community to discuss the coming year. I've met with student leaders and union leaders, faculty and staff, alumni and donors and it is clear to me that all of us care deeply about our institution and the people that are a part of it. In my travels I've heard many questions regarding the events of late spring, comments on what led to them and ideas on how best we can move forward. I don't presume to have all the answers but I know whatever direction we take next must be one that is shared.

I've started that shared process over the summer by working with the vice-presidents and senior leaders to determine how best to take our first steps forward. I commit to sharing those first steps with you – in full – at our council meeting in September.

As of the writing of this report an address to the entire campus community is being planned for Sept. 9<sup>th</sup>. The purpose of this address is to reaffirm our commitments to our institutional mission, outline lessons we have learned as senior leaders, identify key principles we will use in making future decisions, discuss our priorities for action in the coming year and fully and transparently address questions regarding our financial sustainability.

Once these *first* steps are articulated I look forward to working with council and the rest of our community to develop the following ones. I am excited about the coming year and although the work we have to do will not always be easy it will definitely be rewarding.



Gordon Barnhart  
Interim President

### Government Relations

This has been a busy time for making connections with government. Over the summer I've had the opportunity to meet with the Premier, our new Minister of Advanced Education the Honorable Kevin Doherty, Minister of Central Services Jennifer Campeau, and a number of Deputy Ministers from various ministries. Federally I've met with local Members of Parliament Kelly Block and the Honorable Lynne Yelich and have been to Ottawa to attend U15 meetings. As our primary funders, our relationships with government is critical and I look forward to strengthening those relationships over the coming year.

Our Government Relations Officer, Elissa Aitken, has left the University of Saskatchewan to take up a post with the Ministry of Advanced Education. This has given us the opportunity to have conversations about the level and type of support we need at the University when managing our relationships with different levels of government. We've been looking at many different options over the summer and we hope to have a plan for support in this area by the end of September.

## Presidential Travel

I am planning on continuing the tradition of Presidential tours both within Saskatchewan and beyond our border. Provincially, I plan to visit La Ronge, Weyburn, Regina, Yorkton, and Prince Albert. I will be inviting Deans and other college representatives to ensure we cover the many facets of the university that impact these communities including research, regional college connections, and recruitment. I will also be travelling to locations within Canada for the purposes of fundraising and friendraising. Those locations have not been finalized as of the writing of this report.

I will be taking full advantage of our membership in our two national organizations, AUCC and the U15, traveling to meetings when necessary. Both organizations play roles in providing advocacy to our institutions on mutual issues of interest, data to assist in our own benchmarking processes, and simply providing a peer group to discuss ideas.

## Engagement on Campus

I have been asked by many if my time as president will be primarily external. Although this may be seen as a major focus for many university presidents I can assure that my primary focus will be engaging our own campus community. I am committed to finding the time to connect with each of our academic and administrative units, as well as student, faculty, and staff groups over the coming months. Although I've had many opportunities to connect within the community over the years as a student, lecturer, and staff member I look forward to engaging with you in my new role as interim president. The following are a sample of events I have participated in/plan on participating in over the month of September.

- Student Orientation
- GSA Welcome BBQ
- International Students Orientation
- USSU Welcome Week
- New Faculty Orientation
- Edwards School of Business Coop/Intern Networking Open House
- Huskie Homecoming Game
- University Council Orientation
- Celebration of Teaching and Learning (Gwenna Moss Centre for Teaching Effectiveness)
- U of S Fall Student Leadership Event
- School of Public Health Training for Health Renewal Program Event
- KinSPIN
- Block Party Scholarship Brunch (Women's Volleyball Fundraiser)

**PROVOST'S REPORT TO COUNCIL**

**September 2014**

**MESSAGE FROM THE PROVOST**

Our university made a very important decision a little over a decade ago, a decision that we wanted to be one of Canada's tier-one research intensive universities. Collectively, and with Council's engagement, we envisaged a university where the dual mission of education and research is prevalent in every college and school, where undergraduate and postgraduate students have a learning experience that is interwoven with the research and discovery mission. We imagined that education and research strategies and activities would be informed by, and given meaning through, community engagement. We were determined that research activities would lead to recognizable impacts, locally and globally, and that the quality of the student experience and learning outcomes would attract a diverse student population and prepare those students for productive careers and a fulfilling life.

In August this year, senior university leaders engaged in two days of intensive conversation and affirmed that this is still the kind of university we want to be. That means we will need to continue to have robust processes to assure the quality of what we do, to continuously seek efficiencies in how we use our resources, to establish priorities consistent with our mission, and to align our resources behind our priorities. It also means that we need all hands on deck in every college, school and administrative unit, all focused on our collective goal to strengthen our place among Canada's most research intensive universities.

Over the past two years, our university community learned that it could overcome a significant financial challenge. We also learned that sometimes even with well-intentioned and logical processes we can get some things a bit wrong and we can become unbalanced as an institution. And so this year we will rebalance, we will reaffirm some important principles for how we work together, and we will focus on the things we need to do to achieve unit-specific and university-level goals. We can all help by taking time now to revisit the 2012-2016 unit strategic plans and the university integrated plan, to assure ourselves that we are collectively on track and doing the right things to meet the objectives that are articulated in those plans.

To augment those plans and to build on the extensive data gathering and analysis undertaken last year, the following set of eight institutional priorities are offered as a way to focus the change agenda this year. Any amendments to academic programs or units that may arise from these priority initiatives will, of course, come to Council for deliberation and decision.

1. Accelerate the delivery on our commitment to aboriginal achievement.  
*Representative university workforce; student success; indigenous knowledge in curricular offerings; signature research area; strengthened university-community relationships; aligning institutional resources with our priorities; coordination and leadership.*
2. Continue the restructuring of the College of Medicine  
*Rationalizing financial support and governance of teaching, research and clinical services; securing accreditation of the undergraduate medical program; achieving significant*

- improvement in research productivity; supports for faculty success; becoming a national leader in health innovation.*
3. Deliver on the promise of inter-professional health education and inter-disciplinary health research  
*Shared resources through the academic health sciences infrastructure; inter-professional health education; interdisciplinary health research; governance and operations of the Council of Health Science Deans.*
  4. Advance the reorganization and strengthening of graduate studies and support for graduate students.  
*Choose best alternative for university-level leadership and oversight of graduate studies; strategies for increased financial support for graduate students; integration of student services.*
  5. Continue the capital project for the transformation of our library collections, facilities, capital and services  
*Strategic development of campus library system; responding to changes in scholarly communications and publishing; capturing opportunities provided by new and emerging technologies; meeting growing demands for differently configured learning spaces; consolidating low-use print collections.*
  6. Complete the re-organization and revitalization of centrally organized teaching and learning activities and functions  
*Migration of functions and functional employee groups to better meet organizational goals for education and research (CCDE, eMAP, ULC).*
  7. Focus on the creation of inter-disciplinary and cross college academic programming.  
*Capture opportunities to make better use of faculty resources and to establish collaborations among academic units.*
  8. Align our administrative services culture to support and facilitate our academic mission.  
*Principles and values for the design and delivery of administrative services.*

I very much look forward to working with Council and I hope that together we can have a very productive year.

## **INSTITUTIONAL PLANNING**

### **Provost's Committee on Integrated Planning (PCIP)**

PCIP met once in June and once in July. On June 9, four items came to PCIP for decision including a funding structure review from Facilities Management Division (approved), allocations of the cold beverage profits (approved), Veterinary Medicine library renovation project (approved), and residence rental rates increases (declined). Additionally, PCIP discussed a number of documents prepared for the June 23/24 meeting of the Board of Governors including operating budget adjustments, a status report on the Academic Priorities Fund and the 2015/16 operations forecast.

On July 8, two items came to PCIP for decision including a request for operating budget funding for College of Pharmacy and Nutrition (most elements were deferred), and contract renewal for the Centre for the Study of Co-operatives (CSC) (approved). PCIP also discussed a number of documents prepared for the July 29 meeting of the Board of Governors including the 2015/16 operations forecast, the draft 2013/14 annual financial report, draft audited financial statements and results, and 2013/14 Pension Governance.

## ***VICE-PROVOST TEACHING AND LEARNING***

On Friday, September 12 the provost, in conjunction with the Gwenna Moss Centre for Teaching Effectiveness and the vice-provost, teaching and learning, hosted the annual Celebration of Teaching and Learning. This was the university's opportunity to celebrate the winners of all the institution's teaching awards from the last academic year including the USSU awards, the provost's awards, the Sylvia Wallace sessional lecturer award and the Master Teachers.

## ***COLLEGE AND SCHOOL UPDATES***

### **Edwards School of Business**

The Edwards School is pleased to report the expansion of Executive Education at the downtown Nasser Center, with the addition of Business and Leadership programming capacity through the transfer of both programs and talented people from CCDE to Edwards. Plans are underway for programs to serve Aboriginal communities, have an annual leadership conference, and grow the existing already-successful programs.

### **College of Pharmacy and Nutrition**

A new initiative from the College of Pharmacy and Nutrition: The Dean Emeritus Pharmacy and Nutrition Research Innovation Fund

Purpose: In honour of past deans of Pharmacy and Nutrition at the University of Saskatchewan, and in upholding the spirit of the proud tradition of scholarly activity, this fund will support the continued research and innovative initiatives in the College of Pharmacy and Nutrition.

Source and Amount of Funding: Alumni and friends of the College of Pharmacy and Nutrition. It is anticipated that \$2 million dollars will be raised for this initiative. To date we have over \$100,000 committed to this fund.

We are also looking for partnerships with other colleges in this program to enhance interdisciplinary research opportunities.

## ***OFFICE OF THE VICE-PRESIDENT RESEARCH***

The research highlights for the month of September are reported in the attachment by the office of the vice-president, research.

## REPUTATIONAL SUCCESSES

### Sequencing the Wheat Genome

U of S researchers are part of an international team that has published the first chromosome-based draft sequence of the wheat genome, a development that promises wheat breeders powerful new tools in developing varieties to meet the challenges of world population growth and climate change. More information is available at: <http://goo.gl/j31r3P>.

### Monitoring Drinking Water

A new project led by **Helen Baulch** (SENS) will provide near-real-time data to measure water quality in Buffalo Pound Lake, the drinking water source for a quarter of Saskatchewan's population. The project is the first of its kind in Canada and more information is available at: <http://goo.gl/Xzru4T>.

### Fedoruk Centre Appoints Executive Director

The **Sylvia Fedoruk Canadian Centre for Nuclear Innovation** has appointed a new executive director. On July 1st, **Neil Alexander** replaced interim executive director John Root. Alexander will lead the Fedoruk Centre in building Saskatchewan's nuclear research capacity, especially as it prepares to operate Saskatchewan's cyclotron on campus. More information is available at <http://goo.gl/XdPfEp>.

### U of S Students Awarded Vanier Scholarships

Four U of S PhD students have each been awarded a \$150,000 **Vanier Canada Graduate Scholarship** in recognition of their academic excellence and leadership skills. The recipients are **Adam Crane, Jennifer McRuer, Oluwafemi Oluwole, and David Saunders**. More information is available at: <http://goo.gl/RVID8Q>.

### Discovery Could Benefit Cystic Fibrosis Sufferers

U of S researchers, led by Juan Janowski (Physiology), have developed a new imaging technique that reveals a hitherto unknown immune system component in the lungs, one that promises insights that could benefit cystic fibrosis patients. More information is available at: <http://goo.gl/oE6ibB>.

### New Industrial Research Chair Appointed

**Matt Lindsay** (Geological Sciences) has been appointed Industrial Research Chair in Mine Closure Geochemistry. Lindsay and student researchers will work towards informing more sustainable approaches to developing reclaimed oil sands landscapes. The position includes nearly \$1.4M from NSERC and industrial partner Syncrude. More information is available at: <http://goo.gl/4KPW5P>.

## INITIATIVES

### One Health Leadership Experience

Nearly 200 first- and second-year health-science students attended the third annual One Health Leadership Experience in August. The three-day conference included guest speakers and team-building exercises to help introduce students to interdisciplinary One Health approaches for addressing global health issues. More information is available at: <http://goo.gl/0lwopl>.

### Grant Workshops for Researchers

Tri-Agency grant workshops were held in July to assist researchers in preparing applications to either SSHRC or NSERC. Approximately 100 U of S researchers attended the sessions which included guest speakers, panel discussions, and interactive writing sessions.

## PARTNERSHIPS

### International Guests Visit Campus

The U of S welcomed several visitors from international institutions throughout July and August. The visits included guests from partner universities and major newspapers in India, Brazil, and China.

### Active Health Partnerships

The AVPR - Health office has recently completed projects with the following partners:

- ❖ Through a partnership with the **First Nation and Métis Health Service Unit** of the Saskatoon Health Region, the AVPR-H office completed the project "*First Nation and Métis Health Service: Navigation Services Literature Review*". An additional review of "*First Nation and Métis Individuals' Use of the Emergency Department*" was also completed.
- ❖ Through a partnership with the **Social Sciences Research Lab** (SSRL), the AVPR-H office completed an environmental scan and analysis of provinces' CIHR SUPPORT Unit business plans. Interviews were carried out with leaders from each SUPPORT Unit.

## FUNDING SUCCESSES

### NSERC Awards Researchers More Than \$8M

Forty-eight researchers from more than 20 departments were awarded **NSERC Discovery Grants**, providing nearly \$8M for U of S research. Five additional projects were awarded funding through **NSERC's Research Tools and Instruments Grant** for a total of over \$500,000. A complete list of researchers and their projects is available at: <http://goo.gl/CjbPkY>

### NSERC Awards CREATE Grants

Two U of S researchers are co-investigators on recently successful **NSERC Collaborative Research and Training Experience (CREATE) Grants** worth \$1,650,000 each:

- ❖ **Jim Hendry** (Geological Sciences) is a co-investigator on the training program "*Training Towards Environmentally Responsible Resource Training*" awarded to David Blowes (U of Waterloo).
- ❖ **Phyllis Shand** (Food and Bioproduct Sciences) is a co-investigator on the training program "*The Canadian Meat Education and Training Network (MEaTnet) for Assuring Meat Safety and Quality*" awarded to Heather Bruce (University of Alberta).

### \$2M for Health Research

Three U of S health projects were awarded a total of more than \$2M from CIHR's Open Operating Grant:

- ❖ **Sylvia Abonyi** (Community Health and Epidemiology) and **Sarah Oosman** (Physical Therapy) were awarded \$1,253,649 over 5 years for the project "*Wuskiwiw-tan! Let's Move! Aging Well in a Northern Saskatchewan Métis Community*" with co-investigators Nazeem Muhajarine (Community Health and Epidemiology), and Hassanali Vatanparast (Pharmacy and Nutrition).
- ❖ **Linda Chelico** (Microbiology and Immunology) was awarded \$580,720 over 5 years for the project "*The Virus Infectivity Factor (Vif) of HIV-1: Mechanisms of Inhibiting APOBEC3 Immune Factors*".
- ❖ **Elizabeth Quinlan** (Sociology) was awarded \$196,030 over 3 years for the project "*Ameliorating Workplace Harassment among Caregivers: Fostering Communicative Action and Ethical Practice through Participatory Theatre*" with co-investigators Beth (Ruth) Bilson (Law), and Isobel Findlay (Edwards).
- ❖ Additionally, **Deborah Anderson** (Oncology) was awarded \$100,000 in bridge funding for the project "*Targeting Metastatic Breast Cancer*" with U of S co-investigator Franco Vizeacoumar (Oncology).

### Research Projects Sponsored

Three U of S projects secured over \$4M through contracts with sponsors:

- ❖ **Pierre Hucl** (Crop Development Centre) received \$2,740,288 under the National Wheat Improvement Program for the project "*Development of Next-Generation CWRS, CWAD and CWHW Germplasm and Cultivars at the Crop Development Centre to Meet Changing Markets and Climates*".
- ❖ **Adam Bourassa** (Physics and Eng. Physics) received \$250,000 from the **Canadian Space Agency** for the project "*Satellite Prototype Development of the Aerosol Limb Imager (ALI) Instrument*".
- ❖ **Andrew Potter** and **Volker Gerdts** (VIDO) received \$1,048,000 from the **Krembil Foundation** for the project "*Development of a Combination Vaccine against Respiratory Syncytial Virus and Parainfluenzavirus*".

### Additional NSERC Awards

Four U of S researchers were awarded funding through additional NSERC programs:

- ❖ **Jeffrey McDonnell** (SENS) was awarded a \$120,000 **Discovery Accelerator Supplement Grant** for the project "*Runoff Generation Processes in Headwater Catchments: The Role of Storage and Release*".
- ❖ **Jeffrey Lane** (Biology) was awarded a \$75,000 **Discovery Northern Supplement Grant** for the project "*Life Cycles in the North: Phenological Variation Studied through Empirical Research and Traditional Ecological Knowledge*".
- ❖ **Ryan Brook** (Animal and Poultry Science) was awarded a \$78,000 **PromoScience Grant** for the project "*Aboriginal Youth Engagement in the Saskatchewan Farmland Moose Study*" with additional support from the Saskatchewan Ministry of Environment.
- ❖ **Tim Molnar** (Curriculum Studies) is participating with lead researcher Johanne Patry from Science on Stage Canada Inc. on the project "*Science on Stage Canada*" which was awarded a \$75,000 **PromoScience Grant**.

### Fedoruk Centre Announces Research Grants

Six U of S researchers were successful in receiving a total of nearly \$1M in **Sylvia Fedoruk Canadian Centre for Nuclear Innovation (CCNI) Research Grants**:

- ❖ **Ildiko Badea** (Pharmacy) was awarded \$192,510 for the project "*Imaging Gene Delivery Nanoparticles Targeted to Melanoma*" with co-investigator Humphrey Fonge (Medical Imaging).
- ❖ **Ian Burgess** (Chemistry) was awarded \$187,450 for the project "*Neutron Reflectometry Studies of Biological Membranes and Corrosion Barriers*".
- ❖ **Gavin Cranmer-Sargison** (Oncology) was awarded \$141,777 for the project "*Investigating the Radiobiological Cell Response to High Energy Mini-Beam Irradiations*" with co-investigators Deborah Anderson and Vijayananda Kundapur (Oncology).
- ❖ **Akira Hirose** (Physics and Engineering Physics) was awarded \$119,600 for the project "*Control of Plasma Flow in STOR-M by RMP and CT Injection; Studies on Divertor Heat Flux in COMPASS*".
- ❖ **Yuanming Pan** (Geological Sciences) was awarded \$217,350 for the project "*Retention and Removal of Radionuclides (135Cs, 137Cs, 129I, 131I and 99Tc) From Water by Co-Precipitation of Phosphates and Carbonates*" with co-investigator John Tse (Physics and Engineering Physics).
- ❖ **Derek Peak** (Soil Science) was awarded \$127,650 for the project "*Biogeochemical Models of Oxyanions in Saskatchewan Uranium Mining Environments*" with co-investigator Joyce McBeth (Geo. Sciences).

### Internal Funding Awarded

The U of S President's SSHRC (PSSHRC) and President's NSERC (PNSERC) awards provide financial support to assist researchers in preparing competitive SSHRC and NSERC applications. The results from May 2014 included:

- ❖ **PNSERC**: 16 successful applicants received up to \$10,000 each for a total of \$157,686 awarded.
- ❖ **PSSHRC**: 8 successful applicants received up to \$7,000 each for a total of \$50,772 awarded.

### Students and PDF Awarded International Experiences

An undergraduate student, a doctoral candidate and a postdoctoral fellow were all the recipients of awards enabling international research.

- **Mobinul Huq** (Economics) received a \$5000 **Mitacs Globalink Research Award** for undergraduate student **Linghui Shan** for the project "*Social-economic Analysis on Gender Differences in Time Allocation in China*". Shan will be co-supervised by Dr. Chang Qing Li at Beijing Institute of Technology.
- **Hui Wang** (Chemical and Biological Engineering) received a \$5,000 **Mitacs Globalink Research Award** for doctoral student **Armin Moniri** for the project "*Bunsen Reaction study as a key step of H<sub>2</sub>S Splitting cycle in Corning Advanced Flow Reactor*". Moniri will be co-supervised by Dr. Yue Zhang at Changzhou University and Dr. Bing Ma at Corning Reactor Technology Center.
- Postdoctoral Fellow **Michal Wesolowski** (Medical Imaging) was awarded a Burroughs Wellcome Fund 2014 **Collaborative Research Travel Grant** of \$10,000 for the project "*International Collaboration on the translation of quantitative 2D coded aperture phase contrast imaging from the synchrotron to the preclinical laboratory*" to work with Alessandro Olivo at University College London.

### Support for International Projects

The following U of S researchers secured funding with their international partners:

- **Yanping Li** (SENS) and Chilean partners received \$15,000 from the **Canada-Latin America and the Caribbean Research Exchange Grants** program (LACREG) for the project "*Using Elqui Valley basin as an example to assess the water resources vulnerability of the Andes Western Slope under climate change background*".
- **Ken Coates** (Public Policy) and **Greg Poelzer** (ICNGD) collaborated with the Arctic University of Norway for the implementation of the "*Northern Norway / Saskatchewan GENI internship partner workshop*". The Norwegian Centre for International Cooperation in Education (SIU)'s High North Programme provided approximately \$35,000 to support the workshop.

UNIVERSITY COUNCIL  
**PLANNING AND PRIORITIES COMMITTEE**  
**REPORT FOR INFORMATION**

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**PRESENTED BY:** Lisa Kalynchuk, Chair, Planning and Priorities Committee

**DATE OF MEETING:** September 18, 2014

**SUBJECT:** **Annual Capital Plan**

**COUNCIL ACTION:** For information only

**PURPOSE:**

Each year, the planning and priorities committee reviews the university's Annual Capital Plan in keeping with its terms of reference, which require the committee to consider and report to Council on university-wide planning activities and on the main elements of the operating budget and the capital budget and report to Council

**CONTEXT AND BACKGROUND:**

The university's integrated plan is supported by a multi-year capital plan, which responds to and aligns with the integrated plan. As the planning cycle proceeds, the Annual Capital Plan is updated on an annual basis to remain responsive to growth and change within the university environment. The planning and priorities committee reviewed the Annual Capital Plan at its meetings on May 21 and June 11, 2014. On June 24, 2014, the Board of Governors approved the Annual Capital Plan.

**DSCUSSION SUMMARY:**

Areas discussed by the committee in its review of the Annual Capital Plan included information and communications technology planning and integration within the classroom. The progress of the campus core revitalization project was noted. Phases 1 and 2 of the revitalization project are now complete, and phase 3 has been incorporated within RenewUS, the university's plan for capital renewal. The committee requested that the plan emphasize the growing gap between the university's deferred maintenance costs, which are increasing, and the province's preventative maintenance and renewal grant, which is declining, and that the plan include a section on emerging capital projects.

**ATTACHMENTS:**

The Annual Capital Plan can be found at:

[http://www.usask.ca/ipa/planning/capital\\_planning/index.php](http://www.usask.ca/ipa/planning/capital_planning/index.php)

Questions regarding the specifics in the plan can be directed to Bryan Bilokreli, Director, Capital Planning at 306-966-4878 or by email to [bryan.bilokreli@usask.ca](mailto:bryan.bilokreli@usask.ca)

UNIVERSITY COUNCIL  
**PLANNING AND PRIORITIES COMMITTEE**  
**FOR INFORMATION ONLY**

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**PRESENTED BY:** Lisa Kalynchuk, Chair, Planning and Priorities Committee

**DATE OF MEETING:** September 18, 2014

**SUBJECT:** **2015-16 Operations Forecast**

**COUNCIL ACTION:** For information only

**CONTEXT AND BACKGROUND:**

The planning and priorities committee is responsible for providing advice to the president on the budgetary implications of the Operations Forecast and for reporting to Council on the nature of its advice. The committee had the opportunity to discuss draft versions of the 2015-16 Operations Forecast document on June 4 and 11, 2014. The committee's perspective on these draft versions is provided in the attached letter.

On June 24, 2014, the Board of Governors reviewed a subsequent draft of the Operations Forecast document; on July 29, 2014, the Board of Governors approved the 2015-16 Operations Forecast as the university's funding request from the province.

**ATTACHMENTS:**

1. Memorandum on the 2015-16 Operations Forecast.

The full text of the 2015-16 Operations Forecast document can be found at [http://www.usask.ca/ipa/planning/budget/op\\_forecast.php](http://www.usask.ca/ipa/planning/budget/op_forecast.php)



## *MEMORANDUM*

TO: Gordon Barnhart, Interim President  
Ernie Barber, Incoming Provost

FROM: Fran Walley, chair, Planning and Priorities Committee of Council

DATE: June 18, 2014

RE: 2015-16 Operations Forecast

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As chair of the planning and priorities committee, it is my pleasure and responsibility to provide the committee's perspective on the 2015-16 Operations Forecast. The committee reviewed and provided comments on early drafts of the document at its meetings on June 4 and June 11. Due to the uniqueness of this year and the convergence of a number of factors affecting the development of the document, a final version of the document was unavailable for review prior to the committee's final meeting of the year, and thus the committee was not able to comment on the final version of the document as presented to the Board of Governors for approval on June 24. Committee comments therefore focused primarily on key messages within the draft document rather than the details of the request.

A two percent increase in funding is the maximum increase expected from the province in 2015-16, and the draft request is predicated upon this amount. The committee deliberated at length upon the request of 2%. The reality is a grant increase of 2% will result in a further reduction in the university's operations with all of the attending ramifications, including a potential drop in student enrolment, and the committee supports that this be made clear in the document rather than suggesting that a 2% increase will enable the university to maintain the status quo. The case should also be made for a 2% increase at minimum in any targeted ongoing funding from the province. It was generally agreed that the message of what the university is faced with if the government's decision is to provide at most a 2% funding increase ought to be conveyed in a clear, receptive and neutral tone in the document. Correspondingly, the committee supported that the document focus on the gap between the university's needs and its resources, with less focus on government funding to the university relative to other provinces. Recasting this message includes outlining the opportunities afforded the university if funding beyond a 2% increase is received from the province in terms of the ability to innovate and take advantage of the comparatively secure position of the university compared to other institutions. Stating positively that a grant increase of 4% is an opportunity for the province to support building one of the best comprehensive, innovative universities in Canada, and enable the university to leap ahead of its

comparators sends a strong signal to the province of the university's capacity and strength. The message to the province should be that this is an optimal time to invest to "jump ahead of the curve."

Greater emphasis on the university's commitment to ongoing financial sustainability within the document is suggested, with specific examples provided of the operating budget adjustments that demonstrate this commitment. In addition, highlighting that the basis for the university's action plan to achieve financial sustainability rests upon a strategic reallocation and reinvestment of resources demonstrates the university's ability to identify priorities and employ selective measures. The reinvestment in faculty positions and the net savings of the faculty retirement incentive program should be clearly set out in the document. The progress against the projected structural deficit is due in part to the incentivized faculty member retirement program. Those departments that lost an inordinate share of faculty members must recover some positions, and this cost should be factored into the document. The committee suggested that reflecting the projected increase in salaries and benefits beyond 2% as a "recovery amount" which the university will need to recover internally through various measures would demonstrate the full cost the university would absorb if the grant increase is the projected 2%.

The Operations Forecast has both an internal audience through the university community and an external target audience of the provincial government. Balancing these two recipients requires judicious language. In the drafts reviewed by the committee, the key message was the value-added proposition of the university in meeting labour market demands with highly qualified individuals and providing economic benefit via the university's research and innovation agenda. The committee believed it important to note areas of synergy with the province that support the impact of the institution, through research and the training of highly skilled individuals, but that setting out the university's priorities as independent of the province's, including the goal of attaining greater international stature is an important, yet subtle, distinction. The placement of government priorities as coincident to the university's priorities throughout the document would underscore the university's autonomy in its strategic planning and goal setting.

The committee supports the student support requests for investment in childcare, experiential learning and library transformation, as these services are essential to student accessibility and the delivery of a quality education, including the acquisition of critical research skills. As the university is facing a childcare crisis with a demonstrated need of 800 children whose parents are waiting for a seat for their child, it is important to acknowledge the government's one-time funding for a 90-seat childcare facility as an important contribution, but emphasize the present delay of building a new childcare facility is due to lack of funding in the face of this demonstrated need. Developing a childcare placement program based upon priority and demonstrated need is suggested, with priority given to children of Aboriginal students and graduate students. The introduction of any new academic initiatives as opportunities for investment at a time when the university is about to enact program deletions, including low enrolment quality programs, should be carefully considered, and was of some concern to the

committee. For example, it was noted that the School of Architecture was included in the document, but it has been some time since the committee discussed this initiative. Clarity on the future plans for this initiative was encouraged.

The Planning and Priorities Committee acknowledges and appreciates the opportunity to provide its views on the draft version of the 2015-16 Operations Forecast reviewed, and recognizes the importance of the document and the efforts of those responsible for its development.

On behalf of the members of the Planning and Priorities Committee,

Sincerely,

A handwritten signature in blue ink, appearing to read "Frank Walker".

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**UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR INPUT**

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**PRESENTED BY:** Roy Dobson  
Chair, Academic Programs Committee

**DATE OF MEETING:** September 18, 2014

**SUBJECT:** **Proposed Academic Courses Policy Revisions**

**COUNCIL ACTION:** For input only

**DISCUSSION SUMMARY:**

This item was initially presented for feedback at the June 19, 2014 meeting of Council. In order to encourage more feedback, the Academic Programs Committee has extended the deadline for feedback to October 3, 2014.

The proposed Academic Courses Policy was developed by an Academic Courses Policy Subcommittee of APC, comprising of members from the Registrar's office, the Associate Deans (Students) group, the Teaching Learning, and Academic Resources Committee, and the Academic Programs Committee, which met several times over the past few months. Members of the subcommittee were Jay Wilson, Jim Greer (Chair), Kevin Flynn, Jordan Sherbino, and Russ Isinger.

The proposed changes largely originated in concerns raised by the Associate Deans on invigilation, scheduling of midterm examinations and alternative accommodation, and course syllabuses, as well as from input from students, staff, instructors, and faculty that the Registrar has received since the last revision of the policy. The Registrar prepared a first draft for the Associate Deans group, one which in particular reflected a survey of the best practice invigilation regulations of other U15 universities, as a starting point for discussion. The Subcommittee continued the work begun at the Associate Deans group.

The substantive changes represent a tightening of the policy, including changes to the syllabus section, such as increased expectations regarding specifics of weighting and nature of course activities in the syllabus and how the content of the syllabus can be changed post-distribution; content regarding online courses; a recommendation that there be no assignments due five days before the final examination period; clearing up language on scheduling of midterms outside normal class times; significant changes to the guidelines for invigilation; guidance for student accommodation due to obligations such as armed forces obligations or due to participation in university business (such as conferences, Husky athletics, performing arts, etc.); and clarification of the procedures regarding grade disputes between instructors and department heads or deans in non-departmentalized colleges.

In discussion, the committee felt that such substantive changes to the policy are of concern to the university generally. Consequently, since the changes to Academic Courses Policy may have a significant impact on all instructional staff, on advice from committee we present the following for Council's and the campus community's input over the summer months.

Comments may be forwarded to [alex.beldan@usask.ca](mailto:alex.beldan@usask.ca) by October 3, 2014.

**ATTACHMENTS:**

Original Academic Courses Policy; Draft Academic Courses Policy

## **Academic courses: class delivery, examinations, and assessment of student learning**

### **Academic Affairs**

**Responsibility:** University Registrar / Director of Student Services

**Authorization:** University Council

**Approval Date:** May 19, 2011

**Amended:** Mar 1, 2012 / Mar 1, 2013

### **Revisions**

Permit the first day of exams to be one day after the last day of lectures (approved [January, 2012](#))

Delete the Withdraw Fail grade effective May 1, 2012 (approved [March, 2012](#))

Revised Course Syllabus section; additional section on Class Recordings (approved [March 2013](#))

Updates: December 2012 to incorporate terminology used in the Council policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#). March 2013 to incorporate [Nomenclature Report](#) terminology on courses and classes.

Effective date of this policy: September 1, 2011

### **Purpose**

The purpose of the Academic Courses Policy is to prescribe university-level requirements for delivery of academic classes, and assessment of student learning including conduct of examinations.

### **Principles**

Saskatchewan envisions one of its primary purposes to optimize learning opportunities for students.

Assessment of student learning should be a fair and transparent process which follows university, college and department regulations so that students are treated respectfully and impartially across the institution. This includes accommodation for students with special needs, in accordance with university policies and regulations and provincial legislation.

As articulated in the University of Saskatchewan Learning Charter, students will be provided with a clear indication of what is expected in the class, and what they can do to be successful in achieving the learning objectives of the course. Assessments of student learning will be transparent, applied consistently, and congruent with course objectives. Students will receive

prompt and constructive feedback on their learning progress at regular intervals throughout the class.

The University encourages and celebrates innovation in class delivery and student assessment. It is necessary that these be conducted using effective, transparent and fair procedures.

### **Scope of this Policy**

This document incorporates all of the policies, rules and procedures relating to course delivery and student assessment which have been previously approved by University Council in various policy documents and reports.

It supersedes the following documents previously approved by University Council:

April, 2009 Academic Programs Committee Examination Regulations

April, 2001 Academic Programs Committee policies for final grades reporting

January, 2001 Academic Programs Committee retroactive withdrawal policy

September, 1986 – University of Saskatchewan Grading policy

It complements and maintains the principles expressed in the following documents:

June, 1999 [Guidelines for Academic Conduct](#)

June, 2007 Teaching and Learning Committee [Student Evaluation of Instructors/Courses](#)

June, 2010 University of Saskatchewan [Learning Charter](#)

[University Nomenclature Report 2011](#)

January, 2012 Disability Services for Students [Academic Accommodation and Access for Students with Disabilities](#)

Student Enrolment Services Division [Instructors and Staff Handbook](#)

Information and Communications Technology [Lecture Capture](#)

All regulations covering class delivery, student assessment and examinations have been developed into a framework with three levels of authority and responsibility: University, College and Department. Within the framework of this courses policy, departments and colleges may develop additional regulations and procedures for course delivery and student assessment. For example, colleges and departments may develop a template for the syllabus to be used by their instructors.

In Colleges where there is an alternate approved academic calendar, regulations covering student assessment and examinations shall be developed by the College in a manner consistent with these University regulations.

All references to “Department Heads” in this document would, in non-departmentalized colleges, apply to the Dean instead. The Open Studies Faculty Council functions as the College for students in Open Studies.

### **Policy**

This policy covers policies, rules and procedures governing the following aspects of class delivery and student assessment, including conduct of examinations.

## **I. Class Delivery**

1. [Course syllabus](#)
2. [Contact hours and availability of instructors](#)
3. [Student attendance](#)
4. [Course evaluation by students](#)
5. [Class recordings](#)

## **II. Assessment of Students**

1. [Grading System](#)
  - a. Fairness in evaluation
  - b. Weighting in course grades
  - c. Grade descriptors
  - d. Academic grading standards
  - e. Average calculations
  - f. Grading deadlines
2. [Examinations](#)
  - a. Methods and types of examinations
  - b. Mid-term examinations
  - c. Final examinations
    - i. Modification of requirement to hold a final examination
    - ii. Final examination period and scheduling
    - iii. Conduct and invigilation
    - iv. Accessibility of examination papers
3. [Student Assessment Issues and Special Circumstances](#)
  - a. Final grade alternatives and comments
  - b. Withdrawal
  - c. Retroactive Withdrawal
  - d. Incomplete course work (assignments and examinations) and Incomplete Fail (INF)
  - e. Deferred final examinations
  - f. Supplemental final examinations
  - g. Aegrotat standing
  - h. Examinations with Disability Services for Students (DSS)
4. [Procedures for Grade Disputes](#)
  - a. Grade dispute between instructor and department head or dean
  - b. Grade dispute between instructor and student

## **Authority and Responsibility**

Under the Bylaws of University Council (Section 3, VIII, 2), all matters respecting the subjects, time and mode of the examinations and respecting the degrees and distinctions to be conferred by the University shall be provided for by Council regulations.

Academic course regulations at all levels shall be publicly accessible to all members of the University community. If a college or department has additional regulations, these must be made available to students. There should also be provisions at each level of authority for periodic review and amendment of these regulations.

**University:**

University regulations will prevail in the absence of other College or Departmental regulations. In the case of a discrepancy between University regulations and College or Departmental regulations, University regulations will take precedence. Any College requesting an exception, change or addition to these Regulations is to submit a proposal to the Academic Programs Committee for approval.

**Colleges and Departments:**

Council, while retaining the final authority over assessment of student learning, delegates to Colleges the responsibility of establishing general policies concerning the methods and types of assessment which may be employed by the Departments of that College, and each Department should establish any further instructions and policies for its members as necessary.

**Instructors and Departments:**

It is the responsibility of the instructor and Department Head to report final grades to the Registrar in accordance with the regulations outlined here. Instructors will use prescribed grade descriptors or grade comments if required.

The final grade report, prepared by the instructor, must be approved by the Department Head, or Dean in non-departmentalized Colleges.

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**University of Saskatchewan**

**Academic Courses Policy on class delivery, examinations & assessment of student learning**

NOTE: University Council **Policies** are shown in *italic font*. **Rules and procedures** are shown in regular font.

**I. Class Delivery**

The [\*Teaching and Learning Foundational Document\*](#) encourages alternative approaches to class delivery such as improved information communication technologies, experiential learning opportunities and self-learning strategies. Regardless of methodology, there are universal elements of class delivery that ensure appropriate learning opportunities are provided to the students of the University of Saskatchewan.

## 1. Course syllabus

*The syllabus is a public document that provides details about a particular offering of a class for enrolled students. It is also useful for recruiting prospective students and sharing information about University of Saskatchewan courses with the broader community. Instructors must make the syllabus available to Department Heads prior to the start of the course, and to all enrolled students at the beginning of the class.*

*Syllabi should be posted on the Blackboard Open Courseware site or a publically accessible departmental website.*

### **Content of the syllabus:**

Instructors shall indicate the following in their course syllabus:

- expected learning outcomes or learning objectives for the course;
- the type and schedule of term assignments, with approximate due dates;
- notice if any mid-term examinations or other required class activities are scheduled outside of usual class times;
- the type and schedule of mid-term or like examinations;
- relative marking weight of all assignments and examinations;
- procedures for dealing with missed or late assignments or examinations;
- whether any or all of the work assigned in a class including any assignment, examination, or final examination, is mandatory for passing the class;
- attendance expectations if applicable, the means by which attendance will be monitored, the consequences of not meeting attendance expectations, and their contribution to the assessment process;
- participation expectations if applicable, the means by which participation will be monitored and evaluated, the consequences of not meeting participation expectations, and their contribution to the assessment process;
- contact information and consultation availability;
- location of rules and guidelines for both academic misconduct and appeal procedures;
- course or class website URL, if used;
- notice of whether the instructor intends to record lectures and whether students are permitted to record lectures

Instructors are encouraged to use the [Course Syllabus Template and Guide](#).

### **Addition of new assignments, quizzes or examinations - “No Surprises” Rule**

After the distribution of the syllabus, no major graded assignment, quiz or examination is to be newly assigned in a class unless no student objects.

### **Change of final examination date:**

Once the Registrar has scheduled final examinations for a term, instructors wanting to change the date and/or time of their final examination must obtain the consent of all students in the class according to procedures established by the Registrar, as well as authorization from the Department Head, or Dean in non-departmentalized Colleges.

## **2. Contact hours and availability of instructors**

*The “traditional” three credit unit lecture course involves approximately 39 direct lecture hours and a further equivalent contact time (i.e. 39 hours) in student consultations and/or tutorial laboratory sessions.*

### **Availability of instructor:**

Instructors should make it known to the students through the course syllabus how they can be contacted to arrange for one-on-one consultation about course material. These need not be face-to-face meetings but can include, for instance, responses to queries through email or other electronic media. Instructors should inform students about how quickly they can expect an email response.

It is recognized that there is a growing trend to develop and deliver non-traditional courses, including practicum laboratories, capstone design and Internet based courses. For equivalent credit units, it is expected that both the instructors and students of these courses will regard the interaction, instructor availability and course workload to be equivalent to that of a traditional lecture course.

## **3. Student attendance**

*Regular and punctual attendance in their classes is expected of all students (including lectures, seminars, laboratories, tutorials, etc.).*

If an attendance requirement is applicable and is stated in the syllabus, students who fail to meet attendance expectations can suffer grade penalties that may result in failure of the class, as stated in the syllabus.

### **Permission to attend lectures:**

No person may gain the benefit of instruction in a class without being duly registered in the class either as a credit or audit student.

Students who are not registered in a class cannot attend the class for any significant period of time. Instructors must advise students who are not on their class list that they need to be registered for their class, either as a credit or audit student

Instructors are permitted to invite individuals to attend a class for pedagogical and other reasons related to the delivery of the class (for example, guest lecturers, professional observers or mentors, teaching or marking assistants, laboratory or tutorial assistants, and so forth.

## **No credit unless registered:**

Unless students are registered in a class, they will not receive credit for the course.

## **4. Course evaluation by students**

*Improvement of class delivery is an on-going responsibility of all instructors.*

*Student feedback is an important source of information to help guide instructors in their search for improved delivery mechanisms.*

At the University of Saskatchewan, all classes will be evaluated by students on a regular basis using an approved evaluation tool.

## **5. Class Recordings**

*The University is committed to providing accessibility and flexibility for student learning and seeks to foster knowledge creation and innovation. Recording of lectures and other classroom activities can contribute to these goals.*

*Classes at the University of Saskatchewan may be recorded for learning or research purposes, subject to the rules and procedures stated in this policy.*

*With permission of instructors, presenters, and students, and following the procedures listed below, the University of Saskatchewan supports and encourages the audio and video recording of lectures and other learning activities for purposes of teaching, learning and research.*

### **Privacy, permission and consent**

The “classroom” is considered to be a private space accessible only by members of a class, where student and instructor alike can expect to interact in a safe and supportive environment. Recording of lectures or other classroom activities should not infringe on privacy rights of individuals.

### **Intellectual Property and copyright**

Class recordings are normally the intellectual property of the person who has made the presentation in the class. Ordinarily, this person would be the instructor. Copyright provides the presenter with the legal right to control the use of his or her own creations. Class recordings may not be copied, reproduced, redistributed, or edited by anyone without permission of the presenter except as allowed under law.

### **Accommodation for students with disabilities**

When an accommodation for recording lectures or classroom activities is authorized by Disability Services for Students, an instructor shall permit an authorized student to record classroom activity; only the student with the accommodation would have access to this recording

## **5.1 Definitions**

**Definition of “presenter”:**

For the purposes of this section, a presenter is defined as any individual who by arrangement of the course instructor will provide instruction to students in the class. In addition to the course instructor, presenters might include guest lecturers, students, tutorial leaders, laboratory instructors, clinical supervisors, teacher trainers, and so forth.

**Definition of “classroom”:**

For the purposes of this section, a classroom is defined as any room or virtual location where students are directed to meet as part of course requirements. This includes tutorials, laboratories and web-conferences which are required elements of a course, but does not include study groups and other voluntary student activities.

**Definition of “learning activities”:**

For the purposes of this section, a learning activity is any gathering of students and instructors which is required as part of the course requirements, such as a laboratory, seminar, tutorial and so forth.

**5.2 Responsibilities of instructors and presenters**

For purposes of teaching, research or evaluation, instructors may record lectures and other learning activities in courses with permission from the presenters.

Notification of intent to record classroom sessions should be included in the class syllabus and, where possible, in the catalogue description of the course. If not so noted, permission from students should be obtained prior to making recordings for teaching or research where a student’s image or voice may be recorded.

If such permission is refused by a student, the instructor may arrange for that student’s image or voice not to be included in the recording.

**5.3 Responsibilities of students**

Student use of personal recording devices of any type during lectures or other classroom learning activities requires consent of the instructor

A student may record lectures without such permission only if the Disability Services for Students office has approved this accommodation for the student. The instructor will be notified of this accommodation. Such recordings would not be shared, and would be deleted at the conclusion of the class.

**5.4 Restrictions on use of classroom recordings**

*The use of recordings of classroom activities is restricted to use for teaching, learning and research.*

Students may not distribute classroom recordings to anyone outside the class without permission of the instructor.

Instructors may use recordings for purposes of research, teaching evaluation, student evaluation and other activities related to teaching, learning and research. With permission of the instructor, presenters may also use recordings for such purposes.

Recordings of classroom sessions may not be used in the formal evaluation of an instructor's teaching.

## **5.5 Storage and Archiving**

*Recordings of courses and other learning activities may be kept by instructors or students for purposes of teaching, learning and research.*

Permission for any use of a class recording after the class term is ended remains with the instructor. In a case where the instructor is no longer available to give permission for use of a recording, the department can authorize such use only for purposes of research.

## **5.6 Special circumstances: clinics, training, art classes**

Recordings of learning activities such as clinical or training experiences involving patients and/or professional staff outside of university classrooms will be based on professional standards and on the policies of the clinical institution. In art classes, written permission of models is also required before any video recording by instructors or students takes place.

## **II. Assessment of Students**

### **1. Grading system**

#### **a) Fairness**

*Students need to be assured of fairness and transparency in grading.*

#### **Department:**

Departments and non-departmentalized colleges shall periodically discuss grading patterns and reach a common understanding about what appropriate grades at all levels of their discipline should be. It is the responsibility of the Department Head to ensure that grading is fair and transparent.

#### **College:**

Each College will set out regulations and guidelines for the College governing methods of evaluation permitted, final or any other examination requirements, including whether a student

may obtain credit for a course even if the final examination is not written, and any limits on the relative weighting of final examinations or any other term work.

Each College should establish adequate procedures for setting these guidelines and assessing applications for exceptions.

**University:**

The University shall periodically review methods of student assessment.

**Appeal:**

A student who is dissatisfied with the assessment of her or his work or performance in any aspect of course work, including a mid-term or final examination, shall follow the procedures set out in the Council policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

**b) Weighting in course grades**

*Assignments and projects will be assessed and returned to students in a timely manner.*

Each assignment and project will be scheduled according to information provided on the course syllabus unless otherwise agreed by the instructor and students.

The relevant weight of assignments, projects and examinations in determining the final student course grades will be specified on the course syllabus.

Whether any or all of the assignments, projects and examinations are mandatory for obtaining a passing grade in the course will be specified on the course syllabus.

**c) [Grade descriptors](#)**

*University of Saskatchewan implementation of the percentage system for reporting final grades was approved by Council in 1986.*

**Definitions:**

Percentage evaluation for undergraduate and graduate courses is based on the literal descriptors, below, to provide consistency in grading among Colleges.

The university-wide relationship between literal descriptors and percentage scores for undergraduate courses is as follows:

**90-100 Exceptional**

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

### **80-89 Excellent**

An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

### **70-79 Good**

A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

### **60-69 Satisfactory**

A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

### **50-59 Minimal Pass**

A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;

- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

### **<50 Failure**

An unacceptable performance.

### **Department:**

Unless approved by the College, all sections of a given course must adhere to the same system of evaluation, either a percentage grading system or a pass-fail evaluation system.

### **College:**

Each College has the responsibility for ensuring, at the beginning of each course, that students are familiar with the evaluation procedures and their application to the literal descriptors.

### **University:**

The Registrar will record and report final grades in all courses on a percentage system unless an exception has been approved by Council.

All student grades in all courses must be reported according to procedures established by the Registrar.

### **Exceptions:**

Council will receive and evaluate requests from Colleges desiring exceptions, such as pass/fail, to the percentage system of evaluation. Required non-credit seminar courses need not be referred to Council for exemption from the percentage unit of the evaluation grade system. Examples are orientation courses, honours or graduate seminar courses, fourth year and graduate thesis courses. Normally, formal examinations are not held in such courses and they may be reported on a P/F (pass/fail) or CR (completed requirements) basis.

### **College of Graduate Studies & Research**

In May 1996, separate literal descriptors were approved for the grading of courses in the College of Graduate Studies & Research. See the grading system in the [College of Graduate Studies & Research section](#) of the *Catalogue* for these descriptors.

### **d) Academic grading standards**

#### **College:**

College regulations govern grading, promotion and graduation standards. Students should refer to the appropriate College sections of the *Course and Program Catalogue* for specific requirements.

**e) Average calculations**

*Each college is responsible for assigning credit values to courses within its academic jurisdiction.*

**Calculation:**

To distinguish whether these averages have been computed for the work performed by the student in a session, or in a year, or for his/her total program, the terms Sessional Weighted Average, Annual Weighted Average, and Cumulative Weighted Average are frequently used.

Sessional Weighted Averages are calculated from courses taken in Fall and Winter Terms, Annual Weighted Averages are calculated from all courses taken in a year, and Cumulative Weighted Averages are calculated from all courses taken at the University.

Weighted averages are calculated by multiplying the grade achieved in each class by the number of credit units in the class. The sum of the individual calculations is then divided by the total number of credit units to produce the weighted average. Students should consult with their college for policies on repeating classes and non-numeric grade conversion.

**Example:**

<i>Course</i>	<i>Grade</i>	<i>Credit Units</i>	<i>Weighted Marks</i>
ENG 100.6	73 6	438.00	
DRAM 104.6	67 6	402.00	
PSY 110.6	68 6	408.00	
CHEM 112.3	73 3	219.00	
MUS 140.3	71 3	213.00	
HIST 151.3	69 3	207.00	
GEOG 120.3	74 3	222.00	
<b>TOTAL</b>	<b>30</b>	<b>2109.00</b>	

Weighted Average (2109/30) = 70.30%

## **f) Grading deadlines**

*Final grades should be released to students in a timely way, both for the benefit of the students and to assist University business processes such as Convocation.*

*Reports of final grades for all one- and two-term courses and for 100-level, two-term courses examined at mid-year will be submitted and approved according to procedures established by the Registrar:*

- *no later than the end of the final examination period in a given term, for those courses with no final examination in this period, and for mid-year examinations in 100-level, two-term courses offered over the Fall and Winter terms; or*
- *within five business days after the date of the final examination, for those courses with final examinations in the final examination period in a given term, as well as final grades resulting from deferred, special deferred, supplemental, and special supplemental final examinations.*

*If for any reason the above deadlines cannot be met, the instructor should discuss the reason for the delay with their Department Head, or Dean in non-departmentalized Colleges. The Registrar and the students in the course shall also be notified regarding the anticipated date of submission.*

*The Registrar shall notify colleges of any final grades not submitted by the grading deadlines.*

### **Department:**

Responsibility for submission of the final grade report is shared between the instructor, who submits the final grades, and the Department Head, or Dean in non-departmentalized Colleges, who approves the final grades

If instructors wish to release or post any grades unofficially, they should do so confidentially. Grades should not be posted with public access.

When final grades are approved by the Department Head, or Dean in non-departmentalized Colleges, they will be submitted electronically according to procedures established by the Registrar.

Once submitted, final grades may be changed by the instructor. Grade changes are also approved by the Department Head, or Dean in non-departmentalized Colleges.

### **University:**

Only the Registrar may release official final grades. The Registrar will post final grades electronically as they are received.

The Registrar will communicate with instructors who have not met the above deadlines but who have not notified the Registrar.

For off campus and distributed learning courses where the final examinations are submitted to the instructor through the mail, the five business day standard will be waived upon consultation with the Registrar.

## **2. Examinations**

*Students will be examined on knowledge and skills taught either directly or indirectly (such as through course reading assignments) covered during the course presentations.*

Normally, examinations either during the term or during the final examination schedule will be used to further assess the students' knowledge of course materials.

There should be alignment between course objectives, instruction and the assessment plan for the course, of which examinations are a significant element.

### **a) Methods and types of examinations**

#### **College:**

Council, while retaining the final authority over evaluation of student achievement, delegates to Colleges the responsibility of establishing general policies concerning the methods and types of examinations which may be employed by the College and the Departments of that College.

#### **Department:**

Each Department should establish any further instructions and policies for its members. Each Department will establish, within the regulations and guidelines set out by the College, examination methods and the relative weighting of final examinations. These Department limitations must be approved by the College.

#### **Cross-college and interdisciplinary courses:**

In courses provided by a Department of one College for students of another College, the examination regulations of the teaching Department will have precedence unless alternative arrangements have been negotiated between the teaching Department, its own College and the other College. In the case of an Interdisciplinary program, the appropriate designated authority over the program shall approve any program regulations.

### **b) Mid-term examinations**

#### **Scheduling:**

Mid-term examinations and other required course activities shall not be scheduled during the final examination period.

Mid-term examinations and other required course activities may be scheduled outside of regularly scheduled course times only with the approval of the College. For graduate classes, the College of Graduate Studies and Research is the approving authority. Such scheduling needs to be noted in the course syllabus. Any resultant conflicts with other mid-term examinations or required course activities will be accommodated by the College authorizing such scheduling

**Number of examinations:**

Students who have more than three mid-term examinations on the same day will be dealt with as special cases by the College.

**Reporting of first-year grades:**

For the purposes of identifying and advising first-year students experiencing academic difficulty, mid-year grades in 100-level six credit-unit courses held over the Fall and Winter terms are to be reported to the Registrar.

**c) Final examinations**

**i) Modification of requirement to hold a final examination**

*Colleges may determine whether students will be permitted to pass a class if they have not completed required coursework or have not written the final examination.*

With the approval of the College and the Department, the final examination in an individual course may be replaced by an approved alternative form of evaluation that provides a percentage evaluation consistent with the literal descriptors. The Registrar must be notified of all examination exemptions.

Any requirement that a student must write the final examination in order to pass the course must be stipulated in the course syllabus.

**ii) Final examination period and scheduling of final examinations**

**Scheduling:**

The Registrar schedules all final examinations, including deferred and supplemental examinations. The Registrar may delegate authority to schedule final examinations to Colleges where courses do not conform to the University's academic calendar, or in such cases where colleges want to schedule and invigilate their own deferred and supplemental examinations.

The Registrar must post the schedules of final examinations as early in a term as possible.

**Change of final examination date:**

Once the Registrar has scheduled final examinations for a term, instructors wanting to change the date and/or time of their final examination must obtain the consent of all students in the course according to procedures established by the Registrar, as well as authorization from the Department Head, or Dean in non-departmentalized Colleges.

**Examination period:**

For the Fall and Winter terms, at least 24 to 48 hours (1 to 2 days) should be allowed between the last day of lectures and the first day of the final examination period.

Final examinations in evening courses will normally occur one or two weeks from the last day of lectures in that course except in the event of common examinations between two or more evening classes.

For Spring and Summer terms, the final examination period shall consist of two to three days immediately following the last day of lectures for a course.

For courses which do not conform to the usual academic schedule, final examinations will be scheduled by the Registrar in consultation with the College.

Final examinations must be scheduled during the final examination period for a term.

In very unusual circumstances, the Registrar may schedule a final examination outside an examination period on the recommendation of the instructor and Department Head, or Dean in a non-departmentalized College.

**Duration:**

Writing periods for final examinations usually start at 9 am, 2 pm and 7 pm. Six credit-unit courses will normally have final examinations of three hours duration. Courses of fewer than six credit units will have final examinations of two to three hours.

**Weekends and evenings:**

Final examinations may be scheduled during the day or evening on any day except Sundays or statutory holidays. Final examinations for day courses can be scheduled in the evening.

In the case of common examinations between day courses and evening courses, if possible the final examination will be scheduled in the evening.

**24-hour rule:**

The Registrar should arrange the schedule so that no student writes more than two final examinations in one 24 hour period.

For example, if a student has exams scheduled in three consecutive examination periods - such as on Day 1 at 2 pm and 7 pm, and on Day 2 at 9 am - one of the exams will be moved.

If a student has exams scheduled only on two consecutive examination periods, with at least one period between exam groups - such as on Day 1 at 2 pm and 7 pm, and on Day 2 at 2 pm and 7 pm -- none of the exams will be moved.

**Conflicts for common examinations:**

Any student examination conflicts created by scheduling common examinations between two or more sections will be accommodated by the instructors of those courses.

**Warning about other commitments:**

Final examinations may be scheduled at any time during examination periods; until the schedule has been finalized and posted, students and instructors should avoid making travel or other commitments for this period.

[Religious conflicts](#) can be accommodated by the Registrar.

**Warning about withdrawal:**

Students cannot withdraw from courses after the withdraw deadline.

**iii) Conduct and invigilation**

*Normally, it is expected that an invigilator will be present or will be readily available while students are writing examinations.*

The course instructor should invigilate the exam. If the instructor is not available, it is the responsibility of the instructor to ensure the exam is invigilated by a qualified replacement and that the department head is notified.

**30-minute rule:**

Students are not allowed to leave the examination room until 30 minutes after the start of the examination. The instructor can also deny entrance to a student if he or she arrives later than 30 minutes after the start of the examination.

A student denied admission to the examination under this regulation may apply to his or her College for a deferred final examination; such application will be subject to consideration under the usual criteria.

**Identification:**

Students are required to have suitable identification (student I.D. card or other picture I.D.) available during examinations. Invigilators may request that students produce such identification during examinations. If a student claims not to have any proof of identity, the student can be required to present suitable I.D. to the invigilator at some mutually agreeable time and place. The student shall be informed that failure to appear at the agreed upon time and place will constitute an irregularity that will be reported to the invigilator's Dean.

**No unauthorized assistance:**

Students shall not bring into the examination room any books, papers, calculators or any other electronic devices (such as laptops or netbooks, tablets, cell phones, etc.), or other materials except as indicated on the examination paper or with the permission of the invigilator.

Students shall hold no communication of any kind with anyone other than the invigilator while the examination is in progress.

**Leaving:**

Students who need to leave the examination room for any reason require the permission of the invigilator.

Before leaving the examination room, students are required to sign a tally sheet indicating their attendance at the examination and submission of examination materials.

**Emergency evacuation:**

If the examination is interrupted by fire alarm, power outage, or similar emergency requiring evacuation, the invigilator should lead the students out of the examination room in an orderly fashion. The invigilator should, to the extent that this is possible, advise the students not to communicate with each other about the examination and supervise the students until the resumption of the examination. If the situation requires cancellation of the examination, it will be rescheduled by the Registrar at the earliest practical date and time.

**Additional responsibilities:**

Council delegates to each College and Department the responsibility and authority for setting additional responsibilities of invigilators.

**iv) Accessibility of examination papers**

All marked final examination papers, together with the tally sheets and the final examination questions, shall be retained in the Department, or College in non-departmentalized Colleges, for a period of at least one year following the examination period in which the final examination was held.

For details regarding accessibility of examination papers please refer to the policy on *Student Appeals of Evaluation, Grading and Academic Standing*. The policy is available from the Office of the University Secretary, the College Dean's office and online at [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

### **3. Student assessment issues and special circumstances**

#### **a) Final grade alternatives and comments**

Definition:

The following grading alternatives also exist:

- audit (AU)
- completed requirements (CR)
- failure (F)
- not applicable (NA)
- pass (P)
- withdrawal (W)
- withdrawal from audit (WAU)

Final grades recorded as percentage units may be accompanied by the following additional grade comments as warranted:

- aegrotat standing (AEG)
- incomplete failure (INF)
- deferred final examination granted (DEFG)
- special deferred final examination granted (SPECDEFG)
- supplemental final examination granted (SUPPG)
- supplemental final examination written (SUPP)
- special supplemental final examination granted (SPECSPG)
- special supplemental final examination written (SPECSUP)

#### **b) Withdrawal**

*If a student withdraws from the class after the add-drop deadline but before the withdraw deadline, the course remains on their transcript and is shown as a withdrawal.*

Withdrawal is a grading alternative which appears permanently on a student's transcript as a W.

The W has no academic standing and does not impact the calculation of a student's Cumulative Weighted Average. If a student withdraws from a class before the add-drop deadline for a term, the listing of the course is deleted from their transcript.

#### **c) Retroactive withdrawal**

*A “retroactive withdrawal” from a course can be made when a student has failed courses due to catastrophic personal circumstances, or has made a mistake in registration.*

A “retroactive withdrawal” from a course can be approved by the Registrar, provided the student has applied for this change to the College in which he or she is registered, and the College supports this appeal.

Changing a failing mark to a Withdrawal removes these failures from the student’s average.

University policy has been that such a change in an academic record can be justified only on personal grounds (such as serious illness or other circumstances which prevented successful completion of the course) rather than academic grounds. Other procedures already exist for academic appeals, as described in the Council policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

**d) Incomplete course work (assignments and/or examinations) and incomplete failure (INF)**

*When a student has not completed the required course work, which includes any assignment or examination including the final examination, by the time of submission of the final grades, they may be granted an extension to permit completion of an assignment, or granted a deferred examination in the case of absence from a final examination.*

Extensions past the final examination date for the completion of assignments must be approved by the Department Head, or Dean in non-departmentalized Colleges, and may exceed thirty days only in unusual circumstances. The student must apply to the instructor for such an extension and furnish satisfactory reasons for the deficiency. Deferred final examinations are granted as per College policy.

In the interim, the instructor will submit a computed percentile grade for the class which factors in the incomplete coursework as a zero, along with a grade comment of INF (Incomplete Failure) if a failing grade.

*Colleges may determine whether students will be permitted to pass a class if they have not completed required coursework or have not written the final examination.*

In the case where the student has a passing percentile grade but the instructor has indicated in the course outline that failure to complete the required coursework will result in failure in the course, a final grade of 49% will be submitted along with a grade comment of INF (Incomplete Failure).

If an extension is granted and the required assignment is submitted within the allotted time, or if a deferred examination is granted and written in the case of absence from the final examination, the instructor will submit a revised assigned final percentage grade. The grade change will replace the previous grade and any grade comment of INF (Incomplete Failure) will be removed.

A student can pass a course on the basis of work completed in the course provided that any incomplete course work has not been deemed mandatory by the instructor in the course outline and/or by College regulations for achieving a passing grade.

### **College of Graduate Studies and Research**

The College of Graduate Studies and Research, which has higher passing grade thresholds for its programs than do undergraduate courses, will designate a final failing grade of 59 % to be assigned along with a grade comment of INF (Incomplete Failure) if the student could otherwise pass the course.

#### **e) Deferred final examinations**

*A deferred or special deferred final examination may be granted to a student.*

#### **Examination Period**

The deferred examination periods are as follows:

- Fall term courses, the four business days of the February midterm break;
- Fall and Winter two-term courses and Winter term courses, the five business days following the second Thursday in June;
- Spring and Summer term courses, the first or second Saturday following the start of classes in September.

The Registrar may delegate authority to schedule final examinations to Colleges where courses do not conform to the University's academic calendar, or in such cases where Colleges want to schedule and invigilate their own deferred and supplemental examinations.

#### **College:**

The College must consider all requests for deferred examinations and notify the student, the instructor, and the Registrar of its decision within ten business days of the close of the final examination period, and within ten business days of receipt of the application for special deferred examinations.

A student who has sat for and handed in a final examination for marking and signed the tally sheet will not be granted a deferred examination.

Barring exceptional circumstances, deferred examinations may be granted provided the following conditions are met:

- A student who is absent from a final examination for valid reasons such as medical or compassionate reasons may apply to his or her College for a deferred examination. Students in Open Studies apply to Open Studies.

- A student who becomes ill during a final examination or who cannot complete the final examination for other valid reason must notify the invigilator immediately of his or her inability to finish. The student may then apply for a deferred examination.
- A special deferred examination may be granted to a student who, for valid reasons such as medical or compassionate reasons is unable to write during the deferred examination period. An additional fee is charged for special deferred examinations; otherwise, they are subject to the same regulations as deferred examinations.
- A student must submit their application for a regular or special deferred examination, along with satisfactory supporting documentary evidence, to his or her College within three business days of the missed or interrupted final examination.

Instructors must provide deferred examinations to the Registrar at least five business days prior to the start of the deferred examination period.

Once the examination is written, the instructor will assign a revised final percentage grade. The grade comment of DEFG (Deferred Final Examination Granted) or SPECDEFG (Special Deferred Final Examination Granted) will be removed from a student's official record. If the examination is not written, the original grade/grade comment submitted by the instructor will stand.

A deferred or special deferred examination shall be accorded the same weight as the regular final examination in the computation of the student's final grade.

### **Exceptions:**

With the approval of the Department Head and the consent of the student, the instructor of a course is allowed some flexibility about the nature of the examination to accommodate the particular circumstances which created the need for the deferred examination. The Registrar must be notified of any departures from the regular form of examination.

The Registrar may arrange for deferred and special deferred examinations to be written at centres other than Saskatoon.

### **Appeal:**

In the case of a disputed final grade, a student is entitled to an Informal Consultation on a deferred or special deferred examination. A Formal Reassessment (re-read) will be granted upon receipt of the appropriate application. For more information about Informal Consultation or Formal Reassessments including deadlines, please see the Council policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

### **f) [Supplemental final examinations](#)**

*A student who is assigned a failing grade in a course as a penalty for an academic offence is not eligible to be granted a supplemental examination in that course.*

*Supplemental final examinations are a limited substitute for the final examination.*

### **Examination period**

The supplemental examination periods coincide with the deferred examination periods. Supplemental examinations resulting from deferred examinations will be specially accommodated. The Registrar may delegate authority to schedule final examinations to Colleges where courses do not conform to the University's academic calendar, or in such cases where Colleges want to schedule and invigilate their own deferred and supplemental examinations.

### **College:**

Supplemental final examinations may be granted only according to the following conditions:

- In consultation with the Department concerned, a College may grant a supplemental or special supplemental examination to a student registered in the College. Within the limits defined in this section, the College shall determine the grounds for granting supplemental and special supplemental examinations and the criteria for eligibility. This applies to all students regardless of year. Students in Open Studies are not eligible for supplemental examinations.
- Factors to be taken into consideration for granting a supplemental or special supplemental examination include but are not limited to: the subsequent availability of the course or an appropriate substitute; the grades obtained by the student in term work; the weighting of the final examination in determining the final grade; the course schedule of the student in the subsequent session.
- Supplemental final examinations may be granted under regulations established at the College level except that any student who is otherwise eligible to graduate and who fails one course in his or her graduating year shall be granted a supplemental examination, provided that a final examination was held in that course. A student who fails more than one course in the graduating year may be considered for supplemental examinations according to the regulations established by his or her College.
- The student must make formal application for a supplemental examination to his or her College by the stated deadline of the College.
- A special supplemental examination may be granted to a student who, for medical, compassionate or other valid reason, is unable to write during the supplemental examination period. An additional fee is charged for special supplemental examinations; otherwise, they are subject to the same regulations as supplemental examinations.

Once the examination is written, the instructor will assign a revised final percentage grade. The grade comment of SUPPG (Supplemental Final Examination Granted) or SPECSPG (Special Supplemental Final Examination Granted) will be replaced with a grade comment of SUPP (Supplemental Final Examination Written) or SPECSUP (Special Supplemental Final Examination Written) on a student's official record. If the supplemental examination is not written, the original grade submitted by the instructor will stand.

Supplemental examinations shall be accorded the same weight as the original final examination in the computation of the student's final grade.

However, College regulations may affect how grades based on supplemental examinations are calculated.

Instructors must provide supplemental examinations to the Registrar at least five business days prior to the start of the supplemental examination period.

**Exceptions:**

The Registrar may arrange for supplemental and special supplemental examinations to be written at centres other than Saskatoon.

**Appeal:**

A student is entitled to a Informal Consultation on a supplemental or special supplemental examination. A Formal Reassessment (re-read) will be granted upon receipt of the appropriate application. For more information about Informal Consultations and Formal Reassessments including deadlines, please see Council policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

**g) Aegrotat standing**

*In exceptional circumstances, a student may be offered aegrotat standing (AEG) in lieu of writing the deferred or special deferred final examination*

Aegrotat standing can be considered provided the student has obtained a grade of at least 65 percent in term work in the course(s) in question (where such evaluation is possible); or, if there is no means of evaluating term work, the student's overall academic performance has otherwise been satisfactory; the instructor of the course, along with the Department Head, or Dean in a non-departmentalized College, recommends offering aegrotat standing, and the student's College approves the award.

**h) [Examinations with Disability Services for Students \(DSS\)](#)**

[The U of S policy on Academic Accommodation and Access for Students with Disabilities is posted [here](#)]

*Students registered with DSS may request alternative arrangements for mid-term and final examinations.*

Students must arrange such special accommodations through DSS by the stated deadlines.

Instructors shall provide the examinations for students who are being specially accommodated by the deadlines established by DSS.

#### **4. Procedures for Grade Disputes**

##### **a) Grade dispute between instructor and department head, or dean in non-departmentalized colleges**

In the absence of any other approved mechanism to resolve grade disputes between an instructor and Department Head, or Dean in a non-departmentalized College, the following steps, to be completed in a maximum of ten business days, shall be followed:

Step 1. Members of each Department or non-departmentalized College shall agree ahead of time on a conciliation mechanism that the Department will follow in the event of a grade dispute.

Step 2. If five business days following the last day of examinations pass and the Department Head, or Dean, in a non-departmentalized College, has not approved the grade report for a class, the Department or non-departmentalized College shall immediately commence the conciliation procedure referred to in Step 1. The Department or non-departmentalized College has five business days to complete this conciliation process.

Step 3. If, after five business days the conciliation procedure does not resolve the dispute, the matter shall be immediately referred to the Dean, or the Provost and Vice President (Academic) in the case of non-departmentalized Colleges, who will see that an arbitration committee is set up within two business days. The committee shall consist of three members: one member nominated by the instructor, one member nominated by the Department Head, and a chairperson. In the event that one of the parties does not nominate a member, the Dean or Provost and Vice-President (Academic) shall do so. The chairperson shall be appointed by the mutual agreement of the nominees for the instructor and the Department Head or, if the two nominees cannot agree, by the Dean. In non-departmentalized Colleges, the chair will be appointed by the Provost and Vice-President (Academic) if the Dean and the instructor cannot agree.

Step 4. Within two business days of the failure of the conciliation process, the Department Head, or Dean in a non-departmentalized College, must list in writing what material was considered in conciliation. A copy of this list shall be sent to the instructor who must immediately report in writing to the Dean, or Provost and Vice President (Academic) for non-departmentalized Colleges, as to the accuracy of the list. Within the same two business days, the Department Head, or Dean in non-departmentalized Colleges, and the instructor shall forward written submissions with supporting documents to the Dean, or Provost and Vice President (Academic) in non-departmentalized Colleges.

Step 5. These submissions and all material considered in the conciliation (including the list drawn up by the Department Head, or Dean in a non-departmentalized College), and the response of the instructor are to be forwarded to the arbitration committee

Step 6. The arbitration committee shall follow a strict set of deadlines and shall consider only the submissions and supporting documents as submitted by the Department Head, or Dean in a non-departmentalized College, and instructor. To the extent possible, the arbitration committee will

use the same relative weighting of final examination and term work as was used by the instructor in arriving at the final grades.

Step 7. The arbitration committee shall be given a maximum of three business days to complete its deliberations and reach a final decision about the disputed marks. The committee shall immediately submit a written report to the Registrar, with copies to the Dean, Department Head and instructor.

Step 8. If after three business days, the arbitration committee has not submitted a final decision about the disputed marks, the Dean or Provost and Vice-President (Academic) will assign provisional pass/fail grades until the arbitrated grades have been submitted. Final grades must be available for students by graduation deadlines. This applies whether or not the student is graduating. An unofficial pass grade cannot be changed to a failing grade, regardless of the result of the arbitration. Likewise, a student will not lose any scholarship, admission status or the like even if the arbitrated mark lowers the student's grade to the point where the student would otherwise have been ineligible.

Step 9. In the event that a provisional pass/fail grade is assigned, the Registrar will attach an explanatory note to any transcripts of the affected students explaining that an unresolved grade dispute has arisen between the instructor and the Department Head or Dean and that through no fault of the student, a mark is not currently available. Once the arbitration is completed, the Registrar shall issue, free of charge, corrected transcripts to replace any previously ordered by the affected students.

#### **b) Grade dispute between instructor and student**

Students who are dissatisfied with the assessment of their work or performance in any aspect of course work, including a midterm or final examination should consult the Council policy titled *Student Appeals or Evaluation, Grading and Academic Standing*. This policy describes the process to be followed in appealing the assessment. Appeals based on academic judgment follow a step-by-step process including consultation with the instructor and re-reading of written work or re-assessment of non-written work. The policy is available from the Office of the University Secretary, the College Dean's office and online at [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

## University of Saskatchewan Policy

### Academic Courses Policy on Class Delivery, Examinations and Assessment of Student Learning

For a pdf version of this policy, click [here](#)

Responsibility: University Registrar and Director of Student Services

Approval: University Council

Date: **June 9, 2014**

#### Revisions:

Permit the first day of final examinations to be one day after the last day of lectures (approved [January, 2012](#))

Delete the Withdraw Fail grade effective May 1, 2012 ([March, 2012](#))

Revise Course Syllabus section; additional section on Class Recordings ([March 2013](#))

#### Updates:

Incorporate terminology used in the University Council policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#) (December 2012)

Incorporate [Nomenclature Report](#) terminology on courses and classes (March 2012).

#### Purpose:

The purpose of the Academic Courses Policy is to prescribe university-level requirements for delivery of academic courses, and the assessment of student learning including conduct of examinations.

#### Principles:

One of the primary purposes of a University is to optimize learning opportunities for students. The University encourages and celebrates innovation in class delivery and student assessment.

Assessment of student learning should be an effective, fair and transparent process which follows University, College and Department regulations so that students across the institution are treated respectfully and impartially. This includes accommodation for students with disabilities, in accordance with University policies and provincial legislation.

As articulated in the University [Learning Charter](#), students will be provided with a clear indication of what is expected in the class, and what they can do to be successful in achieving the learning objectives of the course. Assessments of student learning will be transparent, applied

consistently, and congruent with course objectives. Students will receive prompt and constructive feedback on their learning progress regularly throughout the class.

### **Scope of this Policy:**

This document incorporates all of the policies, regulations and procedures relating to class delivery and student assessment which have been previously approved by University Council in various policy documents and reports.

It supersedes the following documents previously approved by University Council:

April, 2009 Academic Programs Committee [Examination Regulations](#)

April, 2001 Academic Programs Committee [policies for final grades reporting](#)

January, 2001 Academic Programs Committee [Retroactive Withdrawal Policy](#)

September, 1986 – University of Saskatchewan Grading policy

It complements and maintains the principles expressed in the following documents:

June, 1999 [Guidelines for Academic Conduct](#)

June, 2007 Teaching and Learning Committee [Student Evaluation of Instructors/Courses](#)

December, 2009 [Use of Materials Protected by Copyright](#)

June, 2010 University [Learning Charter](#)

June 2011 [Nomenclature Report](#)

January, 2012 [Academic Accommodation and Access for Students with Disabilities](#)

Student and Enrolment Services Division [Instructors and Staff Handbook](#)

Information and Communications Technology [Lecture Capture](#)

All regulations covering class delivery, student assessment and examinations have been developed into a framework with three levels of authority and responsibility: University, College and Department. Within the framework of this policy, Departments and Colleges may develop additional regulations and procedures for class delivery and student assessment. For example, Colleges and Departments may develop their own template for the syllabus to be used by their instructors.

In Colleges where there is an alternate approved academic calendar, regulations covering student assessment and examinations shall be developed by the College in a manner consistent with these University regulations.

All references to “Department Heads” and “Deans in non-departmentalized Colleges” in this document would also equally apply to their delegates. All references to “Departments” and “Colleges” would also equally apply to Schools.

### **Policy**

The *University of Saskatchewan Academic Courses Policy on Class Delivery, Examinations and Assessment of Student Learning* covers policies, regulations and procedures governing the following aspects of class delivery and student assessment, including the conduct of examinations.

## **Section I. Class Delivery**

### **1 Class Syllabus**

- 1.1 Content of the syllabus
- 1.2 Changes to the syllabus after distribution
- 1.3 Change of final examination date
- 1.4 Due dates in the week of classes before the final examination period

### **2 Contact Hours and Availability of Instructors**

- 2.1 Availability of instructor

### **3 Student Attendance**

- 3.1 Permission to attend and participate in classes
- 3.2 No credit unless registered

### **4 Class Evaluation by Students**

### **5 Class Recordings**

- 5.1 Privacy, permission and consent
- 5.2 Intellectual property and copyright
- 5.3 Accommodation for students with disabilities
- 5.4 Definitions
- 5.5 Responsibilities of instructors and presenters
- 5.6 Responsibilities of students
- 5.7 Restrictions on use of classroom recordings
- 5.8 Storage and Archiving
- 5.9 Special circumstances: clinics, training, art classes

## **Section II. Assessment of Students**

### **6 Grading System**

- 6.1 Fairness in evaluation
- 6.2 Weighting in class grades
- 6.3 Grade descriptors
- 6.4 Academic grading standards
- 6.5 Average calculations
- 6.6 Grading deadlines

### **7 Examinations**

- 7.1 Methods and types of examinations
- 7.2 Mid-term examinations
- 7.3 Final examinations
  - a. Modification of requirement to hold a final examination
  - b. Final examination period and scheduling
- 7.4 Conduct and invigilation of examinations
  - a. Invigilation
  - b. 30 Minute Rule
  - c. Identification

- 7.5 Access to materials in the examination room
- 7.6 Permission to Leave the Examination Room
- 7.7 Food and Beverages
- 7.8 Protocols for an Academic Misconduct Breach
- 7.9 Retention and Accessibility of Examination Papers
- 7.10 Retention of the exam materials during the examination
- 7.11 Additional invigilation standards

## 8 Student Assessment Issues and Special Circumstances

- 8.1 Final grade alternatives and comments
- 8.2 Withdrawal
- 8.3 Retroactive Withdrawal
- 8.4 Incomplete class work (assignments and examinations) and Incomplete Fail (INF)
- 8.5 Deferred final examinations
- 8.6 Supplemental final examinations
- 8.7 Aegrotat standing
- 8.8 Special accommodations for disability, religious, and other reasons.

## 9 Procedures for Grade Disputes

- 9.1 Grade dispute between instructor and department head or dean
- 9.2 Grade dispute between instructor and student

## **Authority and Responsibility**

Under the Bylaws of University Council (Section 3, VIII, 2), all matters respecting the subjects, time and mode of the examinations and respecting the degrees and distinctions to be conferred by the University shall be provided for by University Council regulations.

Academic regulations at all levels shall be publicly accessible to all members of the University community. If a College or Department has additional regulations, these must be made available to students through publicly accessible websites. Additionally, it must be communicated to students that additional regulations exist. There should also be provisions at each level of authority for periodic review and amendment of these regulations.

### **University:**

University regulations will prevail in the absence of other College or Departmental regulations. In the case of a discrepancy between University regulations and College or Departmental regulations, University regulations will take precedence. Any College requesting an exception, change or addition to these Regulations is to submit a proposal to the Academic Programs Committee of University Council for approval.

### **Colleges and Departments:**

University Council, while retaining the final authority over assessment of student learning, delegates to Colleges the responsibility of establishing general policies concerning the methods

and types of assessment which may be employed by the Departments of that College, and each Department should establish any further instructions and policies for its members as necessary.

### **Instructors and Departments:**

It is the responsibility of the instructor and Department Head, or those delegated such responsibility, to report final grades to the Registrar in accordance with the regulations outlined here. Instructors will use prescribed grade descriptors or grade comments if required.

The final grade report, prepared by the instructor, must be submitted to and approved by the Department Head, or Dean in non-departmentalized Colleges.

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*University of Saskatchewan*  
*Academic Courses Policy on class delivery, examinations & assessment of student learning*

## **Section I. Class Delivery**

The [\*Teaching and Learning Foundational Document\*](#) encourages alternative approaches to class delivery such as improved information communication technologies, experiential learning opportunities, and self-learning strategies. Regardless of methodology, there are universal elements of class delivery that ensure appropriate learning opportunities are provided to the students of the University.

### **1. Class Syllabus**

The syllabus is a public document that provides details about a particular class for enrolled students. It is also useful for recruiting prospective students and sharing information about University courses with the broader community (for example, for the purposes of transfer credit evaluation).

Instructor syllabi must be submitted and approved by Department Heads, or Deans in non-departmentalized Colleges, prior to the start of a class.

It is recommended that students also have online access to syllabi at least one week prior to the beginning of the class. Syllabi shall be posted on the Blackboard Open Courseware site and/or publically accessible departmental or other websites. Instructors who post their syllabus on publically accessible websites may wish to redact certain information that is not related to the core instruction of the class (e.g. personal contact information, names and contact information for teaching assistants, material protected under copyright, etc.).

#### **1.1 Content of the syllabus:**

Instructors shall review the contents of the class syllabi with their students at the beginning of the class.

Department Heads, and Deans in non-departmentalized Colleges, shall ensure that instructors indicate the following in their class syllabus:

- type and schedule of class activities;
- if the class is offered online, through distance learning, or off-campus, any additional or different expectations around any class activities and requirements;
- expected learning outcomes or objectives for the class;
- the type and schedule of term assignments;
- the type and schedule of mid-term or like examinations;
- notice if any mid-term examinations or other required class activities are scheduled outside of usual class times, with College permission;
- the length of the final examination in hours as well as its mode of delivery;
- relative marking weight of all assignments and examinations;
- consequences related to missed or late assignments or examinations;
- whether any or all of the work assigned in a class including any assignment and examination, or final examination, is mandatory for passing the class, or whether there are any other College-level regulations that specify requirements for passing the class
- attendance expectations if applicable, the means by which attendance will be monitored, the consequences of not meeting attendance expectations, and their contribution to the assessment process;
- participation expectations if applicable, the means by which participation will be monitored and evaluated, the consequences of not meeting participation expectations, and their contribution to the assessment process;
- contact information and consultation availability;
- course or class website URL, if used;
- notice of whether the instructor intends to record lectures and whether students are permitted to record lectures
- explanation of Copyright where it relates to class materials prepared and distributed by the instructor
- location of the [Academic Courses](#) policy as well as the regulations and guidelines for both academic and non-academic misconduct and appeal procedure;
- information regarding support services that are available to students through the Student and Enrolment Services Division, the University Learning Centre, and the Colleges.

Instructors are encouraged to use the [University of Saskatchewan Syllabus Template and Guide](#) to assist with satisfying the above requirements.

### **1.2 Changes to the syllabus after distribution:**

After distribution, a syllabus may only be changed if no student in the class objects to such changes. Otherwise, methods and modes of assessment for all assignments and examinations must remain as stated in the syllabus: no major graded assignment or examination is to be newly assigned in a class, and no changes to already set dates or the stated grade weighting of graded assignments or examinations is permitted.

### **1.3 Change of final examination date:**

Once the Registrar has scheduled final examinations for a term, instructors wanting to change the date and/or time of their final examination must obtain the consent of all students in the class according to procedures established by the Registrar, as well as authorization from the Department Head, or Dean in non-departmentalized Colleges.

#### **1.4 Due dates in the week of classes before the final examination period:**

It is recommended that assignments should not be due and mid-term examinations not be set in the five business days prior the start of the final examination period in the Fall and Winter terms. Examples of exceptions to this recommendation include mid-term examinations in six credit unit classes extending over two terms, laboratory examinations, etc.

## **2. Contact Hours and Availability of Instructors**

As per [Nomenclature](#), a “traditional” three credit unit lecture course involves approximately 39 direct lecture hours, and a course can involve a further equivalent contact time in student consultations and/or tutorial or laboratory sessions.

### **2.1 Availability of instructor:**

Instructors should make it known to the students through the class syllabus how they can be contacted to arrange for one-on-one consultation about class material. These need not be face-to-face meetings but can include, for instance, responses to queries through email or other electronic media. Instructors should inform students about how quickly they can expect an email response to any enquiry.

It is recognized that there is a growing trend to develop and deliver non-traditional courses, including practicum laboratories, capstone design, community-service learning, and Internet-based courses. For equivalent credit units, it is expected that both the instructors and students of these classes will regard the interaction, instructor availability and class workload to be equivalent to that of a traditional lecture class.

## **3. Student Attendance**

Regular and punctual attendance in their classes is expected of all students (including lectures, seminars, laboratories, tutorials, etc.).

Attendance expectations apply equally to classes offered in a physical classroom, online, or through distance education, though the practical requirements of attendance may be defined differently in each instance.

Any attendance requirement that may result in grade penalties or other consequences must be explicitly stated in the syllabus.

### **3.1 Permission to attend and participate in classes:**

No person may gain the full benefit of instruction in a class without being duly registered in the class either as a credit or audit student. Instructors must advise students who are not on their class list that they need to be registered for their class, either as a credit or audit student

Instructors may invite visitors to attend a class for pedagogical and other reasons related to the delivery of the class (for example, guest lecturers, professional observers or mentors, teaching or marking assistants, laboratory or tutorial assistants, and so forth).

Instructors of an online class may, at their discretion, open their class to a broader set of participants (including those not registered as students) provided that non-registered participants are not using software or materials limited by licence for use by students. Instructors shall not grade any work of such non-registered participants in these online courses. Retroactive registration or credit challenge by such non-registered participants will not be permitted.

### **3.2 No credit unless registered:**

Only students who are registered in a class can receive credit for a class.

## **4. Class evaluation by students**

Improvement of class delivery is an on-going responsibility of all instructors. Student feedback is an important source of information to help guide instructors in their search for improved delivery mechanisms.

At the University, all classes will be evaluated by students on a regular basis using an approved evaluation tool. All instructors have the responsibility to ensure that students have access to such an evaluation tool.

Department Heads, or Deans in non-departmentalized Colleges, shall ensure that a process exists for instructors to receive student evaluations on a regular basis, and for arranging an opportunity for constructive discussion of the evaluation as required. This discussion should centre on the importance of maximizing the educational experience through continual class delivery improvement.

## **5. Class Recordings**

The University is committed to providing accessibility and flexibility for student learning and seeks to foster knowledge creation and innovation. Recording of lectures and other classroom activities can contribute to these goals.

Classes at the University may be recorded for learning or research purposes, subject to the regulations and procedures stated in this policy.

With permission of instructors, presenters, and students, and following the procedures listed below, the University supports and encourages the audio and video recording of lectures and other learning activities for purposes of teaching, learning and research.

### **5.1 Privacy, permission and consent:**

The classroom is considered to be a private space accessible only by members of a class, where student and instructor alike can expect to interact in a safe and supportive environment. Recording of lectures or other classroom activities should not infringe on privacy rights of individuals.

### **5.2 Intellectual property and copyright:**

Class recordings are normally the intellectual property of the person who has made the presentation in the class. Ordinarily, this person would be the instructor. Copyright provides presenters with the legal right to control the use of their own creations. Class recordings may not be copied, reproduced, redistributed, or edited by anyone without permission of the presenter except as allowed under law.

### **5.3 Accommodation for students with disabilities:**

When an accommodation for recording lectures or classroom activities is authorized by Disability Services for Students, an instructor must permit an authorized student to record classroom activity; only the student with the accommodation would have access to this recording

### **5.4 Definitions:**

#### **Definition of “presenter”:**

For the purposes of this section, a presenter is defined as any individual who by arrangement of the class instructor will provide instruction to students in the class. In addition to the class instructor, presenters might include guest lecturers, students, tutorial leaders, laboratory instructors, clinical supervisors, teacher trainers, and so forth.

#### **Definition of “classroom”:**

For the purposes of this section, a classroom is defined as any room or virtual location where students are directed to meet as part of class requirements. This includes tutorials, laboratories and web-conferences which are required elements of a class, but does not include study groups and other voluntary student activities.

#### **Definition of “learning activities”:**

For the purposes of this section, a learning activity is any gathering of students and instructors which is required as part of the class requirements, such as a laboratory, seminar, tutorial and so forth.

### **5.5 Responsibilities of instructors and presenters:**

For purposes of teaching, research or evaluation, instructors may record lectures and other learning activities in courses with permission from the presenters.

Notification of intent to record classroom sessions should be included in the class syllabus and, where possible, in the catalogue description of the course. If not so noted, permission from students will be obtained prior to making recordings for teaching or research where a student’s image or voice may be recorded.

If such permission is refused by a student, the instructor will arrange for that student's image or voice not to be included in the recording.

### **5.6 Responsibilities of students:**

Student use of personal recording devices of any type during lectures or other classroom learning activities requires consent of the instructor

A student may record lectures without such permission only if the Disability Services for Students office has approved this accommodation for the student. The instructor will be notified of this accommodation. Such recordings would not be shared, and would be deleted at the conclusion of the class.

### **5.7 Restrictions on use of classroom recordings:**

The use of recordings of classroom activities is restricted to use for teaching, learning and research.

Students may not distribute classroom recordings to anyone outside the class without permission of the instructor.

Instructors may use recordings for purposes of research, teaching evaluation, student evaluation and other activities related to teaching, learning and research. With permission of the instructor, presenters may also use recordings for such purposes.

Recordings of classroom sessions may not be used in the formal evaluation of an instructor's teaching.

### **5.8 Storage, Archiving, and Permission to Use:**

Permission for any use of a recording of class and other learning activities remains with the instructor after the class term is ended. In a case where the instructor is no longer available to give permission for use of a recording, the Department Head, or Dean in non-departmentalized colleges, can authorize such use only for purposes of teaching, learning, and research.

Students may retain recordings of classes and other learning activities solely for personal review and not for redistribution.

### **5.9 Special circumstances: clinics, training, art classes:**

Recordings of learning activities such as clinical or training experiences involving patients and/or professional staff outside of university classrooms will be based on professional standards and on the policies of the clinical institution. In art classes, written permission of models is also required before any video recording by instructors or students takes place.

## **Section II. Assessment of Students**

## **6. Grading System**

### **6.1 Fairness:**

Students need to be assured of fairness and transparency in grading.

#### **University:**

The University shall periodically review methods of student assessment, and shall include student consultation when doing so.

#### **College:**

Each College will set out regulations and guidelines governing methods of assessment permitted, final or any other examination requirements, including whether a student may obtain credit for a class even if the final examination is not written, and any limits on the relative weighting of final examinations or any other term work.

Each College should establish adequate procedures for setting these guidelines and assessing applications for exceptions.

#### **Department:**

Departments and non-departmentalized Colleges shall periodically discuss grading patterns and trends and reach a common understanding about what appropriate grades at all levels of their discipline should be. It is the responsibility of the Department Head, or Dean in non-departmentalized Colleges, to ensure that grading is fair and transparent.

#### **Appeal:**

A student who is dissatisfied with the assessment of their work or performance in any aspect of class work, including a mid-term or final examination, shall follow the procedures set out in the University Council policy on [\*Student Appeals of Evaluation, Grading and Academic Standing\*](#) and the [\*Procedures for Student Appeals in Academic Matters\*](#).

### **6.2 Weighting in class grades:**

Timely feedback is an important part of the educational experience. Assignments will be assessed and returned to students in a timely manner.

Each assignment and examination will be scheduled according to information provided in the class syllabus unless otherwise agreed by the instructor and students.

The relevant weight of assignments and examinations in determining the final grades will be specified on the class syllabus. The weighting of individual questions on any examination also needs to be specified as part of the examination.

The class syllabus will specify whether any or all of the assignments and examinations are mandatory for obtaining a passing final grade in the class.

### **6.3 Grade descriptors:**

The University's implementation of the percentage system for reporting final grades was approved by University Council in 1986. University grade descriptors and percentage system apply unless separate approved College regulations exist.

#### **Definitions:**

Percentage assessment for undergraduate courses is based on the literal descriptors, below, to provide consistency in grading among Colleges.

The University-wide relationship between literal descriptors and percentage scores for undergraduate courses is as follows:

#### **90-100 Exceptional**

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

#### **80-89 Excellent**

An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

#### **70-79 Good**

A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;

- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

### **60-69 Satisfactory**

A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

### **50-59 Minimal Pass**

A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

### **<50 Failure**

An unacceptable performance.

### **University:**

The Registrar will record and report final grades in all courses on a percentage system unless an exception has been approved by University Council.

All student grades in all classes must be reported according to procedures established by the Registrar.

### **College:**

Each College has the responsibility for ensuring, at the beginning of each class, that students are familiar with the assessment procedures and their application to the literal descriptors.

### **Department:**

Unless approved by the College, all sections of a given course must adhere to the same system of assessment, either a percentage grading system or a pass-fail assessment system.

### **Exceptions:**

University Council will receive and evaluate requests from Colleges desiring exceptions, such as pass/fail, to the percentage system of assessment. Required non-credit seminar courses need not be referred for exemption. Examples are orientation courses, honours or graduate seminar courses, fourth year and graduate thesis courses, etc. Normally, formal examinations are not held in such courses and they may be reported on a P/F (pass/fail) or CR (completed requirements) basis.

### **College of Graduate Studies & Research**

In May 1996, separate literal descriptors were approved for the grading of classes in the [College of Graduate Studies & Research](#).

### **6.4 Academic grading standards:**

#### **College:**

College regulations govern grading, promotion and graduation standards. Students should refer to the appropriate College sections of the [Course and Program Catalogue](#) for specific requirements or contact their College

### **6.5 Average calculations:**

Each College is responsible for assigning credit values to courses within its academic jurisdiction, in consultation with the Registrar to ensure that consistency is maintained across the [Course and Program Catalogue](#).

#### **Calculation:**

To distinguish whether these averages have been computed for the work performed by the student in a session, or in a year, or for his/her total program, the terms Sessional Weighted Average, Annual Weighted Average, and Cumulative Weighted Average are frequently used.

Sessional Weighted Averages are calculated from classes taken in Fall and Winter Terms, Annual Weighted Averages are calculated from all classes taken in a year, and Cumulative Weighted Averages are calculated from all classes taken at the University.

Weighted averages are calculated by multiplying the grade achieved in each class by the number of credit units in the class. The sum of the individual calculations is then divided by the total number of credit units to produce the weighted average. Students should consult with their college for policies on repeating classes and non-numeric grade conversion.

**Example:**

<i>Class</i>	<i>Grade</i>	<i>Credit Units</i>	<i>Weighted Marks</i>
ENG 110.6	83	6	498.00
PSY 120.3	78	3	234.00
PSY 121.3	79	3	237.00
POLS 111.3	89	3	267.00
POLS 112.3	92	3	276.00
BIOL 120.3	71	3	213.00
BIOL 121.3	73	3	219.00
CREE 101.6	80	6	480.00
<b>TOTAL</b>	<b>30</b>		<b>2424.00</b>

Weighted Average  $(2424/30) = 80.80\%$

**6.6 Grading deadlines:**

Final grades should be released to students in a timely way, both for the benefit of the students and to assist University business processes such as Convocation.

Reports of final grades for all one- and two-term classes will be submitted and approved according to procedures established by the Registrar. For the purposes of identifying and advising first-year students experiencing academic difficulty, mid-year grades in 100-level six credit-unit classes held over the Fall and Winter terms are also reported to the Registrar and released to students.

Final grades in all classes are to be submitted and approved:

- no later than the end of the final examination period in a given term, for those classes with no final examination in this period, and for mid-year examinations in 100-level, two-term classes offered over the Fall and Winter terms; or
- within five business days after the date of the final examination (not including weekends or holidays), for those classes with final examinations in the final examination period in a given term, as well as final grades resulting from deferred, special deferred, supplemental, and special supplemental final examinations.

If for any reason the above deadlines cannot be met, the instructor should discuss the reason for the delay with their Department Head, or Dean in non-departmentalized Colleges. The instructor will also notify both Registrar and the students in the class as to the anticipated date of submission.

Colleges which use additional or different grade approval procedures, such as using a board of examiners, should arrange a grading deadline in consultation with the Registrar.

The Registrar shall notify Colleges of any final grades not submitted by the grading deadlines.

Students shall be notified of delays related to grade changes related to any other process involving grades, including those delays related to grade disputes between a student and an instructor or between an instructor and a Department Head, or Dean in non-departmentalized College.

### **University:**

Only the Registrar may release official final grades. The Registrar will post final grades electronically as they are received.

The Registrar will communicate with instructors who have not met the above deadlines but who have not notified the Registrar.

### **Department:**

Responsibility for submission of the final grade report is shared between the instructor, who submits the final grades, and the Department Head, or Dean in non-departmentalized Colleges, who approves the final grades.

If instructors wish to release or post any final grades unofficially, they should do so confidentially. Grades should not be posted with public access.

When final grades are approved by the Department Head, or Dean in non-departmentalized Colleges, they will be submitted electronically according to procedures established by the Registrar.

Once submitted and approved, final grades may still be changed by the instructor. Grade changes are also approved by the Department Head, or Dean in non-departmentalized Colleges.

For off campus and distributed learning courses where the final examinations are submitted to the instructor through the mail, the five business day standard will be waived upon consultation with the Registrar.

## **7. Examinations**

Students will be examined and assessed, either during the term or during the final examination, on knowledge and skills taught either directly or indirectly (such as through class reading assignments) on class materials covered during class presentations.

There will be alignment between class learning objectives and outcomes, instruction and the assessment plan for the class, of which examinations are a significant element.

### **7.1 Methods and types of examinations:**

#### **College:**

University Council, while retaining the final authority over assessment of student achievement, delegates to Colleges the responsibility of establishing general policies concerning the methods and types of examinations which may be employed by the College and the Departments of that College.

#### **Department:**

Each Department should establish any further instructions and policies for its members. Each Department will establish, within the regulations and guidelines set out by the College, examination methods and the relative weighting of final examinations. These Department limitations must be approved by the College.

#### **Cross-college and interdisciplinary courses:**

In courses provided by a Department of one College for students of another College, the examination regulations of the teaching Department will have precedence unless alternative arrangements have been negotiated between the teaching Department, its own College and the other College. In the case of an Interdisciplinary program, the appropriate designated authority over the program shall approve any program regulations.

### **7.2 Mid-term examinations and assignments:**

#### **Scheduling:**

Mid-term examinations and other required class activities shall not be scheduled outside of regularly scheduled class times, including during the final examination period, except with the approval of the College. For graduate classes, the College of Graduate Studies and Research is the approving authority.

Any scheduling of mid-term examinations and other required class activities outside of regularly scheduled class times needs to be noted in the class syllabus so that students have fair warning of such scheduling. Any resultant conflicts with other mid-term examinations, other required class activities, or any other scheduled University business a student may be involved in will be accommodated by the College authorizing such scheduling at an alternative time acceptable to

the student in consultation with the student's College (if in a different College from that of the class).

### **Number of examinations:**

Students who have more than three mid-term examinations on the same day will be dealt with as special cases by their College.

### **7.3 Final examinations:**

#### **a. Modification of requirement to hold a final examination**

Colleges determine whether students can pass a class if they have not completed required class work or have not written the final examination.

With the approval of the College and the Department, the final examination in a class may be replaced by an approved alternative form of assessment that provides a percentage assessment consistent with the literal descriptors. The Registrar must be notified of all examination exemptions for classes scheduled by the Registrar prior to the beginning of a term so that final examinations are not scheduled for such classes and examination rooms are not assigned.

If a College allows instructors to determine whether students can pass a class if they have not written the final examination, then any requirement that a student must write the final examination in order to pass the class must be stipulated in the class syllabus.

#### **b. Final examination period and scheduling of final examinations**

##### **Scheduling:**

The Registrar schedules all final examinations, including deferred and supplemental examinations. The Registrar will post the schedules of final examinations as early in a term as possible.

The Registrar may delegate authority to schedule final examinations to Colleges where classes do not conform to the University's [Academic Calendar](#), or in such cases where Colleges want to schedule and invigilate their own deferred and supplemental examinations.

##### **Change of final examination date:**

Once the Registrar has scheduled final examinations for a term, instructors wanting to change the date and/or time of their final examination must obtain the consent of all students in the class according to procedures established by the Registrar, as well as authorization from the Department Head, or Dean in non-departmentalized Colleges.

##### **Examination period:**

For the Fall and Winter terms, the final examination period shall commence on the day following the last day of lectures for that term.

Final examinations in evening classes will normally occur one or two weeks from the last day of lectures in that class except in the event of common examinations between two or more evening classes.

For Spring and Summer terms, the final examination period shall consist of two to three days immediately following the last day of lectures for a class.

Final examinations must be scheduled during the final examination period for a term for classes for classes scheduled by the Registrar. In very unusual circumstances, the Registrar may schedule a final examination outside an examination period on the recommendation of the instructor and Department Head, or Dean in a non-departmentalized College.

**Duration:**

Writing periods for final examinations usually start at 9 am, 2 pm and 7 pm. Six credit-unit classes will normally have final examinations of three hours duration. Classes of fewer than six credit units will normally have final examinations of two to three hours.

However, it is recognized that Colleges may authorize final examinations of different duration for classes if deemed necessary for pedagogical or other similar justifiable reasons. Such departures from the approved time duration should be done in consultation with the Registrar.

**Weekends and evenings:**

Final examinations may be scheduled during the day or evening on any day during the final examination period except Sundays or holidays. Where Good Friday falls in the Winter term final examination period, there shall be no final examinations scheduled on the Saturday following it.

Final examinations for day classes can be scheduled in the evening. In the case of common examinations between day classes and evening classes, if possible the final examination will be scheduled in the evening.

**24-hour rule:**

The Registrar will arrange the schedule so that no student writes more than two final examinations in one 24 hour period.

For example, if a student has final examinations scheduled in three consecutive examination periods - such as on Day 1 at 2 pm and 7 pm, and on Day 2 at 9 am - the Registrar will move one of the examinations.

If a student has examinations scheduled only on two consecutive examination periods, with at least one period between examination groups - such as on Day 1 at 2 pm and 7 pm, and on Day 2 at 2 pm and 7 pm – the Registrar will not move any of the examinations.

**Conflicts for common examinations:**

Any student conflicts created by scheduling common final examinations between two or more classes will be accommodated by the instructors of those classes.

**Warning about other commitments:**

Final examinations may be scheduled at any time during examination periods; until the schedule has been finalized and posted, students and instructors should avoid making travel or other professional or personal commitments for this period.

**Warning about withdrawal:**

Students cannot withdraw from a class after the withdrawal deadline for that class.

**7.4 Conduct and invigilation of examinations:**

All regulations for the invigilation of final examinations can apply to the invigilation of mid-term examinations.

It is expected that invigilators will be present while students are sitting for examinations, readily available to answer questions from students, and will monitor and report any instances of academic or non-academic misconduct according to the [\*Regulations on Student Academic Misconduct\*](#) and the [\*Standard of Student Conduct in Non-Academic Matters\*](#). Invigilators shall familiarize themselves with all related regulations and policies.

**Invigilation:**

Normally, the class instructor of record is expected to invigilate their examinations. If the instructor is not available, in so much as it is possible it is the responsibility of the instructor and the Department Head, or Dean in non-departmentalized Colleges, to ensure the examination is invigilated by a qualified replacement that is familiar with the subject of the examination. The process by which backup or additional invigilation is provided should be established by the Department Head, or Dean in non-departmentalized Colleges.

It is recommended that a Department, or non-departmentalized College, supply a sufficient number of invigilators as is appropriate for the size of the class, depending on the nature of the examination.

Invigilators may use a seating plan for their examinations which requires students to sit at a particular desk or table. In addition, invigilators may move any student to another desk or table in the examination room at any time before or during an examination.

Proctors provided by the Registrar in gymnasiums, for deferred and supplemental examinations, for examinations accommodated by Disability Services for Students, for religious accommodation, or by any other academic or administrative unit for any similar examination invigilation situation exercise the same authority to enforce these regulations as the instructor of the class. However, in such invigilation circumstances, proctors cannot be expected to provide answers to questions specific to the examination in the same manner as the class instructor.

### **30-minute rule:**

Students should not be allowed to leave the examination room until 30 minutes after the start of the examination. The invigilator may also deny entrance to a student if they arrive later than 30 minutes after the start of the examination. A student denied admission to the examination under this regulation may apply to their College for a deferred final examination; such application will be subject to consideration under the usual criteria for that College.

With the exception of use of the washroom, invigilators can, at their discretion, deny students leave of the examination room for a period of time prior to the end of the examination. Students who are finished during this time should remain seated at their desk or table until the invigilator informs the class that the examination is over and they can leave.

### **Identification:**

Students sitting for examinations are required to confirm their identities by providing their student ID numbers and names on their examination papers, and by presenting their University-issued student ID cards during the examination and upon signing the [Tally Sheet](#) when leaving the examination, or both.

During the examination, invigilators can require students to place their student ID card on the desk or table where the student is writing the examination, in plain view for invigilators to check. Invigilators may ask for additional photographic ID if the student does not have a student ID card or if they deem the student ID card insufficient to confirm a student's identity.

Students who do not present a student ID card, or other acceptable photographic identification, during an examination will be permitted to finish sitting the examination, but only upon completing and signing a University *Failure to Produce Proper Identification at an Examination* form. The form indicates that there is no guarantee that the examination paper will be graded if any discrepancies in identification are discovered upon investigation. Students will then have to present themselves with a student ID card or other acceptable government-issued photographic identification to the invigilator within two working days of the examination at a time and place mutually agreeable to the invigilator and the student. Such students may also be asked to provide a sample of their handwriting. Failure to provide acceptable identification within two working days will result in an academic misconduct charge under the [Regulations on Student Academic Misconduct](#).

If a student refuses to produce a student ID, or other acceptable photographic identification, and refuses to complete and sign the University *Failure to Produce Proper Identification at an*

*Examination* form, the invigilator will permit them to continue writing. However, the student shall be informed that charges will be laid under the [Regulations on Student Academic Misconduct](#) and that there is no guarantee that the examination paper will be graded if any discrepancies in identification are discovered upon investigation

Invigilators need not require identification if the student's identity can be vouched for by the instructor.

To assist with identification, students wearing caps, hats or similar headgear of a non-religious or cultural nature can be asked to remove them.

Invigilators are permitted to take a photograph of any student if there is any question about the student's identity. Invigilators should take a photo in such a manner as to not cause a disruption in the examination room and respects the religious/cultural beliefs of the student. The Registrar will arrange for any photographs taken by invigilators to be compared to student ID photos of record. Photographs will only be used for the purposes of verifying the identity of the student and will not be used or disclosed for any other purposes, and will be retained in a secure manner for a limited period of time period.

Invigilators are also permitted to take the student ID card of any student whose identity is in question.

### **7.5 Access to materials in the examination room:**

Students should bring only essential items into an examination room. Personal belongings such as bookbags or handbags, purses, laptop cases and the like may be left, closed, on the floor beneath a student's chair or table or in an area designated by the invigilator; coats, jackets and the like may be placed similarly or on the back of a student's chair.. Students should not access any such personal belongings except with the permission of and under the supervision of the invigilator. Students should not collect their personal belongings until after they have handed in their examination. The University assumes no responsibility for personal possessions lost in an examination room.

Students also shall not have in their possession during an examination any books, papers, dictionaries (print or electronic), instruments, calculators, electronic devices capable of data storage and retrieval or photography (computers, tablets, cell phones, personal music devices, etc.), or any other materials except as indicated on the examination paper or by permission of the invigilator. Students also may not take anything with them if they are granted permission to leave the room by the invigilator.

For examinations requiring the use of a calculator, unless otherwise specified by the invigilator, only non-programmable, non-data storing calculators are permitted.

For examinations requiring the use of a computer and specific software, unless otherwise specified by the invigilator students may not access any other software or hardware.

**No unauthorized assistance:**

Students shall hold no communication of any kind with anyone other than the invigilator while the examination is in progress. This includes not leaving their examination paper exposed to view to any other student.

**7.6 Permission to leave the examination room:**

Students who need to leave the examination room for any reason require the permission of the invigilator. Invigilators may also use a sign-out/sign-in sheet for students who are given permission to leave the examination room and may record the amount of time a student spends outside of the examination room, frequency of requests to leave, etc. Students must leave their examination paper, examination booklets, and any other examination or personal materials either in the custody of the invigilator for retrieval upon their return, or at the desk or table they were writing at, as per the invigilator.

Normally, only one student should be permitted to leave the room at one time. This prevents a student from discussing the examination with other students and enables invigilators to be aware of the whereabouts of their students.

Invigilators may choose to escort students to and from washrooms at their discretion, and can check washrooms for indications of academic misconduct (e.g., hidden notes or materials, books or other papers, etc.). Invigilators may designate a nearby washroom for use by the students during the examination. However, invigilators may not deny students access to washrooms.

Students who have completed their examination are not permitted to leave the examination room until they have signed out and provided their student ID number on a University *Tally Sheet* confirming their attendance at the examination and their submission of the examination paper, examination booklets, and any other examination materials.

**Emergency evacuation of an examination:**

If the examination is interrupted by fire alarm, power outage, or similar emergency requiring evacuation, the invigilator should lead the students out of the examination room in an orderly fashion and keep the students together as much as is possible. The invigilator should, to the extent that this is possible, advise the students not to communicate with each other about the examination and supervise the students until the resumption of the examination. If the situation requires cancellation of the examination, it will be rescheduled by the Registrar at the earliest practical date and time.

**7.7 Food and beverages:**

It is at the discretion of the invigilator whether or not food or beverages are permitted in an examination room, unless required for a medical purpose.

**7.8 Protocols for an academic misconduct breach:**

Where there are reasonable grounds for an invigilator believing that a violation of the [Regulations on Student Academic Misconduct](#) has occurred, the invigilator has the authority to:

- remove anything on the desk or table not authorized for use in the examination.
- ask to examine any bookbags or handbags, purses, laptop cases, dictionaries (print or electronic), instruments, calculators, electronic devices capable of data storage and retrieval or photography (computers, tablets, cell phones, personal music devices, etc.), and any other personal belongings if there is a reasonable suspicion that they contain evidence of academic misconduct. If allowed by the student, any such searches must be done in the presence of the student; the presence of another invigilator as a witness is recommended but not necessary.
- once examined, any personal belongings (e.g. cell phones, text books and book bags) shall be returned to the student to be put back under the student's desk, with, in so much as it is possible, the evidence retained by the invigilator. Notes or similar unauthorized materials will be confiscated and attached to the incident report to be evaluated by the instructor for possible academic misconduct procedures. If the student requires a photocopy of any evidence discovered, a copy will be provided as soon as is reasonably possible with the original to be retained by the invigilator.
- the invigilator may also take photographs or video recordings of any evidence. Photographs or video recordings will only be used in support of a charge under the [Regulations on Student Academic Misconduct](#) and will not be used or disclosed for any other purposes, and will be retained in a secure manner for a limited period of time period.
- require the student to move to a seat where the invigilator can more easily monitor the student.
- ask a student to produce evidence where the invigilator believes that student has hidden it on their person. If the student refuses, respect the refusal but note it when reporting. Under no circumstances can the student be touched or physically searched.
- if thought reasonably necessary, take a photograph of the student.
- If the student refuses to cooperate with any request of the invigilator, note the refusal when reporting.

In all the above cases, the student is allowed to finish sitting the examination. Any interaction with the student should be as discrete and quiet as is possible, so as to avoid disruption to the examination room; if practical, any conversation with the student should take place outside of the examination room. If the student is disruptive, the invigilator can require them to leave the examination room.

As soon as possible, either during or following the conclusion of the examination, the invigilator is expected to:

- make a note of the time and details of the violation, the student's behaviour, and, if a student's identity is in question, their appearance (age, height, weight, hair and eye colour, eyeglasses, identifying features, etc.)

- explain to the student that the status of their examination is in question, that the incident will be reported, and that possible charges under the [Regulations on Student Academic Misconduct](#) could be forthcoming
- identify the student's examination paper, examination booklets, and any other examination materials and set them aside
- inform the instructor (if the invigilator is not same) of the circumstances and turn over all of the evidence available. In the event that the instructor is not available, the invigilator will inform the appropriate Dean.

### **7.9 Retention and accessibility of examination materials and class syllabus:**

All marked final examination papers, together with the University *Tally Sheets*, shall be retained in the Department, or College in non-departmentalized Colleges, for a period of at least one year following the examination period in which the final examination was held in case of student appeals under University policy.

It is recommended that examples of all final examination questions for a class, along with the class syllabus, shall be retained in the Department, or College in non-departmentalized Colleges, for a period of at least ten years following the end of the class. Retention supports the evaluation of transfer credit for students.

For details regarding accessibility of examination papers please refer to the policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

### **7.10 Retention of examination materials during the examination:**

Students are not permitted to leave the examination room with the examination paper, examination booklets, or any other examination materials unless permitted to do so by the invigilator. It is also the responsibility of an invigilator to ensure that no such examination materials are left unattended in an examination room before, during or after an examination.

### **7.11 Additional invigilation standards:**

It is recognized that Departments and Colleges may want additional invigilation standards for their instructors or may require them to meet professional or accreditation standards, and that invigilation may be provided differently for online, distributed learning, or off-campus classes. University Council therefore delegates to each College and Department the responsibility and authority for setting additional standards for invigilation appropriate to their College or Department and in compliance with University policy and federal and provincial legislation.

## **8. Student Assessment Issues and Special Circumstances**

### **8.1 Final grade alternatives and comments:**

Definition:

## Course Grade Modes

- Pass/Fail (P/F)
- Percentage/Numeric
- Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)

The following final grading alternatives within certain grade modes also exist:

- audit (AU)
- no credit (N)
- not applicable (NA)
- withdrawal (W)
- withdrawal from audit (WAU)
- aegrotat standing (AEG)

Final grades recorded as percentage units may be accompanied by the following additional grade comments as warranted:

- incomplete failure (INF)
- deferred final examination granted (DEFG)
- special deferred final examination granted (SPECDEFG)
- supplemental final examination granted (SUPPG)
- supplemental final examination written (SUPP)
- special supplemental final examination granted (SPECSPG)
- special supplemental final examination written (SPECSUP)

### **8.2 Withdrawal:**

If a student withdraws from the class after the add-drop deadline but before the withdrawal deadline for that class, the class remains on their transcript and is shown as a withdrawal.

Withdrawal is a grading status alternative which appears permanently on a student's transcript as a W.

Withdrawal has no academic standing and does not impact the calculation of a student's average. If a student withdraws from a class before the add-drop deadline for a term, the listing of the class is deleted from their transcript.

### **8.3 Retroactive withdrawal:**

A retroactive withdrawal from a class can be granted when a student has failed classes due to catastrophic personal circumstances. It does not matter whether or not the student completed class work, including the final examination, for the class in such situations. As well, a retroactive withdrawal can be granted in situations where the student, or the University, has made an error in registration.

A retroactive withdrawal from a class can be approved by the Registrar, provided the student has applied for this change to the College in which they are registered, and the College approves this appeal. Changing a failing mark to a Withdrawal removes these failures from the student's average.

Such a change in an academic record can be justified only on personal circumstances (such as an illness, death of someone close, or similar reasons beyond the student's control which prevented successful completion of the class) rather than academic grounds.

Other procedures already exist for academic appeals, as described in the University Council policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

#### **8.4 Incomplete class work (assignments and/or examinations) and incomplete failure (INF):**

When a student has not completed the required class work, which includes any assignment or examination including the final examination, by the time of submission of the final grades, they may be granted an extension to permit completion of an assignment, or granted a deferred examination in the case of absence from a final examination.

Extensions past the final examination date for the completion of assignments must be approved by the Department Head, or Dean in non-departmentalized Colleges, and may exceed thirty days only in unusual circumstances. The student must apply to the instructor for such an extension and furnish satisfactory reasons for the deficiency. Deferred final examinations are granted as per College policy.

In the interim, the instructor will submit a computed percentile grade for the class which factors in the incomplete class work as a zero, along with a grade comment of INF (Incomplete Failure) if a failing grade.

Colleges may determine whether students will be permitted to pass a class if they have not completed required class work or have not written the final examination.

In the case where the student has a passing percentile grade but the instructor has indicated in the class syllabus that failure to complete the required class work will result in failure in the class, a final grade of 49% will be submitted along with a grade comment of INF (Incomplete Failure).

If an extension is granted and the required assignment is submitted within the allotted time, or if a deferred examination is granted and written in the case of absence from the final examination, the instructor will submit a revised assigned final percentage grade. The grade change will replace the previous grade and any grade comment of INF (Incomplete Failure) will be removed.

A student can pass a class on the basis of work completed in the course provided that any incomplete class work has not been deemed mandatory by the instructor in the class syllabus and/or by College regulations for achieving a passing grade.

## **College of Graduate Studies and Research**

The College of Graduate Studies and Research, which has higher passing grade thresholds for its programs than do undergraduate courses, will designate a final failing grade of 59 % to be assigned along with a grade comment of INF (Incomplete Failure) if the student could otherwise pass the class.

### **8.5 Deferred final examinations:**

A deferred or special deferred final examination may be granted to a student.

#### **Examination Period:**

The deferred and supplemental examination periods are as follows:

- Fall term classes, the four business days of the February midterm break;
- Fall and Winter two-term classes and Winter term classes, the five business days following the second Thursday in June;
- Spring and Summer term classes, the first or second Saturday following the start of classes in September.

The Registrar may delegate authority to schedule final examinations to Colleges where classes do not conform to the University's [Academic Calendar](#), or in such cases where Colleges want to schedule and invigilate their own deferred, special deferred, and supplemental examinations.

Students granted a deferred, special deferred, or supplemental examination will be assessed the approved fee for such an examination.

#### **College:**

The College must consider all requests for deferred examinations and notify the student, the instructor, and, in the case of approval, the Registrar of its decision within ten business days of the close of the final examination period, and within ten business days of receipt of the application for special deferred examinations. The College, in consultation with the student and the instructor, is responsible for arrangements for special deferred examinations.

A student who has sat for and handed in a final examination for marking and signed the tally sheet will not be granted a deferred examination but may apply for a retroactive withdrawal or a supplemental examination, subject to individual college policy and procedures

Barring exceptional circumstances, deferred examinations may be granted provided the following conditions are met:

- a student who is absent from a final examination for valid reasons such as medical or compassionate reasons may apply to their College for a deferred examination.

- a student who becomes ill during a final examination or who cannot complete the final examination for other valid reasons must notify the invigilator immediately of their inability to finish. The student may then apply for a deferred examination.
- a special deferred examination may be granted to a student who, for valid reasons such as medical or compassionate reasons is unable to write during the deferred examination period. An additional fee is charged for special deferred examinations; otherwise, they are subject to the same regulations as deferred examinations.
- a student must submit their application for a regular or special deferred examination, along with satisfactory supporting documentary evidence, to their College within three business days of the missed or interrupted final examination.

Instructors must provide deferred examinations to the Registrar at least five business days prior to the start of the deferred examination period.

Once the examination is written, the instructor will assign a revised final percentage grade. The grade comment of DEFG (Deferred Final Examination Granted) or SPECDEFG (Special Deferred Final Examination Granted) will be removed from a student's official record. If the examination is not written, the original grade/grade comment submitted by the instructor will stand.

A deferred or special deferred examination shall be accorded the same weight as the regular final examination in the computation of the student's final grade.

### **Exceptions:**

With the approval of the Department Head, or Dean in non-departmentalized Colleges, and the consent of the student, the instructor of a class is allowed some flexibility about the nature of the examination to accommodate the particular circumstances which created the need for the deferred examination. The Registrar must be notified of any departures from the regular form of examination.

The Registrar may arrange for deferred and special deferred examinations to be written at centres other than Saskatoon.

### **Appeal:**

In the case of a disputed final grade, a student is entitled to an Informal Consultation on a deferred or special deferred examination. A Formal Reassessment (re-read) will be granted upon receipt of the appropriate application. For more information about Informal Consultation or Formal Reassessments including deadlines, please see the University Council policy on [\*Student Appeals of Evaluation, Grading and Academic Standing\*](#) and the [\*Procedures for Student Appeals in Academic Matters\*](#).

### **8.6 Supplemental final examinations:**

A student who is assigned a failing grade in a class as a penalty for an academic offence is not eligible to be granted a supplemental examination in that class.

**Examination period:**

The supplemental examination periods coincide with the deferred examination periods. Supplemental examinations resulting from deferred examinations will be specially accommodated.

**College:**

Supplemental final examinations may be granted only according to the following conditions:

- in consultation with the Department concerned, a College may grant a supplemental or special supplemental examination to a student registered in the College. Within the limits defined in this section, the College shall determine the grounds for granting supplemental and special supplemental examinations and the criteria for eligibility. This applies to all students regardless of year.
- factors to be taken into consideration for granting a supplemental or special supplemental examination include but are not limited to: the subsequent availability of the course or an appropriate substitute; the grades obtained by the student in term work; the weighting of the final examination in determining the final grade; the class schedule of the student in the subsequent session.
- supplemental final examinations may be granted under regulations established at the College level except that any student who is otherwise eligible to graduate and who fails one class in their graduating year shall be granted a supplemental examination, provided that a final examination was held in that class. A student who fails more than one class in the graduating year may be considered for supplemental examinations according to the regulations established by the student's College.
- the student must make formal application for a supplemental examination to their College by the stated deadline of the College.
- a special supplemental examination may be granted to a student who, for medical, compassionate or other valid reason, is unable to write during the supplemental examination period. An additional fee is charged for special supplemental examinations; otherwise, they are subject to the same regulations as supplemental examinations.

Once the examination is written, the instructor will assign a revised final percentage grade. The grade comment of SUPPG (Supplemental Final Examination Granted) or SPECSPG (Special Supplemental Final Examination Granted) will be replaced with a grade comment of SUPP (Supplemental Final Examination Written) or SPECSUP (Special Supplemental Final Examination Written) on a student's official record. If the supplemental examination is not written, the original grade submitted by the instructor will stand.

Supplemental examinations shall be accorded the same weight as the original final examination in the computation of the student's final grade. However, College regulations may affect how grades based on supplemental examinations are calculated.

Instructors must provide supplemental examinations to the Registrar at least five business days prior to the start of the supplemental examination period.

### **Exceptions:**

The Registrar may arrange for supplemental and special supplemental examinations to be written at centres other than Saskatoon.

### **Appeal:**

A student is entitled to a Informal Consultation on a supplemental or special supplemental examination. A Formal Reassessment (re-read) will be granted upon receipt of the appropriate application. For more information about Informal Consultations and Formal Reassessments including deadlines, please see University Council policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

### **8.7 Aegrotat standing:**

In exceptional circumstances, in consultation with the Registrar, a student may be offered aegrotat standing (AEG) in lieu of writing the deferred or special deferred final examination, or in lieu of a final grade.

Aegrotat standing can be considered provided the student has obtained a grade of at least 65 percent in term work in the class(es) in question (where such assessment is possible); or, if there is no means of assessing term work, the student's overall academic performance has otherwise been satisfactory; the instructor of the class, along with the Department Head, or Dean in a non-departmentalized College, recommends offering Aegrotat standing, and the student's College approves the award.

### **8.8 Special accommodation for disability, religious, and other reasons:**

a. Students registered with Disability Services for Students may be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations as per the [Academic Accommodation and Access for Students with Disabilities](#) policy).

Students must arrange such special accommodations according to stated procedures and deadlines established by Disability Services for Students. Instructors must provide mid-term and final examinations for students who are being specially accommodated according to the processes and deadlines established by Disability Services for Students

b. Students may also request special accommodation with regard to attendance (including of mid-term and final examinations) for religious reasons.

Students must arrange such special religious accommodations according to stated procedures and deadlines established by the Registrar. Instructors must provide mid-term and final examinations

for students who are being specially accommodated for religious reasons according to the processes and deadlines established by the Registrar.

c. Students who are reservists in the Canadian Armed Forces and are required to attend training courses or military exercises, or deploy for full-time service either domestically or internationally, may be granted special accommodation with regard to attendance, availability of study materials, and scheduling of assessment requirements. Student must arrange such special accommodations in consultation with their instructor. A signed *Student Authority to Travel* form shall be presented in support of any request for special accommodation. Denials of special accommodation may be appealed to the Dean of the instructor's College.

d. Students shall be granted special accommodation due to participation in activities deemed to be official University business. Such activities are considered an important part of student development and include participation in Huskie Athletics, the fine or performing arts, service with student groups or organizations, attendance at conferences, or like activities. Travel time to and from such activities is also considered official University business.

In the event that such activities create a conflict with class work students shall be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements.

Student must arrange such special accommodations in consultation with their instructor. A signed *Student Authority to Travel* form shall be presented in support of any request for special accommodation. Denials of special accommodation may be appealed to the Dean of the instructor's College.

## **9. Procedures for Grade Disputes**

### **9.1 Grade dispute between instructor and department head, or dean in non-departmentalized colleges:**

In the absence of any other approved mechanism to resolve grade disputes between an instructor and Department Head, or Dean in a non-departmentalized College, the following steps, to be completed in a maximum of twelve business days, shall be followed. Students affected shall be notified of any resultant delays in recording their grades:

a. Members of each Department or non-departmentalized College shall agree ahead of time on a conciliation mechanism that the Department or non-departmentalized College will follow in the event of a grade dispute.

b. If five business days following the last day of examinations pass and the Department Head, or Dean in a non-departmentalized College, has not approved the grade report for a class due to a dispute with the instructor, the Department or non-departmentalized College shall immediately commence the conciliation procedure. The Department or non-departmentalized College has five business days to complete this conciliation process.

c. If, after five business days the conciliation procedure does not resolve the dispute, the matter shall be immediately referred to the Dean, or the Provost and Vice President (Academic) in the case of non-departmentalized Colleges, who will set up an arbitration committee within two business days. The committee shall consist of three members: one member nominated by the instructor, one member nominated by the Department Head, or Dean in non-departmentalized Colleges and a chairperson. In the event that one of the parties does not nominate a member, the Dean or Provost and Vice-President (Academic) shall do so. All appointees to the arbitration committee should be members of the General Academic Assembly. The chairperson shall be appointed by the mutual agreement of the nominees for the instructor and the Department Head or, if the two nominees cannot agree, by the Dean. In non-departmentalized Colleges, the chair will be appointed by the Provost and Vice-President (Academic) if the Dean and the instructor cannot agree.

d. Also within two business days of the failure of the conciliation process, the Department Head, or Dean in a non-departmentalized College, must list in writing what material was considered in conciliation. A copy of this list shall be sent to the instructor who must immediately report in writing to the Dean, or Provost and Vice President (Academic) for non-departmentalized Colleges, as to the accuracy of the list. Within the same two business days, the Department Head, or Dean in non-departmentalized Colleges, and the instructor shall forward written submissions with supporting documents to the Dean, or Provost and Vice President (Academic) in non-departmentalized Colleges.

e. Written submissions and all supporting documentation considered in the conciliation (including the list drawn up by the Department Head, or Dean in non-departmentalized Colleges), and the response of the instructor, are to be forwarded to the arbitration committee. The committee shall consider only written submissions and all supporting documentation forwarded during their deliberations. To the extent possible, the arbitration committee will use the same relative weighting of final examination and class work as was used by the instructor in arriving at the final grades.

f. The arbitration committee shall be given a maximum of three business days to complete its deliberations and reach a final decision about the disputed marks. The committee can either uphold the disputed marks or assign new marks. Once the committee reaches a final decision a written report which explicitly outlines the rationale for the decision shall immediately be submitted to the Registrar, with copies to the Dean, Department Head (if applicable), and instructor. Any grade changes required by the decision shall be done by the Registrar.

g. If after three business days the arbitration committee has not submitted a final decision about the disputed marks, the Dean or Provost and Vice-President (Academic) will be notified as to the reasons for the impasse and the arbitration committee will be have two business days to resolve their differences and come to a final decision.

h. If, after two additional business days, an arbitration committee cannot come to a final decision, the Dean, or the Provost and Vice President (Academic) in the case of non-departmentalized Colleges, will reach a final decision about the disputed marks based upon the written submissions and supporting documents. The Dean, or the Provost and Vice President

(Academic) shall immediately submit a written report which explicitly outlines the rationale for the decision shall be submitted to the Registrar, with copies to the Dean, Department Head (if applicable) and instructor. Any grade changes required by the decision shall be done by the Registrar.

i. Once this process is completed, the Registrar shall issue, free of charge, corrected transcripts if any have been previously ordered by the affected students.

## **9.2 Grade dispute between instructor and student:**

Students who are dissatisfied with the assessment of their class work or performance in any aspect of class work, including a midterm or final examination, should consult the University Council policy titled [\*Student Appeals or Evaluation, Grading and Academic Standing\*](#) and the [\*Procedures for Student Appeals in Academic Matters\*](#).

The policies describe the process to be followed in appealing the assessment. Appeals based on academic judgment follow a step-by-step process including consultation with the instructor and re-reading of written work or re-assessment of non-written work.

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR INPUT

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**PRESENTED BY:** Roy Dobson  
Chair, Academic Programs Committee

**DATE OF MEETING:** September 18, 2014

**SUBJECT:** **Proposed Recommendations on Program Evaluation and Approval Processes**

**COUNCIL ACTION:** For input only

**DISCUSSION SUMMARY:**

This item was initially presented for feedback at the June 19, 2014 meeting of Council. In order to encourage more feedback, the Academic Programs Committee has extended the deadline for feedback to October 3, 2014.

The proposed recommendations on program evaluation and approval processes for the Academic Programs Committee (APC) were developed by a Planning Subcommittee of APC, which met four times over the past few months. The subcommittee was established January 8, 2014 for the purpose of reviewing criteria for program evaluation and approval used by APC. Members of the subcommittee were Sina Adl (Chair), Patti McDougall, Russ Isinger, Pauline Melis and Sandy Calver.

The concern of APC which motivated the work of the subcommittee was the university--wide reorientation towards program sustainability and a consideration of university signature areas in the program evaluation and approvals processes. APC sought to clarify the existing criteria used in program evaluations to ensure the approvals process was both consistent and transparent and provided clear direction to proponents on the criteria by which proposals would be evaluated. The hope is this in turn will result in proposals that clearly and directly address program evaluation criteria in a structured and systematic way.

In reviewing the criteria, the subcommittee referred to the [\*Criteria for Evaluation of Program Proposals\*](#). No new program evaluation criteria are proposed. The subcommittee's goal was to develop clear expectations of the need for programs to have a sustainable resource base informed by the TABBS model to ensure that projected program costs could be evaluated objectively by APC, and to ensure that proposals contain evaluation metrics.

APC recognizes that it is important that those who will be using the proposed forms find them useful and to be an improvement over the status quo. As such, APC invites

comments on these forms from Council in order to improve their overall quality.  
Comments may be forwarded to Alex Beldan, committee secretary at [alex.beldan@usask.ca](mailto:alex.beldan@usask.ca)  
by October 3, 2014.

**ATTACHMENTS:**

Memo from APC Planning Subcommittee to APC



# Memorandum

**To:** Roy Dobson, Chair, Academic Programs Committee

**From:** Sina Adl, Chair, APC Planning Subcommittee

**Date:** May 18<sup>th</sup>, 2014

**Re:** APC Planning Subcommittee Recommendations on Program Evaluation and Approval Processes

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Dear Roy,

Attached is a report from the APC Planning Subcommittee on program evaluation and approval criteria, with recommendations for changes to the program evaluation procedure, the criteria used for evaluation, and to the APC worksheet for program evaluation. The APC Planning Subcommittee was established as an ad hoc committee of APC January 8<sup>th</sup>, 2014 for the purpose of reviewing criteria for program evaluation and approval used by APC. The committee was established as a result of discussion following a request from PPC for consultation regarding the TransformUS reports.

The central concern of APC which initiated the work of the subcommittee was a UofS-wide reorientation towards program sustainability and consideration of university signature areas, as embodied in the TransformUS reports. The goal of the review by the subcommittee was to make use of existing criteria to develop clear expectations informed by the TABBS model. The expectations developed by the subcommittee prioritize approval of programs with a sustainable resource base that further university signature areas and that are aligned with integrated planning processes. Developing the ability to assess programs in light of these expectations has involved a refining of existing program evaluation criteria to ensure that projected program costs can be evaluated by APC at an adequately abstract level, and to ensure that new program proponents are providing adequate metrics such that the success of approved programs can be evaluated in the future. Specifics are provided in the attached report.

On behalf of the APC Planning Subcommittee, I look forward to discussing the attached report with recommendations at the next meeting of APC.

Sina Adl

# Report from APC Planning Subcommittee

## 1. APC Planning Subcommittee Terms of Reference:

Purpose: To review the criteria for program evaluation and approval used by APC, and the APC worksheet for program evaluation

Membership: Sina Adl, Patricia McDougall, Russ Isinger, Pauline Melis, Sandra Calver

Task and Reporting: The committee will meet as necessary to review the criteria and procedures used for evaluating and approving programs by APC. The committee will submit in its report recommendations for changes, where necessary, to: the procedure followed by APC; the criteria used for evaluation; and to the worksheet. In this task, the committee will take into consideration the university signature areas, the IP3, and the impact of program costs. In particular, the report should provide recommendations as to how APC can evaluate a proposed program's cost, and how to measure a program's success. The committee shall submit its written report to the chair of APC no later than 30th March 2014.

The committee's responsibilities and term ends with submission of the report.

NOTE: due to meeting time restrictions the committee requested and obtained an extension to May 30<sup>th</sup>.

## 2. Documents considered by the task force:

- PPC of Nov 18 2010 Agenda item 9.1, Template for Notice of Intent for New Programs
- Also of PPC November 2010, Notice of Intent for New Programs (purpose of)
- Budget Requirements for new Programs and Major Revisions
- APC Information Guide for Course and Program Deletions
- PPC January 25 2007 agenda item 12.1," Issues and Criteria when considering viable enrolment at the U of S"
- Criteria for Evaluation of Programs at the U of S, and the Committee Worksheet for Evaluation of Program Proposals
- A review of Program Approval Process across comparable Canadian universities

## 3. Committee meeting dates:

February 26, 2014  
 March 19, 2014  
 April 1, 2014  
 May 6, 2014

## 4. Report:

- We propose a fillable form based on the approved documents and criteria that exist, that specify in order the required information. This will help to make sure each item is addressed in a similar format between proposals considered. A draft of the form content is provided.
- The budget requirement is transferred into a TABBS format, which contains two forms, for units to articulate the feasibility and viability of the program expectations.

- The Dean's (or equivalent) signature on the proposal is required prior to submission of the proposal to PPC and APC.

**5. Attached Forms:**

- New program proposal and evaluation form
- Criteria for Evaluation of Program Proposals at the University of Saskatchewan, 2011 (*a summary of procedural and policy documents as reported to or approved by Council from 1996 to 2007*).
- Proposed Committee Worksheet for Evaluation of Program Proposals
- Proposed Budgetary Assessment Worksheet

## New program proposal &amp; program evaluation form

Home Department &amp; College

Proposed name of program

1. Academic justification:
  - a. Describe why the program would be a useful addition to the university, from an academic programming perspective.
  - b. Specify how the new program fits the university signature areas and integrated plan areas, and the college/school, and department plans.
  - c. Who are the targeted student groups for this program?
  - d. What are the strategic objectives for offering this new program?
  - e. What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?
2. Description of the program
  - a. What are the curricular objectives, and how are these accomplished?
  - b. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming.
  - c. Provide an overview of the curriculum mapping.
  - d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.
  - e. Explain the comprehensive breadth of the program.
  - f. Referring to the university "Learning Charter", explain how the 5 learning outcomes are addressed.
  - g. Describe how students can enter this program from other programs (program transferability).
  - h. Are there opportunities for degree laddering?
  - i. If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.
  - j. What are the degree attributes and skills acquired by graduates of the program?
3. Consultation
  - a. Describe how the program relates to existing programs in the department, in the College or School, and with other Colleges. Establish where students from other programs may benefit from courses in this program.

- b. List units that were consulted formally, and provide a summary of how you have addressed the concerns that were raised. Attach the relevant communication in an appendix.
- c. List other pertinent consultations and evidence of support, if applicable (eg. professional associations, accreditation bodies, potential employers, etc.)

#### 4. Budget

- a. How many instructors will participate in teaching, advising and other activities related to program delivery? (estimate the percentage time for each person). Table to fill here: faculty, sessional, ASPA; PT/FT, LTA
- b. What courses or programs are being eliminated in order to provide time to teach the additional courses?
- c. How is the teaching load of each unit and instructor affected by this proposal?
- d. Describe how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, class room availability, studio/practice rooms laboratory/clinical or other instructional space requirements.
- e. What are there scholarships students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?
- f. What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)
- g. What is the enrolment target for the program? How many years to reach this target?
- h. What are the total expected revenues at the target enrolment level?
- i. At what enrolment number will the program break even?
- j. Describe in which fiscal year and how this program proposal is budgeted.
- k. Describe how the program will be reviewed and modified over the next 3 years. Specify the criteria that will be used to evaluate whether the program is a success 3 years after full implementation.

END.



## Academic Programs Committee of Council

### Criteria for Evaluation of Program Proposals at the University of Saskatchewan

*Based on procedural and policy documents as reported to or approved by Council from 1996 to 2007*

#### 1. Overall Framework for Program Evaluation

Of primary importance to the University of Saskatchewan is that academic programs:

- be of *high quality*
- be in *demand* by students and the public
- *use resources efficiently*

In addition to the three primary characteristics related to quality, demand and resources, for some programs it is also important to consider:

- the *unique* features of a program, and
- the *relevance* of the program to Saskatchewan

We must also keep in mind other of the *University of Saskatchewan Objectives* including our commitment to fair and equitable *access* to our programs, to *equity*, to *environmental responsibility*, and to an *international perspective* in our endeavours.

The University is committed to developing programs which exhibit the three primary characteristics above, recognizing that our present program strengths lie with the programs which exhibit those characteristics. Programs should be assessed so as to direct change both in terms of programming and resource allocation; i.e., to determine how/why they do not meet criteria and whether changes to remedy the situation are feasible.

The unique features of a program and its relevance to the province should be viewed as characteristics of secondary importance, having first established the quality of, demand for, and costs associated with a program. Certain core disciplines/programs represented within any university are not expected to be unique. However, it is still possible that instructional methods or particular sub-specializations might be described as unique within the province or region. On the other hand, being 'unique' assumes greater importance where the cost of delivering a program is high or demand for the program is low. The importance or relevance of a program to the province may relate to building on economic or other strengths which already exist. On the other hand, a program may serve as a nucleus contributing expertise and services which would otherwise be unavailable to the community.

The Table which follows identifies essential components for each of the primary characteristics and general criteria associated with them. The components are not necessarily independent and therefore similar criteria may appear for different components; e.g., both curriculum and

learning environment have a criterion related to education equity. The relative importance of criteria for different types of programs can vary.

<b>A Framework for Evaluation of Academic Programs</b>		
<b>Characteristics</b>	<b>Components</b>	<b>Criteria</b>
High quality	Curriculum	<ul style="list-style-type: none"> <li>• curriculum is designed to meet the objectives for the program (e.g. array and sequence of courses, modes of instruction and evaluation, development of skills, acquisition of knowledge, synthesis of information).</li> <li>• program provides students with the elements of a liberal education by encouraging the development of broadly informed, reflective and literate minds capable of independent and critical thinking.</li> <li>• program includes opportunities for synthesis, application and integration of knowledge within and between disciplines.</li> <li>• program is current, both in content and modes of instructional delivery, and reflects a responsiveness to changes in the discipline.</li> <li>• curriculum reflects the goals of education equity.</li> <li>• curriculum provides sufficient flexibility to individual students to choose courses according to their own interests within and outside their major discipline (e.g. electives).</li> <li>• program meets or exceeds accreditation and/or national standards (if they exist).</li> </ul>
	Faculty	<ul style="list-style-type: none"> <li>• faculty responsible for/involved in program are well-qualified; i.e., have the appropriate academic and/or professional qualifications to support and develop the program. In the case of graduate programs, this includes active involvement in scholarly work.</li> <li>• faculty maintain and update the skills and knowledge appropriate to their discipline through involvement with academic, professional and/or scientific organizations.</li> <li>• faculty are nationally/internationally recognized for their scholarly and/or professional work; e.g., have obtained awards and/or local/national/international invitations to present their work to colleagues in their discipline.</li> <li>• scholarly work of faculty has made a significant contribution to the discipline. faculty are committed to developing their teaching skills.</li> <li>• faculty are successful in obtaining external research support.</li> </ul>
	Learning Environment	<ul style="list-style-type: none"> <li>• students are involved in evaluating instruction and perceive instruction is effective.</li> <li>• program incorporates a variety of modes of instruction, accommodates different learning styles and, where possible, allows flexibility in scheduling.</li> <li>• teaching within the program demonstrates responsiveness to new developments in the field, including incorporating practical experiences, where appropriate.</li> <li>• program integrates teaching and scholarship.</li> <li>• approaches to instruction and students reflect a commitment to the goals of education equity.</li> </ul>

		<ul style="list-style-type: none"> <li>• instructional methods and philosophies are consistent with program objectives.</li> <li>• scholarly work of faculty enhances the learning environment.</li> </ul>
	Infrastructure	<ul style="list-style-type: none"> <li>• adequate numbers of appropriately trained staff are available to support the program.</li> <li>• necessary facilities and equipment are provided.</li> <li>• appropriate library resources are available.</li> <li>• the organization and administration of the program and the academic unit(s) delivering the program are effective and supportive of the program.</li> </ul>
	Outcome	<ul style="list-style-type: none"> <li>• program achieves its educational objectives.</li> <li>• students are satisfied that the program has helped them achieve their personal and/or professional goals.</li> <li>• students completing graduate programs are 'successful' in that they find employment or pursue endeavours which utilize the advanced training in their field of study.</li> <li>• the academic load does not impose undue barriers to completion such that students can complete the program in the regular allotted time.</li> <li>• qualifications/education of students graduating from specific 'professional' programs are acceptable to licensing bodies and/or employers.</li> <li>• students are successful in national/international examinations or competitions.</li> <li>• employers or subsequent graduate supervisors are satisfied with the performance and academic preparation of students.</li> </ul>
In demand	Student demand, Market demand and/or societal need	<ul style="list-style-type: none"> <li>• interest by students of the Province is sufficient to establish or to maintain a program and to allocate resources to it.</li> <li>• market demand (provincial, national) for graduates justifies the size of the program which is offered by the University.</li> <li>• the program attracts outstanding students from within and outside the Province, while still providing general access to other applicants.</li> <li>• high demand for junior 'service' courses is sufficient to maintain some programs within an academic area.</li> </ul>
Uses resources efficiently		<ul style="list-style-type: none"> <li>• program is delivered in a cost-effective manner, relative to other similar programs.</li> <li>• where student demand for a program is low, high demand for 'service' courses justifies maintenance of the area of study and the incremental cost of offering the program is low.</li> <li>• major areas of research, scholarly or artistic work are associated with opportunities for graduate education.</li> </ul>
Unique  Relevant to the province		<ul style="list-style-type: none"> <li>• program is unique in content (e.g. specialization) and/or approach - nationally, regionally (Western Canada), provincially [in descending order of priority].</li> <li>• program builds on and contributes to the cultural and economic strengths of Saskatchewan.</li> <li>• faculty and other personnel associated with the program provide services and expertise otherwise unavailable.</li> </ul>

## **2. Agreement with the College of Graduate Studies and Research regarding procedures for review of graduate program proposals**

With the goal of reducing duplication of effort, the Academic Programs Committee and the Dean of the College of Graduate Studies and Research have agreed to follow this procedure:

- **College of Graduate Studies and Research (CGSR)** will conduct a comprehensive and thorough review of the nature of the program, particularly the curriculum, the program requirements, the program rationale, the faculty credentials associated with the program delivery and a judgment of the faculty's ability to deliver the program, the program content, the relationships with other units who may be involved in program delivery, the budgetary requirements for program delivery, and the general "fit" of the proposed program with other similar programs (in a provincial and national context) and with the requirements of the College. The process followed by the review, the nature of the discussions at college committees, interactions of the CGSR with the college or department making the proposal, committee and college observations and conclusions, and the general assessment should be documented in a comprehensive report which will be forwarded to the APC for its review. That report should include the following:

- a recommendation from the CGSR;
- a description of the process followed by the college in arriving at the recommendation;
- a description of the issues noted in the paragraph above;
- a description of the relationship of the proposal to recommendations arising from Systematic Program Review (if applicable); (where applicable, the acceptability of the response<sup>1</sup>, particularly the action response for 'C-rated' programs, from the CGSR will be provided, including the feasibility of continued admissions);
- a description of any concerns/issues arising at the CGSR committees reviewing the program and the responses provided (if any);
- a statement by the Dean on the relationship of the proposed program to other programs offered by the sponsoring unit, the track record of the sponsoring unit, a descriptive account of where and how the program fits, supports and/or enhances the initiatives identified in the CGSR and sponsoring college plan, and a statement on the relative priority attached to the proposal within the overall structure of graduate programs offered by the University of Saskatchewan.

**Academic Programs Committee** will review the program proposal to determine its general "fit" with the University's *Strategic Directions, Foundational Documents, Integrated Plan, Systematic Program Review* recommendations, any other Council-approved policies that might arise from time to time, and on its relationship and fit with the College of Graduate Studies and Research plan as well as the sponsoring unit's plan. In particular, the APC will focus its discussions on the program rationale and its relationship to the University's and college's stated priorities. In other words, the APC will rely heavily on the CGSR to conduct a thorough review of the program from the viewpoint of objective assessment, not advocacy. The APC will act primarily as a "review and assessment" body; APC will, however, reserve the right to review a proposal thoroughly should continued questions arise from the initial CGSR review

*This Summary is based on the following reference documents:*

*Framework – April, 1996; APC review guide -- March, 1997; Graduate program review guide – June, 2004; Planning review guide – January, 1999; Dissolution of Budget Committee, creation of Planning & Priorities Committee, changes to Academic Programs Committee terms of reference - May, 2007*



## Academic Programs Committee of Council

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### COMMITTEE WORKSHEET for Evaluation of Program Proposals

#### Program

#### Discussion Leaders:

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#### Program Proposal Document -- please note any missing components:

1.  Proposal Identification

2.  Type of change

3. Rationale

- Program objectives  Need for the program  Demand  Uniqueness  Expertise of the sponsoring unit  
 Relationship to college plans and to SPR or other review recommendations

4. Description of Program Characteristics

- Draft Calendar entry  Consultation Form with Registrar

5. Resources

- Impact on resources used by existing programs  Whether the program be handled within the existing resources of the department or college  How any required new resources will be found

- Memo from Dean about resources

- Consultation Forms if required for  Library  Information Technology  Physical Requirements

6. Relationships and Impact of Implementation

- Impact  on department activities  on students  on other departments or colleges;

- Consultation process;  Consultation memos

7. Budget

- Whether budget allocations within the department or the college will change

- Consultation with College Financial Analyst  Budget Form if required
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**Program Justification**

- Is the rationale and objectives for the program or the change in program clearly stated?
- Is the program unique in content and/or approach?
- Is the program relevant to the mission and objectives of the University?
- Is there evidence of demand for the program?
- Is the program appropriate to a university?

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**Nature of the Program**

- Is the curriculum designed to meet the objectives of the program?
- Do the instructional methods and philosophies match the program objectives?
- Does the program encourage the development of broadly informed, reflective and literate minds capable of independent and critical thinking?
- Does the program include opportunities for synthesis, application, and integration of knowledge within and between disciplines?
- Is the program current, both in content and modes of instructional delivery, and responsive to changes in the discipline?
- Does the curriculum reflect the goals of education equity?
- Does the curriculum provide sufficient flexibility to individual students to choose courses according to their own interests within and outside their major discipline (e.g. electives)?
- Does the program meet or exceed accreditation and/or national standards (if they exist)?
- Is the proposed program comprehensive and cohesive?

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**Relationships**

- How does the program relate to existing programs? Is there duplication? If so, is there justification for proceeding?
- Has there been consultation with other Colleges/departments/units or interested parties and is there evidence of their support? If there is a lack of support, is there justification to proceed?
- Has the transition between the new and previous programs been articulated and its impact on students been considered?
- Is the program within the domain of expertise and administrative purview of the sponsoring unit?
- What response to the proposal, if any, has been provided by professional associations or the community?

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**Resources**

- Are there sufficient numbers of appropriately qualified faculty and staff to support the program?
- Are the necessary resources and structures available to support the program (e.g. space, laboratories, library, computing, equipment and administrative structure)?
- Is another program being deleted by the sponsoring unit as part of the proposal? Are there other internal trade-offs?
- Budgetary areas: full costing of resource requirements (capital and start-up costs; permanent operating costs); sources of funding; enrolment (tuition revenue) - enrolment increases and decreases in courses in the sponsoring college/department, and in courses in the other colleges/departments

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**Overall**

- Given the information supplied, the responsibility to balance academic and fiscal considerations, and the University's overall objectives, plans, and priorities, should this proposal be recommended to Council for approval?
- What are the College's plans for its future direction or development (in this area)? How does this proposal fit into college and university plans?
- How will this proposal foster excellence in teaching, research, scholarly and artistic work, public service and extension?
- How does the College propose to evaluate the effects of implementing this proposal?
- What is the likely impact of the proposed program on the sponsoring College /Department?
- What is the likely economic impact, if any, of this proposed program on the Province?
- What is the track record of the sponsoring college(s) in managing their academic and fiscal affairs (as evidenced by recent systematic program reviews and graduate program reviews)?
- Should the Committee request a post-approval program review?

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**Any Other Issues?**


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## Cumulative projected impact on TABBS Mode: using TABBS model reference figures plus projected incremental impact, excluding potential new

	TABBS Model Reference Figures (2011-12)	2014/15	2015/16	2016/17	Total
<b>Operating Grant</b>					
Total instruction (FTE) for Program Delivery					\$ -
Research					\$ -
Targeted Funding					
Directed Funding					
<b>Tuition</b>					
Undergraduate - Enrolment					
Undergraduate - Instruction					\$ -
Graduate - Enrolment					\$ -
Graduate - Instruction					\$ -
Graduate - Supervision					\$ -
<b>Total Revenues *</b>		\$ -	\$ -	\$ -	\$ -
<b>Allocated Expenses</b>					
Research Support					\$ -
Student Support (classrooms, SESD, university managed scholarships)					\$ -
Graduate Support (research grants and contracts)					\$ -
Graduate Support (scholarships from college)					
Graduate Support (general support from university)					\$ -
Faculty/Staff Support (FSD, instruction, provost)					\$ -
General Occupancy					\$ -
Utilities					\$ -
Caretaking					\$ -
Leases					
Health Sciences					
General Support from College or School					\$ -
<b>Total Expenses</b>		\$ -	\$ -	\$ -	\$ -
<b>TABBS Model Surplus/(Deficit)</b>	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Projected Direct Operating Expenses **</b>					\$ -
<b>Net Projected Surplus/(Deficit)</b>	\$ -	\$ -	\$ -	\$ -	\$ -

**UNIVERSITY COUNCIL**  
**NOMINATIONS COMMITTEE**  
**REQUEST FOR DECISION**

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**PRESENTED BY:** Ed Krol, Chair  
Nominations Committee of Council

**DATE OF MEETING:** September 18, 2014

**SUBJECT:** **Scholarships and Awards Committee**

**DECISION REQUESTED:**

That Council approve the nominations of Robert Scott, Department of Chemistry and Ravi Chibbar, Department of Plant Sciences to the Scholarships and Awards Committee, for three-year terms respectively ending June 30, 2017.

That Council approve the nomination of Ravi Chibbar, to serve as Chair of the Scholarship and Awards Committee for a one-year term ending June 30, 2015.

**ATTACHMENTS:**

1. Scholarships and Awards Committee Membership

## SCHOLARSHIPS AND AWARDS COMMITTEE

- Grants awards, scholarships and bursaries which are open to students of more than one college or school, advises Council on scholarship and awards policies and issues.
- Membership comprises 9 members of the GAA, at least 3 of who are elected members of Council

### Council Members

<del>James Montgomery (Chair)</del>	<del>Small Animal Clinical Sciences</del>	<del>2015</del>
<b>Ravi Chibbar</b>	<b>Plant Sciences</b>	<b>2017 (Chair)</b>
Kathleen Solose	Music	2016
Frank Klaassen	History	2017

### General Academic Assembly Members

Carol Henry	Pharmacy and Nutrition	2015
Curtis Pozniak	Plant Sciences	2016
Maxym Chaban	Economics	2017
Alexey Shevyakov	Mathematics and Statistics	2016
Sonia Udod	Nursing	2015
<del>Bonne Stelmach</del>	<del>Educational Administration</del>	<del>2017</del>
<b>Robert Scott</b>	<b>Chemistry</b>	<b>2017</b>

### Other members

Alison Pickrell	[Provost designate] Director, Enrolment Services ( <i>ex officio</i> )
Wendy Klingenberg	[SESD designate] Assistant Registrar, Awards and Financial Aid ( <i>ex officio</i> )
Heather Lukey	[Dean of Graduate Studies and Research designate] Director of Graduate Awards and Scholarships ( <i>ex officio</i> )
Heather Magotiaux	Vice-President University Advancement ( <i>ex officio, non-voting</i> )
Desiree Steele	[USSU designate ] VP Academic, USSU
Mohammad Rafati	[GSA designate] VP Finance, GSA
Graeme Joseph ( <i>to be confirmed</i> )	Student representative from the Aboriginal Students' Centre or College Undergraduate Affairs Office

### Resource members

Heather Lukey	Director of Graduate Awards and Scholarships
Jim Traves	Director of Finance and Trusts
Wendy Klingenberg (Secretary)	Assistant Registrar, Awards and Financial Aid, SESD

**UNIVERSITY COUNCIL**  
**NOMINATIONS COMMITTEE**  
**REPORT FOR INFORMATION**

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**PRESENTED BY:** Edward Krol, Chair,  
Nominations Committee of Council

**DATE OF MEETING:** September 18, 2014

**SUBJECT:** **Call for Nominations of GAA members to serve on the Search Committee for the President**

**COUNCIL ACTION:** For information only

**DISCUSSION SUMMARY:**

The [Search and Review Procedures for Senior Administrators](#) call for four members of the General Academic Assembly (GAA) to serve on the Search Committee for the President. The Nominations Committee is inviting expressions of interest from or on behalf of members of the GAA to serve on the Search Committee for the President. These expressions of interest should be sent to [sandra.calver@usask.ca](mailto:sandra.calver@usask.ca) by **Thursday, September 25, 2014**.

The call for expressions of interest is intended to assist the Nominations Committee in identifying interested GAA members, but does not preclude the possibility of nominating a GAA member who has not already expressed interest, either through this process or previously. The Nominations Committee plans to submit its nominations for the search committee to Council at the October Council meeting. Nominations can also be made from the floor.

**ATTACHMENTS:**

1. Excerpts from the Search and Review Procedures for Senior Administrators, March, 2011

## **Excerpts from the University of Saskatchewan Search and Review Procedures for Senior Administrators Approved March 4, 2011**

### **PRINCIPLES for SEARCHES**

#### **Purpose**

The purpose of the search process is to identify a number of outstanding candidates, based on the position profile, from which a recommendation for appointment shall be made.

#### **Transparency**

The search process, procedures and composition of the search committee shall be readily available and accessible to all interested parties. The search committee shall ensure consistent and meaningful communications to the community and the candidates about the process as it unfolds.

The principle of transparency must be balanced against the requirements of the search. Accordingly, the initial list of candidates will not be made public. When a short list of candidates has been established it is the responsibility of the search committee to determine whether the search will be confidential or open. If there is evidence presented to the search committee that the search will be disadvantaged by requiring public presentations of the short-listed candidates, the committee, at its discretion, may continue the search process in confidence. In the absence of such evidence, the committee is encouraged to make every effort to involve faculty and staff through such means as forums or seminar presentations.

#### **Accountability**

...<sup>1</sup>The report shall provide a rationale for the committee's recommendation and include the majority and minority views (if any) held by committee members.

#### **Confidentiality**

Information or documentation relating to any candidate will not be shared beyond the committee without the express permission of that candidate.

The deliberations and documentation of the committee will not be shared beyond the committee except for the purposes of accountability as described above.

#### **Representation**

Those constituencies most directly affected by the position should be represented in the search process subject to reasonable limits on the size of the search committee.

#### **Consultation**

The process shall include broad and extensive consultations with the University community and external constituencies regarding the University's strategic needs as they relate to the position and the attributes and skills required of candidates to meet those needs. It is critically important that all committee members are working from the same base of information and that the significance of that information is considered by the entire committee.

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<sup>1</sup> Those segments of the procedures that refer to search procedures specific to other senior administrative positions have been deleted and are marked with ellipses throughout. The full search and review procedures can be found at: <http://www.usask.ca/secretariat/>

**Timeliness**

Search committees should be formed expeditiously and begin work in a timely fashion to ensure the transition between academic administrators occurs as smoothly as possible. Acting appointments should be avoided whenever reasonably possible.

**Respect**

The search process will be respectful of all groups and individuals involved in the process, including the candidates.

**Equity**

The search committee will conduct its work in accordance with the University's employment equity policies.

**Conflict of Interest**

Any real or perceived conflict of interest by a search committee member shall be identified and disclosed as soon as a committee member becomes aware of it so that it may be appropriately considered by the committee. There are many possible relationships or interests that could constitute conflict of interest (see the University's Conflict of Interest policy for a more complete discussion) but in particular, a committee member is in conflict of interest if he or she is biased for or against a candidate. If a committee member is considered by the committee to be, or to be seen to be, in conflict of interest, the committee member shall be excused.

**Role of Individual Search Committee Members**

The search committee is a deliberative body. While individual members bring the perspective of those constituencies most directly affected by the incumbent they are not explicitly representatives of those groups in the sense of a constituent assembly. Rather, their role on the committee is to exercise their independent judgment to seek the best candidate for the position. Input or feedback to the committee from constituent groups or individuals should be provided to the chair for the benefit of the entire committee.

**Finite Role of the Search Committee**

The work of the search committees is important but it is transitory: appointees and incumbents have no obligation to the search committee subsequent to their appointment. The accountability of positions is identified in the written profile of the position.

**GENERAL PROCEDURES FOR SEARCHES****APPOINTMENT PROCEDURES**

The Board of Governors appoints the University's senior administrators. ... the Search Committee for the President reports directly to the Board. The report shall provide a rationale for the committee's recommendation and include the majority and minority views (if any) held by committee members. Ideally, committee members would have an opportunity to review the report before it is submitted. It is useful to distinguish between preferred candidates and acceptable candidates. Ideally, the chair and the majority of the committee will come to agreement on the preferred candidate. If there are differing views between the chair and the majority of the committee on the preferred candidate, it is critical that there be agreement on acceptable candidates, and the chair may recommend any acceptable candidate to the President. ...

For the appointment of the President, the search committee will submit to the Board the name of the preferred candidate with a comprehensive report outlining the committee's assessment of the candidates. This report shall be presented for advice to the Board at a joint meeting of the search committee and the Board of Governors.

...

Normally terms of office for all positions will not exceed five years. If the requirements of a position are such that the selected candidate comes from outside of the University community and would not have an academic appointment to return to, the appointment may be made with or without term.

## **SEARCH PROCEDURES**

1. In the penultimate year of the term of the incumbent, a search committee shall be struck.
2. The committee will normally be chaired by the individual to whom the appointee will report.
3. The composition of the committee shall be made public.
4. If a committee member ceases to serve for any reason prior to interviews with candidates, a replacement shall be appointed by the same process and from the same constituency as the member withdrawing. If candidate interviews have commenced, the committee member will not be replaced.
5. Any conflict of interest or perceived conflict of interest of any member, as described in the University's Conflict of Interest Policy, will be promptly disclosed by the member to the committee, so that it may be appropriately considered by the committee to determine whether the member shall resign.
6. Subject to the approved principles and procedures for searches and reviews, the committee shall establish its own procedures. It is critically important that all committee members are working from the same base of information and that the significance of that information is considered by the entire committee. Accordingly at its first meeting the committee should establish such matters as quorum, attendance expectations, and information gathering procedures.
7. A search consultant, if retained, shall be advisory to the search committee. Search consultants are highly knowledgeable in their own right and if retained their services should be used in such a way that the committee receives maximum benefit from their expertise.
8. The committee shall review the position profile and may recommend revision. The search parameters for the position should be based on the position profile. If the search committee finds that it is seeking qualities in the applicants that are not implied by the position profile, the committee should either recommend revision of the position profile or adjust its expectations of applicants to match the profile.
9. For a Presidential search, the committee will provide the opportunity for interested members of the University community to provide written comments on the strategic goals and objectives of the University, and on the progress made or problems encountered in achieving those goals and objectives. All submissions must be written and signed and will be acknowledged and treated in confidence. Electronic submissions are acceptable with provisions made to confirm the authenticity of the author. ...
12. For all senior administrative positions, excepting internal searches for Associate Deans and Associate Directors, the committee shall conduct an extensive search. Although the committee may determine the most appropriate means and methods of obtaining applications and nominations,
  - a) the position will be advertised in appropriate publications; and by appropriate electronic means
  - b) other institutions may be canvassed for nominations; and
  - c) nominations will be invited from faculty;
  - d) a search consultant may be employed.
10. Searches for senior administrators should commence in a timely manner. Whenever possible the search, including for newly-created positions, should begin far enough in advance that an appointment can be made without the necessity for an intervening acting appointment.
11. A report will accompany the search committee recommendation, which details the process followed and the majority and any minority views of members as described in the "Appointment Procedures" above.

12. Situations may arise when a search is considered failed. A search is declared failed by the President or Board. For example, a search may be declared failed if the chair and the search committee cannot come to an agreement on an acceptable candidate to recommend for appointment. If the President declares a search failed, the search committee may be reconstituted and may or may not consist of new membership, as determined by the President. If the Board declares a search failed, the Board will decide how to proceed.

#### **SEARCH AND REVIEW COMMITTEE COMPOSITION BY CATEGORY**

The search/review committee is intended to bring the perspective of constituent groups. The desire to provide broad perspective must be balanced against the desire to ensure the size of the committee is functional.

The individual to whom the incumbent will report will normally chair the search or review committee.

Staff representation will not normally be included except for those searches or reviews where the incumbent has a broad responsibility for oversight of large administrative units.

The search/review committee will normally include an undergraduate student and may include a graduate student. If no graduate student is included on the committee, the undergraduate student will be directed to consult with graduate students in the college respecting the needs of the position.

For those searches/reviews where the incumbent has significant interaction and impact upon the wider community and no professional organization represented on Senate is closely related to the college, representation will include a member of University Senate appointed by the Senate Nominations Committee. If a professional organization is closely associated with a college and is represented on University Senate, the search/review committee will include a member of the professional association, selected by the professional association, as a representative of the public at large. If more than one professional association is associated, the Senate Nominations Committee will select the association to be represented. Under unique circumstances, more than one professional association may be represented as determined by the Board following a formal request from the College Faculty Council.

Search/review committees shall ordinarily be composed of the following as members across the general categories of senior administrative appointments.

The following interpretations apply:

Board means the Board of Governors of the University of Saskatchewan

Council means the University of Saskatchewan Council

GAA means the General Academic Assembly of the University of Saskatchewan

GSA means the University of Saskatchewan Graduate Students' Association

Senate means the University of Saskatchewan Senate

USSU means the University of Saskatchewan Students' Union

**SEARCH/REVIEW COMMITTEE COMPOSITION:**

**PRESIDENT**

Chair - Chair of the Board

Two members of the Board selected by the Board

One member of the Senate selected by Senate Nominations Committee

Two Deans or Executive Directors of schools, appointed by the Deans

Four members of the GAA selected by Council

Two students, one who is President of the USSU and one who is President of the GSA