

AGENDA
2:30 p.m. Thursday, May 21, 2015
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 20th year of the representative Council.*

1. Adoption of the agenda
2. Opening remarks
3. Minutes of the meeting of April 16, 2015
4. Business from the minutes
5. Report of the President
6. Report of the Provost
7. Student societies
 - 7.1 Report from the USSU (verbal)
 - 7.2 Report from the GSA (verbal)
8. Planning and priorities committee
 - 8.1 Request for decision: Name change from Department of Native Studies to Department of Indigenous Studies

That the Department of Native Studies be renamed the Department of Indigenous Studies, effective June 1, 2015.
9. Academic programs committee
 - 9.1 Request for decision: Certificate of Leadership in post-secondary education

That Council approve the Certificate of Leadership in Post-Secondary Education, effective September 1, 2015.
 - 9.2 Request for input: Academic Courses Policy
 - 9.3 Item for information: M.A. Project Option in Political Studies
 - 9.4 Item for information: Revision to the Proposal for Academic or Curricular Change Form

10. Scholarship and awards committee

10.1 Item for information: Year-end report

11. Nominations committee

11.1 Request for decision: Committee nominations for 2015-16

That Council approve the nominations to University Council committees, Collective Agreement committees, and other committees for 2015-16, as outlined in the attached list.

12. Other business

13. Question period

14. Adjournment

*Next meeting June 18, 2015 – Please send regrets to Lesley.Leonhardt@usask.ca
Deadline for submission of motions to the coordinating committee: June 2, 2015*

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

Jonathan Kaplan and Edward Kaplan presented a tribute to their father David Kaplan, Professor Emeritus of the Department of Music.

The chair called the meeting to order at 2:35 p.m., observing that quorum had been attained.

1. Adoption of the agenda

KALYNCHUK/KROL: To adopt the agenda as circulated.

CARRIED

2. Opening remarks

Dr. Kalra welcomed all members and visitors in attendance and recognized the presence of Lee Ahenakew, vice-chair of the Board of Governors. The chair also introduced Rajat Chakravarty, president elect of the Graduate Students' Association (GSA) and GSA executive members David Bennett, vice president finance elect and Natalia Terekhova, vice president external elect. The chair provided the usual procedures for debate and discussion.

Elizabeth Williamson, university secretary, announced that Dr. Kalra had been re-elected by acclamation to a further two-year term as chair until June 30, 2017 and expressed her pleasure at continuing to work with Dr. Kalra over his term.

3. Guest presentation by Professor Emeritus Stuart Houston in recognition of the 20th year of Council: The Honorable Sylvia Fedoruk, Saskatchewan's Leading Lady

The chair introduced Stuart Houston, author and professor emeritus of the Department of Medical Imaging and Radiology, and welcomed guests Audrey Siemens, Merle Massey, chancellor emerita Peggy McKercher, and Matt Dalzell, Communications Manager of the Sylvia Fedoruk Canadian Centre for Nuclear Innovation. Dr. Houston expressed his pleasure at providing a personal and informal tribute to Professor Emerita and former Lieutenant Governor Sylvia Fedoruk. Sharing personal anecdotes and photographs, Dr. Houston relayed Dr. Fedoruk's numerous academic and athletic accomplishments, personal attributes, and many awards and honours, including Dr. Fedoruk's induction into the prestigious Canadian Medical Hall of Fame.

4. Minutes of the meeting of March 19, 2015

There was one correction to the minutes, to replace "Tri-council" with "Tri-agency" in the first sentence of the last paragraph on page 5 of the Council agenda package.

KALYNCHUK/LABRECQUE: That the Council minutes of March 19, 2015 be approved as amended.

CARRIED

4.1 Business from the minutes

The chair made note of two items arising from the minutes: A question of Karen Chad, vice-president research in reference to the Tri-agency Open Access Policy on Publications and a question directed to the president regarding the university's recent marketing campaign, "Knowledge is beautiful."

Dr. Chad indicated the policy question related to how the university would comply with the Tri-agency Open Access policy to make grant results known to researchers. In response, she reported that the new UnivRS system would accommodate the policy requirements and enable researchers to access the results of grant funding at no financial cost. She committed to keeping Council informed as each stage of the UnivRS system unfolds to the university community.

Dr. Barnhart, interim president spoke of the value of the marketing and advertisements the university is placing under the theme, "Knowledge is beautiful. " He indicated that his understanding was that the question was whether it was necessary to have such a campaign when there are faculty members able to spread the good work of the university at conferences and through other venues. He acknowledged that the university very much relies on the efforts of faculty members to attract new faculty members and students, but that advertisements also spread the work of the university. When a reputational survey is done, it is difficult for respondents to provide an opinion if they have no recognition at all of the U of S. The ads of the current campaign have been placed in the *Star Phoenix*, *The Globe and Mail*, in airports, on billboards, and extensively in Calgary as part of a recent campaign in that city. Having just returned from Calgary after meeting with alumni and guidance counselors there, he personally noted the value of the current marketing campaign in influencing students to attend the U of S.

5. Report of the President

The president congratulated Dr. Kalra on his election as chair and recalled to members Dr. Kalra's perfect attendance record as chair at Council meetings over the past four years. Dr. Barnhart also expressed his own personal sadness at the passing of Dr. Kaplan.

With respect to his written report, the president highlighted three key points: the university's support of transgender students as evidenced by the recent flag-raising ceremony in Convocation Hall at the outset of Transgender Awareness week; the re-thinking of Kenderdine Campus and request for proposals to establish a private partnership to renew the campus at Emma Lake and to request that SaskPower rebuild the power line to the site; and the official opening and sod-turning ceremony for the new childcare centre, which will double the number of childcare spaces on campus. As the tendered contract for the childcare facility was \$217,000 lower than expected, the saved funds will be used to support adding additional spaces to the USSU childcare facility in the Williams Building.

Comments and questions were invited. A Council member requested that if Kenderdine campus is renewed that it hold future educational opportunities for university students, noting the campus was central to the training of Biology students in field studies and its loss is experienced with regret. The president expressed that he was very much aware of the significance of the campus to the fine arts and the sciences and that he had spent time on the campus this past August.

6. Report of the Provost

Ernie Barber, provost and vice-president academic expressed his pleasure at announcing this year's recipients of the Provost's Teaching Awards as reported in his written report. A public ceremony will be held to recognize award winners. He invited Council members to join him at that time in offering congratulations to recipients or to offer their own personal congratulations to award winners. There were no questions of the provost.

7. Report of the VP Research

Dr. Chad thanked Council for the opportunity to present a report on the university's innovation agenda, recalling this was the second year she had reported to Council in this manner. She indicated that in June she would provide her overall written report to Council summarizing the year's activities of her office.

The report highlights the establishment of the Canada First Research Excellence Fund, a 1.5 billion-dollar investment launched in December 2014, with two competitions in 2015. The university submitted the proposal "Designing Crops for Global Food Security" to the first competition in March. The results will be announced in July. Submissions to the second competition are due in October, and Dr. Chad indicated a process is being developed to invite participants at the university to be engaged in the next and future competitions.

Dr. Chad reported on the first in a series of research cafés held the day prior. The cafés are hosted to incubate ideas and provide cross-collaboration and mentorship across various fields of research. The intent is to have many cafés throughout the year. There are thematic cafés and cafés open to any idea.

A series of photographic and other images from the recent "Images of Research" competition launched this spring were displayed. In response to a call for entries, there were 90 entries from across 10 schools and colleges in various entry categories, including: viewers' choice, from the field, more than meets the eye, community and impact, research in action, and grand prize winner. Dr. Chad recognized Thomas Onion, strategic projects specialist for his creativity and contributions to the inaugural competition.

The chair invited questions of Dr. Chad and discussion of her report. A Council member spoke in favour of the research cafés and inquired how she might find out when these are held, as she had no knowledge of the most recent café. Dr. Chad indicated that notices are placed on the university website and that the associate deans of research, the deans of colleges, and the executive directors of schools were sent a notice with the request to distribute it widely. She committed to enhance the distribution and also to distribute a schedule for the year, which would identify the café topics in advance.

8. Student societies

8.1 Report from the USSU

Desirée Steele, USSU vice-president academic, presented the USSU Tuition Consultation Report, which has as its basis that consultation with students on tuition rate changes continue to occur due to the fundamental importance of tuition costs to the student body. The report relays the degree to

which students were consulted over the past year and suggests areas for improvement and best practices. The report is based on input from student representatives, including presidents of college societies and members of the USSU Student Council. On behalf of the USSU, Ms. Steele urged all associate deans, deans, executive directors, students and student representatives, the Institutional Planning and Assessment Office, and the Board of Governors to do their best to ensure that consultation on tuition with students becomes a firmly-held tradition.

The USSU Excellence Awards were made at a gala event on March 29. Ms. Steele asked that any former award recipients of USSU Teaching Excellence Awards stand to be recognized. Ms. Steele also recognized Jamie Labrecque, student Council member, who was the recipient of a student excellence award recognizing her contributions.

In closing her remarks, Ms. Steele congratulated the incoming USSU executive and expressed her confidence in their abilities. She thanked Dr. Kalra for his consistent regard in thanking and welcoming students; Ms. Williamson and her staff for their support; and Council members and fellow student councilors, who inspired her with their vision of a better University of Saskatchewan. On behalf of Council, Dr. Kalra also thanked Ms. Steele and wished her the best in her future endeavours.

8.2 Report from the GSA

There was no report from the Graduate Students' Association.

9. Planning and priorities committee

Professor Lisa Kalynchuk, chair of the planning and priorities committee presented the report to Council.

9.1 Report for information: Institutional Priorities

Dr. Kalynchuk noted the purpose of the report was to update Council on the ongoing discussion with priority leaders about the eight institutional priorities identified for action this year. The report focuses primarily on four of the eight priorities, as discussed at a committee meeting with priority leaders on February 25. The meeting was informative and productive, and she thanked leaders for meeting with the committee. The committee previously met and discussed the other four institutional priorities with priority leaders and will report to Council more fully in the future on these as discussion continues. Examples of engagement with these priorities includes meeting with the acting dean of the College of Graduate Studies and Research about the option of keeping the college as an academic unit versus transitioning it to an office, and a future meeting planned with the dean of Medicine about the accreditation visit scheduled from May 10-12.

The report includes the terms of reference for the low-enrolment subcommittee struck as a joint committee of the planning and priorities committee and the academic priorities committee. The subcommittee's work will be to examine low-enrolment programs and courses and to update the policy document on viable enrolments approved by Council in 2007. Professor Kalynchuk emphasized that the work of the subcommittee will focus on general principles and broad issues and will not examine or make specific recommendations on small programs. The subcommittee will also develop guidelines to deans and associate deans for the consideration and management of low-enrolment programs and courses. The subcommittee will investigate how low-enrolment programs at other institutions are managed and consult with the academic deans and department heads. In

addition the subcommittee will speak with undergraduate and graduate students about their experiences in low-enrolment programs. The subcommittee will submit its report to Council at the conclusion of its work.

A Council member requested that the 2007 report on viable enrolments be provided to members, and Professor Kalynchuk committed to circulating the report.

10. Academic programs committee

Professor Roy Dobson, chair of the academic priorities committee presented the report to Council.

10.1 Request for decision: Program termination – International Business Administration Certificate

Professor Dobson outlined that the International Business Administration Certificate (IBAC) program was established in 2009 as a pathway for those students who did not qualify for direct entry to the Bachelor of Commerce program. The certificate program was to be delivered in part at St. Peter's College. For various reasons, including the program location, the enrolment uptake anticipated in the program never transpired.

DOBSON/KROL: That Council approve the termination of the International Business Administration Certificate, effective May 1, 2015.

CARRIED

10.2 Request for decision: College of Education Direct Admission

Professor Dobson indicated the direct-admission option to the Bachelor of Education program was proposed to allow the College of Education to be competitive with other teacher education programs in the province; to guide teacher candidates in developing reflective pedagogy; to strengthen alumni connections to the college; and to align teacher candidates early on in their program with teaching areas that are currently in demand. Approval of the decision will result in students being fully within the College of Education during their four-year B.Ed. program, including during years one and two while they acquire subject content knowledge outside the college, primarily through the completion of 60 credit units delivered by the College of Arts and Science. There will be no adjustment in operating funding to either college, aside from an increase to the College of Education for the additional student advising positions required as a result of the change.

DOBSON/KROL: That Council approve the College of Education's proposal for a direct admission option, effective September 1, 2016.

CARRIED

11. Joint committee on chairs and professorships

11.1 Request for decision: Fedoruk Chair of Radiopharmacy

Jim Basinger, associate vice-president research presented the report. The report requests the approval of the Fedoruk Chair of Radiopharmacy in the College of Pharmacy and Nutrition as an enhancement chair. The chair is supported by a contribution from the Sylvia Fedoruk Canadian Centre for Nuclear Innovation. The efforts of the chair incumbent will be to develop new nuclear

probes in the diagnosis and treatment of cancer. At the end of the five-year term of the chair, the incumbent will be recruited to a tenure-track position within the college.

BASINGER/SINGH: That Council authorize the Board to establish a Fedoruk Chair of Radiopharmacy.

CARRIED

12. Other business

There was no other business.

13. Question period

There were no questions.

14. Adjournment

The meeting adjourned by motion (B. BRENNNA/SENECAL) at 3:47 p.m.

Voting Participants

Name	Sept 18	Oct 23	Nov 20	Dec 18	Jan 22	Feb 26	Mar 19	Apr 16	May 21	June 18
Albritton, William	P	P	P	R	R	R	R	R		
Allen, Andy	NYA	P	P	P	R	P	R	P		
Arcand, Jaylynn	P	P	A	R	P	P	P	R		
Barber, Ernie	P	R	P	R	P	R	P	P		
Barnhart, Gordon	P	P	R	P	R	P	P	P		
Barrett, Jennifer	NYA	NYA	NYA	A	A	A	A	A		
Barth, Katrina	NYA	NYA	NYA	A	A	A	A	A		
Bartley, William	P	P	P	A	P	P	P	R		
Baxter-Jones, Adam	P	P	P	P	P	P	P	P		
Bilson, Beth	NYA	R	P	P	R	P	P	R		
Bonham-Smith, Peta	P	R	R	P	P	P	P	P		
Bradley, Michael	P	A	A	A	P	P	R	P		
Brenna, Bev	P	P	P	P	P	P	P	P		
Brenna, Dwayne	P	P	P	P	P	R	R	P		
Brown, William	P	P	P	R	P	P	P	R		
Buhr, Mary	R	P	P	P	R	R	P	R		
Butler, Lorna	R	R	R	P	R	R	P	P		
Calvert, Lorne	R	P	P	R	P	R	P	P		
Chang, Gap Soo	P	P	P	P	P	R	R	P		
Cheng, Hongming	P	P	P	P	P	R	A	P		
Chibbar, Ravindra	P	P	P	P	P	P	P	P		
Crowe, Trever	P	P	P	P	P	R	P	P		
Day, Moira	P	P	P	R	P	P	R	P		
de Boer, Dirk	P	P	P	P	P	P	P	P		
D'Eon, Marcel	NYA	P	P	P	P	P	P	R		
DesBrisay, Gordon	P	P	P	P	R	R	R	P		
Dick, Rainer	P	P	P	P	P	P	P	P		
Dobson, Roy	P	P	P	P	P	P	P	P		
Eberhart, Christian	A	A	A	A	A	A	A	A		
Ervin, Alexander	P	P	P	P	P	P	P	P		
Findlay, Len	P	P	P	P	P	P	P	R		
Flynn, Kevin	R	P	A	A	A	P	P	R		
Freeman, Doug	R	R	P	R	R	R	P	R		
Gabriel, Andrew	A	A	A	A	A	A	A	A		
Gobbett, Brian	A	A	A	A	A	A	A	A		
Gray, Richard	P	P	P	P	R	A	P	P		
Greer, Jim	P	A	R	R	R	R	R	R		
Gyurcsik, Nancy	P	P	P	R	P	P	P	P		
Haines, Aleina	A	A	A	P	R	R	R	A		
Hamilton, Murray	P	P	P	A	P	R	P	P		
Harrison, Liz	R	P	R	R	P	P	P	R		
Havele, Calliopi	P	A	P	R	A	A	A	A		
Hayes, Alyssa	A	P	P	P	P	A	P	P		
Huywan, Zachary	P	P	P	A	P	A	P	A		
Iron, Monica	P	P	P	P	P	P	P	A		
Jamali, Nadeem	P	P	P	P	P	R	P	R		
James-Cavan, Kathleen	P	P	R	P	P	P	R	R		
Johnstone, Jill	P	P	P	P	P	P	P	P		
Jones, Kirsten	R	P	R	R	P	P	P	R		
Jones, Marina	A	A	A	A	A	A	A	A		
Julien, Richard	A	A	A	P	P	P	A	A		
Kalagnanam, Suresh	NYA	NYA	NYA	P	P	P	R	P		
Kalra, Jay	P	P	P	P	P	P	P	P		
Kalynchuk, Lisa	P	P	P	P	P	P	P	P		
Khandelwal, Ramji	P	P	P	P	P	R	P	P		

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COUNCIL ATTENDANCE 2014-15

Non-voting participants

[illegible]

PRESIDENT'S REPORT TO COUNCIL — May 2015

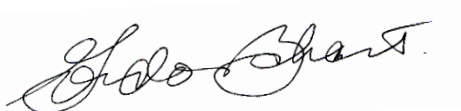
Observations of an Interim President

As of the May council meeting, I will have been in my role as interim president for exactly one year. In some ways it seems like the year has gone by in a blink of an eye, in other ways it feels much longer. A lot has happened in that year but the most notable observation I can make is in regard to the resiliency of our university. When one looks at our metrics, we see a constant theme of stability. We have displayed steadiness in our numbers for student recruitment, our employee recruitment, our employee engagement, and our donor support.

I hear feedback from the many students, faculty and staff I meet each week that there is a calm on campus and that it is appreciated. Although I agree that we are calm, I hope it is clear that we are not complacent. There are many examples that we are still moving ahead with important change whether it be significant, long-term initiatives in the College of Medicine or our libraries, changes in our Education admission options to allow direct-entry students, building student and childcare centres, or offering new Aboriginal language options – we are changing, and for the better.

Our reputation also appears as strong as ever and this is reinforced whenever I have the opportunity to travel. April was a busy travel month, and I spent time in Calgary, Toronto, Halifax, Yorkton and Prince Albert for the primary purposes of connecting with alumni, donors, and friends. Each time my interactions reinforce how our key stakeholders feel about the University of Saskatchewan. I firmly believe that, despite what occurred on campus almost a year ago, our reputation is as solid as it has ever been. People are excited to hear about what is happening on campus. They are proud to speak of their connections to the U of S, and they are willing to support us through their donation of time, talent and resources.

It is an exciting time at the U of S and as the presidential search committee completes its mandate and a new president is announced, I know that the institution will continue on with the great work that has occurred this year. It has been an incredibly busy but rewarding time and I feel privileged every day that I am able to serve you and this institution.



Gordon Barnhart,
Interim President and Vice-Chancellor

Gordon Oakes–Red Bear Student Centre

I had an opportunity to tour the Gordon Oakes–Red Bear Student Centre work site this past month. Work is progressing and we are moving closer to completion. We are targeting September for a grand opening but hope to have people move into the beautifully designed space over the summer. There are plans for formal ceremonies celebrating the opening of the centre and to honour the centre's namesake, Gordon Oakes. I look forward to seeing many members of our community in attendance.

Graduation Powwow

The University of Saskatchewan Graduation Powwow will be taking place on May 27 in the bowl. The U of S has had the honour of hosting a powwow on campus grounds for over 20 years. It is a great community event bringing together students, faculty, staff, alumni, and people from all over the province. If you would like to learn more about powwows before taking part in or attending ours, consider attending a Powwow 101 workshop:

- May 22, 10 am-12 pm
- May 25, 12-2 pm
- May 26, 2-4 pm

All workshops will be held at the International Student and Study Abroad Centre's multi-purpose room at the University of Saskatchewan (room 80, Lower Place Riel). I would also encourage all members of campus to consider volunteering during the event. Volunteer orientation sessions are being held May 22, 23 and 25. If you are interested please see <https://sesd.usask.ca/asc/volunteer.php> for more details.

Rebranding of the Association of Universities and Colleges Canada (AUCC)

I recently travelled to Halifax to meet with institutional peers at the annual *Association of Universities and Colleges of Canada* – now rebranded as *Universities Canada*. Universities Canada (UC) represents 97 public and not-for-profit universities and university degree-level colleges and has been the national voice of Canadian universities since 1911. Our membership contributes to federal lobbying efforts and access to information and research specially targeted for post-secondary education. This conference included conversations on navigating leadership challenges, global trends in higher education, and opportunities to discuss common issues with peers.

Student Union Executives

I wanted to take time in my report to specifically congratulate the newly elected members of the USSU and the GSA executives. These student representatives are critically important to our governance processes and to the decision-making structures of our institutions. Students are

represented on all three of our governing bodies, and often positions on committees and working groups are specifically designated to ensure the student voice is heard.

It is no small task to be an elected student representative. Although their primary focus is on their studies, their jobs, and their families, they dedicate significant amounts of time to understanding the important issues affecting the university in order to bring that knowledge back to their constituents. In addition, they are also equal participants in discussions, often contributing with a wisdom beyond their years. Congratulations to both executives as you take office this month.

PROVOST'S REPORT TO COUNCIL

May 2015

MESSAGE FROM THE VICE-PROVOST, TEACHING AND LEARNING

Sexual Misconduct/Violence

The safety and security of our campus remains a top priority for the institution. In the last six months, sexual assault has become a nation-wide subject of discussion and planning on the post-secondary landscape. The primary goals at the university will be to prevent sexual violence from taking place in the campus community and supporting survivors in those instances where this violence has occurred. The Vice Provost, Teaching and Learning has been working on a three-fold initiative in the area of sexual misconduct/violence including: (1) ensure that policies and procedures are in place governing students, faculty and staff, (2) build onto existing activities in the area of education, awareness and training, and (3) evaluate existing supports. The immediate focus of attention has been the policy and procedures work with documents in the drafting stage. The existence of policy will give members of the university community who have been targets of sexual misconduct or learn of such misconduct a clear set of definitions and procedures to follow. This policy will make it clear to members of the university and larger community that sexual misconduct of any sort is not acceptable and will be addressed. A number of consultation/input events have taken place with additional opportunities being planned.

INSTITUTIONAL PLANNING

Provost's Committee on Integrated Planning (PCIP)

PCIP met on April 13 and 27, and discussion focused primarily on the resource allocations for 2015-16 in advance of the detailed operating budget presentation to the Board of Governors in June 2015. On April 13, PCIP discussed resource allocations for the colleges and schools based on qualitative and quantitative information collected to help inform evidence-based, transparent resource allocation decisions. The first hour of the April 27 meeting was a joint meeting of PCIP and the standing subcommittee of the coordination committee of council. Following the joint meeting, PCIP met to finalize the discussion of resource allocations for 2015-16.

2016-17 operations forecast

Conversations with deans' council, the planning and priorities committee of University Council and the provincial government have begun in regard to the 2016-17 operations forecast. The university is committed to demonstrating the value of a degree from the university and the economic impact the U of S has on the provincial economy. This document will be presented in draft form to the Board of Governors in May 2015. A final version will be presented to the board in June and submitted to the provincial government by June 30.

VICE-PROVOST, TEACHING AND LEARNING

United World College Four-Year Scholarship

As part of our ongoing efforts to recruit and retain the very best and brightest International Baccalaureate (IB) scholars from around the world, we have created the United World College Four-Year Scholarship. This renewable entrance award is offered to students graduating from any of the 14 United World College (UWC) locations worldwide. United World Colleges host students from around the world and offer the academically rigorous IB Diploma program. A balance is provided with community engagement, education in international affairs, voluntary service and creative and artistic pursuits. Candidates for the United World College Four-Year Scholarship must be proceeding directly to university with a minimum admission average of 90%; the recipient is selected on the merits of an application essay. The award will be sufficient to pay tuition and fees, residence costs, a meal plan, and texts, to a maximum value of \$30,000 per year. Recipients must maintain full-time enrolment and an 80% sessional average to qualify for up to three renewals of their award, for a total potential award value of \$120,000. Our first recipient has accepted her award and we will be delighted to welcome her to the U of S for September 2015.

Awards and Financial Aid (SESD) and Student Accounts (FSD) Merge

On March 26, Russ Isinger (University Registrar and Director of Student Services) and Trevor Batters (Director, Financial Operations) announced the merger of Awards and Financial Aid in SESD with Student Accounts in FSD. As of April 30 the new unit will be called **Student Finance and Awards**. This new unit will provide enhanced student financial services. The unit will be led by Wendy Klingenberg, current Manager and Assistant Registrar (Awards and Financial Aid). Four staff members from Student Accounts will now report to the new unit; the remaining staff in Student Accounts will continue the non-student activities in FSD. Student Finance and Awards will provide a holistic range of services to students related to tuition and fees, scholarships and awards, government loans, crisis aid, band funding, contract funding, etc. The unit will also be responsible for leading student financial literacy initiatives on campus. We know that students can look forward to a high level of financial service and an enhanced student experience in the future because of this merger.

COLLEGE AND SCHOOL UPDATES

College of Arts and Science

In partnership with the Ahtahkakoop Cree Nation, the college has just completed a pilot program in which 18 students took a full first year of face-to-face arts and science courses on reserve. Staff members of the Trish Monture Centre for Student Success and various partners in the dean's office will be travelling to Ahtahkakoop for a year-end celebration to acknowledge the accomplishments of these students within their home community.

As part of the initiative to welcome students to the campus community, and to support Aboriginal education across disciplines, INTS 100 (Strategies for Academic Success) is now offered on campus to students from Oskayak High School in Saskatoon. This one-term pilot project was designed so that students could complete a university course, and receive both high-school and university credit. Students participated in experiential learning activities across campus, outside of class time, to become familiar and comfortable with the university atmosphere and community.

Ten new recipients of the Alumni of Achievement were recognized at the 6th Annual Dean's Gala and Awards Ceremony: <http://artsandscience.usask.ca/alumni/alumni.php>

Scott Banda - BA '86, LLB '90; **Keith Briant** - BA '86; **Michael Byers** - BA '88; **Piya Chattopadhyay** - BA '95; **Robert Enright** - BA '71; **Donald Kerr** - BA '57; **Heather Koshinsky** - BSc '84, SC '85, PhD '94; **Zachari Logan** - BFA '05, MFA '09; **Sheelah McLean** - BA '90, BED '91, MEDUC '07; **Bob Xiaoping Xu** - MA '92
Joan Borsa (Art & Art History and Women's and Gender Studies) will receive a Lifetime Achievement Award this spring through the Saskatoon YWCA's annual Women of Distinction Awards: http://artsandscience.usask.ca/news/e/4906/Borsa_to_receive_Women_of_Distinction_Lifetime_Achievement_A

At Fulbright Canada's 25th anniversary event, **Greg Poelzer** (Geography & Planning) was named one of 17 international scholars from eight Arctic Council states chosen to participate in the Fulbright Arctic Initiative.

Congratulations to the three faculty members of the College of Arts & Science have been chosen for 2015 Provost's Awards: **Hugo Cota-Sanchez** (Biology), **Mary Longman** (Art & Art History) and **Marie Lovrod** (English / Women's & Gender Studies).

Andrei Smolyakov (Distinguished Researcher) and **Adam Bourassa** (Young Researcher), both from Physics and Engineering Physics, are the recipients of the 2015 Division of Science researcher awards: http://artsandscience.usask.ca/news/e/4898/Smolyakov_Bourassa_receive_2015_Division_of_Science_research

Scott Johnston (Computer Science), **Janeen Loehr** (Psychology) and **Jacob Semko** (Art & Art History) are three of the winners of 2015 University of Saskatchewan Students' Union Teaching Excellence Awards. Four alumni of the College of Arts & Science were presented with prizes at the 2015 Saskatchewan Book Awards on April 25. **Dawn Dumont** (BA'95) - Fiction Award for *Rose's Run*; **Ken Dalgarno** (BA'95) - First Book Award for *Badlands: A Geography of Metaphors*; **Merle Massie** (BA'93, MA'98, PhD'11) – Award for Scholarly Writing for *Forest Prairie Edge: Place History in Saskatchewan*; **Brenda Baker** (BFA'81) – Young Adult Literature Award for *Camp Outlook*

After 90 submissions and thousands of votes, a photograph by **Matt Lindsay** (Geological Sciences) has emerged as the grand prize winner in the first U of S Images of Research competition.

On April 13, the Government of Canada announced that an Arctic/Offshore Patrol Ship (AOPS) will be named after **Margaret Martha Brooke**, a Royal Canadian Navy Nursing Sister decorated for gallantry in combat during the Second World War. Brooke (BHSC'35, BA'65, PhD'71), who recently turned 100 years old, holds degrees from the U of S College of Home Economics and the Department of Geological Sciences at the College of Arts & Science. She is the author of several papers in the field of paleontology. Science outreach programming in the college received funding from NSERC's PromoScience Program: **Sandy Bonny** was awarded \$66,000 over three years for the Science Ambassador Program, which pairs senior undergraduate and graduate STEM students with remote Aboriginal community schools for four to six weeks each spring, and **Lana Elias** was awarded \$29,700 for Kamskénow, which provides science and mathematics activities over 13 weeks. Science Outreach instructors travel to Saskatoon community and inner-city schools and bring a variety of entertaining and informative hands-on activities in biology, chemistry, computer science, geology, math and physics.

Lucas Richert (History) is the winner of the 2015 Arthur Miller Centre First Book Prize for American Studies. It was awarded by the British Association for American Studies.

College of Pharmacy and Nutrition

Congratulations to Dean Emeritus Bruce Schnell whom will be awarded an honorary DSc degree at spring convocation on June 4th 2015. This is a tremendous honour for our esteemed former Dean*

Congratulation to Dr. Bruce Robert Schnell, BSP, MBA, PhD, FCSHP, who will receive an honorary Doctor of Science degree at the Thursday, June 4 convocation ceremony.

Bruce Schnell, BSP'60, earned an MBA (Toronto) and a PhD (Wisconsin). He joined the faculty in 1966, was dean from 1976 to 1982. As the first pharmacy dean to hold a PhD degree, he rejuvenated the undergraduate education program and developed solid research and PhD programs in pharmaceutical science and practice. Dr. Schnell served vice-president of the University from 1982 to 1992, including the academic and external portfolios. He retired as professor emeritus in 1994 to become the first executive director of The Canadian Council for Accreditation of Pharmacy Programs, a position he held for ten years. Dr. Schnell chaired the CPS Editorial Panel for 28 years and the Saskatchewan Formulary Committee for 17 years. He is the recipient of numerous awards, including the CSHP Distinguished Service Award, the CPhA Centennial Pharmacists Award, and the PAS 2014 Award of Merit. He authored Pharmacy: An Art, a Science, a Profession, Reflections on 100 Years of Pharmacy Education in Saskatchewan.

*New Funding for \$443,268 over four years (2015-2018) for Dr. Adil Nazarali and Colleagues from the Canadian Queen Elizabeth II Diamond Jubilee Scholarship Program.

Program: Community Partnership for Food Security and Health

Applicants: Adil Nazarali (PI) and Claire Card (PI)

co-applicants: Carol Henry, Ryan Meili and Bruce Reeder and Ugandan partner: Samuel Maling, Dean of Medicine, Mbarara University, Uganda.

Funder: AUCC (Association of Universities and Colleges of Canada)

Funding Program: Canadian Queen Elizabeth II Diamond Jubilee Scholarship Application

*Congratulations to our very own Dr. Azita Haddadi and Christine Ruys for being nominated as Finalists for the 2015 YWCA Women of Distinction Awards Two of the College's most outstanding people have been nominated for YWCA Women of Distinction Awards.

Christine Ruys, Graduate Programs Secretary, was nominated for the Community Building Award for her countless hours of volunteer work and leadership.

Dr. Azita Haddadi, Assistant Professor of Pharmacy, was nominated for the Research & Technology Award for her work in developing a new cancer therapy that directly targets breast cancer cells.

Congratulations to both Christine and Dr. Haddadi, and good luck at the awards ceremony!

*2015 Pharmacists Association of Saskatchewan Merit Award to medSask

Congratulations to medSask lead by Karen Jensen who will receive the 2015 Pharmacists Association of Saskatchewan Merit Award.

University Library

University Authors Collection (UAC) and Current Exhibition

Located in University Archives & Special Collections (UASC) at the University Library, this collection of more than 2,500 volumes is the repository for monographic publishing by University of Saskatchewan faculty and staff. The collection contains works authored, edited, or translated by U of S faculty and staff since 1910. U of S lecture series' publications, such as those of the Sorokin and Whelen lectures, are also included in this collection. The University Library continues to actively collect these materials as they are published or brought to the attention of UASC staff.

This current exhibition showcases more than 80 of most recent additions to the collection and highlights the latest works of many of the university's faculty and staff. The exhibition demonstrates the breadth of scholarship in which the University of Saskatchewan community is engaged and celebrates these noteworthy achievements.

The exhibition runs until May 28, and is located on the 2nd floor of the Murray Library.

Canadian Government Information Digital Preservation Network 2015 Recipient of CLA/OCLC Award for Innovative Technology

The Canadian Government Information Digital Preservation Network (CGI DPN) has been named 2015 recipient of the CLA/OCLC Award for Innovative Technology.

The Canadian Government Information Digital Preservation Network is a project initiated in October 2012 by library staff at eleven member institutions: University of Alberta, Simon Fraser University, University of British Columbia, University of Calgary, University of Saskatchewan, University of Victoria, McGill University, Dalhousie University, Scholars Portal, University of Toronto, and Stanford University. The mission of the CGI DPN is to preserve digital collections of government information, ensuring the long-term viability of digital materials through geographically dispersed servers, protective measures against data loss, and forward format migration.

OFFICE OF THE VICE-PRESIDENT RESEARCH

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

INITIATIVES

Institutional Costs of Research Revised

As of May 1st, 100% of the **Institutional Costs of Research** (ICR) will begin to be allocated to colleges/schools. Previously, the 25% ICR fee was allocated 50% to a college/school and 50% to a central fund. All ICR-related policies and procedures will be updated to reflect this change. If you have questions, please contact susan.blum@usask.ca.

Suicide Prevention Event Held

On March 20th, the **Department of Psychiatry** hosted an Academic Research Day entitled "Suicide: An update on assessment and prevention." Nearly 200 registrants heard talks by speakers such as Dr. Shawn Shea (Training Institute for Suicide Assessment and Clinical Interviewing, New Hampshire) and Dr. Jitender Sareen (Director of Research and Anxiety Services, Health Sciences Centre, U of Manitoba).

Three Minute Thesis Competition

2015 marks the first year the U of S has been involved in the international **Three Minute Thesis** network, a unique competition held on hundreds of campuses worldwide. The knowledge translation competition asks participants to condense and translate their theses into a straightforward and widely accessible three minute presentation. The inaugural event saw 48 competitors, with first place going to Agriculture and Bioresources student **Erika Bachman** for her presentation on *Fertilizer microdosing for improved agricultural production in northwest Benin*.

Joint Office Evaluates Health Region Initiative

The Joint Health Office recently completed an evaluation of the **Better Every Day 14-Day Challenge** launched by the Saskatoon Health Region. Following comprehensive evaluation, the patient flow improvement initiative was deemed a success as it provided system-wide insights to help guide future strategic planning and implementation.

Images of Research Selected

The winners of the inaugural U of S **Images of Research** competition were announced in April. Following careful deliberation by a number of multidisciplinary judging panels, 11 images were selected for their visual appeal and clearly written research descriptions. The competition resulted in significant media interest with the research of the winners being publicized via venues from CBC Radio to Global TV. View the winners at: <http://research.usask.ca/images-of-research.php>.

First Research Café Hosted

The Office of the Vice-President Research hosted its first **Research Connections Café** on April 14th. This new series of cafés will focus on informing and connecting members of our diverse research community with the aim of collaboratively developing our research to be nationally and internationally competitive. The first café focused on the Canada First Research Excellence Fund and the following Expression of Interest form was disseminated: <http://goo.gl/1cd74x>. Any researchers leading a research group with the potential to succeed on the national and international stage are invited to submit this EOI.

SCPOR Milestone

The **Saskatchewan Centre for Patient-Oriented Research** (SCPOR) vision, mission and core values were approved by provincial stakeholders on April 17th. The plan outlines a Saskatchewan vision for a respectful and effective way of working together to build capacity and engage collaborative teams in conducting responsive, equitable, innovative, and patient-oriented research that continuously improves the care and health of Saskatchewan residents. The finalized SCPOR business plan will be submitted to the CIHR International Review Panel at the end of June, 2015.



RESEARCH SUCCESSES

New Industrial Research Chair

Steven Siciliano (Soil Science) has been awarded a \$2 million **Industrial Research Chair** to further develop sustainable ways of cleaning underground sites contaminated with diesel or gasoline. Funding comes from NSERC and industry partner Federated Co-operatives Limited and follows a successful relationship formed through the NSERC-College-University I2I award. For more information, visit: <http://goo.gl/gQReJ2>.

Professor Named to Fulbright Arctic Initiative

Greg Poelzer (Political Studies) was named one of 17 international scholars chosen to participate in the **Fulbright Arctic Initiative**, a collaborative research venture aimed at addressing questions relevant to challenges faced by Arctic nations. Poelzer will receive \$40,000 USD in funding and will participate in a residency at the University of Alaska, Anchorage. For more information, visit: <http://goo.gl/2JKZao>.

FUNDING SUCCESSES

Contract Funding Secured

Three U of S researchers have secured over \$600,000 through contracts with partners:

- ❖ **Adam Bourassa** (Physics & Engineering Physics) has received \$328,770 from the Canadian Space Agency for the project "*Science Support, Algorithm Development and Data Analysis for the SHOW Balloon Flight*."
- ❖ **John Harding** (Large Animal Clinical Sciences) has received \$158,100 from Genome Alberta for the project "*Enhanced Molecular Diagnostics and Validating Genetic Resistance to PEDV in Pigs*."
- ❖ **Supratim Ghosh** (Food and Bioproduct Sciences) has received \$123,750 from Concept Capital Management ("Botaneco") for the project "*A Mechanistic Understanding of Oleosome Stability and Loading Applications*." This project has also been approved for funding under the NSERC Engage program.

NSERC Selects Engage Recipients

The following six researchers were each awarded approximately \$25,000 from the **NSERC Engage** program:

- ❖ **Regan Mandryk** (Computer Science) for the project "*Using Computer Vision to Enhance Sports Broadcasting Technologies*."
- ❖ **Shafiq Alam** (Chemical and Biological Engineering) for the project "*BioChoice Lignin as a Potential Source of Biomaterials for Gold Mining Industry*."
- ❖ **Lope Tabil** (Chemical and Biological Engineering) for the project "*Investigation on Biocomposites from Oat Hull and Biodegradable Polymers*."
- ❖ **Julita Vassileva** (Computer Science) for the project "*User Engagement in English as a Second Language Online Course*."
- ❖ **Ralph Deters** (Computer Science) for the project "*A Toolbox for Creating Mobile Cloud-Computing Apps*."
- ❖ **Supratim Ghosh** (Food and Bioproduct Sciences) for the project "*Improving Aroma Loading and Release Behaviour in Oleosomes*."



Agricultural Funding Update

Agricultural Development Fund agreements from the Saskatchewan Ministry of Agriculture have been completed for the current year. The university received funding for 44 projects, which will provide a total of more than **\$8 million** over the next five years. The projects are led by researchers from the colleges of: Agriculture and Bioresources (27), Veterinary Medicine (8), Engineering (3), the Pharmacy and Nutrition (1), Arts and Science(1), and VIDO (4).

Funding for Community-Based Research

Dr. Ryan Meili (Community Health and Epidemiology) was awarded \$33,000 for *"Building research capacity through community assessment and engagement with the Saskatoon Indian and Metis Friendship Centre."* Funding comes from the **CIHR Catalyst Grant: HIV/AIDS Community Based Research Program - Aboriginal Stream** and includes co-investigator Michael Schwandt.

\$200,000 for Health Intervention Research

Rachel Engler-Stringer (Community Health and Epidemiology) has been awarded \$200,000 for the project *"Changing Inner City Food Environments: Interventions to address nutritional health inequities"* with co-investigators Sylvia Abonyi, Philip Loring (SENS), Nazeem Muhajarine, and Priscilla Settee (Native Studies). Funding comes from **CIHR/ SHRF Operating Grant: Population Health Intervention Research**.



**UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Dirk de Boer, Vice-Chair, Planning and Priorities Committee

DATE OF MEETING: May 21, 2015

SUBJECT: Name Change from Department of Native Studies to
Department of Indigenous Studies

DECISION REQUESTED:

It is recommended:

*That the Department of Native Studies be renamed the
Department of Indigenous Studies, effective June 1, 2015.*

PURPOSE:

The new name of Indigenous Studies will more closely reflect the teaching and research activities of faculty within the Department of Native Studies and will bring into concert the name of the department with the name of its programs which have already been changed to Indigenous Studies.

CONTEXT AND BACKGROUND:

Consideration of the name change began three years ago as part of the curricular review and renewals process within the department. The name Indigenous Studies was thought to better reflect the world Indigenous peoples, which members of the department study and teach. Much consultation preceded the decision, and the change reflects the aspirations of the department. The name change to Indigenous Studies has already occurred for the programs and courses offered by the department as reported to Council in January, 2015.

CONSULTATION:


A high degree of consultation occurred regarding the proposed name change, which was undertaken as part of the department's curricular renewal.

SUMMARY:

The planning and priorities committee supports the change of name to the Department of Indigenous Studies as this will be more reflective of the identity of the department, as outlined in the name change request.

ATTACHMENTS:

1. Name Change Request
2. Letters of Support

 UNIVERSITY OF SASKATCHEWAN	Request for Change of Name
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This Request form and attachments will be the basis for decision-making about this change.

Submitted by: Alexis Dahl for Dr. Winona Wheeler, Head, Department of Native Studies, and
Dr. Lawrence Martz, Acting Vice-Dean, Social Sciences, College of Arts & Science

Date: 5 March 2015

College: Arts & Science

College approval date: February 2, 2015

Proposed effective date of the change: 1 May 2015

1. Proposed change of name

	From:	To:
College		
Department	Native Studies	Indigenous Studies
Program name		
Degree name		
Name of Field of Specialization (major, minor, concentration, etc)		
Course label (alphabetic)		
Building		
Street		
Other		

2. Documentation

Note: Name changes for the Native Studies programs and courses (to Indigenous Studies) have been approved. These name changes follow a different approval route, so they are referenced in this document but are not included in the change to be approved, listed above.

Rationale

“Native Studies” emerged as the intellectual arm of the larger socio-political Indigenous rights movements in Canada and the USA in the late 1960s.¹ The first Native Studies program in Canada was created in 1969 at Trent University shortly following the establishment of Native American Studies programs at UC Berkeley and the University of Minnesota. Three years later the program at Trent achieved departmental status. The term “Native Studies” arose out of the nomenclature of that era when the terms “Native Canadian” and “Native American” or “Canadian Indian” and “American Indian” were most commonly used. At the time “Native” was intended to be inclusive of all Indigenous peoples—Indian, Inuit, Metis and non-status Indians in Canada as well as Indigenous peoples around the world. As a moniker for our new discipline it was also perceived as less aggressive and more conciliatory than the more popular terms of that era, “Indigenous” or “4th World” (a significant consideration given the political climate of the times).

It has long been recognized that the term “Native” is too broad and imprecise. Dictionary definitions of “Native” include—in addition to Indigenous humans, plants and animals—those who were born in a certain place or inhabited a certain place, for example, a native Torontonians or “a native of Montreal”.²

¹ Winona Wheeler, “Thoughts on the Responsibilities of Indigenous/Native Studies,” *Canadian Journal of Native Studies* 21, 1 (2001): 97. For more information on the discipline see also Robert Alexander Innes, “Introduction: Native Studies and Native Cultural Preservation, Revitalization, and Persistence,” *American Indian Culture and Research Journal* 34(2) 2010: 1-9, and; Chris Anderson, “Critical Indigenous Studies: From Difference to Density,” *Cultural Studies Review* 15 (2) 2009: 80- 100.

² “Native”, noun: (1) “a person born in a specified place or associated with a place by birth, whether subsequently resident there or not: *a native of Montreal*” (2) “a local inhabitant: *New York in the summer was too hot even for the natives*” (3) “dated, often offensive a non-white original inhabitant of a country, as regarded by European colonists or travellers.” (4) “an animal or plant indigenous to a place: *the marigold is a native of southern Europe*” (5) “British an oyster reared in British waters.” Native, adjective: (1) “associated with the place of circumstances of a person’s birth: *he’s a native New Yorker her native country*” “of the indigenous inhabitants of a place: *a ceremonial dance from Fiji*” (2) “(of plant or animal) of indigenous origin or growth: *eagle owls aren’t native to Britain Scotland’s few remaining native pinewoods*” “Australia/NZ used in names of animals or plants resembling others familiar elsewhere, e.g. *native bee*” (3) “(of a quality) belonging to a person’s character from birth; *innate: some last vestige of native wit prompted Guy to say nothing*” (4) (of a metal or other mineral) found in a pure or uncombined state.” (5) Computing designed for or built into a given system, especially denoting the language associated with a given processor, computer, or compiler, and programs written in it.” http://oxforddictionaries.com/view/entry/m_en_gb0549380#m_en_gb0549380

Currently there are 21 undergraduate programs and departments across the country in our discipline variously named Native Studies (5), Aboriginal Studies (2), First Nations Studies (5) and, Indigenous Studies (7) (see list below). The lack of an agreed upon nomenclature reflects both the relative newness of the discipline and the eras in which various departments and programs were developed. The “Native Studies” departments were among the earliest, developed between 1968 and 1983. The “Aboriginal Studies” and “First Nations Studies” departments were established immediately following the repatriation of Canada’s constitution and the name change of the National Indian Brotherhood to the Assembly of First Nations in 1982.³ “Aboriginal” is more specific than “Native,” referring as it does to “...inhabiting or existing in a land from the earliest times or from before the arrival of colonists; indigenous...”⁴ However, in the Canadian context the term has a more narrow application because it is the language used in Section 35(2) of the *Canadian Constitution* that has been adopted in lay, legal and academic circles. Section 35(2) defines “Aboriginal Peoples of Canada” as Indians, Inuit and Metis. These three are the only Indigenous groups in this country which are legally and politically acknowledged by Canada. The term excludes or denies the existence of Indigenous peoples who fall outside this definition, for example, non-status Indians and Indigenous peoples from different countries.

Many universities that adopted “First Nation Studies” publicly stress that they interpret the term inclusively. However, it is not an inclusive term. “First Nations” was adopted by the National Indian Brotherhood in 1982 to replace the derogatory term “Indian” which, in addition to being a colonialist misnomer, exclusively refers to status Indians as defined by the Indian Act. The adoption of this recent term, and the transformation of the Native Indian Brotherhood to the Assembly of First Nations, were political moves to create a space during the repatriation process for First Nations peoples to participate alongside the “Founding Nations.” The political origins and intent of the term “First Nations” must be respected but in so doing it excludes Metis, Inuit, non-status or Indigenous peoples from other parts of the world.

A number of earlier departments like those at First Nations University of Canada (formerly the Saskatchewan Indian Federated College) and Trent underwent name changes in 2003 and 2006 respectively to more accurately reflect their intellectual subject areas as well as the developments and internationalization of the discipline. Since then, most of the newer departments adopted “Indigenous Studies,” the most recent of which is the program developed in 2011 at the University of Winnipeg.

The term “Indigenous” is far less ambiguous than “Native” and is preferred over “Aboriginal Studies” and “First Nations Studies” because of its inclusivity. The growing usage of the term “Indigenous” arises out of international movements to protect Indigenous rights as reflected by the World Council of Indigenous Peoples that was established in the 1970s and grew in strength and voice during the 1980s. It is also the language used in the UN Permanent Forum on

³ At a general assembly of the National Indian Brotherhood (NIB), in Penticton, BC, the name was official changed to the Assembly of First Nations (AFN) and the “Declaration of First Nations” was passed. For the declaration see: <http://www.afn.ca/index.php/en/about-afn/a-declaration-of-first-nations>

⁴ <http://oxforddictionaries.com/search?searchType=dictionary&isWritersAndEditors=true&searchUri=All&q=Aboriginal&contentVersion=WORLD>

Indigenous Issues and various UN declarations like the Declaration on the Rights of Indigenous Peoples that Canada recently adopted.⁵

While many definitions of “Indigenous” exist, rather than adhering to a finite definition, many scholars follow the lead of the UN to identify rather than define Indigenous peoples, an approach which is in keeping with the “fundamental criterion of self-definition as underlined in a number of human rights documents.”⁶ The description of Indigenous peoples presented by the UN Forum on Indigenous issues serves our purposes well:

Understanding the term “Indigenous”

Considering the diversity of indigenous peoples, an official definition of “indigenous” has not been adopted by any UN-system body. Instead the system has developed a modern understanding of this term based on the following:

- Self-identification as indigenous peoples at the individual level and accepted by the community as their member.
- Historical continuity with pre-colonial and/or pre-settler societies
- Strong link to territories and surrounding natural resources
- Distinct social, economic or political systems
- Distinct language, culture and beliefs
- Form non-dominant groups of society
- Resolve to maintain and reproduce their ancestral environments and systems as distinctive peoples and communities.⁷

It is also significant to note that our international academic association is the “Native American/Indigenous Studies Association.”⁸ Of additional significance, our Department hosted the 2013 annual NAISA conference here in Saskatoon which brought over 900 scholars from around the world to our campus, and in May of 2014 our Department Head was voted in as President elect.⁹

The Native Studies Department at the University of Saskatchewan is in the process of renewal and our adoption of this new signature reflects our rejuvenation process. The Department of Native Studies faculty in committee unanimously agreed to change our name to the Department of **Indigenous Studies** to more accurately identify our areas of intellectual inquiry and to reflect the ongoing developments and internationalization of our discipline.

⁵ United Nations, “United Nations Declaration on the Rights of Indigenous Peoples,” adopted by General Assembly Resolution 61/295 on 13 September 2007.
<http://www.un.org/esa/socdev/unpfii/en/drip.html>

⁶ United Nations Permanent Forum on Indigenous Issues, “Indigenous Peoples, Indigenous Voices—Fact Sheet.” http://www.un.org/esa/socdev/unpfii/documents/5session_factsheet1.pdf

⁷ Ibid..

⁸ <http://naisa.org/>

⁹ NAISA 2013 conference, see <http://www.naisa.usask.ca/>. For recent NAISA elections, see: <http://www.naisa.org/2014-naisa-election-results.html>

Impact of the change

We believe the impact of the name change will be positive for our Department, College and University as it is more inclusive and international in its scope than our current name and will be recognized as such internationally. We do not foresee any negative impact on students, faculty, staff and alumni, and the logistical impacts on them will be minimal as we intend to do a point of time change rather than retroactive. The name change will give us another opportunity to reconnect with alumni. Other programs, departments, colleges, centres and other institutions that utilize NS courses in their programs will be minimally impacted as they will only need to revise their documentation to reflect the name change.

There will be minimal impact on costs in the University-wide systems (SiRUS, UniFi, PAWS, U-Friend, Library, About US etc.). We are changing the name of the program and the courses, which will take some time. We have consulted with SESD and have determined that the subject code "INDG" for our courses is most appropriate. We have almost used up all our letterhead and envelopes so will need to purchase new ones soon in any event. There will be some added costs, however, as we include our department logo.

Costs

The Department of Native/Indigenous Studies will absorb the costs associated with SiRUS and other impacted University systems.

Consultation

The proposed name change was approved by the Divisional Faculty Council (Social Sciences) on November 24, 2014, and then by the College of Arts & Science Faculty Council on February 2, 2015, for submission to the Planning and Priorities Committee of Council.

Informal consultations were conducted with a range of academic programs within the university and other educational institutions that include NS classes in their curricula. A few of them submitted letters of support which we attach here. We also consulted with the Library and a few other Colleges and a few USask scholars who engage in Indigenous content research and teaching and received letters or notes of support. Significantly we received a strong letter of support from Dr. Robert Warrior, founding member and past President of the Native American and Indigenous Studies Association. Consultations were also conducted with SESD, former University Secretary Lea Pennock, and Pauline Melis, Assistant Provost, Institutional Planning and Assessment.

All of the initial consultations took place in 2011 and we have recently re-consulted with SESD, ISA, IPA, FSD, FMD, OUS and ITS.

3. Review and Approval Authority

All changes of names for academic entities must be requested by the responsible college, following internal approval by its own approval procedures.

After submission of the Request by the College, the following approval procedures are used, and must be initiated by the College:

- **Changes of course labels** are approved by the Registrar in consultation with the college offering the courses. Any disputes arising over course label changes will be referred to the Academic Programs Committee for resolution. Course label changes are to be distributed for information through the Course Challenge system.
- **Changes of names for colleges and departments** are approved by University Council (following recommendation by the Planning & Priorities Committee) and by the Board of Governors.
- **Changes of names for fields of specialization** are approved by the Academic Programs Committee of Council.

If you have any questions about this form or these procedures, please contact the Office of the University Secretary or email university.secretary@usask.ca



University of
REGINA

Faculty of Social Work
Saskatoon Campus

The Atrium, Innovation Place
153-111 Research Drive
Saskatoon, Saskatchewan
Canada S7N 3R2
Phone: (306)664-7370
Fax: (306)664-7131

February 12, 2012

Dr. Winona Wheeler
Head, Native Studies Department
University of Saskatchewan
Saskatoon, SK

Dear Dr. Wheeler,

Re: Department name change to the "*Department of Indigenous Studies*"

I am writing on behalf of myself, and Dr. Ailsa Watkinson, to express our enthusiastic support for changing the name of the *Department of Native Studies* to the *Department of Indigenous Studies*, at the University of Saskatchewan. Names embody ideology, ethos, symbolism, and many other important aspects of persons, places, and things. Thus, the change to the *Department of Indigenous Studies* more accurately reflects the political and ideological emergence and centering of Indigenous critical thought and discourses locally and in the global community. It is becoming understood that *Indigenous* encompasses notions of Indigenous nationhood thereby supporting collective efforts to imbed culturally grounded Indigenous epistemologies and pedagogies within the academic milieu.

Sincerely,

Raven Sinclair, PhD, MSW, RSW
Associate Professor, Faculty of Social Work
University of Regina (Saskatoon Campus)
153 111 Research Drive
The Atrium, Innovation Place
Saskatoon, SK S7N 3R2
(306)664-7372
raven.sinclair@uregina.ca

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

American Indian Studies Program
1204 West Nevada Street, MC-138
Urbana, IL 61801-3818



February 23, 2012

Winona Wheeler, Chair
Native Studies Department
University of Saskatchewan

Dear Professor Wheeler,

I am writing in strong support of your department's proposal to change its name to the Department of Indigenous Studies. Along with being someone who charts the progress of our field pretty closely, I have reviewed the rationale you sent last fall and find it to be thoughtful, thorough, and compelling.

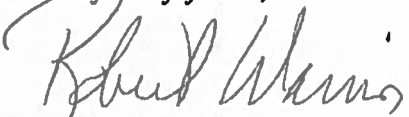
Since 2005, I have been part of the international effort to create an academic association to support the work of those who work in academic Native and Indigenous studies. The Native American and Indigenous Studies Association was founded in 2007 and now has close to 1,000 members. Approximately 20 per cent of NAISA's members are from Canadian institutions, and I was pleased to help lead the effort to work out the agreement between NAISA and the University of Saskatchewan to have the association's 2013 meeting on your campus in Saskatoon. From the earliest days of the association, deciding on what name to use to best describe the broad, international intellectual project at the core of our academic work has been a point of lively discussion and disputation. As one who lead those discussions at various points, I can say with confidence that the straightforward name Indigenous studies is the preferred name among the most accomplished and distinguished scholars in our field. While many other appellations continue to have resonance in various places, Indigenous studies represents best the leading edge of the field.

Let me also add that our program here at the University of Illinois is in the process of requesting a name change. We are only in the earliest stages of the discussion as a faculty, but we all agree that we need to find a name that better reflects our programmatic commitment to a broad international and comparative version of Native and Indigenous studies. For us, this commitment is reflected in many years of programs that have included Indigenous scholars from around the world (including Australian Aboriginal, Maori, and Central and South American Indigenous scholars). Also, we have just added two Native Pacific scholars to our faculty—Christine DeLisle (Chamorro) and Vicente Diaz (Pohnpeian). As a program that likes to think

of itself as participating in the best and leading currents of the field, we have noted with appreciation and aspiration the lead of programs like yours that have grappled with the importance of naming our work. Based on our conversations thus, I predict that we will opt for Indigenous studies as the new name for our program.

I hope these comments are helpful to you and your colleagues. I consider your department to be among the intellectual leaders in our field, so I am not surprised that you are helping lead the way in coming up with new configurations of understanding our work through what we choose to call ourselves. Best wishes to you and your faculty as you work toward resolution on this important issue.

Very truly yours,

A handwritten signature in cursive script, appearing to read "Robert Warrior".

Robert Warrior
Director

To: Winona Wheeler, Head
Department of Native Studies

From: Michael Atkinson, Executive Director

Subject: Support for Department Name Change

Date: October 19, 2011

The Johnson-Shoyama Graduate School of Public Policy (JSGS) is very pleased to add its voice of support for your request to change the name of the Department of Native Studies to the Department of Indigenous Studies.

The rationale you have put forward, which is based largely on inclusivity and consistency with other similar programs and departments across the country and in the US, is very well done and should provide a convincing argument for the department's request.

We are very supportive of the name change and the renewal efforts that you are leading the department through. If the JSGS can be of assistance in any way, we would be pleased to be pleased to do so.

We wish you well in this endeavour.



Michael Atkinson

MMA/alm



Oct 19, 2011

Dear Winona

Thank you for sharing with me, and with our unit, your plans and rationale for renaming your Department. The University Learning Centre and Gwenna Moss Centre strongly support this name change.

Name change announcements are influential signals to constituents regarding priorities, diversification and re-focusing. We commend the Department of Native Studies for taking a bold step forward with the proposed name change to the Department of Indigenous Studies. Pedagogically this change aligns your department with other organizations and universities in the international forum and signals that the department has explicitly opened its doors engaging with Indigenous peoples worldwide. The new name is reflective of the language used by the global community.

Although name changes can cause a certain amount of disequilibrium in those who are comfortable with the previous name, a name change offers a time to re-examine and renew direction and vision. Introducing a new name provides an opportunity for a pause in thought and creates space for new ideas and perceptions to take root. People notice a new name—with a bit of confusion perhaps—but the noticing is an opportunity for a renewed and expanded department to present itself.

As your department continues to realign its practices with its updated vision and mission, a name change signals this to others. Congratulations to the Department of Indigenous Studies for taking this bold move forward.

Sincerely,



Jim Greer
Director, University Learning Centre

Subject: Re: Native Studies name change to Indigenous Studies
From: "Ward, Angela" <angela.ward@usask.ca>
Date: Sun, 18 Sep 2011 17:16:15 +0000
To: "wls543@mail.usask.ca" <wls543@mail.usask.ca>

Hello, Winona. Great to hear from you. I know this change has been "in the works" for a while. Your rationale is very thorough, and I'm fully in support of the change, especially since I know that your department would have thought deeply about it. Please use this e-mail as my approval – if you need a formal letter, let me know.

Had a good meeting with Tracy Robinson on Friday – a lively character and seems interested in being connected with the project!

All the very best. Angela

p.s. If you'd like me to come to a department meeting, let me know. aw

Angela Ward
Acting Vice-Provost, Teaching and Learning
University of Saskatchewan
E258 Administration Building
105 Administration Place
Saskatoon SK S7N 5A2
Telephone: 306-966-6203

Also Faculty in Residence
Spruce Hall
College Quarter
University of Saskatchewan
Telephone: 306-651-7653

On 2011-09-18, at 10:00 AM, winona wheeler wrote:

<NS Name Change INST-5.docx>

winmail.dat

Content-Type: application/ms-tnef
Content-Encoding: BASE64



UNIVERSITY OF
SASKATCHEWAN

*Office of the Vice-Provost
Teaching & Learning*

September 21, 2011

RE: Departmental Name Change: Native Studies (NS) to Indigenous Studies (INST)

Dear Dr. Wheeler,

I am pleased to support the name change of your department from 'Native Studies' to 'Indigenous Studies'. Thank you for sharing with me the Departmental Name Change document. There has clearly been deep thought put into this name change. It is clear that this reflects your ongoing work in innovative course and program initiatives.

I support this name change and look forward to the new courses and programs that flow from it.

Angela Ward
Acting Vice-Provost, Teaching & Learning
E258 Administration Building
University of Saskatchewan
105 Administration Pl.
Saskatoon, SK S7N 5A2

August 29, 2011

TO: Wionna Wheeler, Head
Native Studies Department

FROM: Orest Murawsky, Director
Indian Teacher Education Program (ITEP)

RE: DEPARTMENT NAME CHANGE

The Indian Teacher Education Program (ITEP) fully endorses the change in the name of the Native Studies Department to 'Indigenous Studies', University of Saskatchewan.

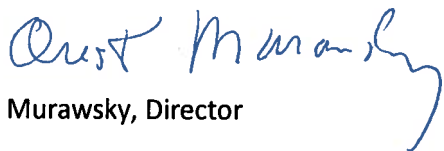
It is only fitting to re-name the Native Studies Department to Indigenous Studies at the University of Saskatchewan so that research, teachings and community engagement is reflected in the name. The term 'Native' is not used any longer in the context of local or global interactions.

An Indigenous Studies Department is reflective of the focuses of institutions across the world. It is a way of recognizing the First Peoples of Canada and other countries where Indigenous People represent the true inhabitants of a Country, a Nation or a Continent.

ITEP is supportive of the name change and sees this as a progressive and supportive move by the University of Saskatchewan. 'Native' is a term that has out lived its significance in addressing the political, cultural, linguistic and historical context of the First Peoples.

Many institutions are attempting to "Indigenize" their course offerings and institutional priorities. The Third Integrated Plan at the University of Saskatchewan will be better served by an Indigenous Studies Department that is able to focus on local, national and international emphasis.

Thank you for the opportunity to support the name change of the Native Studies Department to the Indigenous Studies Department.



Orest Murawsky, Director



UNIVERSITY OF
SASKATCHEWAN

University Library

University Library

Murray Library
Room 122 Murray Building
3 Campus Drive
Saskatoon SK S7N 5A4

Oct. 6, 2011

Dr. Winona Wheeler
Head, Dept. of Native Studies
Kirk Hall 127
117 Science Place
University of Saskatchewan
Saskatoon, SK. S7N 5C8

Dear Dr. Wheeler:

This letter is in written in response to your request for a letter of support for your application for a name change of the Dept. of Native Studies to the Dept. of Indigenous Studies.

I totally support this initiative as I feel the name change reflects the current terminology used to refer to Indigenous Studies issues, not only locally or nationally, but especially internationally. Many faculty in the discipline have contacts globally, do research globally and teach about global / international Indigenous issues.

Prior to my current position as Aboriginal Engagement & Indigenous Studies Liaison Librarian at the University Library, University of Saskatchewan, I was the Indigenous Studies Portal Librarian and Team Leader. The Indigenous Studies Portal is a relatively new initiative of the University Library and is a database or virtual library that has grown to more than 28,000 linked full-text research resources, all related to the interdisciplinary field of Indigenous Studies (including peer-reviewed articles, theses, websites, book reviews and archival documents, such as photos and correspondence). We were fortunate in that the development of this unique and user-friendly resource began in the early 2000's, when we were conscious of the more inclusive term of "Indigenous", which was thereby reflected in its name.

The only concern that I have in using the term "Indigenous Studies" for the Dept. at the U of S is relatively minor in that it can be easily remedied. I would recommend publicizing the name change widely (such as via Indigenous media outlets like *Eagle Feather News* and *Windspeaker*) so that our alumni know about the change and how to locate the new Dept. if they are interested in returning to U of S as graduate students.

Kind regards,

A handwritten signature in blue ink that reads "Deborah Lee".

Deborah Lee
Aboriginal Engagement & Indigenous Studies Liaison Librarian
Room 122.3 University Library
University of Saskatchewan



GABRIEL DUMONT INSTITUTE

of Native Studies and Applied Research

2—604 22nd Street West, Saskatoon, SK., S7M 5W1
306.657.5711 / darren.prefontaine@gdi.gdins.org

September 23, 2011

Subject: Changing the name of the University Saskatchewan Department of Native Studies to the Department of Indigenous Studies

To Whom It May Concern:

As a researcher in a Métis educational and cultural institution, I wholeheartedly support the efforts of the University of Saskatchewan's Department of Native Studies to change its name to the Department of Indigenous Studies. This much needed name change is long overdue: "Indigenous" is a much more inclusive and is a less ambiguous term than "Native." It also better reflects the diverse cultures of Canada's and the World's Indigenous peoples. Moreover, "Indigenous" also has more positive connotations than "Native," which unfortunately sometimes carries pejorative and racist baggage in the larger society.

If you would like to discuss this matter with me, please feel free to contact me at your earliest possible convenience at 306.657.5711 or at darren.prefontaine@gdi.gdins.org.

Sincerely,

Darren R. Prefontaine,
Curriculum Development Officer

The Gabriel Dumont Institute promotes the renewal and development of Métis culture through research, materials development, collection and the distribution of those materials and the development and delivery of Métis-specific educational programs and services.

Subject: RE: Native Studies name change to Indigenous Studies
From: Sanjeev Anand <s.anand@usask.ca>
Date: Thu, 22 Sep 2011 11:38:18 -0600
To: 'winona wheeler' <wls543@mail.usask.ca>
CC: signa.daumshanks@usask.ca

Dear Professor Wheeler,

Thank you for your recent e-mail message welcoming me to the U of S and advising me of your department's proposal to change its name from Native Studies to Indigenous Studies. I very much appreciate your efforts to consult with the rest of the campus community and beyond on this important initiative. I trust that that you plan on consulting with the Native Law Centre as well as faculty members within the College of Law whose areas of interest include Aboriginal Law. Indeed, I believe that you have already received a letter of support from Professor Signa Daum Shanks.

The background material you provided on this matter made for compelling reading. The rationale for the name change seems sound on the basis that the term "Indigenous" is less ambiguous than "Native", yet the former term is more inclusive than the latter. Moreover, the term "Indigenous" now seems the preferred term in terms of its growing usage in international circles and the academy. For these reasons, as well as many of the rationales articulated by Professor Signa Daum Shanks in her letter, I would be happy to support your department's proposal to change its name from Native Studies to Indigenous Studies. Although I remain of the belief that the phrase "Native" in the context that it is used in a number of places on campus, including the Native Law Centre, remains appropriate, I am guided by the expertise and knowledge that your Department obviously possesses concerning its own discipline.

Sincerely,

Sanjeev Anand

Sanjeev Anand, JD, LLM, PhD
Dean and Professor
College of Law
University of Saskatchewan
15 Campus Drive
Saskatoon, SK
S7N 5A6
Tel: 306.966.5910
Fax: 306.966.5900

-----Original Message-----

From: winona wheeler [<mailto:wls543@mail.usask.ca>]
Sent: September-18-11 4:51 PM
To: s.anand@usask.ca

RE: Native Studies name change to Indigenous Studies

Subject: Native Studies name change to Indigenous Studies

Tansi Dean Anand

Welcome to the UofS and I hope this finds you all well.

We are preparing the documentation to request a name change for our department from Native Studies to Indigenous Studies and part of the process includes consultation with interested parties and stakeholders and collecting letters of support. Attached is our rationale for the name change. When you have some time I hope you will review it and send me a response. I am happy to meet with you to discuss it further.

Respectfully
winona

Subject: letter of support

From: Signa Daum Shanks <signa.daumshanks@usask.ca>

Date: Sun, 18 Sep 2011 16:39:49 -0600 (CST)

To: winona.wheeler@usask.ca

Dear Professor Wheeler,

it is my pleasure to read your proposal regarding the name change. First, I am impressed with how it relates to your department's concern in demonstrating an international understanding of many topics pertaining to all peoples. Second, the change represents a link to the scholarly work about Indigenous peoples which is in tandem with topics at other world-renowned institutions. Third, the change also addresses one of the basic topics Indigenous Studies must comprehend: the imposition of labels upon Indigenous peoples by non-Indigenous individuals and their institutions. Finally, it helps the University of Saskatchewan demonstrate how its fundamental goals which are part of the Third Integrated Plan can be reached.

Not only does your proposal represent superb consultation and collaboration, the demonstration of your department's internal approval of this name change cannot be underestimated, either. With the superb educational level of you and your colleagues in Native Studies today, I cannot see any reason why someone indifferent or not supportive of this change could be aware of the academic, inter-university and university-community which you and your colleagues deal with on a daily basis. In sum, if your department has determined this change is important to undertake, no one should stand in your way! You have exposure to the discipline, you have a variety of links to other fields and institutions which have also deliberated on this matter and you have shown incredibly terrific views about how to demonstrate consultation.

We can also not forget that your name change to the department represents a number of factors which this university espouses as fundamental concerns which should be promoted here and act as a way to demonstrate the university's forward-thinking and leadership in the issues stemming from the topics of Indigenous peoples and Indigenous-newcomer relations.

As someone who has taught in this field since 1998 and has (or so I'm told!) contributed to the academic debates which are part of it, this decision represents another way to give the professional credence the field deserves and to help this university demonstrate some of its current institutional prerogatives in their fullest forms. Our university should be thankful for your effort here, other departments will realise Saskatchewan knows the area as well as it always has, we will have an internationalized understanding of the area and students will be again given exposure to what Indigenous peoples have experienced and currently experience, and non-Indigenous peoples will gain insight about the positive role they can have in understanding topics both now and in the future.

With best wishes,

Professor Signa A. Daum Shanks

Signa A. Daum Shanks
Assistant Professor, College of Law
University of Saskatchewan
15 Campus Drive
Saskatoon, SK S7N 5A6 CANADA
tele.306-966-1049 facs.306-966-5900
signa.daumshanks@usask.ca

Subject: RE: Department of Native Studies Name Change rationale
From: "Garcea, Joe" <jog739@campus.usask.ca>
Date: Tue, 24 May 2011 05:57:36 -0600
To: Winona Wheeler <winona.wheeler@usask.ca>

Winona:

This sounds like a good change for reasons that you explain in the document.
Most significantly it is consistent with names across Canada and the world.
Good luck.
Joe

-----Original Message-----

From: Winona Wheeler [<mailto:winona.wheeler@usask.ca>]
Sent: May-12-11 4:56 PM
To: Roger Herman
Cc: Jim Cheesman; Karen Lawson; Dirk de Boer; Pamela Downe; Donald Gilchrist; Joe Garcea;
terry.wotherspoon@usask.ca; Harley Dickinson
Subject: Department of Native Studies Name Change rationale

Tansi colleagues,

Please find attached an information document that provides the rationale for the proposed name change of our department from Native Studies to Indigenous Studies.

Will appreciate any feedback (positive and/or negative) that you are willing to share.

respectfully,

winona

Re: Department of Native Studies Name Change rationale

Subject: Re: Department of Native Studies Name Change rationale
From: tlw782@mail.usask.ca
Date: Sun, 26 Jun 2011 11:03:07 -0600
To: Winona Wheeler <winona.wheeler@usask.ca>

Hi Winona,

I am pleased to indicate on behalf of Sociology our support for the initiative to change the name of your Department. The rationale you provide is very strong, and we wish you well and look forward to collaborating as you move forward.

Sincerely,

Terry

Terry Wotherspoon
Head and Professor
Department of Sociology

Subject: RE: Native Studies name change to Indigenous Studies
From: "Natcher, David" <david.natcher@usask.ca>
Date: Tue, 27 Sep 2011 18:42:25 +0000
To: Winona Wheeler <winona.wheeler@usask.ca>

Hi Winona. Sorry for not getting back to you sooner but I was in Iqaluit during our email exchanges I just returned over the weekend. As far as negative impacts go with the name change I can't think of any. I guess the only possibility comes from the initiatives being discussed in Education (something like a graduate degree in Indigenous Knowledge). You are obviously in a much better position to know how this might all play out.

Good luck and please let me know if there is anything I can do to help.

Dave

David C. Natcher, PhD
Assistant Dean, Aboriginal Programs and Research
College of Agriculture and Bioresources
University of Saskatchewan
Office: 306-966-4045
david.natcher@usask.ca

From: Winona Wheeler [winona.wheeler@usask.ca]
Sent: Thursday, September 22, 2011 8:59 AM
To: Natcher, David
Subject: Re: Native Studies name change to Indigenous Studies

thank you David for your support. Can you think of any potential negative impacts? (a question on our application we are required to consult with folks about).
winona

On 11-09-19 10:30 AM, Natcher, David wrote:

Hi Winona. Thanks for sending the information concerning the department's name change. I think it is a very appropriate change to make and certainly reflects national\international trends as well as the direction of your department.

Best,

Dave

On 11-09-18 3:36 PM, "winona wheeler" <wls543@mail.usask.ca> wrote:

Tansi David Natcher,

I hope this finds you well. We are preparing the documentation to request a name change for our department from Native Studies to Indigenous Studies and part of the process includes consultation with interested parties and stakeholders and collecting letters of support.

Attached is our rationale for the name change. When you have some time I hope you will review it and send me a response. I am happy to meet with you to discuss it further.

Respectfully
winona

--
Dr. Winona Wheeler, Head
Native Studies Department
University of Saskatchewan
127 Kirk Hall, 117 Science Place
Saskatoon, SK S7N-5C8
ph: (306) 966-6210

Subject: Re: Native Studies name change to Indigenous Studies
From: Bob Cram <rgc478@mail.usask.ca>
Date: Tue, 27 Sep 2011 12:41:44 -0600
To: winona wheeler <wls543@mail.usask.ca>

Hi Winona. I just wanted to let you know that several of us in the CCDE have talked about your proposed departmental name change and are happy to support it. There was some discussion about the possibility of the public confusing our Indigenous Peoples Program area with Indigenous Studies, but that really was not a serious concern. Obviously there are already other existing programs like the Indigenous Peoples Resource Management Program, and we have other program areas using names related to agriculture and business that can just as easily be confused with colleges. Good luck with the change process.

Bob Cram, Executive Director
Centre for Continuing & Distance Education
University of Saskatchewan
476 Williams Building
221 Cumberland Ave. N.
Saskatoon, SK S7N 1M3
Phone: 306-966-5561
Fax: 306-966-5590
www.ccde.usask.ca

On 11-09-18 3:41 PM, winona wheeler wrote:

Tansi Bob Cram,

I hope this finds you well. We are preparing the documentation to request a name change for our department from Native Studies to Indigenous Studies and part of the process includes consultation with interested parties and stakeholders and collecting letters of support. Attached is our rationale for the name change. When you have some time I hope you will review it and send me a response. I am happy to meet with you to discuss it further.

Respectfully
winona

Subject: Re: Native Studies name change to Indigenous Studies
From: David Parkinson <david.john.parkinson@usask.ca>
Date: Sat, 24 Sep 2011 17:59:23 -0600
To: winona wheeler <wls543@mail.usask.ca>

Dr Winona Wheeler
Head, Native/Indigenous Studies Department

Dear Dr Wheeler,

Thank you very much for sending me your Department's rationale for requesting a change of name from the Department of Native Studies to the Department of Indigenous Studies. I have read this rationale with great interest. Your review of last fifty years of changes in nomenclature demonstrates the precision, inclusiveness and accurate identification that have informs your Department's thinking about its name. Your emphasis on the term "Indigenous" as a means of identification and self-definition is strongly grounded, durable, and therefore convincing.

Therefore I support the unanimous move of your Department to have its name changed to the Department of Indigenous Studies. Achieving this goal, you will, as you say, "accurately identify [y]our areas of intellectual inquiry" and "reflect the ongoing developments and internationalization of [y]our discipline." Your rationale entails an authoritative sense of history, a keen awareness of global perspectives, and a real insight into the capacity of Indigeneity to continue to embody your Department's values, projects, and goals.

Yours sincerely,

David

David J. Parkinson
Vice-Dean
Humanities & Fine Arts
College of Arts and Science
1 306 966 5516
1 306 966 8839 f

On 2011-09-18, at 5:01 PM, winona wheeler wrote:

| <NS Name Change INST-5.docx>

Subject: Re: Native Studies name change to Indigenous Studies
From: "J.R.(Jim) Miller" <J.R.Miller@usask.ca>
Date: Mon, 19 Sep 2011 06:08:08 -0600
To: winona wheeler <wls543@mail.usask.ca>

Hello from Halifax, Dr. Wheeler

I don't know if my previous attempt to reply to your message got through or not, but just in case...

Thank you for the information about the proposed name change of your Department. I had a couple of reactions to the rationale you sent. It was news to me that 35(2) did not cover non-status Indians. As well, I think another argument in favour of "Indigenous" is that its use implicitly alludes to and includes indigenous peoples of the South Pacific. As you know, "Indigenous" is the most commonly used adjective in that part of the world.

Best of luck with the move to change the name.

Jim Miller

--

J.R. (Jim) Miller, Ph.D., FRSC
Canada Research Chair and
Professor of History
University of Saskatchewan
Saskatoon, SK S7N 5A5
TEL. [306] 966-5806
FAX [306] 966-5852

Quoting winona wheeler <wls543@mail.usask.ca>:

Tansi Dr. Miller,

I hope this finds you well.

We are preparing the documentation to request a name change for our department from Native Studies to Indigenous Studies and part of the process includes consultation with interested parties and stakeholders and collecting letters of support.

Attached is our rationale for the name change. When you have some time I hope you will review it and send me a response. I am happy to meet with you to discuss it further--we still haven't had a chance to meet for coffee so maybe now is a good time.

respectfully
winona

Subject: RE: Native Studies name change to Indigenous Studies

From: "Liber, Karsten" <karsten.liber@usask.ca>

Date: Wed, 21 Sep 2011 20:05:04 +0000

To: "wls543@mail.usask.ca" <wls543@mail.usask.ca>, "maureen.reed@usask.ca" <maureen.reed@usask.ca>

Dear Winona.

Thank you for sharing this with us.

I do not consider myself qualified to comment on your proposed name change, but your explanation seems reasonable to me.

I wish you success with institutional approval for the change.

Sincerely,

Karsten Liber, Ph.D.

Executive Director, School of Environment and Sustainability

Executive Oversight, Toxicology Centre

University of Saskatchewan

Tel: 1-306-966-1499, or 1-306-966-7444

E-mail: karsten.liber@usask.ca

Website: <http://www.usask.ca/toxicology>

From: winona wheeler [wls543@mail.usask.ca]

Sent: September 18, 2011 3:32 PM

To: Liber, Karsten; maureen.reed@usask.ca

Subject: Native Studies name change to Indigenous Studies

Tansi Drs. Liber and Reed,

I hope this finds you well. We are preparing the documentation to request a name change for our department from Native Studies to Indigenous Studies and part of the process includes consultation with interested parties and stakeholders and collecting letters of support. Attached is our rationale for the name change. When you have some time I hope you will review it and send me a response. I am happy to meet with you to discuss it further.

Respectfully

winona

Subject: Re: Native Studies name change to Indigenous Studies

From: winona wheeler <wls543@mail.usask.ca>

Date: Fri, 10 Feb 2012 08:33:21 -0600

To: Assistant Provost - Institutional Planning and Assessment
<asstprovost.ipa@usask.ca>

CC: 'Winona Wheeler' <winona.wheeler@usask.ca>, "Harkot, Troy"
<troy.harkot@usask.ca>, "Melis, Pauline" <pauline.melis@usask.ca>, "Kennedy, Laura"
<laura.kennedy@usask.ca>, "Tennent, Colin" <colin.tennent@usask.ca>, "Pennock, Lea"
<lea.pennock@usask.ca>, "ed.pokraka@8sask.ca" <ed.pokraka@usask.ca>, Harley
Dickinson <harley.dickinson@usask.ca>, Michelle Jarvin <Michelle.Jarvin@usask.ca>

thank you for your guidance and support Pauline,

we are almost ready to embark on the formal procedures and hopefully all goes well.

respectfully,
winona

On 10/02/2012 7:43 AM, Assistant Provost - Institutional Planning and Assessment wrote:
Winona -- thank you so much for including me on your list of consultants -- I appreciate that very much.

In my view, I think you have laid out a very careful rationale for the name change and I can't imagine that there would be any reason for this not to be accepted by the University Council. I would imagine that Lea Pennock will outline for you the steps in this process from a Council perspective (I think this is a relatively straightforward request, by your Dean, on your behalf, through a memo to the Planning and Priorities Committee and then on to Council for approval, but Lea will know that for sure).

All the best, PM

Pauline M. Melis
Assistant Provost, Institutional Planning and Assessment
University of Saskatchewan
SASKATOON, Saskatchewan S7N 5A2

Tele: ((306) 966-1827
Fax: (306) 975-1026

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-----Original Message-----

From: Winona Wheeler [mailto:winona.wheeler@usask.ca]
Sent: Thursday, February 09, 2012 5:46 PM
To: Harkot, Troy; Melis, Pauline; Kennedy, Laura; Tennent, Colin; Pennock, Lea;
ed.pokraka@8sask.ca

Subject: Native Studies name change to Indigenous Studies

Greetings,

I am in the last stage of consultations regarding our proposed name change.

Can you please advise us if you foresee any difficulties or challenges we need to address.

respectfully
winona

Subject: [Jira] (BANSUP-31188) costs for department name change

From: Lauri Hovdestad <sis_support@usask.ca>

Date: Wed, 13 Apr 2011 15:34:54 -0600 (CST)

To: brenda.britton@usask.ca

*student & enrollment services
(technical)*

Brenda,

This is a fairly complex question to answer so please bear with me if I give you more information than you were looking for.

The cost to this work is in the amount of effort it requires to make the necessary changes in the system to change the department name and the subject code. Having said that, there is no cost recovery for this work but the time it takes to complete this work should be taken into consideration when the deadlines to have the work completed by are set.

The actual amount of work will depend if the change will be made as a point of time change (e.g. from this term forward) or if records that are already in history have to be changed to reflect the department/subject change.

If this will be done a point in time change then a term will have to be decided on to make the change. You should coordinate this with SEDS - Academic Services staff as they will need to make some of the changes. The changes they will need to make include creating new courses, closing old NS courses off, entering equivalencies (e.g. NS 107 to IPS 107) so students don't take both, and making changes in pre-requisites as required. Equivalencies will also have to be added to DegreeWorks and the new courses entered as requirements in DegreeWorks once the change has been published to the calendar. These changes should only be made in an XXXX09 or XXXX05 term. Seanine Warrington (SEDS - Academic Services) will be able to provide additional information as required on the term that should be used.

In addition, the department would have to be changed on the general student records of the affected students. Depending on how many students this would be this may be manual work that the department would have to do or a script could be written to update these records.

A number of changes would need to be made in SiRIUS to support the changes being made to the department and subject code (e.g. codes created).

Grade entry and approval access would have to be updated as well since access is granted by a combination of college/department of academic authority.

Some thought would also need to be given to whether the associate major of NS would need to be changed as well. This adds additional work in the area of admissions and convocation. If the major is to be changed please note that there are two "IP" majors already - IPJP Indigenous People and Justice Program and IPRM Indigenous People Resource Management.

If the change is going to be made in a past term (e.g. the change is approved for a term that is already completed or a term where students are already registered for classes) then a large amount of additional work will be required to change the department and subject code in academic history and general student records. This requires writing technical scripts that will update these records. Degree records will also need to be considered. We would strongly recommend against making this change in a past term.

If you need additional information or would like to meet with someone to discuss

potential changes and their timing please let me know.

If I think of additional information that you need I will send it to you as well.

Lauri

Issue (<https://jira.usask.ca/browse/BANSUP-31188>):

Key: BANSUP-31188
Summary: costs for department name change
Type: Request
Status: In Progress
Priority: Minor
Assignee: Lauri Hovdestad
Reporter: Britton, Brenda

Description:

I am writing on behalf of the Department of Native Studies.

They are looking into possibly changing their departmental name and I am inquiring as to what the costs associated with any changes within the system as to the class identifier changing, ie: NS 107 to IPS 107 (Indigenous Peoples Studies).

Any help is appreciated.

Thanks,
Brenda

--

Brenda Britton
Departments of Geography and Planning
and Native Studies
University of Saskatchewan
117 Science Place
Saskatoon SK S7N 5C8

PHONE: (306) 966-5656
FAX: (306) 966-5680

Subject: RE: Native Studies name change to Indigenous Studies

From: "Pennock, Lea" <lea.pennock@usask.ca>

Date: Fri, 10 Feb 2012 14:21:55 +0000

To: Assistant Provost – Institutional Planning and Assessment

<asstprovost.ipa@usask.ca>, "Winona Wheeler" <winona.wheeler@usask.ca>, "Harkot, Troy" <troy.harkot@usask.ca>, "Melis, Pauline" <pauline.melis@usask.ca>, "Kennedy, Laura" <laura.kennedy@usask.ca>, "Tennent, Colin" <colin.tennent@usask.ca>, "ed.pokraka@8sask.ca" <ed.pokraka@8sask.ca>

CC: "Fornssler, Cathie" <cathie.fornssler@usask.ca>

Good morning, Winona,

Fortunately with the recent revisions to the university's policy on naming (which you can find at http://www.usask.ca/university_secretary/policies/advancement/5_15.php) the process is laid out fairly clearly. Pauline is right that Council has authority and responsibility for the naming (or renaming) of departments when the name, as here, reflects academic purpose. There's a link to a 'name change form' under "Procedures" in the policy, with instructions about how to complete the request for a name change. The request should be approved through your Faculty Council. Given the divisional structure of the College of Arts and Science I'm not sure whether it needs to go through your Divisional Faculty Council first, but the bylaws of the College should make that clear.

If you need assistance in navigating the process or form, Cathie Fornssler of my office should be able to assist.

With best wishes,
Lea

-----Original Message-----

From: Assistant Provost – Institutional Planning and Assessment

Sent: Friday, February 10, 2012 7:44 AM

To: 'Winona Wheeler'; Harkot, Troy; Melis, Pauline; Kennedy, Laura; Tennent, Colin; Pennock, Lea; 'ed.pokraka@8sask.ca'

Subject: RE: Native Studies name change to Indigenous Studies

Winona -- thank you so much for including me on your list of consultants -- I appreciate that very much.

In my view, I think you have laid out a very careful rationale for the name change and I can't imagine that there would be any reason for this not to be accepted by the University Council. I would imagine that Lea Pennock will outline for you the steps in this process from a Council perspective (I think this is a relatively straightforward request, by your Dean, on your behalf, through a memo to the Planning and Priorities Committee and then on to Council for approval, but Lea will know that for sure).

All the best, PM

Pauline M. Melis

Assistant Provost, Institutional Planning and Assessment

University of Saskatchewan

SASKATOON, Saskatchewan S7N 5A2

Tele: ((306) 966-1827

RE: Native Studies name change to Indigenous Studies

Fax: (306) 975-1026

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-----Original Message-----

From: Winona Wheeler [mailto:winona.wheeler@usask.ca]

Sent: Thursday, February 09, 2012 5:46 PM

To: Harkot, Troy; Melis, Pauline; Kennedy, Laura; Tennent, Colin; Pennock, Lea;
ed.pokraka@8sask.ca

Subject: Native Studies name change to Indigenous Studies

Greetings,

I am in the last stage of consultations regarding our proposed name change.

Can you please advise us if you foresee any difficulties or challenges we need to address.

respectfully
winona

--

Dr. Winona Wheeler, Head
Native Studies Department
University of Saskatchewan
127 Kirk Hall, 117 Science Place
Saskatoon, SK S7N-5C8
ph: (306) 966-6210

UNIVERSITY COUNCIL
Academic Programs Committee
REQUEST FOR DECISION

PRESENTED BY: Roy Dobson; Chair, Academic Programs Committee

DATE OF MEETING: May 21, 2015

SUBJECT: Certificate of Leadership in Post-secondary education

DECISION REQUESTED:

It is recommended:

That Council approve the Certificate of Leadership in Post-Secondary Education, effective September 1, 2015.

PURPOSE:

The Certificate of Leadership in Post-secondary Education is a 12 credit unit certificate of proficiency offered at the undergraduate level through the Department of Educational Administration to address the growing demand from students interested in post-secondary education. The vision for the certificate is that, with few additional resources, Educational Administration can offer an entry point into the study of post-secondary education from a leadership perspective.

CONTEXT AND BACKGROUND:

The College of Education is committed to enhancing and enriching Undergraduate programs in the College. In addition, this initiative aligns with the College's Priority 4: Grow and enhance our graduate programs, in that the program may attract a different set of mature students who are working, or interested, in post-secondary education.

This certificate program has the potential to draw a number of new cohorts of students to the college as it addresses a gap in programs for people interested in the post-secondary environment. The design of our program is unique in that it allows students to engage in initial offerings and lays the groundwork for laddering two of the courses into a Master's program later. Additionally, our certificate prepares students for leadership by focusing on three broad post-secondary topics: the role of the student and student diversity, teaching and learning, and administration and governance.

The certificate program could be accessed by current employees at post-secondary institutions to improve employment opportunities and advance careers. Faculty at post-secondary institutions could benefit by participating as part of their professional development. It also allows administrators working in the K-12 system to obtain the credentials and skills to work in post-secondary administration.

IMPLICATIONS:

The new resources required for this certificate program will be minimal due to the existing capacity in the College of Education. Additional resources will be required, however, in the following areas: marketing and communication materials will need to be developed and produced; there will be a need for online course development at later stages of certificate delivery (as we expand beyond the University of Saskatchewan community). Additional instructional space will be required, though this will be minimal if all courses are offered onsite. Additional administrative effort may be required as the number of cohorts moving through the program increases and there is greater need to coordinate the offerings.

Four new courses are included as part of this proposal:

- EADM 427.3 – Role of the Student and Student Services
- EADM 428.3 – Administration and governance
- EADM 429.3 - Teaching and Learning in Post-secondary Institutions
- EADM 491.3 - Capstone Activity

Resources for teaching these courses will be covered through the faculty of the Department of Educational Administration as part of the assignment of duties. The department is currently hiring new faculty, and have been mindful to ensure that adding expertise in the area of post-secondary education is forefront.

CONSULTATION:

- Department of Educational Administration, College of Education December 11, 2014 and January 30, 2015
- Consultation with the Registrar: January 29 and February 24, 2015
- College of Graduate Studies and Research (re: laddering courses): February 4, 2015
- Undergraduate Programs Committee, College of Education: February 24, 2015
- Planning and Priorities Committee of Council: March 18, 2015
- Faculty Council, College of Education: March 20, 2015
- Academic Programs Committee, April 1 and April 22, 2015

SUMMARY:

This certificate program will solidify the department's reputation and enhance its capacity to offer undergraduate level programs in the area of post-secondary leadership, administration, and governance. The program will also serve to enhance the recruitment and attraction of mature students and practitioners in post-secondary administration. Currently, the department offers a program that has relevance for practitioners and scholars in both K-12 systems and the postsecondary sector; however, the work to establish discrete program spaces for both sectors will permit increased opportunities for collaboration across sectors while maintaining strength in areas of study that are intimately grounded in the contexts of professional practice

FURTHER ACTION REQUIRED:

Consultation with information technology and the Library will be required as the courses are developed more fully. Continued consultation with external stakeholders, such as Saskatchewan Polytechnique and other national and international peer institutions will be necessary as enrollment is scaled up.

ATTACHMENTS:

- Certificate of Leadership in Post-secondary Education Proposal



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal:

Degree(s): **Certificate of Leadership in Post-Secondary Education**

Field(s) of Specialization: Post-Secondary Education

Option(s):

Degree College: **Education**

Contact person(s)

Vicki Squires, Assistant Professor,
Department of Educational Administration
College of Education
306-966-7622
vicki.squires@usask.ca

David Burgess, Department Head
Department of Educational Administration
College of Education
306-966-7612
dave.burgess@usask.ca

Proposed date of implementation: September, 2015

EXECUTIVE SUMMARY OF THE PROPOSAL

The Certificate of Leadership in Post-secondary Education is conceptualized as a 12 cu certificate of proficiency offered at the undergraduate level through the Department of Educational Administration to address the growing demand from students interested in post-secondary education. The vision for the certificate is that, with few additional resources, Educational Administration can offer an entry point into the study of post-secondary education from a leadership perspective.

Having completed the certificate, students will have explored the post-secondary education landscape locally, nationally, and internationally. If they are interested in graduate studies and successfully apply to the Master's of Education program through the College of Graduate Studies and Research, they will be able to use two of the courses (6 cu) from the certificate program towards their graduate work in the Department of Educational Administration.

This certificate would be of interest to faculty and staff in any post-secondary institution. The certificate would focus on three broad post-secondary topics: the role of the student and student diversity, teaching and learning, and administration and governance. There are few similar opportunities offered by other institutions across Canada. In the rapidly changing landscape of post-secondary education, study in this area may be attractive to those who are interested in moving into more senior positions. Initial conversations with internal and external stakeholders have indicated a strong interest in, and identified potential cohorts of students for this certificate program.

The Department of Educational Administration is well positioned to offer programming to students who are employed full-time through flexible timetabling that is characterized by blended and on-line learning technologies in addition to face-to-face evening, weekend, and summer courses. It is envisioned that students would be able to complete the certificate program within 18 months, taking one course each term.

RATIONALE

The Certificate of Leadership in Post-secondary Education supports our institution, college, students, faculty, staff and community in multiple ways.

Our Institution

This initiative supports our university's espoused and enacted values as articulated in its Strategic Directions, its integrated plans, and several of its foundational documents. A certificate program focusing on post-secondary education where potentially two of the courses can be applied towards completion of a graduate degree is in alignment with areas of focus that are outlined in the Third Integrated Plan: Promise and Potential. In implementing this certificate, we will be contributing to the areas of Aboriginal Engagement, Culture and Community, and Innovation in Programs and Services (as explained further throughout this section). In addition, building our institutional capacity through this program supports the University of Saskatchewan Learning Charter; in particular, it contributes to the fulfillment of the institutional commitments of ensuring quality, building environment, and supporting learning. A program that enhances the knowledge and interpersonal connections across campus serves to pull the campus together and to develop common institutional language, commitment, and ways of working.

The need for building our institutional capacity in this area is highlighted in literature focusing on post-secondary education and higher education. Hardy Cox and Strange (2010) emphasized

that, in Canada, we need to develop programs that contribute to professionalizing our personnel who work with students. To achieve this purpose, they recommended “the development of additional programs at the graduate level (master’s and doctoral studies), through distance learning and on-campus opportunities, to prepare leaders in the various student services specialties” (Hardy Cox & Strange, pp. 243-244). Keeling (2006) reiterated that we need to be “intentional learners and reflective practitioners, learning continuously about our campus and students, thinking about the way our work addresses the demands of institutional mission and values, and committed to examining and revising our operational assumptions about student learning” (p. 59). Keeling further noted that leadership across campus is key to developing a deeper understanding of students and student learning. A Certificate of Leadership in Post-secondary Education would serve to enhance understanding of students and student learning, as well as further develop formal and informal leaders across campus.

In addition, this program is connected to a particular goal of one of the areas of focus, Innovation in Programs and Services. Specifically, one project from this area of focus that was undertaken during the third planning cycle, the Strategic Enrolment Management Project, (<http://www.usask.ca/plan/areas-of-focus/innovation-in-academic-programs-and-services/docs/uofs-sem-report-final.pdf>) identified strategies that could promote recruitment of several target groups of students. This certificate program would result potentially in greater enrolment of two of those groups, graduate students and mature students, and assist the university in achieving college-level enrolment targets identified. The proposed program and delivery model for the certificate may be especially attractive to mature students who are working professionals interested in enhancing their skills and knowledge and potentially advancing their careers.

Our College

This initiative supports the College of Education’s Third Integrated Plan. Within the College’s planning document, it is noted that the College will re-emphasize some of the priorities from the Second Integrated Plan. Of particular importance to this proposal is the priority: Enhance and enrich Undergraduate programs in the College. In addition, the initiative aligns with the College’s Priority 4: Grow and enhance our graduate programs, in that the program may attract a different set of mature students who are working, or interested, in post-secondary education.

The certificate program has the potential to draw a number of new cohorts of students to the college. In particular, this program addresses a gap in programs for people interested in the post-secondary environment. Other universities offer programs, primarily Master’s degree programs for post-secondary education, but each of them focuses on a particular strand or topic. Simon Fraser University focuses on Student Affairs, University of Manitoba’s Centre for Higher Education Research and Development’s program is centred on administration, University of Alberta’s focus is on pedagogy, and Memorial University is a distance program that

concentrates on Student Affairs and advising. Royal Roads University will be offering a Masters in Higher Education Leadership, starting in fall 2015. However, the structure of the program (requiring a two week residency each year) and the cost of the program make it prohibitive for many prospective students. The design of our program is unique in that it allows students to engage in initial offerings and lays the groundwork for laddering two of the courses into a Master's program later. Additionally, our certificate prepares students for leadership by focusing on three broad post-secondary topics: the role of the student and student diversity, teaching and learning, and administration and governance.

This certificate program addresses a need identified in the Department of Educational Administration's Graduate Program Review (2011). Specifically, some participants expressed a desire for leadership and administration program offerings that were focused on the post-secondary environment. Depending on demand, we could tailor the program to meet specific needs of particular cohorts, such as academic advisors, faculty members, student affairs professionals, or polytechnic staff. By tailoring the program, we could also support our current international collaborations and strengthen our international presence. Offering the program at the undergraduate level will attract a broad spectrum of students, and allow qualified candidates to use some of the coursework towards a Master's degree.

The Department of Educational Administration is well positioned to offer this program. Offering a variety of delivery approaches with flexible timelines and deadlines builds on our current model of diverse course offerings and scheduling (summer, weekends, evenings, online, and satellite programs). In addition, the department is strongly connected to the Saskatchewan Educational Leadership Unit (SELU); this unit has the structure and processes to support the delivery of components of the program through conferences and block programs. We can capitalize on the unit's connections to multiple external stakeholders, provincially, nationally and internationally.

Our Students

This proposed certificate program would support our students in several ways. First, we will offer a unique program that will attract a different group of students. Because of the variety of delivery methods that we are proposing, the program could be adapted for different local stakeholder groups, such as academic advisors, student affairs personnel, and polytechnic staff, as well as having the potential to be adapted for external stakeholder groups, such as international colleges and universities. In addition, this is an initial commitment to professional development that may better meet individual needs or may serve as a ladder towards a Master's program; the process does not commit the student to the degree program, but can serve as a springboard where they can gain confidence in academic work again and can use two of the courses towards a graduate program (if qualified). For some students who would not

have previously qualified for graduate studies, successful completion of the certificate program may be considered for special case admission.

In addition, the implementation of the program will contribute to professionalizing the staff of the institutions, and to enhanced understanding of our increasingly diverse student body. By doing so, we can better support student success, and improve student retention rates; these are explicit goals stated within the Third Integrated Plan. We can also work towards improved intercultural competencies among staff and faculty through developing curricula that incorporate First Nations, Métis and Inuit perspectives, and that highlight the unique needs of international students. We can measure progress in this area through improved institutional and college-level performance regarding student satisfaction, engagement, and sense of belonging as measured by survey tools such as the Canadian University Consortium Survey, the National Survey of Student Engagement, and the Campus Climate survey.

Our Employees

The certificate program meets the needs of our employees in several ways. It can address professional development goals in a way that accommodates the needs of working professionals by establishing flexible timelines and utilizing a variety of delivery approaches. Through participation in this program, employees develop individual capacity for promotion and hiring. The program may positively affect individuals' eligibility for more employment opportunities and career advancement. In addition, it gives mature learners an opportunity to "test the waters" of being a student again. This experience may enhance their confidence as a learner so that they are more likely to move into a Master's program. Once they have completed the certificate, they can choose to use two of these courses to ladder into a Master's of Education Degree program if they can successfully apply for graduate studies.

There would be potential benefits for faculty members as well. By participating in this program, faculty can demonstrate personal growth and achieve professional development goals. The focus on students, post-secondary structures, and teaching and learning can lead to improvement in pedagogical practices, and in intercultural competencies. By opening spaces for dialogue, there will be opportunities for cross-fertilization of ideas and insights into post-secondary education and research. For academic leaders, the participation of faculty in the program can further enhance the teaching and learning mission of their departments and colleges. Additionally, the process (through student participation and through local experts as course instructors) allows us to showcase the expertise on campus and demonstrate our leadership in this area.

For faculty and some staff, this program would be especially appealing because it would be offered on campus. The University of Saskatchewan Faculty Association contract and the Administrative and Supervisory Personnel Association contract include the benefit of taking one

course per term, as long as it is offered by the University of Saskatchewan. These employees could complete the certificate within 18 months at no cost to themselves, if they take a maximum of one course per term.

References:

Promise and Potential: The Third Integrated Plan: 2012 - 2016

<http://www.usask.ca/plan/documents/Promise and Potential - Full Version.pdf>

College of Education: Third Integrated Plan: 2012 - 2016

<http://www.usask.ca/plan/documents/protected/College of Education.pdf>

University of Saskatchewan Strategic Enrolment Management Report: 2013 - 2016

<http://www.usask.ca/plan/areas-of-focus/innovation-in-academic-programs-and-services/docs/uofs-sem-report-final.pdf>

A Learning Charter for the University of Saskatchewan (2010).

<http://www.usask.ca/secretariat/documents/LearningCharter.pdf>

Hardy Cox, D. & Strange, C.C. (2010). *Achieving student success: Effective student services in Canadian higher education*. McGill-Queen's University Press: Kingston, ON

Keeling, R. (Ed.) (2006). *Learning reconsidered 2: A practical guide to implementing a campus-wide focus on the student experience*. ACPA, ACUHO-I, ACUI, NACA, NACADA, NASPA, NIRSA

DESCRIPTION OF PROGRAM CHARACTERISTICS

Draft Calendar Entry

The Certificate of Leadership in Post-Secondary Education is 12 cu certificate of proficiency offered at the undergraduate level through the Department of Educational Administration, College of Education. The program investigates the post-secondary environment and focuses on three main topic areas: administration and governance, teaching and learning, and student services. Students in this program will be required to participate in a capstone activity that incorporates their new understandings, and applications to post-secondary institutions, into a culminating presentation.

Admission Requirements

Applicants will hold

(a) a recognized degree from an accredited university; OR

- (b) a completed 2-year or 3-year Diploma from a recognized technical institution or institution of applied science and technology OR
- (c) upon a special case admission review

Certificate Requirements

Students will take the following courses:

EADM 427.3 – Role of the Student and Student Services

This course will examine the demographics of the current student population, and investigate the role of student services in supporting student success in post-secondary institutions. Topics will include holistic models of student support, the increasing diversity of students, the wide range of possible student services and their role in supporting the teaching and learning mission of campus. This exploration will be framed as supports for students throughout the student lifecycle, from interested prospective student to alumni.

EADM 428.3 – Administration and governance

This course will describe the administrative structures of post-secondary institutions, and the roles of those structures in the governance process. Overarching theories regarding organizations, leadership, and change management will be discussed. In addition, topics such as institutional, program, and student assessment, policies and procedures, integrated planning, and resource allocation in post-secondary institutions will be covered.

EADM 429.3 - Teaching and Learning in Post-secondary Institutions

This course will investigate adults as learners in post-secondary institutions and discuss best methods to promote students' academic success. Theories of student development, discussion of best practices for teaching adult learners, and descriptions of different learning styles will be explored. Topics include examining teaching approaches and different ways of knowing, student assessment and learning outcomes, and the use of technology for teaching and learning at post-secondary institutions.

EADM 491.3 - Capstone Activity

Students will participate in a culminating activity where they will have an opportunity to incorporate the information, understandings, and experiences resulting from their participation in the program. They will highlight key learnings, and connections to their work environment or other post-secondary contexts, through a culminating paper and presentation.

.

RESOURCES

The new resources required for this certificate program will be minimal due to the existing capacity in the College of Education. Additional resources will be required, however, in the following areas: marketing and communication materials will need to be developed and produced; there will be a need for online course development at later stages of certificate

delivery (as we expand beyond the University of Saskatchewan community); and there may also be minimal resources required for course development. We will be applying for a Curriculum Innovation Grant through the Gwenna Moss Centre for Teaching Effectiveness to cover some of these initial costs. Should the grant application not be approved, the Department of Educational Administration will cover any ancillary and administrative costs.

Resources for teaching the courses will be covered through the faculty of the Department of Educational Administration as part of the assignment to duties. The Department is in the process of hiring three additional faculty with the intention of adding expertise in post-secondary education as one of the emerging areas of focus. Experts on campus will be invited as guest lecturers on specific topics or, on occasion, hired as sessional lecturers. We believe this is an opportunity to highlight the expertise of our faculty and staff.

In addition, there will be resources required for instructional space. This will depend on the location of any offering of the certificate. For example, as the certificate is offered at other institutions, classroom space will be required. It is anticipated that there will likely be “in kind” donation of such instructional spaces, however. Instructional personnel will also have to be secured and compensated. There will be minimal direct costs related to administrative support and photocopying course materials. In the later stages of the certificate program, we envision multiple cohorts and delivery models offered concurrently. In this case, resources would be required to provide for coordination of the multiple offerings. It is anticipated that the additional revenue generated by these courses will offset expenses, and may, in time, be a revenue generator for the College.

See Appendix A for detailed information.

RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

This certificate program will enhance the work of the department in several ways. It will solidify the department’s reputation and enhance its capacity to offer undergraduate level programs in the area of post-secondary leadership, administration, and governance. The program will also serve to enhance the recruitment and attraction of mature students and practitioners in post-secondary administration. The proposed certificate and resulting curriculum alignment in the department will permit departmental growth toward offering parallel streams of study focussed on K-12 and postsecondary educational administration and leadership. Currently, the department offers a program that has relevance for practitioners and scholars in both K-12 systems and the postsecondary sector; however, the work to establish discrete program spaces for both sectors will permit increased opportunities for collaboration across sectors while maintaining strength in areas of study that are intimately grounded in the contexts of professional practice.

Currently, the Department of Educational Administration maintains a robust cohort of graduate students from a number colleges and departments across campus. Historically, students from a variety of colleges across campus and beyond the University of Saskatchewan have sought out

the department for graduate study. However, in the Graduate Program Review, several participants noted a desire for more coursework focused on the post-secondary environment. This certificate will provide that focus at the undergraduate level and can serve as a springboard into a Master's of Education in Post-secondary Education degree program (in development). In addition, we may be able to capitalize on the synergies required in developing and implementing Educational Administration's proposed Certificate in Health Professions Education and Leadership. By developing these two specializations simultaneously, we may be able to develop parallel courses or courses that can be applied in either program.

In developing this proposal further, we will engage in broad consultations with a number of stakeholders, including academic and administrative units on campus. We are intending to incorporate some of the expertise on campus in designing and delivering some of the courses (e.g. Gwenna Moss Centre for Teaching Effectiveness), in addition to determining the needs of potential cohorts. We will consult with the library and information technology units; at this time, we are not anticipating a significant impact on support required from those units.

We intend to engage in discussions with external stakeholders such as Saskatchewan Polytechnic, and other potential cohorts nationally, and internationally. Some of these conversations have already occurred as we investigated the interest and need for such a program, and the interest generated by those conversations indicates to us the potential positive impact this program may have for our internal and external stakeholders.

BUDGET

The tuition charged will be standard tuition for undergraduate courses. It is anticipated that the initial cohort will be approximately 20 students.

Ancillary and administrative costs for this program will be covered by the Department of Educational Administration. Currently, the department is in the process of hiring additional administrative staff, 0.5 FTE of which will be devoted to supporting the certificate program. In addition, we will be applying for a Curriculum Innovation Grant through the Gwenna Moss Centre for Teaching Effectiveness to support the marketing and course development for this program. This certificate program is envisioned as one stage of development; the next stage involves the development of a Master's of Education in Post-secondary Education. For qualified applicants who are interested in entering the Master's program, two of the certificate courses would be applicable toward the coursework for this degree program, upon approval of the department.

It is anticipated that the revenue generated by this certificate program will offset the costs associated with its development, marketing, and delivery. Because of the flexible delivery model and the potential use of on-campus expertise in supporting the teaching of the courses, the costs associated with delivery will be relatively minimal.

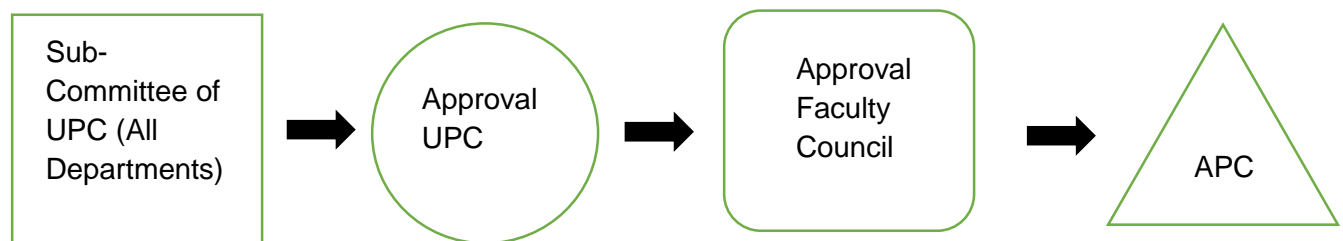
See Appendix A for detailed information.

College Statement

Related documentation included with this proposal includes a letter of support from the Dean of Education, Dr. Michelle Prytula (attached).

The College process for approval of the new Certificate involved approval at the departmental level through Educational Administration. Once approved by the Department of Educational Administration, the proposal moved on to the Undergraduate Programs Committee and then to Faculty Council for final in-College approval.

The following diagram illustrated the approval process followed.



At Faculty Council, the only recommendation was to add clarity to the language in the proposal around the laddering process. Feedback from the Planning and Priorities committee echoed this feedback. Those comments have been addressed within this proposal.

Related Documentation

At the online portal, attach any related documentation which is relevant to this proposal to the online portal, such as:

- ☐ Excerpts from the College Plan and Planning Parameters
- ☐ SPR recommendations
- ☐ Relevant sections of the College plan
- ☐ Accreditation review recommendations
- ☐ Letters of support
- ☐ Memos of consultation

It is particularly important for Council committees to know if a curriculum changes are being made in response to College Plans and Planning Parameters, review recommendations or accreditation recommendations.

Consultation Forms At the online portal, attach the following forms, as required

Required for all submissions:

☐ Consultation with the Registrar form

Required for new or revised courses:

☐ Course proposal forms

☐ OR Summary list of new and revised courses

Required if resources needed:

☐ Information Technology Requirements form

☐ Library Requirements form

☐ Physical Resource Requirements form

☐ Budget Consultation form

Appendix A: Incremental Revenue and Costs for the first 3 years of the Certificate program.

		Year 1	Year 2	Year 3
Tuition Revenue to the university				
Year 1: 20 x (4x560) ¹				
Year 2: 40 x (4x560)				
Year 3: 80x (4x560)		44,800	89,600	179, 200
Total incremental revenue	\$	44,800	89,600	179,200
Administrative support ²		25,000	25,000	10,000
Total incremental salary costs	\$	25,000	25,000	10,000
Operating costs ³		10,000	15,000	20,000
Marketing, communication costs		2,500	1,000	1,000
Computer / IT		10,000	10,000	3,500
Course development, materials		5,000	1,000	500
Total Incremental Non-Salary costs	\$	27,500	27,000	25,000
Surplus (or deficit)	\$	-7,700	37,600	144,200

¹ Standard Education Undergraduate tuition for one 3 credit unit class = \$560

² Administrative support of 0.5 FTE for the first two years for certificate programs, curriculum renewal; initially paper-based applications then moved to online application. After the first 2 years, the administrative support required for this program should be significantly less.

³ Operating costs will increase somewhat as the cohort expands; additionally, travel costs will increase as external cohorts are developed.

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

PRESENTED BY: Roy Dobson, chair
Academic programs committee

DATE OF MEETING: May 21, 2015

SUBJECT: Proposed Academic Courses Policy Revisions

COUNCIL ACTION: For input

DISCUSSION SUMMARY:

The proposed revisions to the Academic Courses Policy were developed by a Subcommittee of APC, comprising of members from the Registrar's office, the Academic Deans (Associate Deans, Students) group, the Teaching Learning, and Academic Resources Committee, and the Academic Programs Committee. The Subcommittee has met many times over more than a year to discuss the proposed revisions. Members of the Subcommittee included Jim Greer (Chair), Louise Humbert, Jay Wilson, Kevin Flynn, Sandra Bassendowski, Jordan Sherbino (followed by Desirée Steele), Jason Doell, and Russell Isinger.

The proposed revisions largely originated in concerns raised by the Associate Deans around invigilation, scheduling of midterm examinations, alternative accommodation, and class syllabi, 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, which in particular reflected a survey of the best practice invigilation regulations of other U15 universities as a starting point for discussion. The Associate Deans group met several times to discuss the proposed revisions. After further review at APC, the Subcommittee then continued the work begun at the Associate Deans group. Consultation through the Registrar also occurred with students through the University Student Council, and through meetings with several faculty councils.

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; 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 service, pregnancy, or 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, APC felt that such substantive changes to the Academic Courses Policy are of concern to the university generally. Consequently, since changes to the policy have impact on all instructional staff, APC presented the proposed revisions for Council's and the campus community's input at the June 2014 meeting of Council. The University Secretary's office received input over the summer months and into the fall, and the Subcommittee subsequently met, considered the input, and recommended changes to the proposed Academic Courses Policy to APC. The attached document reflects the changes approved by APC to the draft Academic Courses Policy submitted to Council last June.

If approved by Council at the June meeting, the new Academic Courses Policy would take effect September 1, 2015.

Consultation to date

The policy has been developed with extensive consultation as follows:

- Academic programs committee (May 7, May 21, June 9, September 24, 2014 March 11, April 1, 2015)
- Academic programs committee subcommittee (numerous meetings throughout 2014)
- Academic Deans Group (Associate Deans, Students, of all colleges, May 23, September 12, November 7, 2013, March 20, April 24, 2014)
- University Student Council (May 22, 2014, and February 5, 2015)
- Meetings with the faculty of St. Thomas More College, Engineering, and Western College of Veterinary Medicine.
- University Council (June 2014)

FEEDBACK:

Comments and feedback on the draft policy and appendix may be directed to Russell Isinger, University Registrar and Director of Student Services, at russell.isinger@usask.ca.

ATTACHMENTS:

1. Original Academic Courses Policy
2. 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.

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	
TOTAL	30	2109.00	

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: ~~December 1, 2014~~ April 16, 2015

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, pregnancy, 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 Dean in non-departmentalized college, or those delegated such responsibility by them, 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.

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

Department heads, and Deans in non-departmentalized Colleges, are accountable for the maintenance of academic standards and relevancy of programs of their department and college.

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

Instructor syllabi must be submitted ~~to and approved by~~ Department Heads, or Deans in non-departmentalized Colleges, or those delegated such responsibility by them, 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. After submission to the Department Head, or Dean in non-departmentalized colleges, or those delegated such responsibility by them, Syllabi ~~shall~~ should 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 syllabus with their students at the beginning of the class. ~~The syllabus shall include the following:~~

~~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;
- experiential learning expectations if applicable, the means by which experiential learning will be monitored and evaluated, the consequences of not meeting experiential learning 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 and the Department Head, or Dean in non-departmentalized Colleges, or those delegated such responsibility by them, is notified. 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~~ learning, 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~~ classes 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 of calculation of a student average:

<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
TOTAL	30		2424.00

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~~ may be 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~~ through consultation between an instructor and a student. Denials of such accommodation may be appealed to the Dean's office of the College authorizing such scheduling, in consultation with the student's College (if in a different College from that of the class) if necessary.

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. College may establish additional regulations regarding the number of mid-term examinations a student can sit in any given period to time.

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

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 received a failing grade in a class~~ due to ~~catastrophies~~ serious 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 a verifiable error in registration.

A retroactive withdrawal from a class can be ~~approved~~ placed on an academic record 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 serious personal circumstances (such as a mental or physical ~~n~~ illness or condition, 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-class~~ provided that any incomplete class work has not been deemed mandatory by the instructor in the class syllabus ~~and/or as per~~ 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, pregnancy, 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, availability of study materials, and assessment requirements (including mid-term and final examinations) for reasons related to pregnancy.

The University of Saskatchewan has a general duty to provide special accommodation related to the academic obligations of a class to students who are pregnant, and students whose spouses or partners may be pregnant. Students who are experiencing medical issues resulting from pregnancy may be able to arrange accommodation through Disability Services for Students. Students can also arrange such special accommodations in consultation with their instructor, and can be asked to provide medical or other supporting documentation (for example, regarding prenatal or postnatal medical appointments, date of delivery, or confirmation of birth). Denials of special accommodation by an instructor may be appealed to the Dean's office of the college of instruction.

cb. Students may also request special accommodation with regard to attendance, availability of study materials, and assessment requirements (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.

~~de~~. 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's office of the instructor's College.

~~ed~~. 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, University ~~the~~ fine or performing arts groups, ~~service with student groups or organizations, attendance participation at~~ academic conferences, workshops or seminars related to the student's academic work, 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's office 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.

At this stage, students affected shall be notified of a delay in recording their grades.

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~~ submitted by the instructor and approved by the Department Head, or Dean in a non-departmentalized college.

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-submitted~~ by the ~~Registrar~~instructor and approved by the Department Head, or Dean in a non-departmentalized college-

i. Once this process is completed, affected students who previously ordered a transcript can contact the Registrar ~~whereupon shall issue, free of charge,~~ corrected transcripts ~~if any have been previously ordered by the affected students~~will be issued free of charge.

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
FOR INFORMATION ONLY**

PRESENTED BY: Roy Dobson: Chair, Academic Programs Committee

DATE OF MEETING: May 21, 2015

SUBJECT: M.A. Project Option in Political Studies

COUNCIL ACTION: For information only

SUMMARY:

The M.A. Project Option in Political Studies was approved by the Academic Programs Committee at its meeting on April 22, 2015.

The Department of Political Studies proposed a project-based Master of Arts degree program to complement their current thesis-based offering. With a M.A. project option, the department of Political Studies will be more competitive with peer institutions within the U15 group. They will also be able to attract and shepherd more graduate students, as the workload on faculty is significantly less when supervising a project-based student. Currently the department sees a number of qualified applicants who they are not able to admit because of faculty capacity to supervise more graduate students pursuing a thesis-based program. The department foresees more students selecting the project-based program, which would result in a decrease of students pursuing an M.A. thesis, but an overall increase in M.A. students.

The introduction of a project-based M.A. program will also allow students to complete their degrees in one year, which has not been the case for most M.A. thesis students. Timely completion of degrees allows students more certainty about the cost of the program and better planning for future employment or continued education.

In terms of the quality of the program and the students admitted therein, there would be no difference between the M.A. project option and the M.A. thesis option. Students in both programs would take the same courses, following the same standards, but project-option students would take more classes. The major research project that they conduct would be, but would not explore the topic with as much depth as a thesis. The project-option requires more credit units of coursework, as well (24 cu in the project option vs 12 cu in the thesis option) to ensure the programs are of equal intellectual rigor.

ATTACHMENTS:

- M.A. Project Option in Political Studies Proposal

May 3, 2015

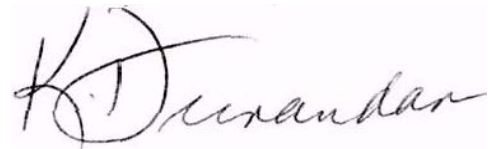
Ms. Kelly Clement
Assistant to the Associate Dean,
Graduate Academic Affairs Committee
and Graduate Programs Committee
College of Graduate Studies and Research
University of Saskatchewan

Dear Ms. Clement:

Please find attached my revisions, as *per* the requests of the Academic Programs Committee (APC) to the proposal for a project-based Master of Arts by the Department of Political Studies.

Please do not hesitate to let me know if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "K. Deonandan", is written over a light pink rectangular background.

Dr. Kalowatie Deonandan
Associate Professor
Chair, Graduate Studies
Tel: 306-966-2167/1666

To: Dr. Dionne Pohler, Chair, Graduate Programs Committee, CGSR

CC: Dr. Trevor Crowe, Associate Dean, College of Graduate Studies and Research (CGSR)
Dr. Joseph Garcea, Head, Department of Political Studies

From: Dr. Kalowatie Deonandan, Graduate Chair, Department of Political Studies

Date: May 3, 2015

Re: New project-based option for the Master of Arts in Political Studies

The Department of Political Studies is pleased to respond to the request for additional information made by the Executive Committee of CGSR at its January 6, 2015 meeting regarding the Department's proposal to implement a major research project (MRP) option in its Master of Arts Program in Political Studies.

Below I have responded to each of the queries raised by the Committee.

- 1. *The Executive Committee asked that the Department clarify whether the intent of the new project-based option is to increase enrolment and/or improve program completion times.***
 - ***If it is to increase enrolment, are there sufficient faculty resources available in the Department of Political Studies to supervise increased numbers of students?***

As stated in the original earlier submission, the Department has three objectives in proposing the MRP stream: 1) to expand the options available to students, 2) to increase its enrolment, and 3) to ensure that students complete within the allotted time frame.

Firstly, the Department would like to provide students with more choices. Not all students are interested in the thesis option as, for many, the MA is their final academic degree. The majority of our students seek employment after they complete their MA with only a few choosing to go on to a Ph.D. As such, for the former group, the MRP option has greater appeal. Should they wish to return to academia later and pursue a Ph.D., the MRP-based MA does not preclude this.

Further, this MRP proposal is in alignment with graduate options available both within many U15 universities and also within cognate units at the U of S. Of the ten U15 institutions in the table below, four (McGill, Ottawa, Queen's and Western), all with PhD programs in Political Science/Studies, offer an MRP-based MA degree. For Queen's and Ottawa, the MRP is the only option.

Importantly, it should be noted that at these four institutions the course requirements are either 3 credit units **less** than that at U of S (i.e., McGill) or 6 credit units **less** than that at the U of S (i.e., Ottawa, Queen's and Western). (The U of S criterion for minimum number of credit units for the MRP stream is set by the College of Graduate Studies and Research). Further, Alberta, McMaster and Toronto offer course-based options in their Political Science/Studies MA programs. For the University of Toronto, the course-based MA is the only available option. These course-based degrees require a maximum of 24 credit units of courses. The exception is McMaster, which requires 18 credit units and a Comprehensive Exam.

Within the University of Saskatchewan, the Department of Sociology, a cognate Department in the College of Arts and Science, also has an MRP Program, while the Department of Philosophy has a course-based MA.

Comparisons with Sample U15 Universities

UNIVERSITY	PROGRAM	THESIS OPTION	COURSE OPTION	MAJOR RESEARCH PROJECT OPTION
University of Alberta	Political Science	YES	YES 24 credit units courses in total	NO
University of British Columbia	Political Science	YES	NO	NO
University of Calgary	Political Science	YES	NO	NO
Dalhousie University	Political Science	YES	NO	NO
McGill University	Political Science	YES	NO	YES 21 credit units of Courses and an MRP
McMaster University	Political Science	YES	YES 18 credit units and a Comprehensive Exam	NO
University of Ottawa	Political Science	NO	NO	YES 18 credit units of Courses and MRP
Queen's University	Political Studies	NO	NO	YES 18 credit units of Courses and an MRP
University of Toronto	Political Science	NO	YES 24 credit units courses in total	NO
Western University	Political Science	YES	NO	YES 18 credit units of Courses and an MRP

Secondly, another goal of the proposal is to increase enrolment and accommodate more students from the large pool of qualified applicants , thus expanding educational opportunities for more students. At present, there is a very high demand for the program (from both national and international students). However, the Department already accepts a significant number of applicants (12 new students in each of the past two years) and it is not presently in a position to increase the acceptance rate because its capacity, in terms of faculty complement, to undertake the supervision of more theses is limited. However, supervising an MRP is less onerous and all faculty members in the unit are willing to increase their supervisory responsibilities to accommodate MRP candidates. The differences between and MRP and a thesis-based program are described below in the response to the Committee's next query and they helps explain why faculty are able and willing to accommodate MRP supervision.

As for available faculty to undertake supervision, currently, in addition to its regular full-time complement, the Department has several members in emeritus or other capacities who are willing to supervise the MRPs, but who are not available to supervise theses. All members listed below are presently supervising thesis-based students. Additionally, though they are not listed, colleagues in the Johnson Shoyama Graduate School (JSGS) of Public Policy have also supervised Political Studies MA students when there has been a convergence of interest between the student and the faculty member. For the 2015-16 year, Dr. Ken Coates of JSGS, for example, has already committed to supervising the thesis of an incoming student with whom he shares a common research interest.

Faculty Available for Supervising MRPs

Last Name	First Name	Category
Bell	Colleen	Grad Faculty
Berdahl	Loleen	Grad Faculty
Deonandan	Kalowatie	Grad Faculty
Garcea	Joseph	Grad Faculty
Hibbert	Neil	Grad Faculty
Holroyd	Carin	Grad Faculty
Kordan	Bohdan	Grad Faculty (STM)
McGrane	David	Grad Faculty (STM)
Poelzer	Greg	Grad Faculty
Smith	Charles	Grad Faculty (STM)
Romanow**	Roy	Professional Affiliate
Retired		
Story	Donald	Adjunct Professor
Michelmann	Hans	Professor Emeritus
Wheeler	Ronald	Adjunct Professor

**Roy Romanow is a Professional Affiliate in the Political Studies Department. As such, he can be a regular member on an advisory committee, and he can teach graduate-level courses. He can also supervise students with the permission of CGSR and if he serves as a co-supervisor. He is currently co-supervising graduate students and has taught a graduate course this past year (and in the last several years).

Thirdly, the final intent in introducing the MRP is to help ensure that students finish their MA degree within the one-year allotted time period, as currently many take longer. By having to do courses which are regularly scheduled and a smaller research project, students in the MRP stream will be able to work systematically towards finishing the degree. Timely completion will also greatly reduce the financial pressures on them. While costs are a major concern to all students, they are an even greater burden to international students whose tuition rates are higher and whose capacity for employment are more restricted due to factors such as visa restrictions.

2. The Executive Committee asked if the proposed MRP is to improve program completion times, do faculty in the department have an interest in conducting research with these students or would a course-based program provide a better option?

The MRP option does not preclude research collaboration between faculty members and MRP students. In some ways, research collaboration leading to publications can be facilitated by an MRP as the project could be written as a journal article from the start, rather than as a traditional thesis that has to be revised significantly if publication is pursued. Also, during the discussions in the Department regarding the MRP option, faculty members were unanimously in noting that they definitely did not rule out research collaboration with MRP candidates.

In terms of the quality of training provided to students in the MRP versus those in the thesis stream, there is no difference. Both groups will be taking the same courses and following the same standards. With the MRP, however, students have to take a larger number of graduate courses, 24cu as opposed to 12cu for the thesis. The MRP project is of equal intellectual rigour, but not explored in as much depth as a thesis, is shorter in length and not subject to defence before a committee. (An average paper at the graduate level in Political Studies is approximately 25-30 pages. As such, MRP students will have written three such papers extra by having to take 12cu of courses, in addition to their major project. While the project will be 40 pages in length, the Department's limit for theses is 75 pages. Hence, MRP students will have greater breadth of training while thesis-based students will explore a project more in depth.

It should be noted that the U o S requirements for an MRP is 24cu whereas U15 universities almost universally require only 18cu for this stream and 24 for a course-based program. Should the possibility exist for the Department to choose a 24cu requirement for a course-based stream, then it would certainly be open to considering this option in the future.

3. *The Executive Committee asked whether the Department's intent is to discontinue the thesis-based program.*

The Department fully intends to keep its thesis-based program. But like several of its U15 counterparts (and cognate Departments within the University such as Philosophy and Sociology), it would like to enhance its program offerings at the graduate level by including an MRP option.

4. The Executive Committee states that it would like to see a comparison of the proposed project-based option and the existing thesis-based program to highlight how they differ.

Below the differences between a thesis and an Major Research Program are described.

Thesis Based Program	MRP
12 cu courses + Thesis	24 cu Courses + Major Essay
Thesis Proposal Defence	None
Thesis Defence	None
75+ pages Thesis	40 pages Major Research Project
Multiple drafts and Revisions of Proposal and of Each Chapter	Fewer Drafts
3 Faculty Committee Members + External and Chair of Defence	1 Faculty
Field Research Possible	No Field Research
Ethics Approval	No Ethics Approval

5. Members of the Executive Committee found the rationale provided to introduce the program contradictory. The project option is presented as a means to attract and accommodate larger numbers of graduate students, and the proposal admits that the Department of Political Studies has limited capacity to supervise students. The goal of attracting more students without the capacity to supervise them is inconsistent. Please clarify.

As noted above, the Department would like accommodate many more of the qualified students who apply. It believes it can do this with a program that has both a thesis stream and an MRP one. From the perspective of faculty members, the MRP is significantly less challenging than a thesis to supervise, as explained above, and hence they can undertake supervision of a larger number of students by having a mix of those doing a thesis and others doing an MRP.

Also, the Department will be expanding its course offerings through greater collaboration with cognate units. In particular, the Department is presently in the process of formalizing its cooperation with the Johnson Shoyama Graduate School. This agreement will allow students registered in both the Department of Political Studies and Johnson Shoyama to take courses available in either unit and have these count towards their degrees. This will benefit both the Department and JSGS.

Finally, the Department has discussed this proposal with the Associate Dean of Social Sciences, Dr. Lawrence Martz, and it has his full approval.

**UNIVERSITY COUNCIL
Academic Programs Committee
FOR INFORMATION ONLY**

PRESENTED BY: Roy Dobson; Chair, Academic programs committee

DATE OF MEETING: May 21, 2015

SUBJECT: Revision to the *Proposal for Academic or Curricular Change*
Form

COUNCIL ACTION: For information only

SUMMARY:

A subcommittee of the Academic Programs Committee was struck in 2013/14 to address the need to update the existing *Proposal for Academic or Curricular Change* form to ensure that proponents of new programs or of revisions to existing programs were providing the depth and breadth of information needed by the committee to make informed decisions. This subcommittee was struck in February 2014 and consisted of Sina Adl, Patti McDougall, Pauline Melis, and Sandra Calver. The subcommittee met as follows: February 26, March 19, April 1, and May 6, 2014

The aim of the revision is to ensure that the committee was receiving proposals that are complete and that the proposals being submitted are similar in scope and form.

The subcommittee considered recommendations from the Planning and Priorities committee of council, as well as information about the TABBS budgeting model and recommendations for program sustainability coming out of the TransformUS process to inform the changes to the proposal form.

The revised form prompts proponents with many questions to ensure that proposals are complete before being submitted to the committee saving effort both on the part of the committee members and of proponents. It should be noted that information regarding the admissions qualifications have been added to comply with the university's existing policy on Admissions.

Discussion of the required changes occurred with the whole Academic Programs Committee on the following dates, with extensive contributions from all members: May 20, September 24, November 26, and December 17, 2014, and April 22, 2015

ATTACHMENTS:

- Existing Proposal for Academic or Curricular Change Form
- Revised Proposal for Academic or Curricular Change Form



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

1. PROPOSAL IDENTIFICATION

Title of proposal:

Degree(s):

Field(s) of Specialization:

Level(s) of Concentration:

Option(s):

Degree College:

Contact person(s) (name, telephone, fax, e-mail):

Proposed date of implementation:

Proposal Document

Please provide information which covers the following sub topics. The length and detail should reflect the scale or importance of the program or revision. Documents prepared for your college may be used. Please expand this document as needed to embrace all your information.

3. RATIONALE

This statement should include information about program objectives, need for the program, demand, uniqueness, student outcomes including employment or academic opportunities, and the expertise of the sponsoring unit. Please specify how this proposal relates to department/college plans and to Systematic Program Review or other review recommendations.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Please include a complete draft Calendar entry. In particular, please indicate if a template is already in place for such a program (for example, if it follows the general requirements and standards of B.Sc. programs) or if new standards are being introduced for this program. When existing courses are listed, please include the course title as well as the course number.

5. RESOURCES

Please describe what resources will be required by the new or revised program. Include information about the impact this proposal will have on resources used by existing programs. Please indicate whether the program be handled within the existing resources of the department or college (eg, faculty, secretarial support, equipment, information technology, laboratories, library resources, space, etc) or whether additional resources from the college or from PCIP will be required. Include any required memos from the Dean or department heads regarding resources, on the online portal.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

Please describe the impact this program will have on department activities and on students, and on other departments or colleges. Describe the consultation process followed for this program. Include any memos received, or have them attached to the online portal.

7. BUDGET

Please indicate if budget allocations within the department or the college will change due to this program.

College Statement

Please provide here or attach to the online portal, a statement from the College which contains the following:

- ☐ Recommendation from the College regarding the program
- ☐ Description of the College process used to arrive at that recommendation
- ☐ Summary of issues that the College discussed and how they were resolved

Related Documentation

At the online portal, attach any related documentation which is relevant to this proposal to the online portal, such as:

- ☐ Excerpts from the College Plan and Planning Parameters
- ☐ SPR recommendations
- ☐ Relevant sections of the College plan
- ☐ Accreditation review recommendations
- ☐ Letters of support
- ☐ Memos of consultation

It is particularly important for Council committees to know if a curriculum changes are being made in response to College Plans and Planning Parameters, review recommendations or accreditation recommendations.

Consultation Forms

At the online portal, attach the following forms, as required

Required for all submissions:

- ☐ Consultation with the Registrar form

Required for all new courses:

- ☐ Course proposal forms
- ☐ OR Calendar-draft list of new and revised courses

Required if resources needed:

- ☐ Information Technology Requirements form
- ☐ Library Requirements form
- ☐ Physical Resource Requirements form
- ☐ Budget Consultation form



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal:

Degree(s):

Field(s) of Specialization:

Level(s) of Concentration:

Option(s):

Degree College:

Contact person(s) (name, telephone, fax, e-mail):

Proposed date of implementation:

Proposal Document

Please provide information which covers the following sub topics. The length and detail should reflect the scale or importance of the program or revision. Documents prepared for your college may be used. Please expand this document as needed to embrace all your information.

1. Academic justification:

- a. *Describe why the program would be a useful addition to the university, from an academic programming perspective.*
- b. *Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.*
- c. *Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*
- d. *What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?*

2. Admissions

- a. *What are the admissions requirements of this program?*

3. 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. Where appropriate, include information about whether this program is being delivered in a distributed format.*
- 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 goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.*
- g. *Describe how students can enter this program from other programs (program transferability).*
- h. *Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.*
- 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.*

4. 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. Does the proposed program lead into other programs offered at the university or elsewhere?*
- b. *List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*
- c. *Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*
- d. *List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*

5. Budget

- a. *How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).*
- b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*
- c. *How are the teaching assignments of each unit and instructor affected by this proposal?*

- d. *Describe budget allocations and 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. *If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.*
- f. *If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*
- g. *What scholarships will 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?*
- h. *What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).*
- i. *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)*
- j. *What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?*
- k. *What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?*
- l. *At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?*
- m. *Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).*
- n. *List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicated any anticipated surpluses/deficits associated with the new program*

College Statement

Please provide here or attach to the online portal, a statement from the College which contains the following:

- Recommendation from the College regarding the program
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UNIVERSITY COUNCIL
SCHOLARSHIP AND AWARDS COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Dr. Ravindra N. Chibbar
Chair, Scholarship and Awards Committee

DATE OF MEETING: May 21, 2015

SUBJECT: Annual Report to Council: Undergraduate and Graduate Scholarships and Awards

COUNCIL ACTION: For information only

ORIGIN OF REQUEST AND ADVANCED CONSULTATION:

This report summarizes the activities of the Scholarship and Awards Committee for two overlapping time periods:

- | | |
|--------------|---|
| 1) 2014-2015 | Annual summary of centrally administered and college administered awards distributed to students |
| 2) 2014 | Calendar year description of Committee Activities |

The Committee has four responsibilities and this report outlines the Committee's activities with respect to undergraduate scholarships and awards within the framework of the four areas of responsibility. The Student Finance and Awards Office disbursed approximately \$10.8 million in undergraduate student awards in 2014-2015 on behalf of the Scholarships and Awards Committee of University Council, the college deans, and Huskie Athletics. The majority of this funding is awarded as Guaranteed Entrance Scholarships, Competitive Entrance Awards, Transfer Scholarships, and Continuing Awards (both scholarships and bursaries). This annual report also includes information regarding the distribution of graduate awards for the 2014-2015 year, as this is the reporting vehicle upon which graduate scholarships and awards can be reported to Council.

DISCUSSION SUMMARY:

Part A - Undergraduate

Responsibility #1: Recommending to Council on matters relating to the awards, scholarships and bursaries under the control of the University.

This Committee last reported to University Council on June 19, 2014. Since that time, the Committee had five regular meetings during the 2014 calendar year and various subcommittee meetings to select undergraduate recipients for awards with subjective criteria.

Responsibility #2: Recommending to Council on the establishment of awards, scholarships and bursaries.

Development officers within Advancement and Community Engagement and the colleges work with donors to establish new scholarships, bursaries and awards and revise Terms of Reference for previously existing awards. During the 2014-2015 fiscal year, the University of Saskatchewan signed contracts to accept donations establishing 71 new awards for undergraduate students and 28 new awards for graduate students. There were 14 awards for undergraduate students and 9 awards for graduate students that were renewed or had terms of reference revisions.

Responsibility #3: Granting awards, scholarships, and bursaries which are open to students of more than one college or school.

Four primary undergraduate award cycles exist: Entrance Awards, Transfer Scholarships, Scholarships for Continuing Students, and Bursaries for Continuing Students.

Entrance Awards

Entrance Awards are available to students who are entering the University of Saskatchewan with no previous post-secondary experience.¹ There were two components to the Entrance Awards cycle in 2014-2015: Guaranteed Entrance Scholarships and Competitive Entrance Awards. The Guaranteed Entrance Scholarships are distributed to students upon applying for admission and are guaranteed to students, so long as they meet the average requirements outlined in Table 1.

In 2014-2015, Grade 12 graduates proceeding directly to the U of S after high school that applied for admission, paid the application fee and submitted their marks by February 15, 2014 were eligible for the “Best of Three” program. The “Best of Three” program allowed a student to have three averages calculated: after Grade 11, after Semester One of Grade 12, and at the end of Grade 12. Students, who applied for admission, paid the application fee and submitted their marks by May 1, 2014 were eligible to have two averages calculated: after Semester One of Grade 12 and at the end of Grade 12. [Note: the Guaranteed Entrance Scholarship has changed for the 2015-2016 admission cycle. Grade 12 students applying for admission during their Grade 12 year, will have their averages calculated twice: once at the time of admission and again following graduation. The scholarship amount will be based on the higher of the two averages.]

Students who did not proceed directly from high school to the U of S but had less than 18 transferable credit units were considered for Guaranteed Entrance Scholarships based on their final Grade 12 marks.

¹ 18 credit units or less of transferable credit if they have attended another post-secondary institution.

Table 1 - Guaranteed Entrance Scholarship Distribution for 2014-2015²

Award Tier		Number of Recipients Paid	Total Value
\$3,000 Guaranteed Entrance Scholarship (95% +)			
	Agriculture and Bioresources	21	\$63,000
	Arts and Science	199	\$597,000
	Education	1	\$3,000
	Engineering	64	\$192,000
	Edwards School of Business	36	\$108,000
	Kinesiology	13	\$39,000
Total \$3,000 Guaranteed Entrance Scholarships		334	\$1,002,000
\$2,000 Guaranteed Entrance Scholarships (93 - 94.9%)			
	Agriculture and Bioresources	20	\$40,000
	Arts and Science	139	\$278,000
	Education	1	\$2,000
	Engineering	42	\$84,000
	Edwards School of Business	20	\$40,000
	Kinesiology	23	\$46,000
Total \$2,000 Guaranteed Entrance Scholarships		245	\$490,000
\$1,000 Guaranteed Entrance Scholarships (90 – 92.9%)			
	Agriculture and Bioresources	43	\$43,000
	Arts and Science	219	\$219,000
	Education	2	\$2,000
	Engineering	90	\$90,000
	Edwards School of Business	53	\$53,000
	Kinesiology	25	\$25,000
Total \$1,000 Guaranteed Entrance Scholarships		432	\$432,000
\$500 Guaranteed Entrance Scholarships (85 – 89.9%)			
	Agriculture and Bioresources	55	\$27,500
	Arts and Science	378	\$189,000
	Engineering	90	\$45,000
	Edwards School of Business	90	\$45,000
	Nursing ³	1	\$500
	Kinesiology	37	\$18,500
Total \$500 Guaranteed Entrance Scholarships		651	\$325,500
Total Guaranteed Entrance Scholarships		1,662	\$2,249,500

² Data as of April 28, 2015.

³ Student was offered Guaranteed Entrance Scholarship at time of admission to Arts and Science in 201109 but did not meet eligibility/credit unit requirements for payment of the scholarship until after being admitted to the College of Nursing.

The Competitive Entrance Awards Program requires a separate application, and includes both centrally and donor-funded scholarships, bursaries and prizes. The majority of the awards are one-time, but there are several awards which are renewable if certain criteria are met each year. Prestigious renewable entrance awards include the George and Marsha Ivany - President's First and Best Scholarships and the Dallas and Sandra Howe Entrance Award also valued at \$24,000 over four years.

Based on a policy exception approved by University Council in 2012, entering students were eligible to receive both a Guaranteed Entrance Scholarship and a Competitive Entrance Award in 2014-2015. There are also a few very specific awards which are also listed as an exception in the *Limits on Receiving Awards* section of the Undergraduate Awards Policies approved by University Council. Because of their very specific nature, these awards with subjective criteria may be distributed to students who have won another Competitive Entrance Award. Also, most college-specific awards⁴ may be received in addition to the Guaranteed Entrance Scholarship and Competitive Entrance Awards governed by the Scholarships and Awards Committee.

Table 2 - Competitive Entrance Awards Distribution for 2014-2015⁵

	Number of Recipients	Total Value
University of Saskatchewan Funded Competitive Entrance Awards		
Agriculture and Bioresources	6	\$20,400
Arts and Science	41	\$159,000
Education	-	-
Engineering	9	\$51,600
Edwards School of Business	8	\$25,200
Kinesiology	1	\$2,000
Total U of S Funded	65	\$258,200
Donor Funded Competitive Entrance Awards		
Agriculture and Bioresources	30	\$82,286
Arts and Science	74	\$241,788
Education	1	\$8,077
Engineering	35	\$156,938
Edwards School of Business	22	\$62,050
Kinesiology	11	\$24,800
Total Donor Funded	173	\$575,939
Total Competitive Entrance Awards	238	\$834,139

⁴ College-specific entrance award recipients are selected by the Student Finance and Awards Office but are reported in Table 8 - College Administered University of Saskatchewan Undergraduate Awards.

⁵ Rounded to the nearest dollar.

Transfer Scholarships

Students who are transferring to a direct entry college at the University of Saskatchewan from another post-secondary institution are not eligible for entrance awards or awards for continuing students. Consequently, a transfer scholarship program was developed to provide scholarships, based solely on academic achievement, to students transferring to the University of Saskatchewan. Students are awarded U of S Transfer Scholarships when they apply for admission. Scholarships are guaranteed to students based on their transfer average, as outlined in Table 3. Students with the highest academic average from 18 specific institutions targeted are offered Transfer Scholarships valued at \$2,500.

Table 3 - Transfer Scholarship Distribution for 2014-2015

Transfer Average	Scholarship Amount	Number of Recipients Paid	Total Distributed
Incentive Institution ⁶	\$2,500	5	\$12,500
85% +	\$2,000	29	\$58,000
80-84.9%	\$1,500	13	\$19,500
78-79.9%	\$1,000	5	\$5,000
TOTAL		52	\$95,000

Continuing Awards

Continuing students are defined as students who attended the University of Saskatchewan in the previous fall and winter terms (September to April) as full-time students. Students who completed 18 credit units⁷ or more in 2013-2014 were eligible for the 2014-2015 continuing scholarships and continuing bursaries. Awards are offered to these students both centrally (because the awards are open to students from multiple colleges) and from their individual colleges (because the awards are restricted to students from that specific college). Table 4 outlines the **centrally-administered awards** (excluding the Transfer Scholarships) distributed to continuing students in 2014-2015.

⁶ Incentive institutions include: Athabasca University; Beijing Institute of Technology (BIT), China (Dual degree program, flagship partner institution); Briercrest College; Camosun College; Columbia College; Coquitlam College; Douglas College; Grand Prairie Regional College; Huazhong Agricultural University (HZAU), China (Dual degree program, flagship partner institution); INTI College, Malaysia; Lakeland College; Langara College; Lethbridge Community College; Medicine Hat College; Red Deer College, Saskatchewan Polytechnic; Taylor's College, Malaysia; Xi'an Jiaotong University (XJTU), China (Dual degree program, flagship partner institution). The list of institutions is reviewed annually.

⁷ Students registered with Disability Services for Students (DSS) and approved to study on a Reduced Course Load (RCL) are required to complete 12 credit units in the previous fall and winter terms.

Table 4 – Centrally-Administered⁸ Continuing Awards Distribution for 2014-2015

	Number	Total Value
University of Saskatchewan Funded Continuing Awards		
Agriculture and Bioresources	25	\$41,506
Arts and Science	367	\$525,588
Dentistry	27	\$50,000
Education	233	\$134,360
Edwards School of Business	72	\$132,144
Engineering	66	\$161,000
Kinesiology	27	\$61,000
Law	77	\$126,405
Medicine	100	\$188,109
Nursing	119	\$167,879
Pharmacy and Nutrition	40	\$84,000
Western College of Veterinary Medicine	68	\$128,500
Graduate Studies and Research ⁹	9	\$1,562
Total University of Saskatchewan Funded	1,230	\$1,802,053
Donor Funded Continuing Awards		
Agriculture and Bioresources	6	\$13,300
Arts and Science	90	\$253,900
Dentistry	14	\$19,000
Education	58	\$188,132
Edwards School of Business	20	\$54,600
Engineering	24	\$86,310
Kinesiology	15	\$60,000
Law	37	\$93,500
Medicine	25	\$52,800
Nursing	43	\$122,900
Pharmacy & Nutrition	45	\$93,500
Western College of Veterinary Medicine	23	\$49,500
Graduate Studies and Research ¹⁰	5	\$13,000
Total Donor Funded	405	\$1,100,442
Total Continuing Awards	1,635	\$2,902,495

⁸ Some continuing awards are funded from U of S funds but selected by the college/department (e.g., U of S Scholarships, U of S Undergraduate Scholarships, etc.). Also, the Aboriginal Achievement Book Prizes and Aboriginal Students with Dependent Children Bursaries are paid in two installments and counted as such.

⁹ There are a few select Continuing Awards administered by the Student Finance and Awards Office that are open to both undergraduate and graduate students.

¹⁰ There are a few select Continuing Awards administered by the Student Finance and Awards Office that are open to both undergraduate and graduate students.

Saskatchewan Innovation and Opportunity Scholarship (SIOS)

The Saskatchewan Innovation and Opportunity Scholarships are part of a provincial government program that matches scholarship money raised by the university to a maximum of \$2 million per year in the areas of innovation and strategic priority to the institution.

Table 5 – Saskatchewan Innovation and Opportunity Scholarships (SIOS)¹¹ to support undergraduate students in 2014-2015¹²

College	Total Payouts	Total Value
Agriculture and Bioresources	13	\$12,539
Arts and Science	71	\$219,816
Education	1	\$500
Edwards School of Business	7	\$13,039
Engineering	4	\$48,000
Kinesiology	3	\$6,270
Law	6	\$15,539
Nursing	16	\$10,000
Graduate Studies ¹³	4	\$3,000
TOTAL	125	\$328,703

University of Saskatchewan Faculty Association (USFA) Scholarship Fund Program

Each year \$250,000 is contributed to the USFA Scholarship Fund. The amount in the fund is divided by the number of credit units eligible applicants have successfully completed. In 2013-2014, 187 applications were received. Seventeen of the applicants were considered ineligible for consideration. The total paid out for the credit units completed during the 2013-2014 academic year, was \$245,712. Eligible applicants received \$48 per credit unit they successfully completed. The 2014-2015 USFA Scholarships have not been awarded yet.

Table 6 – University of Saskatchewan Faculty Association (USFA) Scholarship Fund 2013-2014 Distribution¹⁴

Number of Recipients	
Undergraduate	151
Graduate	19
Total	170

¹¹ Saskatchewan Innovation and Opportunity Scholarships (SIOS) administered by SESD (including ISSAC). Numbers and values include United World College and International Baccalaureate Excellence Awards. Additional scholarships are administered by Graduate Awards and Scholarships.

¹² Rounded to the nearest dollar.

¹³ Includes the Saskatchewan Innovation and Opportunity Scholarships, which are also open to graduate students, awarded by the ISSAC Office.

¹⁴ The funding source for the USFA Scholarship Fund is the University of Saskatchewan, as negotiated in the USFA Collective Agreement. The USFA Scholarship Fund awards are based on credit units completed in the 2013-2014 academic year.

Administrative and Supervisory Personnel Association (ASPA) Tuition Reimbursement Fund

In 2013-2014, there were 110 applications for the ASPA Tuition Reimbursement Fund. Eligible applicants received tuition reimbursement for the credit units completed during the academic year of May 1, 2013-April 30, 2014. There was \$126,622.59 available for allocation and it was divided among the number of eligible credit units the applicants successfully completed. Given the number of completed credit units, eligible applicants received \$46 per credit unit they successfully completed. The total payout for tuition reimbursements in 2013-2014 was \$125,764.00. The 2014-2015 ASPA Tuition Reimbursements have not been awarded yet.

Table 7 – ASPA Tuition Reimbursement Fund 2013-2014 Distribution¹⁵

Number of Recipients	
Undergraduate	96
Graduate	14
TOTAL	110

Responsibility #4: Recommending to Council rules and procedures to deal with appeals from students with respect to awards, scholarships and bursaries.

There were no student appeals submitted to the Student Finance and Awards Office during the 2014 calendar year.

In 2010, Policy #45 *Student Appeals of Revoked Awards* was implemented. As such, the Awards and Financial Aid Office, on behalf of the Scholarships and Awards Committee of University Council, adjudicates the student appeals of revoked awards. If appeals are received, the Committee would regular reports on appeal activity.

The number of revocations of awards is down because of the proactive behaviour of Internal Compliance Officer, Awards and Financial Aid. The Internal Compliance Officer has been emailing students to let them know their award will be revoked unless they register in the required number of credit units. As a result of this increased communication, the number of appeals has decreased markedly.

¹⁵ According to Article 12.4 of the new Collective Agreement (May 1, 2011 – April 30, 2014), “Effective 1 May 2012, the university will provide an annual allotment of \$180,000 to the TRF.” Based on this agreement, two allotments are anticipated one on May 1, 2012 and the second on May 1, 2013 for a total of \$360,000. The ASPA executive agreed to divide the \$360,000 over three years in order to provide tuition reimbursement to applicants for the 2011/12, 2012/13 and 2013/14 academic years. The ASPA TRF is based on credit units completed in the 2013-2014 academic year.

Additional Sections: 2014-2015 Total Distribution of College Administered University of Saskatchewan Undergraduate Awards

Although awards distributed by the colleges are not within the purview of the Committee, college awards are created and disbursed in compliance with the Scholarship and Awards Committee Undergraduate Awards Policies. As such, the members felt it appropriate to include college awards to give an accurate picture of the total state of undergraduate awards on campus. The following table indicates how many college-specific awards were given to undergraduate students in each college.

Table 8 – College-specific Awards at the University of Saskatchewan 2014-2015 ¹⁶

College	Total Payouts	Total Value
Agriculture and Bioresources ¹⁷	165	\$258,529
Arts and Science ¹⁸	173	\$333,903
Dentistry ¹⁹	20	\$13,775
Education	83	\$97,650
Edwards School of Business ²⁰	264	\$548,586
Engineering ²¹	318	\$588,725
Kinesiology	25	\$17,300
Law	276	\$681,850
Medicine	114	\$394,140
Nursing	45	\$88,551
Pharmacy and Nutrition	74	\$57,260
Veterinary Medicine	140	\$202,500
Huskie Athletics	511	\$769,206
International Student and Study Abroad Centre ²²	59	\$37,082
Museum of Antiquities	2	\$3,000
TOTAL	2,269	\$4,092,057

¹⁶ Number and values reported as of May 4, 2015. Totals are rounded to the nearest dollar.

¹⁷ Numbers include awards and values for College of Agriculture and Bioresources entrance awards administered by Student Finance and Awards.

¹⁸ Number does not include Aboriginal Student Learning Community Award, as the fund is under the University Registrar Organization.

¹⁹ The University of Saskatchewan Dental Scholarships of \$18,000 are no longer offered.

²⁰ Numbers reported include the Edwards Undergraduate Scholarships and other Edwards-specific entrance awards administered by Student Finance and Awards.

²¹ Numbers include awards and values for College of Engineering entering and continuing awards administered by Student Finance and Awards.

²² Numbers do not include Study Abroad awards and values that are under the Arts and Science organization fund number. Numbers include University of Saskatchewan Student Travel Awards, International Student Bursaries, and English for Academic Purposes Scholarships.

Aboriginal Award Fund Reporting

The Scholarships and Awards Committee of University Council is the named award committee for the University of Saskatchewan Aboriginal Award Fund. The Aboriginal Student Achievement Program (ASAP) and the Student Finance and Awards Offices administer the awards that comprise the Aboriginal Award Fund.

In 2014-2015, \$127,000 was available in the U of S Aboriginal Award Fund: \$50,000 was designated to the Aboriginal Student Achievement Program Learning Communities Book Grant and \$77,000 was designated to the Aboriginal Students with Dependent Children Bursary. Of the funding available, \$27,000 was disbursed in Aboriginal Achievement Book Prizes (Learning Communities) to 63 recipients and \$75,903 was disbursed in Aboriginal Students with Dependent Children Bursaries to 206 recipients. These numbers are included in the totals reported in Table 4 above. Unallocated funding will be awarded in the 2015-16 academic year.

Crisis Loans and Crisis Grants

Crisis loans and crisis grants are outside the purview of the committee; however, members were interested in how much money was disbursed to students, and more specifically, to Aboriginal students. Crisis loans are open to undergraduate and graduate, domestic and international students. Students must be experiencing a crisis, involving circumstances outside of their control. Loans should not be used to reward poor planning, but poor planning will not automatically disqualify an otherwise eligible student. Crisis grants are open to undergraduate and graduate, domestic and international students. Students must be experiencing a crisis, involving circumstances outside of their control, and should be in extreme financial need. In 2014-2015, 79 crisis loans totaling \$104,000 were given to U of S students. Aboriginal students received 34 or 43.04% of loans totaling \$39,000. During the same time period, 24 students received crisis grants totaling \$36,472.09. Aboriginal students received 12 of the grants totaling \$16,000.

The Future of Aboriginal Awards at the U of S

In 2015-2016, the Scholarships and Awards Committee will discuss strategic opportunities as they relate to Aboriginal awards, including creating new awards, exploring options for faculty engagement, and reviewing IP3 initiatives. Members hope that Aboriginal students can be recognized and supported with student awards during Aboriginal Achievement Week, which has been identified to celebrate Aboriginal achievement and leadership.

Part B – Graduate

The College of Graduate Studies and Research administers approximately \$8 million of centrally funded money for graduate student support. The majority of this funding is allocated between three major scholarship programs: Devolved, Non-Devolved and the Dean’s Scholarship programs.

Funding Programs

More than \$3.9 million is available to support students through the Devolved and Non-Devolved funding arrangements. The amount of funding available through each pool is determined on the basis of the number of scholarship-eligible students to be funded.

Devolved Funding Program

“Devolved” refers to an arrangement whereby larger academic units receive an allocation from the College of Graduate Studies and Research to award to their graduate students at the academic unit level. To be eligible for this pool of funding, departments must have a minimum of twelve full-time graduate students in thesis-based programs on a three-year running average and been awarded two non-devolved scholarships on a three year average.

Allocations to ‘devolved’ departments are determined by a formula created in 1997 and based on the average number of scholarship-eligible graduate students in thesis-based programs during the previous three years in each program, as a proportion of the number of graduate students in all programs averaged over the same three years. Doctoral students beyond the fourth year and Master students beyond the third year of their programs are not counted in the determination. Doctoral students are valued at 1.5 times Master students. Each academic unit participating in the devolved funding program is thus allocated a percentage of the total funds available in the devolved pool.

Table 9 - Allocations for Devolved Graduate Programs for 2014-2015

Graduate Program	Allocation
College of Agriculture & Bioresources	
Bioresource Policy, Business and Economics	\$71,389
Animal and Poultry Science	\$95,558
Plant Sciences	\$116,623
Food and Bioproduct Sciences	\$78,379
Soil Science	\$100,656
College of Arts and Science	
Archaeology	\$35,569
Biology	\$148,307
Chemistry	\$152,820
Computer Science	\$180,896
Economics	\$62,281
English	\$77,299
Geography and Planning	\$94,079
Geological Sciences	\$86,870
History	\$112,115
Mathematics & Statistics	\$45,791

Physics and Engineering Physics	\$108,004
Political Studies	\$47,008
Psychology	\$144,173
Sociology	\$78,364
College of Education	
Educational Administration	\$90,534
Educational Foundations	\$39,867
Educational Psychology and Spec. Ed.	\$94,207
College of Engineering	
Agricultural & Bioresource Engineering	\$55,603
Biomedical Engineering	\$79,253
Chemical Engineering	\$73,840
Civil and Geological Engineering	\$98,519
Electrical and Computer Engineering	\$150,820
Mechanical Engineering	\$173,355
Interdisciplinary Studies	
Interdisciplinary Studies	\$50,891
College of Kinesiology	
Kinesiology	\$75,584
College of Law	
Law	\$27,319
College of Medicine	
Anatomy and Cell Biology	\$41,427
Biochemistry	\$73,927
Community Health and Epidemiology	\$87,884
Microbiology and Immunology	\$39,849
College of Nursing	
Nursing	\$56,317
College of Pharmacy and Nutrition	
Pharmacy and Nutrition	\$101,405
College of Veterinary Medicine	
Veterinary Biomedical Sciences	\$71,272
Veterinary Microbiology	\$55,223
Schools	
School of Environment and Sustainability	\$76,727
School of Public Health	\$47,675
School of Public Policy	\$55,224
Toxicology	
Toxicology	\$68,680
TOTAL	\$3,621,583

Non-Devolved Funding Program

Departments that do not qualify for the Devolved Funding Program may nominate students for consideration in the campus-wide Non-Devolved Scholarship Program. Effective 09 2013 Non-Devolved Scholarships values were increased from 15K to 16K for the Master's and 18K to 20K for the PhD.

The following awards of new and continuing awards in 2014-2015, as part of the Non-Devolved Funding Program.

Table 10 – Number and Value of Non-Devolved Funding in 2014-2015

Anthropology	4 Master's	\$64,000
Art & Art History	5 Master's	\$80,000
Environmental Engineering	1 Doctoral	\$20,000
Finance & Management Sciences	3 Master's	\$48,000
ICCC	1 Master's	\$16,000
Health Sciences	2 Doctoral	\$40,000
Native Studies	1 Doctoral	\$20,000
Philosophy	2 Master's	\$36,000
Physiology	3 Master's/3 Doctoral	\$108,000
SENS	2 Doctoral	\$40,000
Veterinary Pathology	3 Doctoral	\$60,000
TOTAL		\$532,000

Teacher-Scholar Doctoral Fellowships

The Teacher-Scholar Doctoral Fellowships provide an annual stipend of \$20,000 and a mentored teaching experience which is made possible by partnerships with other graduate units and the Gwenna Moss Centre for Teaching Effectiveness. Twenty doctoral students across campus received this Fellowship in 2014-2015.

Graduate Teaching Fellowships Program

The College of Graduate Studies and Research allocates 47 Graduate Teaching Fellowships (GTF's) in 2014-2015 valued at approximately \$17,000 each for a total of \$799,000. The GTF's are allocated to the 12 colleges with graduate programs based on a formula which takes into account the number of undergraduate course credits, and the number of graduate students registered, in each college.

Graduate Research Fellowships

The College of Graduate Studies introduced the Graduate Research Fellowship program several years ago funded by the Provost's Committee on Integrated Planning. This is a shared-cost program that provides \$8,000 per year to thirty graduate students across campus who receive at least an equal amount in salary or scholarship funds from faculty research grants or contracts from external sources.

Dean's Scholarship Program

The Dean's Scholarship Program was created in early spring of 2005 and received an allocation of \$500,000 from the Academic Priorities Fund. This program received another \$500,000 of on-going budget in 2006 which brought the total allocation for this program to \$1,000,000 per year.

In 2014-2015 the value of the Dean's PhD Scholarship increased to \$22,000. An additional 650k from International Tuition Differential now makes the total base budget 1,650,000 per year.

In 2014-2015, at the time of this report, 23 Master's and 37 PhD students were awarded Dean's and International Dean's Scholarships in 2014-15. The PhD Dean's Scholarship is valued at \$22,000 per year for three years and the Dean's Master award is valued at \$18,000 per year for two years. This program requires one year of funding (either \$18,000 or \$22,000 for Master or PhD students, respectively) from the departments for the final year of funding of these awards.

Merit Funding

The College of Graduate Studies and Research was allocated \$370,000 of Centennial Merit funding in 2014-2015. This funding is being used to support excellence and innovation through a number of programs. The funding is being used to increase our competitive position in recruiting top-ranked Canadian graduate students by providing a \$3,000 scholarship to any student who secures a national scholarship from SSHRC, NSERC or CIHR and chooses the U of S as the site of tenure. Effective May 1, 2015 the \$3,000 scholarship has now been increased to \$6,000.

New Faculty Graduate Student Support Program

The College of Graduate Studies and Research created the New Faculty Graduate Student Support Program to provide start-up funds to new tenure-track faculty to help establish their graduate education and research programs. In 2014-2015, \$131,000 was allocated to seventeen new tenure-track faculty across campus.

Graduate Teaching Assistantships

In 2014-2015, the College of Graduate Studies and Research allocated \$299,567 graduate teaching assistant support to colleges with graduate programs across campus. The annual distribution is based on relative enrollment of full-time graduate students in thesis-based programs, using annual Census data. This fund was established for the purpose of providing support to Colleges for teaching or duties specifically related to teaching (e.g. marking, lab demonstrations, and tutorials).

Graduate Service Fellowships

The College of Graduate Studies and Research created the Graduate Service Fellowship Program to provide fellowships to graduate students who will carry out projects or initiatives that will enhance services and the quality of graduate programs for a broad base of graduate students. In addition to the financial support, each Graduate Service Fellow receives valuable work experience and learns skills related to project organization, delivery, and reporting. In 2014-2015, \$152,768 was allocated for various projects across campus.

CSC China Agreement Tuition Scholarships

The China Scholarship Council (CSC) is a government agency in China which provides scholarships to Chinese citizens for doctoral and postdoctoral studies abroad. The requirement from the CSC for any student studying abroad is that the host institution must provide a tuition bursary or tuition waiver.

In 2010 CGSR developed two initiatives to access this pool of fully funded Chinese post-graduate students. We offer a top-up scholarship program of \$4,000 annually, for a maximum of four years to up to 20 students per year. There is strong competition among western universities for these students, and this helps the University of Saskatchewan attract top quality applicants. As well, we have partnership

agreements with seven top ranked Chinese universities whereby they recruit and recommend CSC candidates for admission to CGSR. In 2014-2015, 13 students received this funding.

AGENDA ITEM NO: 11.1

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Ed Krol, Chair,
Nominations Committee of Council

DATE OF MEETING: May 21, 2015

SUBJECT: **Committee Nominations for 2015-16**

DECISION REQUESTED:

It is recommended:

That Council approve the nominations to University Council committees, Collective Agreement committees, and other committees for 2015-16, as outlined in the attached list.

DISCUSSION SUMMARY:

Each year, the nominations committee reviews the membership list of Council committees, those committees constituted under the Faculty Association Collective Agreement, and other university-level committees and submits a list of nominees to Council for consideration of appointment. The attached report contains this year's nominees to Council. In addition to meeting throughout the year as required, the committee met on April 8, 17, 21 and 24, specifically to consider membership vacancies due to member rotation at the end of the academic year. The committee also communicated to a significant degree by email.

In conducting its work, the committee considers the skills and experience of nominees that in the committee's judgment would best apply to the committee, consulting as necessary. In keeping with its terms of reference to attempt to solicit nominations widely from the Council and the General Academic Assembly, each spring the committee issues a call for nominees to all deans and department heads, and posts an ad in *On Campus*, inviting volunteers to serve. The committee attempts to include individuals who are broadly representative of disciplines across campus. To the extent possible, the committee considers equity in representation and balance among members. In recommending committee chairs, the committee considers experience, leadership, continuity and commitment as key attributes of chair nominees.

ATTACHED:

2015-16 List of committees and members



UNIVERSITY COUNCIL COMMITTEES 2015-16

ACADEMIC PROGRAMS COMMITTEE

- Reviews and approves curriculum changes from all college; recommends major curriculum changes to Council; oversees policies relating to students and academic programs.
- Membership comprises 11 members of the GAA, at least 5 members will be elected members of Council; at least 1 member from the GAA is to have some expertise in financial analysis; 1 sessional lecturer

Nominees

For Chair **Kevin Flynn**

New members (from Council)

Kevin Flynn **English** **2018 [reappointment]**

New members (from GAA)

Sina Adl **Soil Science** **2018 [reappointment]**

Jeff Park **Curriculum Studies** **2018**

Robin Hansen **Law** **2018**

Susan Shantz **Art and Art History** **2017**

(sessional)

Clayton Beish **Linguistics and Religious Studies** **2016**

Continuing members

Council Members

Roy Dobson (~~Chair~~) Pharmacy & Nutrition 2017

Matthew Paige Chemistry 2017

Ian McQuillan Computer Science 2016

TBA

~~Kevin Flynn~~ ~~English~~ ~~2015~~

~~Robert Johanson~~ ~~Electrical and Computer Engineering~~ ~~2015~~

General Academic Assembly Members

Som Niyogi Biology 2017

Ganesh Vaidyanathan Accounting 2017

~~Sina Adl~~ ~~Soil Science~~ ~~2015~~

~~Alec Aitken~~ ~~Geography and Planning~~ ~~2015~~

~~Mary Longman~~ ~~Art and Art History~~ ~~2017~~

~~Elisabeth Sneed~~ ~~Small Animal Clinical Sciences~~ ~~2017~~

Sessional Lecturer

~~Leslie Ehrlich~~ ~~Sociology~~ ~~2015~~

Other members

Patti McDougall [Provost designate] Vice-Provost, Teaching & Learning (*ex officio*)

Russ Isinger University Registrar and Director of Student Services (*ex officio*)

Mike Sander [VP Finance designate] Associate Director, Payments and Receivables (*ex officio*)

TBD [USSU designate]

TBD [GSA designate]

Resource members

Alison Pickrell Director of Enrolment and Student Affairs

John Rigby Interim Associate Provost, Institutional Planning and Assessment (IPA)

Jacquie Thomarat Acting Director, Budget Strategy and Planning, IPA
 Secretary: Amanda Storey, Committee Coordinator, Office of the University Secretary

GOVERNANCE COMMITTEE

- Reviews Council bylaws including committee terms of reference; develops policies relating to student academic appeals and conduct.
- Membership includes 3 elected members of Council; president's designate

Nominees

For Chair **Louise Racine [reappointment]**

Council Members

Louise Racine	Nursing	2017
Lorne Calvert	St. Andrews College	2016
Richard Gray	Bioresource Policy, Business & Economics	2017

Ex officio members

Jay Kalra	Chair, Council
Lisa Kalynchuk	Chair, Planning and Priorities Committee
Roy Dobson	Chair, Academic Programs Committee
Beth Williamson	University Secretary

Other members

Heather Heavin	[President's designate]	2016*
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*President has renewed appointment for one year

Resource members:

Secretary: Sandra Calver, Associate Secretary, Academic Governance

INTERNATIONAL ACTIVITIES COMMITTEE

- Develops and reviews the policies, programming and strategic directions for international activities and programs.
- Membership comprises 9 members of the GAA; 3 members are elected members of Council

Nominees

For Chair **Hongmeng Cheng**

New members (from Council)

Jafar Soltan	Chemical and Biological Engineering	2018
Gail MacKay	Curriculum Studies	2018
<i>New members (from GAA)</i>		
Vikram Misra	Veterinary Microbiology	2018
Paul Orlowski	Educational Foundations	2018
Gord Zello	Nutrition	2018

Continuing Members

Council Members

Hongming Cheng	Sociology	2017
Bill Albritton	Microbiology & Immunology	2016

General Academic Assembly Members

Gap Soo Chang (Chair)	Physics & Engineering Physics	2017
Abraham Akkerman	Geography and Planning	2017
Jian Yang	Pharmacy and Nutrition	2017
Michael Cottrell	Educational Administration	2015
Angela Kalinowski	History	2015

Other members

Patti McDougall	[Provost designate] Vice-Provost Teaching and Learning (<i>ex officio</i>)
Diane Martz	[designate for Vice-President Research] Director, International (<i>ex officio</i>)
TBD	[USSU designate]
TBD	[GSA designate]

Resource members

Alison Pickrell	Director of Enrolment Services
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PLANNING AND PRIORITIES COMMITTEE

- Reviewing and advising Council and the university administration on planning, budgeting, and academic priorities.
- Membership comprises 11 members of the GAA, at least 6 members will be elected members of Council; at least 1 member from the GAA is to have some expertise in financial analysis; 1 sessional lecturer; 1 dean

Nominees

For Chair **Lisa Kalynchuk [reappointment]**

New members (from Council)

Ralph Deters	Computer Science	2018
Veronika Makarova	Linguistics and Religious Studies	2018
Ken Wilson	Biology	2018
Chelsea Willness	Human Resources & Organizational Behaviour	2018

New members (from GAA)

Karen Lawson	Psychology	2018
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Sessional

Leslie Walter	Mathematics and Statistics	2016 [reappointment]
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Continuing Members

Council Members

Lisa Kalynchuk	Psychology	2017
Dirk de Boer	Geography and Planning	2016
Bill Bartley	English	2016
Peta Bonham Smith	Biology	2015
Ramji Khandelwal	Biochemistry	2015
Fran Walley	Soil Science	2015
Chary Rangacharyulu	Physics & Engineering Physics	2016

General Academic Assembly Members

Joel Bruneau	Economics	2017
Valerie Korinek	History	2017
Marwin Britto	Library	2017
Susan Whiting	Pharmacy and Nutrition	2017

Dean

Beth Bilson	Acting dean, College of Law	2016
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Sessional Lecturer

Leslie Walter	Mathematics and Statistics	2015
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Other members

Ernie Barber	Interim Provost & Vice-President Academic (<i>ex officio</i>)
James Basinger	[VP Research representative] Associate Vice-President Research (<i>ex officio</i>)
Greg Fowler	VP Finance and Resources (<i>ex officio</i>)
Gabe Senecal	[USSU designate] VP Academic, USSU
Rajat Chakravarty	[GSA designate] President, GSA

Resource members

John Rigby	Interim Associate Provost, Institutional Planning & Assessment
Jacque Thomarat	Acting Director of Budget, Planning and Strategy
Mark Roman	Chief Information Officer and Associate VP ICT
Bryan Bilokreli	Director, Capital Planning
Colin Tennent	Associate VP Facilities Management
TBD	Aboriginal representative
Secretary:	Sandra Calver, Associate Secretary, Academic Governance

RESEARCH SCHOLARLY AND ARTISTIC WORK COMMITTEE

- Reviews and advises Council on issues related to research, scholarly and artistic work including advising on research grant policies and the establishment of research centres.
- Memberships comprises 9 members of the GAA, at least 3 members will be elected members of Council; 2 of the 9 members will be assistant or associate deans with responsibility for research

Nominees

For Chair **Caroline Tait [reappointment]**

New members (from Council)

John Gordon	Medicine	2018
<i>New members (from GAA)</i>		
Hector Caruncho	Pharmacy	2018
Garry Gable	Music	2018
Virginia Wilson	Library	2018
Keith Willoughby	Associate Dean, Edwards School of Business	2016 [reappointment]

Continuing Members

Council Members

Caroline Tait	Psychiatry	2016
Rainer Dick	Physics and Engineering Physics	2016
Jaswant Singh	Veterinary Biomedical Sciences	2015
Yu Luo	Biochemistry	2015

General Academic Assembly Members

Paul Jones	SENS	2016
Laurie Hellsten	Associate Dean, Graduate Studies, Education	2017
Pamela Downe	Archaeology and Anthropology	2015
Tim Nowlin	Art and Art History	2015
Keith Willoughby	Associate Dean, Edwards School of Business	2015

Other members

Karen Chad	Vice-President Research (<i>ex officio</i>)
Adam Baxter-Jones	Acting Dean of Graduate Studies & Research (<i>ex officio</i>)
TBD	[USSU designate]
TBD	[GSA designate]

Resource members

Susan Blum	Director, Research Services and Ethics
Laura Zink	Special Projects and Operations, Office of the Vice-President Research
Secretary:	Amanda Storey, Committee Coordinator, Office of the University Secretary

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 members are elected members of Council

Nominees

For Chair **Frank Klaassen**

New members (from Council)

Ali Honaramooz **Veterinary Biomedical Sciences** **2018**

Alyssa Hayes **Dentistry** **2018**

New members (from GAA)

Donna Goodridge **Medicine** **2018**

Anh Dinh **Electrical & Computer Engineering** **2018**

Continuing Members

Council Members

Frank Klaassen History 2017

Ravi Chibbar (Chair) Plant Sciences 2015

Kathleen Solose Music 2016 – year sabbatical

General Academic Assembly Members

Curtis Pozniak Plant Sciences 2016

Maxym Chaban Economics 2017

Alexey Shevyakov Mathematics and Statistics 2016

Rob Scott Chemistry 2017

Sonia Udod Nursing 2015

Carol Henry Pharmacy and Nutrition 2015

Other members

Alison Pickrell [Provost designate] Director, Enrolment Services (*ex officio*)

TBD [SESD designate] (*ex officio*)

Heather Lukey [Dean of Graduate Studies and Research designate] Director of Graduate Awards and Scholarships (*ex officio*)

~~TBD~~ Vice-President University Advancement (*ex officio, non-voting*)

TBD [USSU designate]

TBD [GSA designate]

TBD Student representative from the Aboriginal Students' Centre or a College Undergraduate Affairs Office

Resource members

Heather Lukey Director of Graduate Awards and Scholarships

Jim Traves Director of Finance and Trusts

Secretary: Wendy Klingenberg, Assistant Registrar, Awards and Financial Aid, SESD

TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE

- Reviews and advises on pedagogical issues, support services for teaching and learning, and policy issues on teaching, learning and academic resources.
- Membership comprises 5 members of Council, 6 members of the GAA, 1 sessional lecturer

Nominees

For Chair **Jay Wilson [reappointment]**

New members (from Council)

Tamara Larre **Law** **2018**

Alec Aitken **Geography and Planning** **2018**

New members (from GAA)

Michel Gravel **Chemistry** **2018**

Sessional

Cyril Coupal	Computer Science	2016
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Continuing Members

Council Members

Jay Wilson	Curriculum Studies	2017
Bev Brenna	Curriculum Studies	2016
Marcel D'Eon	Community Health and Epidemiology	2016
Allison Muri	English	2016
Kathleen James Cavan	English	2015
Aaron Phoenix	Engineering	2016 sabbatical
Deborah Lee	Library	2015

General Academic Assembly Members

Hadley (Randy) Kutcher	Crop Development Centre	2017
Takuji Tanaka	Food and Bioproduct Sciences	2017
Lachlan McWilliams	Psychology	2017
Ken Van Rees	Soil Science	2017
Trisha Dowling	Veterinary Biomedical Sciences	2015

Sessional Lecturer

Michael McGarity	English, St. Thomas More	2015
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Other members

Patti McDougall	Vice-Provost, Teaching and Learning	
Mark Roman	Chief Information Officer and Associate Vice President Information and Communications Technology	
Vicki Williamson	Dean, University Library	
Nancy Turner	Gwenna Moss Centre for Teaching Effectiveness	
TBD	[USSU designate]	
TBD	[GSA designate]	
Secretary:	Amanda Storey, Committee Coordinator, Office of the University Secretary	

STUDENT ACADEMIC HEARING AND APPEALS PANEL

From this roster, the faculty representatives for student disciplinary and appeal committees are selected. This panel is mandated by the *Council Regulations on Student Academic Misconduct*, the *Council Procedures for Student Appeals in Academic Matters*, and by the *Senate Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals*. Only members of Council are eligible for membership on this panel.

Nominees

New members

John Gordon	Medicine	2018
Jim Greer	Computer Science	2018
Bill Roesler	Biochemistry	2018
Tamara Larre	Law	2017
Nancy Gyurcsik	Kinesiology	2017
Chary Rangacharyulu	Physics and Engineering Physics	2017
Ed Krol	Pharmacy & Nutrition	2016 [reappointment]
Ravi Chibbar	Plant Sciences	2016 [reappointment]
Terry Wotherspoon	Sociology	2017 [reappointment]
Ramji Khandelwal	Biochemistry	2018 [reappointment]

Continuing members

Dwayne Brenna	Drama	2017
Alexander Ervin	Anthropology and Archaeology	2017
Len Findlay	English	2017

Tammy Marche	Psychology, St. Thomas More	2017
Lawrence Martz	Geography and Planning	2017
Rachel Sarjeant-Jenkins	Library	2017
Jaswant Singh	Veterinary Biomedical Sciences	2017
Gord Zello	Pharmacy and Nutrition	2017
Moiria Day	Drama	2016
Dirk de Boer	Geography and Planning	2016
Ranier Dick	Physics and Engineering Physics	2016
Bram Noble	Geography and Planning	2016
Michelle Prytula	Educational Administration	2016
Yen Han Lin	Chemical and Biological Engineering	2016
William Albritton	Microbiology and Immunology	2015
Ravi Chibbar	Plant Sciences	2015
Liz Harrison	Physical Therapy	2015
Ramji Khandelwal	Biochemistry	2015
Ed Krol	Pharmacy & Nutrition	2015
Kathleen Solose	Music	2016
Fran Walley	Soil Science	2015
Terry Wotherspoon	Sociology	2015

COLLECTIVE AGREEMENT COMMITTEES 2014-15

UNIVERSITY REVIEW COMMITTEE

Reviews college recommendations for awards of tenure, renewals of probation, and promotions to professor; reviews and approves college standards for promotion and tenure. This committee is mandated by the **Collective Agreement (15.8.4)**:

15.8.4 University Review Committee. The University shall have a review committee to consider tenure and other matters specifically assigned to this committee in the Agreement. The University Review Committee shall be made up of nine tenured or continuing employees plus the Vice-President Academic and Provost who shall be chair. The nine employees shall be nominated to this committee by the Nominations Committee of Council and approved by Council with the length of their term specified so as to ensure a reasonable turnover of membership. Employees shall not be nominated for membership if they have served on the University Review Committee in the previous three years or if they have agreed to serve on a College review committee in that academic year. In addition to those members mentioned above, two nominees of the Association shall serve as observers on the University Review Committee with voice, but without vote.

Nominees

New members

Alexander Koustov	Physics & Engineering Physics	2018
Nick Low	Food and Bioproduct Sciences	2018
Ramji Khandelwal	Biochemistry	2017
Wanda Wiegers	Law	2017
Jim Waldram	Psychology	2016

Continuing members

Cheryl Waldner	Large Animal Clinical Sciences	2016
Scott Walsworth	HR and Organizational Behaviour	2016
Stephen Urquhart	Chemistry	2016
Alison Norlen	Art and Art History	2017
Bob Tyler	Food and Bioproduct Sciences	2016
Rob Pywell	Physics & Engineering Physics	2015
Donna Rennie	Nursing	2015
Barry Ziola	Pathology	2015
Mark Carter	Law	2017

Chair: Jim Germida, Vice-Provost, Faculty Relations

Secretary: Anna Okapiec, Assistant to the Vice-Provost, Faculty Relations

APPEAL PANEL

From this roster, the members are chosen for Promotion Appeal Committees (promotion appeals), Sabbatical Leave Appeal Committee (sabbatical appeals), and for the President's Review Committee (salary review appeals). This panel is mandated by Collective Agreement (16.3.5.1):

16.3.5.1 Appeal Panel. An Appeal Panel of forty-eight employees drawn from the membership of the General Academic Assembly shall be named by the Nominations Committee of Council and approved by Council, with length of term specified so as to ensure a reasonable turnover of membership. Additional members may be chosen, if necessary, to staff appeal committees. Membership shall be restricted to tenured faculty who are not members of the University Review Committee and who have not served on the University Review Committee in the previous three years. The following criteria shall govern the selection of the Panel:

- a) The Nominations Committee of Council shall strive to achieve a gender balance based on the overall membership of the General Academic Assembly;

- b) The Nominations Committee of Council shall strive to achieve representation from a wide range of disciplinary areas based on the faculty complement in each College.

Members of the Appeal Panel shall not serve on more than one of the committees hearing appeals promotion (Article 16.3.5), sabbatical leaves (Article 20.3) or salary review (Article 17.3.5).

Nominees

To June 30, 2018

Alex Moewes	Physics and Engineering Physics
Phil Chilibeck	Kinesiology
Cathy Arnold	Physical Therapy
Colleen Dell	Sociology
Cindy Peterjnelj-Taylor	Nursing
Stanley Moore	Biochemistry
Gary Entwistle	Accounting
Kirstin Bett	Plant Sciences
Erin Watson	Library
Doug Degenstein	Physics & Engineering Physics
Daniel Chen	Mechanical Engineering
Lisa Vargo	English
Linda Wason-Ellam	Education
Greg Wurzer	Library
Carin Holroyd	Political Studies
Daniel Beland	Public Policy

To June 30, 2017

Yen-Han Lin	Chemical and Biological Engineering
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To June 30, 2016

Fiona Buchanan	Animal and Poultry Science [reappointment]
Rob Flanagan	Law [reappointment]

Continuing Members

To June 30, 2017

Marie Battiste	Educational Foundations
Ken Belcher	Bioresource Policy, Business and Economics
Scott Bell	Geography and Planning
Valery Chirkov	Psychology
Candice Dahl	Library
Glen Gillis	Music
Dean Kolbinson	Dentistry
Kent Kowalski	Kinesiology
Jeanette Lynes	English
Barb Phillips	Management and Marketing
Peter Phillips	Public Policy
Vivian Ramsden	Family Medicine
Jeremy Rayner	
Dave Sanders	Chemistry
Anurag Saxena	Medicine
Verna St. Denis	Educational Foundations
Nicholas Low	Food and Bioproduct Sciences

To June 30, 2016

Kevin Ansdell	Geological Sciences
Marilyn Baetz	Psychiatry
Shauna Berenbaum	Pharmacy and Nutrition

Ron Cooley	English
Bruce Coulman	Plant Sciences
Maria Copete	Dentistry
Joanne Dillon	Biology
Sherif Faried	Electrical and Computer Engineering
Jill Hobbs	Bioresource Policy, Business and Economics
Dianne Miller	Educational Foundations
Nazeem Muhajarine	Community Health and Epidemiology
Jeff Taylor	Pharmacy and Nutrition
Curtis Pozniak	Crop Development Centre
Amin Elshorbagy	Civil and Geological Engineering- - year sabbatical
Mehdi Nemati	Chemical and Biological Engineering on sabbatical as of July 1

to June 30, 2015

Sabina Banniza	Plant Sciences
Fionna Buchanan	Animal and Poultry Science
Phil Chillibeck	Kinesiology
Gary Entwistle	Accounting
Rob Flanagan	Law
Rob Hudson	Philosophy
Ramji Khandelwal	Biochemistry
Karen Lawson	Psychology
Richard Long	
Cindy Peternelj Taylor	Nursing
Bill Roesler	Biochemistry
Bing Si	Soil Science
Jaswant Singh	Veterinary Biomedical Sciences
Lisa Vargo	English
Fran Walley	Soil Science
Gordon Zello	Pharmacy and Nutrition

RENEWALS AND TENURE APPEAL COMMITTEE

- 15.8.5.2 The committee shall consist of twelve tenured or continuing status faculty members: nine employees and three senior administrators, selected from amongst Associate Deans, Vice-Deans, Deans, Executive Directors, and/or vice-Provosts. Members will be selected by the Nominations Committee of Council and will serve a three year term. The Nominations Committee of Council shall strive to achieve a gender balance based on the overall membership of the General Academic assembly, and representation from a wide range of disciplinary areas based on the faculty complement in each College. Each year three new employees and one new senior administrator will be appointed to serve on the committee. Each year the chair of the committee shall be selected by mutual agreement between the Association and the Employer from amongst the committee members. Members may not serve as members of the University Review Committee during their term. A vacancy created by the resignation of a member will be filled by the Nominations Committee of Council for the remaining period of the term of that member.

Nominees

GAA members

Murray Drew	Animal & Poultry Science	June 30, 2017
Alexander Moewes	Physics and Engineering Physics	June 30, 2018
Cheryl Avery [reappointment]	Library	June 30, 2018
Stephen Foley	Chemistry	June 30, 2018
<i>Senior administrator</i>		
Yvonne Shevchuk	Pharmacy and Nutrition	June 30, 2018

Continuing members

GAA members

Bart Arnold	Kinesiology	June 30, 2017
Shaun (Michael) Murphy	Educational Foundations	June 30, 2017
Janet Hill	Veterinary Microbiology	June 30, 2016
Lorraine Holtslander	Nursing	June 30, 2016
Wendy Roy	English	June 30, 2016
Nick Low	Food and Bioproduct Sciences	June 30, 2017
William Kulyk	Anatomy and Cell Biology	June 30, 2015
Susantha Gomis	Veterinary Pathology	June 30, 2015
Cheryl Avery	Library	June 30, 2015

Senior Administrators

Peta Bonham-Smith	Vice-dean, Science, College of Arts and Science	June 30, 2017
Douglas Surtees	Associate dean academic, College of Law	June 30, 2016
Louise Humbert	Associate dean, undergraduate program, College of Kinesiology	June 30, 2015

OTHER COMMITTEES 2015-16

RECREATION AND ATHLETICS ADVISORY COUNCIL

- Recommends on the recreation and athletic fees charged to students and reviews reports on expenditures. Committee includes 3 faculty members (at least 2 members will not be members of the College of Kinesiology). Members may serve a maximum of two consecutive terms.

Nominees

John Hansen	Sociology	2018
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Continuing members

Nancy Gyurcsik	Kinesiology	2016
Steve Wormith	Psychology	2017
Jim Merriam	Geological Sciences	2015

JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS

Brings the approving bodies of Council and the Board of Governors to a joint table to ensure the academic and financial concerns regarding Chairs and Professorships can be addressed simultaneously.

Nominees

Ravi Chibbar	Council representative	2016 [reappointment]
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Continuing members

Jim Germida (Chair)	Vice-Provost Faculty Relations
Jim Basinger	[VP Research designate] Associate Vice-President Research
Sandra Calver	[University Secretary designate] Associate Secretary, Academic Governance
Kris McWillie	[Associate Vice-President, Financial Services designate] Manager, Budgets
Jim Traves	[Vice-President, University Advancement designate] Director of Finance and Trusts
Grit McCreath	Board of Governors representative
Ravi Chibbar	Council representative

Secretary: Anna Okapiec, Assistant to the Vice-Provost Faculty Relations