AGENDA
2:30 p.m. Thursday, February 25, 2016
Neatby-Timlin Theatre – Arts 241

*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 2015/16 academic year marks the 21st year of the representative Council.*

As Council gathers, we acknowledge that we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of our gathering place and reaffirm our relationship with one another.

1. Adoption of the agenda
2. Opening remarks
3. Minutes of the meeting of January 21, 2016 pp. 1-16
4. Business from the minutes
5. Report of the President pp. 17-20
6. Report of the Provost pp. 21-30
7. Student societies
   - 7.1 Report from the USSU pp. 31-32
   - 7.2 Report from the GSA pp. 33-34
8. Planning and priorities committee
   - 8.1 Request for Decision – Establishment of the Canadian Institute for Science and Innovation Policy (CISIP) as a type A Centre within the Johnson- Shoyama Graduate School of Public Policy. pp. 35-72

     It is recommended that Council approve the establishment of the Canadian Institute for Science and Innovation Policy (CISIP) as a Type A Centre within the Johnson-Shoyama Graduate School of Public Policy (JSGS), effective upon approval of CISIP by the University of Regina Board of Governors.

   - 8.2 Request for Decision –Name change of the College of Graduate Studies and Research pp. 73-96

     It is recommended that Council approve that the College of Graduate Studies and Research be renamed the College of Graduate and Postdoctoral Studies, effective January 1, 2017, and that Council's Bylaws be amended to reflect the new name of the college.

9. Governance committee

9.1 Request for Decision – Requirement that Elected Council Members Serve on the Student Academic Hearing and Appeals Committee pp. 97-106

It is recommended that Council approve that all Council members, other than ex officio members, be members of the student academic hearing and appeals committee, and that the Council Bylaws be amended to remove the requirement of the nominations committee to nominate members of Council to serve on the student academic hearing and appeals committee.

9.2 Notice of Motion – Teaching, Learning, Academic Resources Committee Amended Terms of Reference pp. 107-110

It is recommended that Council approve the amendments to the terms of reference of the teaching, learning and academic resources committee of Council as shown in the attachment.

9.3 Request for Input– Revisions to the *Regulations on Student Academic Misconduct* pp. 111-136

10. Other business

11. Question period

12. Adjournment

Next meeting March 25, 2016 – Please send regrets to katelyn.wells@usask.ca

Deadline for submission of motions to the coordinating committee: March 4, 2016

UNIVERSITY OF SASKATCHEWAN

Minutes of University Council
2:30 p.m., Thursday, January 21, 2016
Arts Building Room 241 Neatby-Timlin Theatre

Attendance: See Appendix A for listing of members in attendance.

The chair called the meeting to order at 2:30 p.m., observing that quorum had been attained.

Jim Greer, Professor in the Department of Computer Science, College of Arts and Science, delivered a memorial tribute to honour Professor Emeritus John Cooke, of the Department of Computer Science.

Beth Williamson, university secretary, reported that at the December Council meeting a member asked during the meeting if a motion could be brought from the floor. She indicated her response was that a substantive motion could not be submitted without proper notice. Ms. Williamson advised that when consulted on the process by the chair, she had provided incorrect advice. A correction has been placed as a footnote in the December minutes.

Ms. Williamson referred members to Part One, III.5 (e) and (f) of Council Bylaws, which state the requirement for a notice of motion may be suspended upon vote of two-thirds of the members present and voting at a meeting. The process for motions from the floor is set out in Council's Bylaws, in Council's *Guidelines for Motions,* and in *Procedures for Meetings and Organizations* by Kerr and King. When the Council Bylaws provide specific direction on a point of procedure, the bylaws take precedence over Kerr and King.

Council's *Guidelines for Motions* state that one way a Council member can bring a motion to Council is to propose from the floor that a motion be added to the agenda upon a two-thirds majority vote. Ms. Williamson advised that Council members wanting to bring a motion from the floor should do so as soon as possible at the meeting, preferably at the time of approval of the agenda. The request is that the agenda be amended to add the motion. Council then debates the question of whether the motion should be added to the agenda. After debate is closed, a vote is taken on whether the agenda should be amended. If the motion is carried by a two-thirds majority vote, then the motion is added to the agenda and considered at the point in the meeting indicated by the chair.

Ms. Williamson apologized for providing incorrect information and indicated she welcomed the opportunity to provide the correct information to Council.

1. <u>Adoption of the agenda</u>

GREER/DOBSON*: To adopt the agenda as circulated.*

D'EON/IRON*: To amend the agenda to add the motion projected on the screen: University Council emphatically endorses the inclusion of Indigenous (First Nations, Inuit, and Métis) knowledges and experiences for the purpose of achieving meaningful and relevant learning outcomes, in all degree programs at the University of Saskatchewan.*

The chair indicated that the motion to amend the agenda requires a two-thirds majority vote. If carried, the motion will be added to the agenda as item 7B Motion in Support of Indigenous Content in the Curriculum. Item 9.1 Report on TLARC's Activities Regarding Indigenous Content in Academic Programming will become item 7A as this information has come to Council in advance of the motion being brought from the floor.

The chair opened debate on the question of whether the motion should be added to the agenda by first inviting Professor D'Eon to speak as the mover of the motion to amend. Professor D'Eon recalled the discussion at the December Council meeting about Council approving a motion in support of the motion carried by the USSU Students' Council. Professor D'Eon indicated that he spoke on behalf of a number of individuals who worked on the motion submitted and who believed that approval of the motion would permit Council to add its voice to the growing chorus of voices calling for action in this area. Professor D'Eon argued that the motion was enthusiastic support in principle of the USSU motion. Rather than eclipsing the USSU motion, the motion amplifies the purpose and intent of the USSU motion.

Although supportive of the sentiment of the motion, some members questioned the irregular manner in which the motion was presented and its urgency, which was seen as preempting discussion of the motion by Council's committees. Other members spoke in favour of adding the motion to the agenda, indicating the motion was a grassroots response to the Truth and Reconciliation Commission's calls to action and that at minimum, the motion should be added to the agenda for discussion. Professor Wilson, chair of the teaching, learning and academic resources committee (TLARC) clarified that although TLARC chose not to submit a similar motion, the committee supported the sentiment of the USSU motion, and the USSU motion was raised in discussion at a number of Council committees.

> D'EON/IRON*: To amend the agenda to add the motion projected on the screen: University Council emphatically endorses the inclusion of Indigenous (First Nations, Inuit, and Métis) knowledges and experiences for the purpose of achieving meaningful and relevant learning outcomes, in all degree programs at the University of Saskatchewan.*
>
> CARRIED

> GREER/DOBSON*: To adopt the agenda as amended with item 9.1 moved to item 7A and the addition of the D'EON/IRON motion as item 7B.*
>
> CARRIED

2. Opening remarks

Dr. Kalra provided opening remarks, noting the important business before Council and sharing the procedures for debate and discussion. Voting members were invited to sit in the center section and non-voting members and guests to sit in the side sections. The chair advised that those individuals wanting to speak should first be recognized by the chair and identify their name and whether they are a member of Council. Generally, Council members have first priority to speak. Members of the media were asked not to participate in debate and not to record the proceedings of the meeting.

The chair invited Ms. Williamson to speak about the call for nominations of members to be elected to Council as members-at-large. Ms. Williamson reported the call has gone out for 18 vacant

member-at-large positions as a result of 14 members' expiry of terms and four vacant positions due to either resignations or sabbatical leaves. Ms. Williamson read the names of the 14 current Council members whose terms expire on June 30, 2016, and encouraged these members to consider submitting their names for re-election. She also asked that all Council members encourage their fellow GAA members to consider submitting a nomination. The deadline for nominations is February 19, 2016, and nomination forms are available on the university secretary website.

3. Minutes of the meeting of December 17, 2015

The chair asked for any corrections to the minutes of the December 17, 2015 meeting. There were two corrections requested in the record of the discussion of item 8.2 USSU Motion on Indigenous Content in the Curriculum: the removal of the words "and the possibility of Council being presented with a motion following" from the last paragraph and the replacement of the words "a substantive motion" in the third last paragraph of the same section, with the words, "the motion was deemed to be substantive by the chair."

> WILSON/D'EON*: That the Council minutes of December 17th, 2015 be approved as amended.*
>
> CARRIED

4. Business from the minutes

The chair noted one item of business arising from the minutes as recorded under item *6. Report of the Provost and Vice-president Academic* and consisting of a request for more information on the provincial government initiative on institutional performance indicators for post-secondary education. The chair indicated that Ernie Barber, provost and vice-president academic, would speak to the request as part of the presentation of his report to Council.

5. Report of the President

President Peter Stoicheff presented the president's report to Council. He noted that as his report was inadvertently omitted from the electronic Council agenda package, printed copies of the report were made available at the door. The president briefly summarized his written report for the benefit of members. The first section of the report provides an update on the committee established to create the new vision, mission, and values statement of the university. In response to the suggestion made at the previous Council meeting to add an elder to the committee membership, President Stoicheff confirmed that this has been done.

The second section of the report details the transition activities put in place by the transition committee for the president. President Stoicheff acknowledged the work of the transition committee and its usefulness to him in assuming the role of president. Most recently, meetings of the president with small groups of faculty members have been sponsored by the USFA throughout the months of January and February. In the coming months, the president indicated he would meet with all schools, colleges, and administrative units. These meetings will take different forms depending on the wishes of the host colleges and units. At some of the meetings, he indicated he would be accompanied by members of the vision, mission and values committee, but that the meetings would not exclusively focus on discussion of the new statement.

The president indicated the last reference within his written report was about the official opening of the Gordon Oakes Red Bear Student Centre. Although the centre is now open operationally, there

will be a formal opening with ceremonial events during Aboriginal Achievement Week, and he asked members to watch for the announcement of these events.

Providing other remarks, the president referred to his earlier statement to Council that universities are arguably more important now than they have ever been within the country and beyond, and that the autonomy and sustainability of universities is critical to this role. There is an enormous financial advantage in having a medical doctoral research intensive institution within the province, and this value has been carefully assessed through statistical analysis. The president provided several examples, citing that the university is responsible for between 1.5% to 2% of the province's gross domestic product (GDP) and that in comparison, the entire agricultural sector within the province is 11% of the province's GDP. The financial impact of a U15 institution is approximately twice that of a non-U15 institution due to the value of its research activity. The president reported that he has a continuing dialogue about the value the university adds with elected government officials and the province's Treasury Board.

Concluding his remarks, President Stoicheff congratulated Professor Kalra on being named CTV's Citizen of the Year (2015) for his contributions to the cultural and social health of the City of Saskatoon.

The chair invited questions of the president. There were several questions about how the student member and faculty member on the vision, mission, and values committee were selected by the president. The president indicated that he was responsible for the appointment of all members and made his selection using his own discretion and judgment, which was informed by the recommendations of others. Elections to the committee were not held to make the process of selection more efficient.

A question of interest was posed about whether the amount of tax paid by staff at the university was equivalent to the amount of the provincial grant to the university. The president agreed that the question was indeed interesting and asked for leave to make inquiries as to whether the statement was true or not.

6. Report of the Provost

Provost Barber first reported on the provincial government initiative on institutional performance indicators for post-secondary education (PSE) as an item of business arising. The initiative which began in October arises from the Ministry of Advanced Education and is intended to assist the ministry demonstrate the value of the PSE sector. The project will compare PSE support within the province against the support provided by other provinces. University administration is paying close attention to the project and has representation on the three project groups—a senior management group, an indicators group, and an IT group. The project is expected to run until 2020 and will not be fully implemented until then. Provost Barber indicated that he would provide written information on the topic in his February report to Council.

Provost Barber reported that although the university's 2016-17 tuition rates have not yet been announced, that the overall tuition rate increase will be 2.5%. The principles of the university's policy on tuition are being reviewed to ensure these are still the right principles on which tuition is based. Increasingly, there is greater differentiation among tuition rates on a program-by-program basis. Provost Barber acknowledged the work of Jacquie Thomarat, director of resource allocation and planning in the Institutional Planning and Assessment Office (IPA), in consulting with college deans and students on the topic of tuition. Provost Barber noted that this year there was less

student engagement and emphasized the importance of students being aware of how the university sets tuition and the basis for tuition rate changes.

The chair thanked Provost Barber for his report and invited questions. The responsibility of the university to conduct unit and programmatic reviews and the commitment to make the outcomes of the review process available in a timely manner was questioned by a member. Specific details were provided by the member of her own experience with graduate program review and the time and effort expended by many departmental members with no outcome or report visible months after the process ended. The member posited her question under the umbrella of institutional effectiveness, questioning the investment of university resources in reviews that have no discernable outcome. Despite receiving an excellent review, she concluded that she could not perceive that the review benefitted the university and summarized the review process as a bureaucratic waste of institutional resources. Other comments from members expressed an equally cynical view, questioning the value proposition of the university's goal to be within a certain percentile of comparator institutions when the university is ranked lower than these institutions and objecting to the necessity of reports and data requested for the PSE institutional indicators project. Although such reports are requested under the guise of improvement, the complaint was made that in reality, such requests support an audit and surveillance culture.

Provost Barber, Patti McDougall, vice-provost, teaching and learning and Adam Baxter-Jones, interim dean of the College of Graduate Studies and Research, addressed the concerns raised. Professor Baxter-Jones indicated that systematic graduate program review as approved by Council was intended to assist programs in continually improving program quality. Vice-provost McDougall noted that under the degree authorization legislation of the province, the university is exempted from a degree audit due to the review processes the university has in place. With respect to the specific concerns on the slowness of the outcome of the graduate program review in the member's department, Dean Baxter-Jones indicated that he took full responsibility for the lack of progress and would respond to the review report promptly. Provost Barber affirmed the commitment of administration to Council to complete unit reviews, most recently the three interdisciplinary schools have been or are under review as a commitment to Council at the time the schools were established.

A member thanked the provost for the information provided in his report on the Thorvaldson Building and asked for an explanation of how those labs that will remain in the building will function, given the de-emphasis on research in the building. Greg Fowler, vice-president of finance and resources, requested leave to respond more fully to the question at the next Council meeting as an item of business arising, and indicated that overall, these labs are intended to function at a lower level.

As 2016 has been named *Year of the Pulse* by the United Nations, a request was made to acknowledge the university's research with pulse crops. The chair indicated he had made note of the request.

7. Student societies

7.1 Report from the USSU

Jack Saddleback, president of the University of Saskatchewan Students Union, referred members to his written report, reporting in addition that the Commission on Female

Leadership town hall to discuss female leadership within the student experience would occur on February 1, 11:30 am – 1:30 pm in Convocation Hall.

7.2 Report from the GSA

Rajat Chakravarty, president of the Graduate Students' Association, presented the report to Council. He reported on the various activities and areas of focus for Graduate Student Achievement Week February 29 – March 4. The GSA is working to foster student engagement through various sports team events and recently collaborated with the International Student and Study Abroad Centre (ISSAC) to host an orientation session to the GSA.

7A. Teaching, Learning and Academic Resources

Jay Wilson, TLARC chair presented the report.

7A.1 Item for Information – Report on TLARC's activities regarding Indigenous Content in Academic Programming

Professor Wilson emphasized that the committee took the first opportunity to meet in January with Trever Crowe, associate dean of the College of Graduate Studies and Research, to begin to develop some concrete ideas in response to the USSU motion to include Indigenous content in all of the university's degree programs. The report submitted to Council outlines a three-pronged approach, comprised of a refocus on the university's Learning Charter, an environmental scan of university academic programming already containing Indigenous content and learning outcomes, and the development of strategies to assist colleges and schools with the indigenization of the curriculum. Professor Wilson indicated the committee seeks the oversight and assistance of other Council committees in its work. Professor McDougall provided additional comments, indicating that TLARC will seek to embed degree-level expectations tied to Indigenous content and Indigenous world views in the Learning Charter. Those colleges that have already taken up this challenge by setting out degree-level goals will expand by adding Indigenous content goals.

Comments and questions were invited by the chair. Discussion included support of the appropriateness of utilizing the Learning Charter and the Edwards School of Business assurance of learning initiative, which assess whether students have integrated the five core learning goals of the Learning Charter. The question of whether content experts are required to ensure the Indigenous content provided is respectful and inclusive was raised. Professor McDougall noted this question falls within her portfolio under the category of mobilizing resources and community support and will be considered. A request was made to include success goals and measurable factors of student success.

The timeline for TLARC's work was discussed. Professor Wilson indicated that as the work is a high priority on campus, by extension it is a high priority to TLARC. Although cognizant of the priority of the work and the timelines approved by the USSU, the committee will proceed in a measured and informed manner and will continue to keep Council informed of its progress.

7B. Request for Decision to Support in Principle – Motion in Support of Indigenous Content in the Curriculum

Marcel D'Eon, Council member and mover of the motion read the preamble to the motion (attached). Professor D'Eon described the motion as an accumulation of many tributaries coming together. He conveyed that the motion is about individual and group transformation, about building relationships through education, knowledge, and understanding and that for these reasons and others, those he consulted thought it important for Council to make a statement to direct the university and its committees in their work. The motion is made to be able to lend Council's voice to others in an emphatic way and to mobilize the university to continue to move in this particular direction. The motion as written is sufficiently broad and flexible enough to encompass movement but no timeline has been placed within the motion as the expectation is the Council and the university administration will work on a timeline.

The chair invited discussion of the motion.

Several Council members spoke in favour of the spirit of the motion and its transformative power to open minds to understand different cultures. The importance of the motion at this time was likened to the earlier transformation and re-gendering of the Canadian professoriate, where enormous strides have been made. There were a number of questions on what the word Indigenous means, whether the term is exclusionary of other cultures and experiences, whether Indigenous refers to all places or is specific to Canadian Indigenous students, and whether indigenization of the curriculum takes place at the discipline level or at the degree level. Peta Bonham-Smith, interim dean of the College of Arts and Science, indicated that the college will embed Indigenous knowledge across the curriculum, not within the student's specific discipline. The question of how Indigenous content will be integrated across graduate student programs was raised. Professor McDougall clarified that as the motion reads all degree programs, graduate programs are included. Further consultation is required by TLARC to consider how this might be realized.

Jack Saddleback, USSU president, spoke in favour of the motion, indicating that by passing this resolution, the university is taking a step toward placing itself on the map as much for turning out good citizens as for turning out good students. Although the students understand many things remain to be worked out, students are committed to ensuring consultation occurs, and will work with the university to grandfather in Indigenous content within degree programs. The president of the Indigenous Students' Council spoke of the importance of Indigenous students being able to see themselves in every college if the university seeks greater enrolment of Indigenous students across campus.

Lisa Kalynchuk, chair of the planning and priorities committee, reported on the discussion by the committee of whether Council should approve a motion to require the inclusion of Indigenous content in all degree programs. Although supportive of the principle of the motion, there was the realization that Council does not have the ability to enforce such a motion. Action is required to realize the motion and develop an accountability mechanism for academic units to move in this direction.

> D'EON/IRON*: University Council emphatically endorses the inclusion of Indigenous (First Nations, Inuit, and Métis) knowledges and experiences for the purpose of achieving meaningful and relevant learning outcomes, in all degree programs at the University of Saskatchewan.*
>
> CARRIED

8. Academic Programs Committee

Professor Roy Dobson, Council vice-chair and member of the academic programs committee, presented the reports on behalf of Kevin Flynn, chair.

8.1 Request for decision – Certificate in professional Communication in the College of Engineering

The certificate program is designed to open access to certification to non-engineering students and Engineering post-graduate students.

A Council member called for a vote to determine quorum was still present prior to the motion. The chair asked that Council members raise their hands for a tally of members to ascertain quorum. Ms. Williamson undertook a count and reported that quorum was sustained.

DOBSON/KALYNCHUK: *That Council approve the Certificate in Professional Communication in the College of Engineering.*

CARRIED

8.2 Request for Decision – Addition of the GRE as an Admission Qualification to the Master of Arts (M.A.) in Economics

Professor Dobson indicated the addition of the Graduate Record Examination (GRE) is intended to help identify and recruit students from a large pool of international applicants. The required score is recommended for all students, including European students trained under the Bologna process, but will be voluntary for students from Canada and the USA. Questions included how many other graduate programs require the GRE exam and concern about the additional cost to students of writing the exam and at what point various admission requirements become financially prohibitive to international students. Dean Baxter-Jones reported that to his knowledge several graduate programs require the GRE and the use of a standardized exam assists with international credential evaluation. A member suggested that rather than introduce these requirements one program at a time that the requirement should be reviewed across the university more broadly. He noted that although the proposal indicates it is in line with comparator institutions, only three Canadian universities are cited as employing the GRE. Dean Baxter-Jones indicated that Graduate Council sets the minimum admission requirements and that he would submit the member's suggestion to Graduate Council for discussion.

DOBSON/KALYNCHUK: *That Council approve a new admission qualification, the submission of a Graduate Record Examinations (GRE) score, for the Master of Arts in Economics, effective for students who have not completed university degrees in Canada or the United States of America and who are entering the program in or after September 2017.*

CARRIED

8.3 Request for decision – Master of Education (M. Ed) in Leadership in Postsecondary Education

The opportunity to offer the proposed Master's program was identified in the review of the graduate programs housed in the Department of Educational Administration. Professor Dobson indicated the proposed program meets an identified demand and the resources required to offer the program are available.

DOBSON/KALYNCHUK: *That Council approve the Master of Education (M. Ed) in Leadership in Post-Secondary Education, effective September 2016.*

CARRIED

10. Other business

There was no other business.

11. Question period

The chair invited questions from members. John Rigby, interim associate vice-provost, IPA indicated that with the chair's permission he could provide an answer to the earlier question to the president of the equivalency of provincial grant to the taxes paid by university employees. He confirmed that for every dollar provided to the university, approximately 40 cents is returned to the province through taxes and other means.

In response to the objection of institutional reviews, Professor Rigby referred members to the *Framework of Assessment* approved by Council in 2008, which includes unit reviews and a systematic graduate program review process.

12. Adjournment

The meeting was adjourned by motion (DOBSON/IRON) at 4:00 pm.

ATTACHMENT 1

UNIVERSITY COUNCIL

REQUEST FOR DECISION

PRESENTED BY: Marcel D'Eon – Member-at-large and Monica Iron - Student Member (seconder)

DATE OF MEETING:
January 21, 2016

SUBJECT:
In solidarity with the USSU Student Council's resolution of November 19, 2015 calling on the University of Saskatchewan "to commit to implement Indigenous Content into the curriculum of every University of Saskatchewan degree" [i]

In support of the calls to action of the Truth and Reconciliation Commission

In the spirit of the U of S Learning Charter

Consistent with the institutional commitment in our Third Integrated Plan ("inclusion of Indigenous Knowledge and experience in curricular offerings")

Acknowledging the significant progress that has been made in this area and to affirm our relationship with one another

DECISION REQUESTED TO SUPPORT IN PRINCIPLE

University Council emphatically endorses the inclusion of Indigenous (First Nation's, Inuit, Métis) knowledges and experiences for the purpose of achieving meaningful and relevant learning outcomes, in all degree programs at the University of Saskatchewan.

APPENDIX A

COUNCIL ATTENDANCE 2015-16

Voting Participants

Name	Sept 17	Oct 22	Nov 19	Dec 17	Jan 21	Feb 25	Mar 17	Apr 21	May 19	June 23
Aitken, Alec	P	P	R	P	P					
Allen, Andy	P	P	R	P	P					
Andreas, Taylor	A	A	A	A	A					
Arcand, Jaylynn	A	R	R	P	P					
Barber, Ernie	R	P	P	P	P					
Barnhart, Gordon	P	P	NA	NA	NA	NA	NA	NA	NA	NA
Baxter-Jones, Adam	P	R	P	P	P					
Bergstrom, Don	N/A	N/A	N/A	N/A	P					
Bilson, Beth	P	P	A	R	P					
Bindle, David	A	P	P	P	R					
Bonham-Smith, Peta	P	P	P	P	P					
Bowen, Angela	P	R	R	P	R					
Bradley, Michael	P	R	P	P	A					
Brenna, Bev	P	P	P	R	P					
Brenna, Dwayne	P	P	P	R	P					
Brown, William	P	P	P	P	R					
Buhr, Mary	P	R	P	P	R					
Butler, Lorna	R	A	P	P	A					
Calvert, Lorne	A	A	R	P	P					
Carboni, Matteo	P	A	A	A	A					
Card, Claire	A	P	A	P	P					
Chakravarty, Rajat	P	P	P	R	P					
Cheng, Hongming	P	A	P	A	P					
Chernoff, Egan	P	R	P	P	R					
Chibbar, Ravindra	P	R	P	P	A					
Crowe, Trever	P	P	P	P	A					
De Boer, Dirk	P	P	P	P	P					
D'Eon, Marcel	P	R	P	P	P					
Deters, Ralph	P	P	A	P	P					
DeWalt, Jordyn	A	A	A	A	A					
Dick, Rainer	P	P	P	P	P					
Dobson, Roy	P	P	P	P	P					
Eberhart, Christian	A	A	A	A	A					
Ervin, Alexander	P	A	P	P	P					
Eskiw, Christopher	P	P	P	P	P					
Findlay, Len	P	P	P	P	P					
Flynn, Kevin	P	P	P	P	R					
Freeman, Douglas	R	R	P	A	R					
Gabriel, Andrew	R	R	A	A	A					
Ghezelbash, Masoud	A	P	P	P	P					
Gill, Mankomal	R	A	A	A	A					
Gobbett, Brian	A	A	A	A	A					
Gordon, John	P	R	A	P	P					
Gray, Richard	P	A	P	P	A					
Greer, Jim	P	A	P	P	P					
Gyurcsik, Nancy	P	R	P	R	P					
Hamilton, Murray	P	P	R	A	R					
Havele, Calliopi	A	A	A	A	P					
Hayes, Alyssa	P	P	P	R	P					
Honaramooz, Ali	A	A	A	P	P					
Huckabay, Alana	A	R	R	P	R					
Iron, Monica	R	A	A	A	P					
Jamali, Nadeem	R	R	P	P	P					
Johnstone, Jill	R	P	P	A	P					
Julien, Richard	A	A	A	A	P					
Kalagnanam, Suresh	P	P	R	P	A					
Kalra, Jay	P	P	R	P	P					

Name	Sept 17	Oct 22	Nov 19	Dec 17	Jan 21	Feb 25	Mar 17	Apr 21	May 19	June 23
Kalynchuk, Lisa	P	P	A	P	P					
Khandelwal, Ramji	P	P	P	R	P					
Kipouros, Georges	R	R	R	A	N/A	N/A	N/A	N/A	N/A	N/A
Klaassen, Frank	P	P	P	P	P					
Koob, Tenielle	A	A	A	P	P					
Krol, Ed	P	P	P	P	P					
Langhorst, Barbara	R	R	R	P	R					
Larre, Tamara	P	R	A	P	P					
Lindemann, Rob	A	P	A	A	A					
Low, Nicholas	P	P	P	P	P					
MacKay, Gail	P	P	A	A	A					
Makarova, Veronika	A	P	P	P	A					
Marche, Tammy	P	P	P	P	P					
Martz, Lawrence	A	P	P	A	R					
McCann, Connor	A	A	P	A	A					
McWilliams, Kathryn	P	R	R	R	P					
Muri, Allison	P	P	P	P	P					
Nickerson, Michael	P	A	A	A	A					
Nicol, Jennifer	R	R	P	P	R					
Noble, Bram	P	R	P	R	R					
Ogilvie, Kevin	A	A	A	A	A					
Osgood, Nathaniel	P	R	R	A	P					
Paige, Matthew	A	P	P	R	P					
Pelly, Dallas	P	A	A	A	A					
Pinel, Dayna	N/A	N/A	N/A	N/A	P					
Prytula, Michelle	A	P	P	P	P					
Racine, Louise	P	R	P	P	P					
Rangacharyulu, Chary	A	A	A	A	A					
Rezansoff, Evan	A	A	A	A	A					
Rodgers, Carol	P	A	P	R	P					
Roesler, Bill	P	A	P	P	P					
Roy, Wendy	P	P	P	P	P					
Sarjeant-Jenkins, Rachel	P	A	P	P	P					
Sautner, Alyssa	A	A	A	A	A					
Schwab, Benjamin	P	P	P	A	P					
Singh, Jaswant	R	R	P	R	P					
Smith, Preston	P	P	P	A	P					
Soltan, Jafar	P	P	P	P	A					
Sorensen, Charlene	N/A	N/A	N/A	N/A	N/A					
Still, Carl	P	R	R	P	R					
Stiocheff, Peter	NA	NA	P	P	P					
Tait, Caroline	P	A	P	P	R					
Taras, Daphne	P	R	R	R	P					
Tyler, Robert	R	P	P	R	P					
Uswak, Gerry	P	R	P	R	P					
Waldram, James	P	P	P	P	R					
Wasan, Kishor	R	P	P	R	A					
Watson, Erin	R	P	P	P	P					
Williamson, Vicki	R	R	R	P	R	N/A	N/A	N/A	N/A	N/A
Willness, Chelsea	P	P	P	P	A					
Wilson, Jay	P	R	P	P	P					
Wilson, Ken	P	P	R	P	P					
Wotherspoon, Terry	P	P	P	P	P					
Yates, Thomas	R	P	P	P	P					
Zello, Gordon	P	P	P	P	P					

COUNCIL ATTENDANCE 2015-16

Non-voting participants

Name	Sept 17	Oct 22	Nov 19	Dec 17	Jan 21	Feb 25	Mar 17	Apr 21	May 19	June 23
Binnie, Sarah	P	P	P	P	P					
Chad, Karen	A	A	P	P	A					
Chapola, Jebunnessa	A	A	A	P	A					
Downey, Terrence	R	R	R	A	A					
Fowler, Greg	P	P	P	P	P					
Isinger, Russell	P	P	P	P	P					
Saddleback, Jack	P	P	P	A	P					
Pulfer, Jim	P	P	P	R	R					
Senecal, Gabe	P	P	A	P	P					
Williamson, Elizabeth	P	P	P	P	P					

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL February 2016

Committee on Vision, Mission and Values

The visioning committee launched an online survey on February 4 for faculty, students and staff. Information collected through this survey, and through meetings and other consultations taking place over the next month, will be used to assist the committee in writing the first draft of a new vision, mission and values statement for the university.

If you haven't already, I encourage you to take a few minutes to provide your input through the survey on what you see for our collective future—input that will be used to support the initial draft. The survey is available online **until February 25**. You can also expect to see another survey this spring providing an opportunity to provide feedback on the initial draft.

Provost Search Committee Update

I am pleased to share with you that the search for our next provost and vice-president academic has developed a long list of candidates to consider. Next, the committee will narrow down the candidates to a short list, and then proceed to the interview phase. The search committee is very pleased with the quality of those who are on the long list.

I remain confident that the original timelines for the search process are being met, that the search will conclude in late spring, and that a new provost will be in place this calendar year.

Advancement and Community Engagement Update

I committed to the campus community when I began in October that a new structure for the current Advancement and Community Engagement (ACE) office would be designed by early in the new year. A process was undertaken that involved gathering best practices among similar institutions in Canada, connecting internally with ACE staff, faculty, deans, and senior leaders, and connecting externally with donors and key alumni.

The re-design process, and the consultations, showed there are too many portfolios within the vice-president's office, resulting in unclear relationships between the VP and direct reports. Currently, ACE includes seven: alumni relations; development; communications and marketing; government relations; community engagement; Aboriginal Initiatives; and First Nations, Metis and Inuit Relations. The current structure has also permitted significant gaps in performance, in particular in our fundraising capacity. These gaps prevented alignment between the work performed in ACE and the supports needed in colleges and schools.

In addition to identifying the current issues, it was important to ensure that clear principles were guiding the re-design decisions. These included:

- Considering the needs of deans and colleges/schools
- Addressing current gaps in performance
- Focusing on a structure that would enable a culture of service orientation
- Grounding all decisions in best practices

- Striving for a structure that contributed to financial and reputational sustainability
- Being able to recruit and retain high-quality staff
- Building a camps culture of philanthropy
- Building a stakeholder-centred culture within the organization
- Not growing the current size of the ACE office.

We have decided to move to a vice-presidential portfolio that, instead of containing the seven loosely related functions, concentrates on three related and crucial activities: communications and marketing, alumni and community relations, and development. We are following this up with a name change for the unit – University Relations – and searching for a vice-president with that title to lead it. The responsibilities of the vice-presidential role will be more focused on providing leadership and vision that furthers the university's reputation and profile, contributes more substantially to the university's resources, and builds a culture of philanthropy and alumni relations. Centralized leadership for the aboriginal engagement portfolio will be moved from the ACE office to the Provost's office at the Vice-Provost level, a model learned at November's *Building Reconciliation Forum*. The current community outreach and engagement portfolio will be moved from the ACE office to the Vice-President Research office.

Government Relations

Government relations is an ongoing and frequent process of engagement. I meet regularly with the provincial Minister and Deputy Minister of Advanced Education. Vice-presidents, other senior administrators, deans and I meet frequently with Deputy Ministers and Assistant Deputy Ministers of Health, Agriculture and Education as well. These discussions range from providing updates and exchanging information to dialogue regarding long-term plans and associated funding required to make those plans a reality.

In conjunction with these connections with government officials, I have met with my counterparts at the U of R (Vianne Timmons), SaskPolytech (Larry Rosia), First Nations University of Canada (Mark Dochstater) and the Regional Colleges to discuss issues of mutual interest. Government relations is a frequent topic of these discussions and I continue to work with our provincial PSE partners for our mutual benefit.

On the national stage, we've been working on strategies to engage with the federal government as well. In addition to working with our advocacy organizations, the U15 and Universities Canada, it is important for our institution itself to develop relationships with our federal officials. For example, prior to this month's Council meeting, I will be travelling to Ottawa to take part in a Universities Canada event connecting researchers, PSE leaders and elected officials. While in Ottawa, I will meet with the Ministries of Finance, Infrastructure, Science, and Indigenous & Northern Affairs, and with the Prime Minister's Office.

Aboriginal Achievement Week

I congratulate the Aboriginal Student Centre, colleges and student groups for the many activities that took place during Aboriginal Achievement week. These activities, combined with the grand opening of the Gordon Oakes Red Bear Student Centre the week prior, created a positive and powerful atmosphere on campus.

I had the pleasure to participate in a number of the activities with a highlight being the signing of our memorandum of understanding with the National Centre for Truth and Reconciliation (NCTR) at the University of Manitoba. Ry Moran, Director of the NCTR was this year's University Library Dean's Research Lecturer and joined me in this historic signing. The partnership will provide opportunities for researchers and students at the U of S and beyond to access the vast resources and programs of the NCTR.

Other Notable Activity this Month

- Meeting with the Star Phoenix Editorial Board
- Monthly segment on CTV Morning Show
- Attended Universities Canada "New President's" Seminar
- Held six college/unit engagement meetings, facilitated by the Presidential Transition Committee
- Hosted four faculty engagement dinners at the President's Residence
- Hosted dinner for Royal Society Fellows, past and present
- Met with Alumni Association Board and Alumni Centennial Planning Committee
- Met with University Students Council
- Spoke at the USask Student Leadership Conference

AGENDA ITEM NO: 6.0

PROVOST'S REPORT TO COUNCIL

February 2016

OFFICE OF THE VICE-PROVOST, TEACHING AND LEARNING

Gwenna Moss Centre for Teaching Effectiveness (GMCTE) – Graduate Professional Skills Certificate
The Graduate Professional Skills Certificate program is currently in the second term of its first academic year since its initial 2015-16 pilot, during which five students were presented with certificates at the 2015 fall convocation. Twenty-five students are enrolled this year from diverse backgrounds, from post-doctoral fellows to masters and PhD students, and from disciplines as broad as the humanities, social sciences, sciences, and professional colleges. The certificate is offered in partnership with the College of Graduate Studies and Research and the Gwenna Moss Centre. The program's delivery includes working with ICT to facilitate the use of e-portfolio platform Mahara, and the Student Employment and Career Centre (SECC) to integrate a strengths-based approach into the cohort's professional practice. In addition, the program coordinators are working to develop partnerships with individual faculty who act as learning coaches.

Noura Sheikhalzoor, a candidate in the Master of Science in nutrition, received her certificate at the fall convocation in 2015 and had this to say about the program: "Through the certificate, I improved my leadership, teaching, creative and critical thinking, and communication skills. Being aware, reflective and able to connect my previous and current experiences with the future made me feel prepared for my career." (Full story available here - http://words.usask.ca/news/2015/11/20/life-after-grad-studies/)

INSTITUTIONAL PLANNING

Provost's Committee on Integrated Planning (PCIP)
PCIP is laying the groundwork for a campus level conversation around institutional goals, which will follow from the report of the Mission, Vision, Values committee. The goal-setting exercise will itself lead into the next planning cycle. PCIP is considering various tools to assist in that process. In particular, measures are being developed to help provide a snapshot of how the university as a whole and individual units are performing on key dimensions. An additional aspect of planning in the months ahead relates to the transition to responsibility centre management. Extended conversations have been had with the deans about strategic, logistical and policy issues with the Transparent Activity-Based Budget System (TABBS), and how to move it to a resource allocation process for the university.

PCIP has also been discussing the report of the Task Force on the School of Public Health (SPH) and the recommendations. No final decisions have been made. The report will be released shortly.

Institutional Effectiveness
Provincial Post-Secondary Indicators Project
The Province of Saskatchewan has embarked on a project to establish post-secondary indicators for all provincial institutions. The purpose of the project can be summarized as aiding accountability of the Ministry of Advanced Education. The U of S is involved in a pilot phase of the project with the University

of Regina, Saskatchewan Polytechnic, and representatives from regional and aboriginal institutions. The pilot phase began in the fall of 2015 with the objective of identifying common definitions for indicators that each institution would be able to report on. The entire project is scheduled to be completed by 2020. For more information, the December 2015 project newsletter published by the Ministry is attached to the end of my report.

University Rankings

As mentioned in an earlier report, a task force was established to review university rankings with the objective of gaining a more thorough understanding of how rankings are determined by various external agencies. Specifically, the task force focused on the following four areas: how our university's strategies and plans could have a positive impact on the rankings; how our internal processes for reporting and submitting data could be improved to accurately represent our activities; how we currently track and report on our placement in rankings; and how we can enhance our communications and messaging on rankings. A report on the task force's observations and findings will be presented to the provost in early March 2016.

COLLEGE AND SCHOOL UPDATES

University Library

A message from Dean Vicki Williamson…

As the library unit review progresses (see my blog post of January 18, 2016) the university is also beginning an international search for the next dean, University Library. After a decade in that role, my time as dan is coming to a close, and I am taking a vacation ahead of commencing my administrative leave.

The Interim Provost (Dr. Ernie Barber) recently announced interim leadership roles that will cover the transition period commencing February 15, 2016 through until the appointment of the next dean. Transition arrangements will see the following colleagues in senior library leadership roles:

- Charlene Sorensen, Interim Dean
- Ken Ladd – Interim Associate Dean
- Rachel Sarjeant-Jenkins – Associate Dean
- Jill Mierke – Director, Library Human Resources
- Dale Amerud – Director, Library Financial and Physical Resources

College of Arts and Science

In recognition of the opening of the University of Saskatchewan's Gordon Oakes Red Bear Student Centre, the College of Arts & Science affirms its unwavering support for the Truth and Reconciliation Commission of Canada's calls to action regarding Aboriginal student success: http://artsandscience.usask.ca/news/articles/229/A_message_of_support_from_the_Interim_Dean_Art_Science#sthash.FDs5LzAe.dpuf

Peter S. Li (professor emeritus, sociology) was appointed to Order of Canada: http://artsandscience.usask.ca/news/articles/197/Peter_S_Li_professor_emeritus_sociology_appointed_to_Order_o#sthash.coWXABDy.dpuf

For the 2015/16 academic year, **the PotashCorp Kamskénow program** is offered in 44 classrooms and 18 community school across Saskatoon. Demand is significant, as there are currently more than 60 classrooms on the waiting list. There are currently 20 science outreach instructors. Sponsors for the

current academic year including PotashCorp, the College of Arts & Science, Community Initiatives Fund, and NSERC PromoScience.

The **Science Ambassadors program** pairs instructors (science-based graduate students) with remote North Aboriginal Community Schools for 4-6 week placements. Science ambassadors engage in community-based scientific teaching within these communities, and return to campus with new perspectives and awareness that enrich their university studies and future work as STEM professionals. In May/June 2016, 22 science ambassadors will be placed in 12 northern Aboriginal communities.

Alumna **Ruth Cuthand** (BFA'83, MFA'92) confronts childhood racism in paintings on view at Wanuskewin Heritage Park: http://thestarphoenix.com/entertainment/local-arts/through-the-artists-eye-empathy-and-ruth-cuthands-paintings

The Department of Drama and the Greystone Theatre present: **Les Belles Soeurs** by Michel Tremblay Translated by John Van Burek & Bill Glassco Directed by Pamela Haig Bartley: http://artsandscience.usask.ca/news/articles/214/Greystone_Theatre_presents_Les_Belles_Soeurs#sthash.BwOQY5r7.dpuf

The **Department of Political Studies** is proud to present the **2016 Timlin Lecture** featuring guest speaker Dr. Audrey Macklin, professor of law and Chair in International Human Rights at the University of Toronto: March 14 5:30pm Arts 241 Neatby-Timlin Theatre

Researchers at the **Centre for Forensic Behavioural Science and Justice Studies** helped create Canada's first Predictive Analytics Laboratory: http://globalnews.ca/news/2455063/saskatoon-police-lead-the-country-with-predictive-analytics-lab/

In memoriam: **Margaret Martha Brooke** (BHSC'35, BA'65, PhD'71), a palaeotologist and Royal Canadian Navy (RCN) Nursing Sister decorated for gallantry in combat during the Second World War, died on January 9, 2016 in Victoria, B.C. at the age of 100 years. - See more at: http://artsandscience.usask.ca/news/articles/220/Obituary_Margaret_Martha_Brooke_Canadian_naval_hero#sthash.NhHRvxrz.dpuf

Correction from last report: A novel dedicated to professor of biology R. Jan F. Smith has won this year's Aurora award for Best Canadian English language science fiction/ fantasy novel for 2015. A Play of Shadow (published by DAW books) was by written Julie E. Czerneda, who did her graduate studies in biology at the University of Saskatchewan.

College of Law

The College of Law will be offering two new options to incoming students in the fall of 2016. The first is a joint JD/MBA program offered in collaboration with the Edwards School of Business. This program is designed to permit students to complete both degrees within three years.

The college will also be the first law school in common law Canada to offer a specialization in French-language common law. Under a partnership with the French-Language common law section of the University of Ottawa Faculty of Law, it will be possible for students to obtain this specialization by taking a series of courses in French and spending one term at the University of Ottawa.

College of Pharmacy and Nutrition
The College of Pharmacy and Nutrition was one of ten pharmacy schools selected for this year's American Association of Pharmaceutical Scientists video series. The video was broadcast at the 2015 AAPS Annual Meeting and Exposition in Orlando, Florida, on October 25 to 29. Watch the video.

Alumnus and former faculty member Dr. J. Gordon Duff bequeathed a donation for over $285,000 to the college. His generous gift to the college included $25,000 for historical archival purposes, and the remaining $260,000 is to be used at the discretion of the dean of Pharmacy and Nutrition. A portion of the gift will go towards establishing a new Graduate Student Training program in the college, while the remainder will be reserved for future use.

The Ccllege's Medication Assessment Centre was awarded the Patient Care Enhancement Award by the Canadian Society of Hospital Pharmacists for the submission "The Medication Assessment Centre: A Novel Student Training and Patient Care Program."

OFFICE OF THE VICE-PRESIDENT RESEARCH

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

Attachment 1

Initiatives

International Year of Pulses Event Held

The U of S hosted the **2016 Year of the Pulses** kickoff event on January 6th. The United Nations declared that 2016 is the International Year of Pulses to acknowledge the crops as a primary source of protein and other essential nutrients. Pulses are a primary research area at the U of S. The Crop Development Centre at the College of Agriculture & Bioresources is well known as a major research centre for pulse crop breeding and genetics. In addition, one of the College of Pharmacy and Nutrition's research areas is to enhance food security through improved sustainable agricultural practices and human nutrition by the inclusion of pulse crops.

World Wheat Experts to Meet in Saskatoon in 2019

Saskatoon will host the **2019 International Wheat Congress**, a first-of-its-kind event that will bring together more than 600 scientists to discuss advances in research and the future of wheat in effort to avert a global food security crisis by 2050. This Congress brings together for the first time two major wheat research conferences—the **International Wheat Conference** and the **International Wheat Genetics Symposium**.

U of S Researchers Help Lead Wheat Genome Sequencing Breakthrough

An international consortium of scientists co-led by the U of S announced on January 6th that it has been able to characterize the order of ~ 90 per cent of the highly complex genome of bread wheat, the most widely grown cereal in the world. This public-private collaborative project is co-led by Curtis Pozniak of U of S Crop Development Centre, Andrew Sharpe of Global Institute for Food Security at the U of S, Nils Stein of IPK Gatersleben in Germany, and Jesse Poland of Kansas State University. Other project participants include Tel Aviv University in Israel and the French National Institute for Agricultural Research. For more information, visit: *http://goo.gl/B3oXpp*

UnivRS Launches Campus-Wide

The **University Research System** (UnivRS) launched the Pre-and Post-Award Management module campus-wide on January 29th. This module is designed to make it easier for University of Saskatchewan members to initiate and manage their research projects, from concept to completion. For more information on UnivRS, visit: *http://goo.gl/eztQli*

Reputational Successes

U of S Invited to Submit Full Proposal in Second Competition of Canada First Research Excellence Fund

The University of Saskatchewan has been invited to submit a full proposal to the Canada First Research Excellence Fund (CFREF) Competition 2 in accordance with its letter of intent (LOI) entitled **World Water Futures: Solutions to Water Threats in an Era of Global Change**.

Thirty postsecondary institutions will compete for a share of up to $900 million. CFREF grants are awarded on the basis of scientific merit, strategic relevance to Canada (including the potential for the research area to create long-term advantages for Canada), and the quality of the implementation plan. The full application deadline is March 29, 2016.

Li among Latest Appointments to Order of Canada

Peter Li, Professor Emeritus from the Department of Sociology, was recently appointed as a Member of the Order of Canada. Professor Li was awarded one of Canada's highest honours for "*advancing social justice in Canada through sociological research into race, immigration, and multiculturalism*". For more information, visit: https://goo.gl/pL0kdc

Undergraduate Project Symposium

$3,000 in prize money was awarded to students by the University of Saskatchewan Students' Union (USSU) and sponsors at the 4th annual Undergraduate Project Symposium on January 10th. The OVPR's *Signature Area Award* went to Lisa Durocher-Bouvier for her project, "Guiding Native Parents", and Anya Pogorelova took home awards in *People's Choice* along with *first place* in the category of *Social Sciences, Humanities and Fine Arts* for her project entitled, "Marimba Concerto No.1". Other winners were: Taryn Heidecker, Kimberlee Dubé, Megan Congram, Stephanie Mah, and Steven Langlois.

Schoenau and Thacker Received Agricultural Institute of Canada Awards

The Agricultural Institute of Canada awarded U of S researchers with two of their most prestigious honours:

- **Jeff Schoenau**, Professor in the Department of Soil Science, won the Fellowship award from the Agricultural Institute of Canada (AIC). This is the AIC's highest honour and is awarded in recognition of an individual's distinguished contribution to Canadian agriculture by helping to build scientific capacity.

- **Phil Thacker**, Professor Emeritus in the Department of Animal and Poultry Science, won the International Recognition Award from the AIC. This award recognizes those who have made outstanding contributions to the improvement of agriculture in the developing world.

Funding Successes

Sask Wheat, SeCan Invest $3.5M in U of S Durum Program

The development of durum varieties through the U of S Crop Development Centre will take a major step forward thanks to a commitment to invest up to $3.5M over 10 years by the Sask Wheat and SeCan. The funding will allow the centre to enhance and expand on the research and variety development it is conducting through its world-leading program for Canada Western Amber Durum. For more information, visit: http://goo.gl/Vh2asm

SSHRC Connection Grant

Veronika Makarova, (Department of Linguistics and Religious Studies) received $7,656 for "*Islam on the Prairies*" Conference.

NSERC Awards Engage Grants

NSERC has awarded 11 U of S researchers Engage grants of up to $25,000 each for projects with an industry partner. The recipients were:

- **Won Jae Chang**, (Department of Civil and Geological Engineering) for "*In Situ Biodegradation Potential in Petroleum Hydrocarbon-Contaminated Soils exposed to Seasonal Freeze-Thaw Conditions*" with industry partner PINTER & Associates Ltd.
- **Ravi Chibbar**, (Department of Plant Sciences) for "*Grain Nutrient Analysis of Canadian Heritage and Present Day Wheat Varieties to Develop Healthy Consumer Grain Based Products*" with industry partner Canada Bread Company Ltd.

- **Ralph Deters**, (Department of Computer Science) for "*Enabling an Inclusive and Supportive Work Environment*" with industry partner Technology North Corporation.
- **Ramakrishna Gokaraju**, (Department of Electrical and Computer Engineering) for "*Wide Area Based Network Stability Analysis System*" with industry partner GE Digital Energy.
- **Ramakrishna Gokaraju**, (Department of Electrical and Computer Engineering) for "*High Speed Digital Distance Relaying Scheme Using FPGAs for Extra High Voltage Transmission Systems*" with industry partner RTDS Technologies Inc.
- **Markus Hecker**, (School of Environment and Sustainability) for "*Characterization of Complex Soil and Groundwater Contamination Scenarios Using Effect-Directed Analysis*" with industry partner Interprovincial Cooperative Limited.
- **Natacha Hogan**, (Department of Animal and Poultry Science) for "*Systemic Human Toxicity Assessment of Pesticide Mixtures*" with industry partner Interprovincial Cooperative Limited.
- **Dwight Makaroff**, (Department of Computer Science) for "*VNetwork Packet Processing with P4 (Programming Protocol-Independent Packet Processors) in CPU, GPU and FPGAs using Open CL*" with industry partner Vecima Networks Inc.
- **Steven Siciliano**, (Department of Soil Science) for "*Innovative Sample Collection Strategies and Protocols for Biochemical and Chemical Analysis*" with industry partner Maxxam Analytics Inc.
- **Lope Tabil**, (Department of Chemical and Biological Engineering) for "*Thermochemical and Physical Transformation of Byproducts from Industrial Oilseeds (Meadowfoam and Abyssinian) to Bioenergy Feedstock*" with industry partner Nature's Crops International.
- **Khan Wahid**, (Department of Electrical and Computer Engineering) for "*Embedded Systems, Hand-Free Gaming, Disability, Game Controller, Desktop Computer*" with industry partner EQLVL.

Contract Funding Secured

Five U of S researchers have recently secured research funding through contracts with partners:

- **Murray Fulton**, (Centre for the Study of Co-operatives) has received an additional $200,000 from Federated Co-operatives Limited to fund phase II of project entitled "*Co-operative Business Development in Rural Municipalities and Aboriginal Communities in Canada*", which brings the project funding to a total of $1,200,000.
- **Graham George**, (Department of Geological Sciences) has received funding from Chevron for a 3-year research project, "*Analyzing Crude Oils for Sulfur Species and Oxygen Speciation*".
- **John Harding**, (Department of Large Animal Clinical Sciences) has received $954,013 from Genome Alberta for his project entitled "*Application of Genomics to Improve Disease Resilience and Sustainability in Pork Production*". For more information, visit: http://goo.gl/2Uf2ls
- **Andrew Potter**, (Vaccine and Infectious Disease Organization) received $1,097,710 from Genome Alberta for the project "*Reverse Vaccinology Approach for the Prevention of Mycobacterial Disease in Cattle*". For more information, visit: http://goo.gl/RtFUyo
- **Chris Willenborg**, (Department of Plant Sciences) received $136,400 from the Saskatchewan Canola Development Commission for the project "*Assessing the influence of Base Germination Temperature and Chemical Desiccants on the Recruitment Biology of Cleavers*".

Partnerships

International Delegations Supported

The following delegations both to and from the U of S recently took place:

- His Excellency Nicolás Lloreda-Ricaurte, **Ambassador of Colombia to Canada**, visited the U of S on November 25, 2015. The Ambassador met with U of S President and representatives from the International Office, International Student and Study Abroad Centre, College of Graduate Study and Research, Student and Enrolment Services Division, the University Language Centre and faculty members from the College of Arts and Science and the College of Engineering. Ambassador Lloreda-Ricaurte toured the CLS and gave a lecture on Columbian Trade and Economy in the International Studies 110 class.
- Dr. Karen Chad, Vice-President Research, Dr. Darcy Marciniuk, Special Advisor – Research and International and Chair of the Confucius Institute Management Committee (CIMC), Kevin Veitenheimer, Senior Financial Officer and member of the CIMC, and Dr. Li Zong, Canadian Director of the Confucius Institute attended the 10th **Confucius Institute Global Conference in Shanghai, China** on December 6, 2015. Currently, a total of 1.9 million people are studying Chinese language and culture in 500 Confucius Institutes in 134 countries and regions. More than 2,300 people, including representatives from universities and Confucius Institutes around the world, attended this conference to discuss the institutes' future development.
- Invited by the Confucius Institute Headquarters, a U of S Educators' delegation, including Dr. Diane Martz, Director of the International Office, and other senior administrators visited **China** from December 7th to 21st. The delegation visited Beijing Language and Cultural University, Normal University , Institute of Technology, City University, and the Open University of China. The U of S representatives and the Chinese counterparts shared experience and ideas on student recruitment and admission, student affairs, student counselling, international collaboration, summer exchange programs, Confucius Institute scholarship, and Chinese government scholarship opportunities.

International Agreement Signed

A Faculty and staff exchange agreement was signed with the **Iwate University**, Japan.

International Research Success

- **George Keyworth** (Linguistics and Religious Studies) received $5,000 through **Mitacs Globalink Research Award** program for Master of Arts student Yue Wang for the project "*Disappearing, Surviving, and Thriving: Daoists at Baiyun guan in Early Modern China*" under the co-supervision of Yi Liu at Capital Normal University, **China**.
- **Harley Dickinson** (Sociology) and **Jason Disano** (Social Science Research Laboratories) received $15,030 from the **International Development Research Centre (IDRC)** for the project "*Exploring Trends in Canadian Philanthropic Giving to the Developing World*" collaborating with Hudson Institute's Center for Global Prosperity in the **United States**.
- **Hui Wang** (Chemical and Biological Engineering) received $5,000 through **Mitacs Globalink Research Award** program for doctoral student Wahab Olaiya Alabi for the project "*Synthesis and Testing of Industrial Catalysts for Carbon dioxide (CO2) Reforming of Methane (CH4) in Coal Delivered Gases*" under the co-supervision of Jiancheng Wang at Taiyuan University of Technology, **China**.

Attachment 2

Post-Secondary Indicators Project Update

December 2015

Developing Indicators to Measure Success

It is my pleasure to report on the Post-Secondary Education Indicators Project introduced by Advanced Education Minister Scott Moe in May 2015. The project focuses on credentialed education and includes all Saskatchewan post-secondary institutions – public, private and aboriginal.

The indicators support improvement in the post-secondary education system and highlight its successes and contribution to Saskatchewan. The Project represents strong collaboration across the post-secondary sector, building on work already underway.

Please accept my best wishes for the holiday season and the new year ahead.

Louise Greenberg
Deputy Minister of
Advanced Education

Kick Off Event October 2015

Participants from across the post-secondary education sector met to discuss the project. The feedback was positive and sector partners endorsed the initiative. Action has been taken on the concerns identified:

- Include the regional colleges and the aboriginal institutions on the Senior Management Committee
- Identify project objectives and how the data/information will be used
- Focus on on-going communication as required
- Incorporate a First Nations and Métis perspective into the indicators framework
- Ensure data integrity
- Investigate potential leading indicators
- Monitor the impact on financial and human resources

Objectives

The post-secondary indicators will:

- Increase the sector's profile and demonstrate its return on investment
  - ➢ Profile sector outcomes in a public document
- Support consistent and comparable sector-wide reporting
  - ➢ Report progress related to government and Ministry plans
- Provide quantitative evidence to support decision-making, continuous sector improvement and the development of public policy
  - ➢ Provide sector data to inform policy and budget decisions
- Allow for comparisons with other jurisdictions within the Saskatchewan context

The pilot phase involves the Senior Management Committee made up of the universities, Sask Polytech, the regional colleges and aboriginal institutions. The universities and Sask Polytech provide the majority of credentialed education and have greater capacity for participation. The rest of the sector and additional indicators will be brought into the project in stages.

Committees and Groups

Senior Management Committee

The Senior Management Committee oversees the pilot project and development of indicators. It provides direction to the working groups and acts on their recommendations. Members liaise with their own institution on matters pertinent to the project.

Members:

Chair - David Boehm, Advanced Education

University of Regina - Brian Christie

Sask Polytech - Reg Urbanowski

University of Saskatchewan - John Rigby

Aboriginal Institutions - Brett Vandale, Dumont Technical Institute; Kim Fraser-Saddleback, SIIT

Regional Colleges - Shelley Romanyszyn-Cross

Member - Linda Smith, Advanced Education

Secretariat - Jan Gray, Kate McGovern, Patrice Kelly Advanced Education

Indicators Working Group

The Indicators Working Group develops and recommends sector-wide data definitions, collection and reporting protocols and their implementation. The Indicators Working Group has focused on comparable data definitions and variables for credentials, graduates, enrolment and tuition.

Information Technology Working Group

In collaboration with the Indicators Working Group, the Information Technology Working Group makes recommendations on the data management system, based on its assessment of various options to the Senior Management Committee. The Information Technology Working Group has met once to develop a work plan and will commence regular meetings in February 2016.

Projected Timelines 2015-2020

Sept 2015 - Sept 2017

- Initial indicator development and data collection
- IT solution for collection and reporting identified
- First public report

Sept 2016 - Sept 2019

- Number of indicators increases annually
- Number of institutions reporting and number of indicators increase annually

Sept 2020

- All institutions report on all indicators

For more information or to provide feedback

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Website: www.ussu.ca

AGENDA ITEM NO: 7.1

Happy winter reading break University Council!

On behalf of the USSU, I would like to commend the University Council for your motion to emphatically endorse the inclusion of Indigenous knowledges and experiences in all degree programs here at the University of Saskatchewan. Another congratulatory remark I would like to pass on is in regards to the signing of the Memorandum of Understanding with the National Truth and Reconciliation Centre that took place on February 9th. As student leaders, we are proud to be a part of a great campus community that is dedicated to great initiatives like these. We have been receiving a lot of interest from student unions/associations from across Canada who are interested in implementing similar initiatives at their own institutions. A great job to the whole campus community for your dedication to Indigenous initiatives!

The USSU's Commission on Female Leadership's town hall took place on February 1st and was well attended by many students and campus community members. The town hall gave the USSU great insight into how we may look at the current societal landscape and the barriers within it that female-identified students may face when considering leadership roles. One recommendation that came out of the town hall that the USSU will be implementing are a series of open houses that speak specifically on Executive position, members of student council positions, and student-at-large positions. All of the open houses will take place in the Roy Romanow Council Chambers; the first will be on February 23rd at 12:00 pm, the second on February 24th at 10:30 am, with the last being the 24th at 3:00 pm. The open houses are intended to be informational sessions as we go into the USSU elections season this March and I would encourage council members to tap students on the shoulder whom they feel may be interested in hounding the University next year.

On the note of elections, the USSU will be running a #USaskVotes campaign for the upcoming provincial elections that are soon to take off. The purpose of the campaign is to bring awareness to the election itself, voter registration, where to vote, and how to vote. The USSU will be teaming up with various student groups across campus to bring this important initiative to the U of S.

With under three months in office left for the current USSU Executive, we have many moving parts that we look forward to putting some peddle to the metal on. A few examples being advocating for a mental health strategy, assessing issues faced by international students, and encouraging students to take part in the vision

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discussions our great campus community is currently having. We look forward to the continued work over these next few short months!

Kind regards,
Jack Saddleback
President
U of S Students' Union (USSU)

GSA Report – Rajat Chakravarty

It's been busy times at the Graduate Students' Association (GSA) as we prepare for a multitude of events and initiatives celebrating the successes of graduate students.

Campaigns and Engagement

- The Graduate Student Achievement Week has finally taken shape. Our sincere gratitude goes out to some very generous sponsorships from various bodies within and beyond the university, without whom the week would not be possible. We are close to reaching our fundraising goals and have almost completed our registrations for the 3-Minute Thesis and the GSA Conference. We are now putting in efforts for publicity and encouraging students to attend the events and network with each other. The GSA gala will be held this year at TCU Place and will involve award felicitations, dinner, cultural performances and a dance.
- The GSA attended the first provincial meeting of the Canadian Federation of Students (CFS) alongwith the University of Regina and First Nations University in Regina on 13th February 2016. Of importance was to finalize a budget and campaigns for graduate students in the province. It was decided to have a student campaign on the Saskatchewan provincial elections, consent culture on campus as well as a campaign on Indigenization. The CFS is also looking at strategies on engaging students in the discussion around indigenization at the national level, and Saskatchewan can be a leader in such discussions in Canada in the coming months.
- The GSA has already launched its tuition consultation campaign on campus. So far, the GSA has received positive responses to have a town hall or a survey in the College of Kinesiology, College of Engineering, College of Education, College of Arts & Science and Western College of Veterinary Medicine. The feedback so far has been quite insightful. Survey results will be compiled and presented to the university in either March or April. The questions revolve around barriers that graduate students face paying tuition and their level of familiarity with the graduate tuition policies at the university.
- The GSA has actively participated in a multitude of events during Aboriginal Achievement Week including the opening of the Gordon Oakes Red Bear Student Centre and an IGSC (Indigenous Graduate Students Council) event recognizing Indigenous artists.
- The GSA is supporting a sponsorship for a community group that includes graduate students called Bus Riders of Saskatoon that supports the safety of passengers on Saskatoon Transit. This group will meet and discuss on issues surrounding security on buses and give recommendations.
- The GSA will be attending Canada's first Racialized and Indigenous Students' Experience (RISE) Summit in March. This event is organized by the Canadian Federation of Students to allow discussions, healing and action plans on addressing violence faced by racial and indigenous minorities on campus.

AGENDA ITEM NO: 8.1

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Lisa Kalynchuk, chair
Planning and priorities committee of Council

DATE OF MEETING: February 25, 2016

SUBJECT: **Establishment of the Canadian Institute for Science and Innovation Policy (CISIP) as a type A Centre within the Johnson-Shoyama Graduate School of Public Policy**

DECISION REQUESTED:

It is recommended:

That Council approve the establishment of the Canadian Institute for Science and Innovation Policy (CISIP) as a Type A Centre within the Johnson-Shoyama Graduate School of Public Policy (JSGS), effective upon approval of CISIP by the University of Regina Board of Governors.

PURPOSE:

The Canadian Institute for Science and Innovation Policy (CISIP) will undertake policy research in the areas of science and innovation. The primary goal of the centre is to leverage funding opportunities related to the policy connections of innovative technologies, particularly those with transformative potential in the areas of energy, digital analytics, bioscience and food security, water security, and health.

CONSULTATION:

The proposal to establish CISIP was considered by the centres subcommittee on October 5, 2015 and a revised proposal discussed by the research, scholarly and artistic work committee on November 25, 2015. The planning and priorities committee considered the proposal at its meeting on December 2, 2015. On January 13, 2016, the planning and priorities committee

reviewed further revisions to the proposal and carried a motion to recommend that Council approve the centre.

Suggested revisions through these consultations related to the inclusion of researchers in the Humanities, Social Sciences, and Sciences, refinement of the budget and confirmation of funding sources with letters of support, clarification of the purpose and focus of the centre, a request for a review three to five years after establishment focusing on sustainability, outcomes, and involvement with other researchers, and an indication of how the centre will invest in the engagement and scholarship of Aboriginal peoples.

DISCUSSION SUMMARY:

CISIP will be jointly established by the University of Regina and the University of Saskatchewan, reflecting the joint nature of the JSGS. Much of the initial discussion of the centre focused on the fact that the governance and activities of CISIP are novel and do not fit neatly within the centre typology that was developed many years ago. Discussion therefore focused on ensuring the success of the centre and that the accountability of the centre to both institutions was clear. To that end, the suggestion was made that the MOA establishing the JSGS could be revised to include the centre's activites or a new MOA could be created for this purpose. This work is ongoing.

The planning and priorities committee supports the establishment of CISIP as a Type A centre. JSGS has successfully integrated other centres within the school. The centre will intensify the efforts of researchers within the JSGS and will leverage the work done by the school across both campuses to make a substantive impact in knowledge translation to public policy.

FURTHER ACTION REQUIRED

Once approved by Council, the proposal will be submitted for review and consideration of approval by the University of Regina Board of Governors. This approval is anticipated to occur by mid-March.

ATTACHMENTS:

1. Proposal to establish the Canadian Institute for Science and Innovation Policy (CISIP)

The Centres Policy and Guidelines may be found at:
www.usask.ca/university_secretary/policies/research/8_23.php

Proposal to Establish the Canadian Institute for Science and Innovation Policy (CISIP) at the Johnson-Shoyama Graduate School of Public Policy (JSGS)

1. Name of Centre

Canadian Institute for Science and Innovation Policy (CISIP)

2. Type of Centre

This proposal recommends that CISIP be designated a Type A Centre in the Johnson-Shoyama Graduate School of Public Policy (JSGS). Under this model, the Institute's Director would report to the Executive Director of JSGS, who represents both campuses of the School.

CISIP will be a joint-initiative of the University of Saskatchewan (U of S) and the University of Regina (U of R), capitalizing on the unique two university structure of JSGS. While the inaugural director and associate director will be hosted at U of S, the institute will have research facilitators at both campuses and the leads for the research themes are distributed across the two universities.

Both JSGS and this proposed institute do not fit neatly within the normal governance system operating at the University and extend well beyond the centre typology (A-D) developed many years ago. Although CISIP's broad scope and budget in the contexts of a standard college or school might warrant designation of the Institute as a Type B centre, the unique operating structure of JSGS as an inter-disciplinary school shared and administered jointly by the U of S and U of R supports CISIP's identification as a Type A centre at the U of S within and under the responsibility of JSGS (and as a corresponding Type II centre located within JSGS under the U of R centres policy). CISIP will be administratively housed and operated solely within the JSGS and, as such, will be a joint entity that does not fall under the sole jurisdiction or authority of either institution alone. This structure provides a novel and innovative opportunity to operate a truly collaborative institute that will undertake intra- and inter-institutional, interdisciplinary activities. Streamlining the administration within the School will enable the centre to aggressively pursue leveraging opportunities and promote the joint reputations of the Institute, JSGS and our host universities. Within this context and in conversation with both Offices of the Vice Presidents Research, JSGS has been identified as uniquely and well positioned to enhance performance and provide appropriate and effective accountability for the administrative and academic oversight of this shared institute on behalf of both our universities.

3. Academic Plan

3.1. Goals and Objectives

CISIP will provide a unique vehicle to bridge the current disconnect between science and innovation on one hand and related policy and governance considerations on the other. In so doing, it will create and enhance opportunities for public, private and civil society sectors to successfully engage in and benefit from new discoveries and technological applications.

The goal of CISIP is to draw together researchers, experts and stakeholders from across public, private and civil society sectors to enhance research and understanding relating to the policy and governance dimensions of science and innovation. More specifically and as outlined in more detail in Section 3.2 below, CISIP will work with domestic and international partners to support research that increases the development and uptake of appropriate and beneficial scientific innovations within broader society and specific communities by focusing on existing JSGS leadership and capabilities at the intersections of:

1) JSGS areas of policy and governance research strength:

    a. strategic assessment
    b. societal engagement
    c. support for decision-making

2) Areas of institutional scientific pre-eminence

    a. bioscience and food security
    b. energy
    c. digital analytics
    d. water security (under development)
    e. health (under development)

Research cluster development that incorporates researchers from scientific, social scientific and humanistic fields extending far beyond current JSGS pools of expertise is at the heart of the CISIP vision. As reflected in responses to the original multi-disciplinary consultation process informing development of the CISIP concept, scholars and researchers on both campuses in Schools, Colleges and Faculties beyond JSGS are eager for opportunities to collaborate. CISIP is dedicated to finding mechanisms that will permit closer collaboration across academic units to provide demonstrable impacts in our efforts to address social challenges through science and innovation. Led primarily by social scientists from within or beyond JSGS, CISIP research clusters will draw on expertise from across the humanities, social sciences and sciences to ensure multiple and broad perspectives are incorporated in all related research activities.

Based on these intentions, the objectives of CISIP are to:

1. Lead, host, undertake and support leading-edge research on policy and governance dimensions – including social, economic and political considerations – of science and innovation.

2. Create and support research clusters building on networks of scholars beyond JSGS and crossing scientific, social scientific and humanist disciplines, colleges and institutions.

3. Provide a mechanism to strengthen collaborative opportunities among academic, public, private and civil society sectors, both in Canada and internationally.

4. Maximize the potential for innovations in natural, applied and bio-medical sciences to be adopted by the private and public sectors, including through research initiatives and development of knowledge translation strategies.

5. Be a central link between government and university researchers to address issues hampering the translation of science into use.

6. Offer specialized training opportunities for graduate students and researchers interested in advancing scientific applications in public and private spheres.

Consistency with Institutional Priorities

Research success requires not just technological innovation but also the resolution of related policy problems. Early CISIP priorities – bioscience and food security, energy, and digital analytics, with water security and health under development – will build on existing strengths, priorities and investments at institutional levels.

The 2015-2020 U of R Strategic Plan has identified "research impact" among its strategic priorities, emphasizing its commitment to provide support to research communities to expand the boundaries of knowledge and have meaningful impact at home and beyond. Strategic research clusters include:

- *Anxiety, Stress & Pain*
- *The Digital Future*
- *Water, Environment, & Clean Energy*
- *Health Equity*
- *Social Justice & Community Safety*

The U of S Research Signature Areas have been identified in part for their relevance to issues of national and international priority and their impacts for the benefit and betterment of society. They include:

- *Aboriginal Peoples: Engagement and Scholarship*
- *Agriculture: Food and Bio-products for a Sustainable Future*
- *Energy and Mineral Resources: Technology and Public Policy for a Sustainable Environment*
- *One Health: Solutions at the Animal-Human-Environment Interface*
- *Synchrotron Sciences: Innovation in Health, Environment and Advanced Technologies*
- *Water Security: Stewardship of the World's Freshwater Resources*

Through its own focus and partnerships, CISIP will remain committed to developing research programs that are closely aligned with U of R and U of S institutional priorities as noted above and summarized in the following table:

<table>
<tr><td rowspan="2">U of S</td><td colspan="5">U of R</td></tr>
<tr><td>Anxiety, Stress & Pain</td><td>The Digital Future</td><td>Water, Environment, & Clean Energy</td><td>Health Equity</td><td>Social Justice & Community Safety</td></tr>
<tr><td>Agriculture</td><td rowspan="6">SPH priority</td><td>CISIP primary priority</td><td>CISIP secondary Priority</td><td></td><td></td></tr>
<tr><td>Energy & Mineral Resources</td><td>CISIP primary priority</td><td>CISIP primary priority</td><td></td><td></td></tr>
<tr><td>One Health</td><td></td><td>CISIP secondary priority</td><td>CISIP secondary priority</td><td></td></tr>
<tr><td>Water</td><td></td><td>CISIP primary priority</td><td></td><td></td></tr>
<tr><td>Synchrotron sciences</td><td>CISIP primary priority</td><td></td><td></td><td></td></tr>
<tr><td>Aboriginal Peoples</td><td colspan="4">ICNGD priority*</td></tr>
</table>

*In line with its research mandate and focus, CISIP will contribute to and advance institutional commitments with respect to Aboriginal scholarship and engagement. Where there are opportunities to advance shared goals with respect to the policy and governance dimensions of science and innovation, CISIP will collaborate with other academic and administrative units at the U of S and the U of R, including the International Centre for Northern Governance and Development, First Nations University of Canada, and the Indigenous Peoples' Health Research Centre to advance institutional priorities relating to Indigenous student success, engagement with First Nations, Metis and Inuit communities,

and incorporation of Indigenous knowledge and experience. Anticipated potential areas for initial CISIP collaboration in this regard include such cross cutting issues as climate change, low carbon energy futures (given potential considerations for northern and remote communities), nutrition and food security and health. In partnership with others, CISIP will contribute to commitments and strategies within the institutional Aboriginal Initiatives framework to leverage related internal expertise, provide opportunities for Indigenous researchers and support meaningful community engagement in policy deliberations.

Rationale for the Centre

Generating, developing and applying science and innovation in ways beneficial to humanity at local and global levels has never been more important and challenging for decision-makers in public, private and civil society sectors.

In its 2007 Science and Technology Strategy, *Mobilizing Science and Technology to Canada's Advantage*, the federal government states that Canada requires, "a new approach – a new strategy that builds on our strong economic fundamentals, takes advantage of the research capacity that we have built, and more effectively uses science and technology to develop practical applications to address our challenges." The new 2014 strategy, *Seizing Canada's Moment: Moving Forward in Science, Technology and Innovation* further acknowledges that "the ever-increasing complexity of global challenges … require international research collaborations across many disciplines."

Natural and social sciences have often been associated with improving quality of life and the idea that science in particular can be put to work in solving pressing public policy challenges is heavily subscribed to by think tanks, governments, universities and industry. And yet, bringing the fruits of science to governments and to markets has never been more difficult. Research and innovation in specific disciplines are limited in their capacity to fully address and resolve large-scale or so-called "wicked" problems on their own. Moreover, research conducted in isolation from other discourses and modes of thinking can generate innovations that disrupt current practices and modes of thinking, creating conflict that either empowers or disenfranchises divergent communities.

Collaboration focused on the policy and governance dimensions of scientific research and innovation creates the opportunity to develop comprehensive evidence-based solutions for socially-complex problems. In order to be effective however, research clusters must draw on multiple and broad areas of expertise from across the academy that are not always seen as obvious partners in scientific and innovation research including such fields as history, ethics, cultural studies, law, fine arts, economics, indigenous studies, etc. Through creating and supporting research clusters in key areas of institutional research strength that build on existing and emerging networks across scientific, social scientific and humanities disciplines, CISIP will provide the opportunities and synergies needed for holistic dialogue and analysis that can effectively address large-scale challenges.

Saskatchewan and Canada currently lack a mechanism through which these concerns regarding the broader policy opportunities and governance challenges of science and innovation can be systematically explored and addressed. A research centre like CISIP that focuses primarily on the crucial aspects of governing innovations and their translation into public, private and civil society sectors provides a critical, currently absent, element to the current innovation environment. Saskatchewan universities need a central coordinating science/social science/humanities research centre to enhance the success and benefits of its scientific, innovative and technical expertise. Such an operation could maximize the impact of Saskatchewan-based scientific research, facilitate greater and more systematic connections between research activities in the science, innovation and technology policy and governance areas and develop a long-term vision for integrated research platforms.

Unique Opportunities for Research Activity and Engagement

While both universities have strength in specific scientific fields of inquiry and benefit from JSGS policy and governance capabilities, there are few, if any, formal mechanisms to bring together scholars spanning these and other fields to pursue common research interests, including with respect to energy, digital analytics, bioscience and food security, water security and health.

Numerous centres currently exist in Canada and internationally with various mandates relating to science, innovation and society. However, many of these entities are either narrowly focused on the work of individual researchers or limit themselves to only one aspect of the science-society interface – i.e. primary research, knowledge translation, or fee for service engagement.

Against this backdrop, CISIP will provide a unique mechanism to gather researchers and scholars spanning the natural and applied sciences, social sciences and the humanities under various structured and targeted research clusters. In so doing, CISIP will strengthen the ability of our academic community to undertake, build support around and find application for research that is more useful in addressing large-scale challenges.

More specifically, CISIP will undertake and support research in areas relating to the policy and governance dimensions of science and innovation in ways that are not currently enabled elsewhere on campus in any structured way, by:

- Supporting evidence-based discussion and exchange on hot button issues among academic and non-academic actors through information dissemination, publications, symposiums, public forums, workshops, etc.
- Providing a structure and mechanism whereby experts from across scientific, social scientific and humanistic disciplines can come together to collaborate on specific large-scale challenges
- Communicating scientific and innovation research results and outcomes to key audiences

- Serving as a credible think-tank and go-to place for government officials, decision-makers, the public, industry and the media on key policy issues relating to science and innovation
- Enabling better stakeholder engagement and public opinion gathering for industry and government partners
- Developing potential training and outreach opportunities for the university community and professionals from diverse sectors

CISIP will support its research mission through various activities and mechanisms including:

- Establishing research clusters building on networks of experts from multiple academic units far beyond JSGS, the U of S, and the U of R having skills in relevant areas
- Securing agreements and MOUs with targeted scientific entities and facilities to support joint research initiatives.
- Facilitating and brokering relationships among scientific researchers, data holders, policy and governance experts, government officials, decision-makers, industry and community representatives, and regulators to enable cutting-edge research that is thorough and relevant
- Targeting potential funding sources and external partners
- Supporting development and management of large-scale grants

Integrating Participation of Numerous Academic and Research Units

As an Institute dedicated to the development of and support for research clusters spanning scientific, social scientific and humanistic fields, and integrating participation from diverse sectors including public, private and civil society sectors, CISIP will engage with and be of benefit to numerous academic units and research entities.

JSGS will host CISIP on behalf of both universities. Research clusters and activities will reflect interests from across the U of S and U of R scholarly communities. Prior to development of the CISIP concept, extensive consultation was undertaken across both campuses. Based on those discussions and the goals and objectives outlined above, close collaboration in this initiative is confirmed or anticipated with numerous units or facilities including the following:

<u>U of R Campus</u>
Arts
Science
Sociology
Engineering and Applied Science
Prairie Adaptation Research Collaborative
Institute for Energy, Environment and Sustainable Communities

U of S Campus
Agriculture and Bioresources
Arts and Science
Edwards School of Business
Engineering
Law
School of the Environment and Sustainability
School of Public Health
Veterinary Medicine
Canadian Light Source
Vaccine and Infectious Disease organization/International Vaccine Centre
Global Institute for Food Security
Global Institute for Water Security
Sylvia Fedoruk Canadian Centre for Nuclear Innovation

Consistency with JSGS Planning and Priorities

CISIP will directly address one of three research priorities recently identified by JSGS relating to Innovation, Science and Technology. Moreover, the new Institute responds to needs identified in the JSGS U of S *Plan for the Third Planning Cycle, 2012-2016* around bridging social science, life science, and natural science communities and improving research capacity in governance topics relating to science and technology.

3.2. Impact and Relationships

As noted above, Saskatchewan currently lacks a mechanism through which concerns regarding the broader policy opportunities and governance challenges of science and innovation can be systematically explored and addressed. A research centre like CISIP will enable JSGS and the province's two universities to address this vital need by expanding and coordinating research collaboration throughout the academy in ways that effectively bolster the impacts of scientific and innovative pursuits for the benefit of broader society. The ultimate goal is to strengthen our respective national reputations and to provide leadership in select global policy fields.

Research projects across natural and applied sciences, social scientific and humanistic fields in areas of shared concern are currently not coordinated. Moreover no forum currently exists to evaluate what initiatives have already been undertaken, what research needs to be done and how to best address issues in these areas. Through coordinating activities, CISIP will identify and leverage potential funding opportunities and spaces where social scientists can explore aspects of scientific inquiry and impact, as well as where science can benefit from social scientific and other analyses. In so doing, JSGS will allow our two campuses to take the lead in science and innovation policy development and elevate both universities' national reputations through their balanced and inclusive commitment to science, innovation and society.

CISIP will build upon existing funded research projects as well as other projects in-process funded by a wide array of agencies including SSHRC, CIHR, CERC and CRC programs and Genome Canada. The activities of CISIP will be mutually beneficial in enhancing existing work through new connections while elevating the impact of the research through new networks and developing a toolkit to help researchers better understand the policy and governance challenges of getting innovations approved, adapted and adopted for use in broader society.

More specifically, CISIP will build on existing JSGS relationships and networks to incorporate the following JSGS research strengths and analytic capacities to offer clear value in enhancing the success and benefits of our science and innovation:

Strategic assessment

- Examination of innovation through prospective analyses and retrospective assessments to test governance systems and identify potential options to improve performance.
- Focus on improving understanding between scientific definitions of risk, public understandings of uncertainty and institutional evaluative methods for assessing new technologies and techniques.

Societal engagement

- Increasing social engagement in discourse around scientific focus and application in ways that address perceptions of risk and framing of choices.
- Focus on knowledge mobilization and democratic engagement to develop strategies and opportunities for informed public participation in controversial issues relating to innovative technologies.

Support for decision-making

- Understanding how perceptions about risks and benefits intersect with goals to have science-based and evidence-informed policy along with regulatory and other decision systems.
- Focus on stakeholders use of evidence within decision-making structures and how new knowledge is accessed, interpreted and translated from one policy area to another.

JSGS will build on its existing relationships with public, private and civil society sectors around the world to develop a 21st century process and tool kit to support the design and implementation of better policy and governance practices relating to science and innovation.

Each research cluster area will collaborate with key partners from academic, public, private and civil society sectors. Building on existing and new relationships, CISIP will increase: collaborative engagement in research grants (more co-applications); high impact publishing in top journals and monograph series; proactive co-publishing and co-supervision; and engagement in proactive knowledge-transfer activities (e.g. policy briefs,

media contact, participation in policy symposia with government and industry, etc.). JSGS students will also have the opportunity to engage in themed research activities relating to their areas of study. This will include engaging in themed seminars and symposia, participating in cross-methods training (learners/trainers) and contributing to the research and knowledge transfer continuum.

Overview of CISIP Value-added Dimensions

As outlined above, CISIP will bring a variety of value-added research activities and engagement to both the U of S and U of R. CISIP's value-added components will include:

- increased opportunities and mechanisms for more effective coordination among researchers and scholars in the sciences, social sciences and humanities, across our campuses and beyond, with expertise relating to the policy and governance dimensions of science and innovation;
- new opportunities for JSGS to take the primary lead on research projects that build on academic expertise (i.e., strategic assessment, societal engagement and support for decision-making) and in areas of institutional scientific strength;
- broadened training and research opportunities for JSGS and other faculty and students
- enhanced knowledge mobilization and translation of innovation within public and private sectors;
- matured capacity to respond to increasing demand for clear policy applications and impacts in science and innovation research proposals and projects;
- expanded leadership and visibility, both domestically and internationally, for the U of R and U of S in key research areas; and,
- strengthened capacity to pursue and manage large-scale multidisciplinary research projects including through the leveraging of additional resources and partnerships both on and beyond our campuses;

It is important to reiterate that the goal of CISIP is to both secure funding for science, technology and innovation studies AND to help others secure funding for large-scale research. In many cases large-scale science projects, such as the recent Canada First Research Excellence Fund, are strengthened by a policy component; in other cases, such as the recent Genome Canada LSARP, science projects were unable to be funded without an integrated, relevant policy research program. The table below illustrates some of the research funding our work to date has leveraged for this campus and beyond.

Research Projects	CISIP Related Funding	Leveraged resources at the U of S and U of R	Leveraged resources beyond our campuses
Application of Genomics to Innovation in the Lentil Economy (Genome Canada)	$214K	$7.7M (U of S)	
Reverse Vaccinology Approach for the Prevention of Mycobacterial Disease in Cattle (Genome Canada)	$404K	$4.4M (U of S)	$2.6M
Designing Crops for Global Food Security (Canada First Research Excellence Fund)	$3.6M	$33.6	
Creating Digital opportunity (SSHRC Partnership Grant)	$162K	$81K (U of S)	$2.96M
Rethinking IPRs for Open Innovation (SSHRC Insight Grant)	$46K		$690M

3.3. Scholarly Work

To achieve its research objectives, CISIP will engage core faculty with particular expertise from JSGS at the U of S and U of R and beyond to build research clusters focused around specific thematic areas.

The following JSGS scholars will provide the core research support for CISIP:

- Michael Atkinson – science and society
- Ken Coates – digital economy and northern innovation
- Murray Fulton – science, agriculture and market structures
- Pat Gober – water security
- Justin Longo – big data analytics
- Kathy McNutt – digital analytics and energy policy
- Peter Phillips – bioscience policy and science and innovation studies
- Greg Poelzer – northern innovation
- Jeremy Rayner – energy policy
- Amy Zarzeczny – biotechnology and health law and policy

In addition, numerous faculty members from the U of R and U of S, as well as others from other academic, public, private and civil society sectors, have either committed to or been identified (through collaboration or the consultations) for potential participation in the initial research clusters as outlined below:

RESEARCH CLUSTER	CLUSTER LEAD	EARLY U OF S AND U OF R FACULTY INTEREST AND/OR POTENTIAL COLLABORATORS
Bioscience and Food Security	Peter Phillips, JSGS, U of S	Stuart Smyth, Bill Kerr, Jill Hobbs and Richard Gray, BPBE; Martin Phillipson, Law; Susan Whiting and Carol Henry, Nutrition; Murray Fulton and Michael Atkinson, JSGS
Energy	Jeremy Rayner, JSGS, U of S AND CRC 1, U of R	Bill Kerr, BPBE; Loleen Berdahl, Kali Deonandan and Greg Poelzer, POLS; Maureen Bourassa, ESB; Joel Bruneau, Econ; Kathy McNutt and Ken Coates, JSGS
Digital Analytics	Kathy McNutt and Justin Longo, JSGS, U of R	Richard Gray, BPBE; Carl Gutwin and Nathan Osgood, CompSci; Dean Chapman, CLSI; Ken Coates, JSGS
Health	Amy Zarzeczny, JSGS, U of R (Under development)	Jo-Ann Episkenew and Wallace Lockhart, URegina;
Water Security	Pat Gober, JSGS, U of S (Under development)	Margot Hurlbert , URegina

4. Proponents

Proponents

The primary proponents for the establishment of CISIP include:

- Dr. Karen Chad, Vice-President Research and Executive Sponsor for this initiative
- Dr. Kathy McNutt, Executive Director, JSGS, U of R
- Dr. Jeremy Rayner, Director, JSGS, U of S

Consultation

Extensive consultations were held across the U of S and U of R campuses and related research facilities -- including with academics and researchers from scientific, social scientific and humanistic disciplines -- and with administrators from both institutions.

The initiative started with a JSGS Workshop on Governance of Innovation, Science and Technology held in May 2014 and included meetings with U of S Vice President Research Karen Chad (February 4 and May 28) and U of R Vice President Research David Malloy (May 28). Appendix I includes a 1-page summary of highlights from consultation discussions undertaken between Nov 2014 – Feb 2015 with the following individuals:

U of S

Associate Deans Research Forum
Keith Willoughby, Edwards School of Business
Peter Stoicheff, Dean, Arts and Science
Peta Bonham-Smith, Vice-Dean, Science, Arts and Science
Lawrence Martz, Vice-Dean, Social Sciences, Arts and Science
David Parkinson, Vice-Dean, Humanities, Arts and Science
Doug Freeman, Dean, and Baljit Singh, Vice-Dean, College of Veterinary Medicine
Georges Kipouros, Dean, and Don Bergstrom, Associate Dean Faculty Relations, College of Engineering
Nazeem Muhajarine, Acting Head, School of Public Health
Mary Buhr, Dean, and Graham Scoles, Associate Dean, Research, College of Agriculture & Bioresources
Beth Bilson, Acting Dean, College of Law
Toddi Steelman, Executive Director, School of the Environment and Sustainability
Tom Roberts, Acting Managing Director, Industry Liaison Office
Andy Potter, Director, VIDO/InterVac
Tom Ellis, Director of Research, and Mark de Jong, Director of Accelerators, CLS
Howard Wheater, Global Institute for Water Security
Neil Alexander, Executive Director, Sylvia Fedoruk Canadian Centre for Nuclear Innovation
Maurice Moloney, Global Institute for Food Security

U of R

Thomas Bredohl, Dean College of Arts
Daniel Gagnon, Dean, Science, and Cory Butz, Computer Science
Margot Hurlbert, Justice Studies, Sociology
Esam Hussein, Dean, College of Engineering and Applied Science
Dena McMartin, Associate Vice President, Academic and Research
Sally Gray, Director, Research and Innovation & Partnership, Office of the Vice President Research
Norm Henderson, Director, Prairie ARC
Gordon Huang, Director, Energy, Environment and Sustainable Communities

5. Centre Management

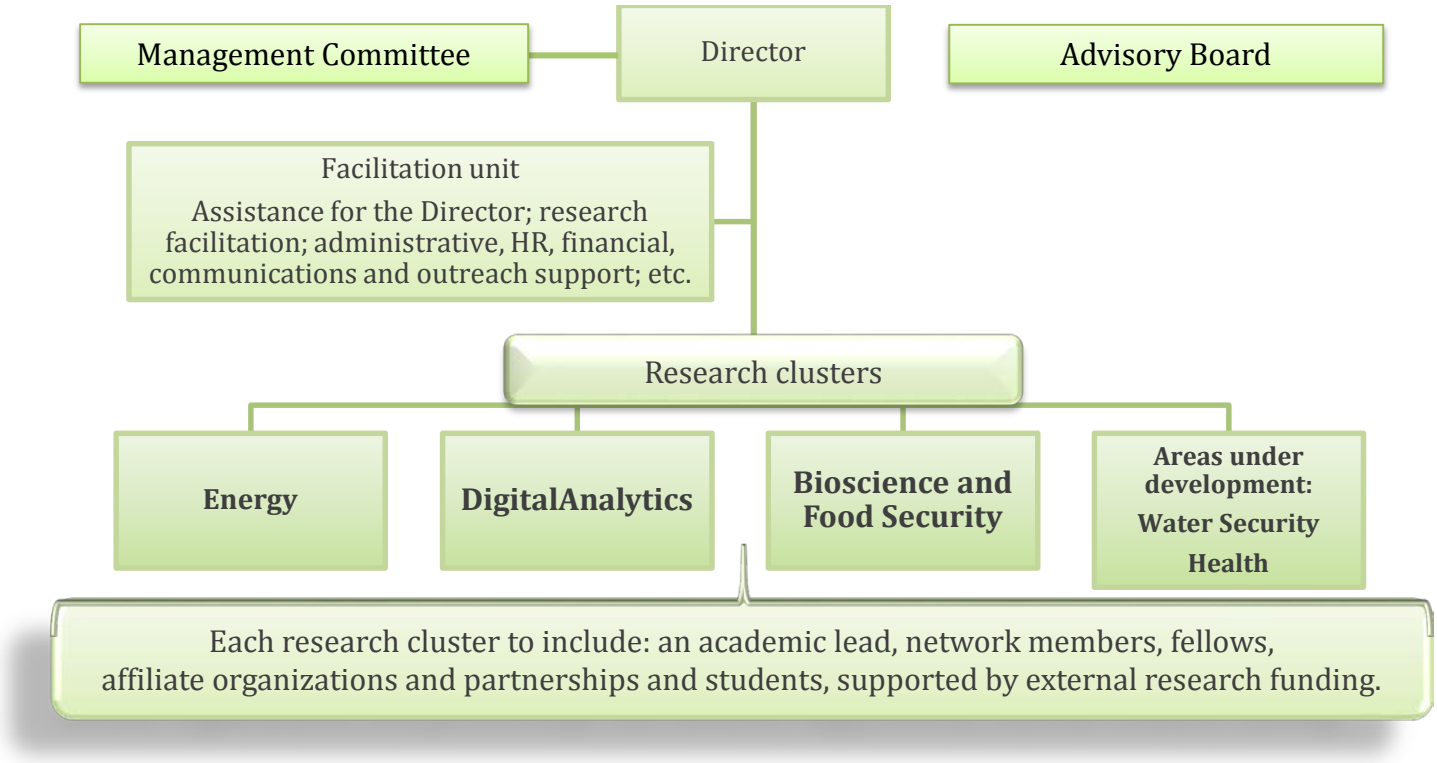
As a Type A Centre, CISIP will be led by a Director reporting to the Executive Director of JSGS. The inaugural director will be Dr. Peter Phillips, Distinguished Professor of Public Policy and an established scholar and faculty member of JSGS. His research expertise focuses on governing transformative technological innovation, including regulation and policy, innovation systems, intellectual property management, trade policy and decision systems. Contact information for Dr. Phillips is:

Email: peter.phillips@usask.ca
Phone: (306) 966-4021
Website: http://peterwbphillips.org

The Director will be responsible for oversight of the academic mission and operations of the centre. He will be supported by an administrative team that will include: a strategic administrator to assist the Director, a research facilitator, and administrative, HR, financial, communications and outreach assistance from JSGS.

Research will be undertaken and supported primarily through the creation of research clusters led by established policy and governance leaders in areas of scientific pre-eminence at the U of S and U of R. Initial research clusters will focus on energy, digital analytics, and bioscience and food security, with two additional clusters - water security and health - under development. Each research cluster will include: an academic lead, network members, fellows, affiliated organizations and partnerships and students, supported with external research funding.

The chart below illustrates the proposed management structure for CISIP:



Additional oversight will be provided through a Management Committee including the Executive Director of JSGS, the CISIP Director, the Associate Vice Presidents Research from the U of S and U of R, and the academic leads for all research clusters. An Advisory Committee will also be established to provide strategic advice and support the development of national and international partnerships. Further details regarding these two governance bodies are provided below in section 8.

6. Resources and Budget

CISIP activities relating to general operations, research facilitation, and outreach and knowledge translation will be funded from a variety of existing and potential new sources as outlined below.

Existing JSGS resources and connections will provide in-kind administrative, HR, financial, communications, and outreach support through existing positions. Office space will be provided at the U of S campus (see Appendix IV including Facilities Management sign-off).

Agreements with major research institutes in Saskatchewan – including agreements in principle with the Sylvia Fedoruk Canadian Centre for Nuclear Innovation and the Global Institute for Food Security – will provide funds to cover both research and some operating costs. MOAs are being worked on to formalize those partnerships. Similar MOAs will be pursued as appropriate with the Global Institute for Water Security, the International Minerals Innovation Institute and other initiatives at the two universities and beyond.

It is anticipated that both universities will provide support (at the U of S, through a PCIP decision) for the new strategic administrator position, support for research facilitators at both campuses, as well as travel expenses for advisory board members and various other CISIP travel and consumables. The College of Graduate Studies and Research (CGSR) has also confirmed its support for CISIP in the form of two Graduate Service Fellowships.

In addition, the two universities and JSGS have a demonstrated success in securing research opportunities and funding that will further bolster CISIP resources, including the following allocations:

- CRC Tier 1 – Energy Policy
  100% or $300,000/year X 5 years

- CISCO Research Chair – One Big Data
  33% or $100,000/year X 5 years

- Fullbright Chair – final allocation to CISIP
  $25,000 X 1 year

- Robertson Scholars
  $55,000/year ($20K/year for MPP and $35K/year for PhD) X 5 years

- Annual Science and Public Policy Lecture hosted by JSGS
  $5,000/year (Robertson donation)

- Allocation of graduate student services for research facilitation
  $11,000/year X 3 years

- In-kind support and funding for governance/operations
  $43,560 X 4 years (Director travel, administration/communications/financial support, etc.)

On-going and confirmed, pending and anticipated research projects relating to the CISIP mandate that researchers from the U of R and U of S are engaged in include:

Ongoing or confirmed projects:

- *Small Nuclear Innovation Policy Partnership (SSHRC Partnership Development Grant)*
- *Rethinking IPRs for Open Innovation (SSHRC In-Sight Grant)*
- *Integrated Training Program in Infectious Diseases, Food Safety and Public Policy (ITraP) (NSERC Create)*
- *Experimental Decision Laboratory and SSRL (CFI)*
- *Creating Digital Opportunity (SSHRC Partnership Grant)*
- *Leveraging Social Media in the Stem Cell Sector: Improving Public Engagement and Information Dissemination Strategies (NCE Stem Cell Network)*
- *Stem Cell Network Public Policy Impact Grant (NCE Create)*
- *Pace-'Omics: Personalized, Accessible, Cost-Effective Applications of 'Omics Technologies (Genome Canada)*
- *Canadian National Transplant Research Program: Increasing Donation and Improving Transplantation Outcomes (CIHR)*
- *Designing Crops for Global Food Security: Canada First Research Excellence Fund (CFREF)*
- *Application of Genomics to Innovation in the Lentil Economy (AGILE)(Genome Canada)*
- *JSGS-Global Institute for Food Security Partnership (GIFS)*
- *Reverse Vaccinology Approach for the Prevention of Mycobacterial Disease in Cattle (Genome Canada)*

Submitted/Pending:

- *Canada Excellence Research Chair (CERC) on food security (decision due November)*

Anticipated applications:

- *CERCs (Fall 2015)*
- *CFREFs on Water (USask) and Carbon (URegina) (Winter 2016)*
- *SSHRC Synthesis Grant (January 2016)*

It is anticipated that following its initial years of operation, CISIP will be self-sustainable without need for central university funding through obtaining resources from a variety of sources and activities as outlined below:

- Once CISIP is launched, the Institute will pursue a number of large-scale research grants and collaborations that include allocation of resources for CISIP operations;

- Initial stages of CISIP operations will include approaches to federal and provincial governments, as well as industry partners, to secure additional multi-year funding for operations and targeted research activities;

- In addition, on-going and new membership in and access to integral research facilities such as the SSRL and its suite of labs, including the Experimental Decision Laboratory (EDL), and the Policy Innovation Research Suite will provide a strong base for CISIP research activities.

A summary of base-line CISIP expenditures and revenues for the first three and a half years is provided in an attached detailed business plan in Appendix V; as new projects are secured, they will raise our operating capacity.

CISIP Growth Trajectory and Research Project Selection

As outlined in Section 8 below, several milestones and metrics have been identified to guide and measure CISIP progress towards its intended goals. CISIP's growth trajectory has been outlined through numerous targeted operational and academic achievements identified at multiple year intervals.

In addition, certain criteria will continue to guide the selection of priority research clusters and the pursuit of research funding and collaboration that will be the backbone of CISIP's growth and success. These criteria will include reference to:

- Areas of institutional scientific pre-eminence;
- Demonstrable significance relating to transformative science, social license, agenda-setting, decision-making, assessment, etc.;
- Academic, policy and governance leadership and expertise, including strong linkages within and to JSGS;
- Manageable scale and scope with strategic goals and tangible deliverables; and
- Reasonable short- and long-term funding prospects

Where CISIP is supporting and providing expertise for projects and grants held by other units or entities, attribution will be ensured through formalized agreements and funding as appropriate.

Physical Resource Requirements

As indicated in Appendix IV, there are no anticipated additional physical requirements for CISIP at this stage. It's expected that any new faculty or administrative hires associated with the Institute over the coming years will be accommodated within existing JSGS space allocations.

7. Support

As outlined in section 4 above and in Appendix II, numerous Deans, Vice-Deans, Unit Heads and Directors of research facilities from across the U of S and U of R were consulted and expressed their support for the CISIP concept.

Letters of support and/or commitment for CISIP have been provided in Appendix II from the following:

- U of S Vice-President of Research, Dr. Karen Chad including reference to commitments from the Provost's Committee on Integrated Planning;
- JSGS Executive Director, Dr. Kathy McNutt and Director, Dr. Jeremy Rayner (joint letter);
- Executive Directors of the Sylvia Fedoruk Canadian Centre for Nuclear Innovation and the Global Institute for Food Security; and
- Interim Dean of Graduate Studies and Research, Dr. Adam Baxter-Jones.

8. Governance

As outlined above in Section 5, CISIP will be a Type A centre led by a Director reporting to the Executive Director of JSGS.

Additional oversight will be provided through:

- a Management Committee chaired by the CISIP Director and including the Executive Director of JSGS, the Associate Vice Presidents Research from the U of S and U of R, and the academic leads for all research clusters. The Management Committee will provide oversight and advice for CISIP operations. It is anticipated that the Management Committee will meet on a quarterly basis.

- an Advisory Board consisting of national and international leaders from academia, government and industry with knowledge and expertise in areas relating to science, innovation and policy. Its role will be to provide strategic advice to ensure the research direction of CISIP stays nationally and internationally relevant, that research of internationally-leading quality is being undertaken, and to provide advice on and connection to other significant national and international programs. Members will be selected based on their links to the theme areas of CISIP and a key consideration will be their abilities to help build connections and partnerships across sectors for CISIP, both in Canada and abroad. Frequency of meetings will be determined based on needs arising from CISIP but it is anticipated that the Advisory Board will meet at least annually. Appendix III provides a preliminary list of the types of individuals that may be approached to consider serving as members of the CISIP Advisory Board.

Systematic Assessment

The systematic assessment of CISIP will follow the university's review processes for centres as enacted by the Office of the Vice-President Research including considerations outlined by U of S Policy on Centres, the Task Force on the Management of Centres Report and the Report of the Implementation Team for the Management of Centres. CISIP will also take into consideration and accommodate the review process of centres at the University of Regina and internal processes determined by the executive director of JSGS.

Systematic assessments will include a review to be undertaken in the fifth year following the centre's establishment and will recur on a five-year cycle after that time, aligning with the university's integrated planning cycle. The review process will be coordinated by the executive director of JSGS and will include annual reports prepared by the centre.

Milestones and Success Metrics

In addition to a review after the fifth year of CISIP operations, milestones and success metrics have been identified to guide and measure institutional progress towards its intended goals:

Milestone/Metric	**Baseline 2014-15**	**Year One**	**Year Three**	**Year Five**
Research Funding	about $100K annual flow	~$1.25M annual flow	~$1.5 annual flow	$1.75 annual flow including leadership on at least one large scale grant
Operations and Capacity	Na	Hire strategic administrator and 2 RFs; hire CRC1; hire 2 new faculty and post-docs in energy cluster	At least one more incremental faculty	Sustain hires; reach goal is to secure one or more endowed chair
Research Leadership	A few grant co-applicants; zero leads on large-scale grants	Establish research clusters; co-applicant or lead on partnership and synthesis grants	Lead on at least one large-scale grant application	Lead and/or co-applicant on one on-going large-scale grants in each research cluster
Institute Outputs	None	Consolidate base of major works in past; publish at least two books and journal articles in each cluster	Move publishing to higher impact journals	Sustained publishing in high-impact journals
Knowledge Transfer - Training and Research	None	Establish policy briefs series	International training partnership	Establish modularized training

To support and monitor successful achievement of CISIP objectives including the above milestones, a thorough review focused on sustainability, outcomes and engagement with humanities, natural sciences and social sciences across both campuses will be undertaken within three to five years of establishment.

List of Attachments

Appendix I
Consultation Summary for Proposed CISIP

Appendix II
Letters of Support and/or commitment for CISIP:

- U of S Vice President Research including reference to PCIP commitments
- Johnson-Shoyama Graduate School of Public Policy
- Global Institute for Food Security
- Sylvia Fedoruk Canadian Centre for Nuclear Innovation
- College of Graduate Studies and Research

Appendix III
Sample List of Potential Advisory Board Members

Appendix IV
Physical Resource Requirements for Programs and Major Revisions

Appendix V
Business Plan 2015-2019

SUMMARY OF HIGHLIGHTS						
PURPOSE/ ROLE	**PRIORITY ACTIVITIES**	**PRIORITY SUBJECTS**	**STRUCTURE/ RESOURCES**	**RISKS/HAZARDS**	**POTENTIAL RESEARCHERS**	**OTHER COMMENTS**
Overall strong support for the Institute; Strong interest in its potential to bring researchers and partners together to work on "big problems" Regarded as a potential opportunity to better bridge the research community with government to inform decision-makers and funders about the relevance of research and increase researcher understanding about public sector concerns	Bring researchers and faculty together to increase knowledge about what others are doing and support new collaborations; Broker relationships across sectors - academia, government and industry; Communications – translate substance and impacts of science and innovation to wider audience including government Assist researchers to better demonstrate impacts and/or engage more effectively with the public; Support evidence-based decision-making and credible dialogue with governments and the general public; Enable researchers to think more broadly beyond their own disciplines; Assist with large grant applications; Provide academic and professional training opportunities	Sector priorities and areas of institutional strength: -Agriculture and food security -Nuclear energy -Water security -Data analytics Potential expansion to include: -Environment -Health (One Health, Public health policy,etc.) Cross-cutting theme of impacts for rural, remote, and Aboriginal communities Broad areas of network expertise with emphasis on strategic assessment, societal engagement and decision support Certain concepts will be key to this pursuit- e.g. public perceptions of risk	Type A / 1 Centre at JSGS managed on behalf of the institutions General support for cluster model Strong support for focused unit with on-going positions and resources Initial stages to build on potential MOUs and funding from GIFS and Fedoruk Centre Donor gift and interest Potential federal and provincial funding – WD, IC, CFI, NSERC, AE, InnovSK Potential PCIP submission for salaried positions	When thinking about partners and members, we need to be clear about benefits and contributions – try to avoid admin burdens Must avoid being an "ego-centre" focused on narrow or individual research priorities Should not draw away human or financial resources from other parts of campus Be careful about specific vision, role and ambition; may be best to take phased approach with baby steps leading to later expansion Hard to maintain multidisciplinary collaboration if no resources between projects	Numerous researchers identified to participate in research clusters Cluster academic leads to follow-up	Recent review and new policy relating to UofR centres International components should be considered Linkages with new funding opportunities – e.g. Canada First Research Excellence Fund - should be pursued Timing Is right for this kind of multidisciplinary institute – must look at similar initiatives underway Should focus on value-add to what others already or otherwise doing; avoid duplication

UNIVERSITY OF SASKATCHEWAN
Vice-President of Research
107 Administration Place Saskatoon SK S7N 5A2 Canada
Ph: 306-966-8514 Fx: 306-966-8736
Web: http://usask.ca/vpresearch

November 3, 2015

Dear Members of the University of Saskatchewan Planning and Priorities Committee,

I am writing to share my enthusiastic support for the establishment of the Canadian Institute on Science and Innovation Policy (CISIP) at the Johnson-Shoyama Graduate School of Public Policy. The centre proposal is the result of widespread discussions to identify a significant research area of great importance to the Johnson-Shoyama Graduate School of Public Policy and to carry out their discovery vision which aligns with the priorities of the University of Saskatchewan.

With the view of fully harnessing their research capacity, the school has developed a comprehensive strategic research plan. Through a consultative process, the school's faculty members identified three areas of research priority: 1) Governance; 2) Inequality and Social Policy; and 3) Innovation, Science and Technology. While CISIP will contribute to all three priority areas, the proposed centre is an integral structure for fulfilling the research goals and objectives of the school's strengths in "Innovation, Science and Technology" policy research. The creation of this Type A centre will enable the school of public policy to harness an area of research strength in a formal framework that provides coordination and integration within the school and enhances their reputation in an area of strategic importance for a multidisciplinary graduate school of public policy.

The proposed Canadian Institute of Science and Innovation Policy creatively addresses an important area of research in a coherent framework within the school, but also benefits our campus community and external partners and key stakeholders. CISIP will focus on policy research, but its impact will be felt across a wide-variety of disciplines. The centre will create a hub linking U of S research, from science to the humanities, with the public, private, and civil society sectors of both Canada and other countries around the world. By fostering collaborative research programs investigating the policy and governance dimensions of science and innovation, CISIP will enable us to maximize the adoption of U of S innovations by the private and public sectors.

By decision of the Provost's Advisory Committee on Integrated Planning I'm pleased to confirm a financial commitment of up to $160,000/year for three years from University of Saskatchewan to support CISIP. These resources will enable the hiring of an associate director position and provide appropriate operational expenses.

I support this proposal which seeks to create a centre around science and innovation policy research. It will result in a systematic understanding of the innovation ecosystem to guide the development of informed integrated research platforms and as such, I look forward to the significant contributions it will make in the years ahead.

Sincerely,

Karen Chad, Ph.D.
Vice-President Research

JOHNSON SHOYAMA GRADUATE SCHOOL OF PUBLIC POLICY

October 27, 2015

Dear Members of the University of Saskatchewan Planning and Priorities Committee:

We are writing to express our strong support for the creation of the new Canadian Institute on Science and Innovation Policy (CISIP) at the Johnson-Shoyama Graduate School of Public Policy (JSGS).

As outlined in the proposal to establish CISIP, this innovative research institute will draw together representatives from across academic, public, private and civil society sectors to enhance research and understanding of the policy and governance dimensions of science and innovation. Building on JSGS expertise in strategic assessment, societal engagement and decision-making, CISIP will advance research in areas of scientific strength at both the University of Saskatchewan (U of S) and the University of Regina (U of R). The purpose is to ensure that the growing reputation of our two universities in strategic areas of science and innovation is matched by a capacity to address the social, economic and political challenges they raise.

While various centres in Canada and beyond look to address intersections relating to science, innovation and society, many are narrowly focused on either the work of specific researchers or on limited aspects of the science-society interface. Canada and Saskatchewan currently lack a forum in which the broad policy opportunities and specific governance challenges of science and innovation can be systematically addressed. CISIP will commission and organize research, but it will also act as a coordinating research centre that will mobilize the considerable expertise that exists within both universities. The emphasis will be on making systematic connections between research activities in science, innovation and technology policy and supporting a long-term vision for integrated research platforms.

The extensive consultation process undertaken on both campuses to support this initiative suggests that initial research should focus on institutional priorities relating to energy, digital analytics, bioscience and food security, with additional areas identified for further development in water security and health. JSGS is well positioned to host CISIP on behalf of our province's two universities. Our faculty have expertise and experience in these areas and Innovation, Science and Technology has been identified as one of three research clusters within the School. But the work of the Institute will not be done entirely by JSGS. The School's researchers have the networks and capacity to quickly build an international profile for the Institute but its success will depend on mobilizing expertise from across the Province.

As outlined in this proposal, CISIP will build on funding from multiple university and external sources to support its research activities and operations. In addition, JSGS will provide extensive support from both campus locations through the following current allocations:

- CRC Tier 1 – Energy Policy
  - 100% or $300,000/year X 5 years
- CISCO Research Chair – One Big Data
  - 33% or $100,000/year X 5 years
- Fulbright Chair – final allocation to CISIP
  - $25,000 X 1 year
- Robertson Scholars
  - $55,000/year ($20K/year for MPP and $35K/year for PhD) X 5 years
- Annual Science and Public Policy Lecture hosted by JSGS
  - $5,000/year (Robertson donation)
- Allocation of graduate student services for research facilitation
  - $11,000/year X 3 years
- In-kind support and funding for governance/operations
  - $43,560 X 4 years (Director travel, administration/communications/financial support, etc.)

The CISIP initiative at the JSGS presents a rare and unparalleled opportunity for the U of S and the U of R to collaborate with one another and with public, private and civil society sector partners in supporting cutting edge research and knowledge transfer in areas of international and local concern. Not only will CISIP greatly enhance the way research is undertaken across a broad spectrum of disciplines, it will support the development of relationships that are sufficiently broad enough to address large-scale global issues.
Thank you for your consideration for the creation of CISIP at JSGS and please don't hesitate to let us know should you require any further information.

Yours truly,

Kathleen McNutt
Executive Director
Johnson-Shoyama Graduate School

Jeremy Rayner, Director
University of Saskatchewan Campus
Johnson-Shoyama Graduate School

October 29, 2015

Dr. Peter Phillips
Distinguished Professor and Graduate Chair
Johnson-Shoyama Graduate School of Public Policy
University of Saskatchewan

Dear Peter:

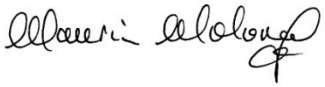
The Global Institute for Food Security (GIFS) is pleased that the Johnson-Shoyama Graduate School of Public Policy (JSGS) is working to consolidate all of the School's research activities in the science, technology, and innovation space under the proposed Canadian Institute for Science and Innovation Policy (CISIP).

I am pleased to confirm that GIFS and JSGS, through the CISIP, are in the process of developing a long-term strategic partnership that involves the following components:

1. An MOU signed in 2014 that laid the groundwork for a partnership between the JSGS and GIFS.
2. A motion taken in June 2015 by GIFS Board of Directors to invest up to $100,000/year for the next three years in joint programming.
3. Peter Phillips, incoming Director of CISIP, was a co-applicant and now lead of theme 4 of the CFREF on *Designing Crops for Global Food Security*, a successful $37.2 million grant. The JSGS and CISIP will work with GIFS to coordinate and manage the work plan and will undertake much of the work for theme 4, with an approved budget of $3.6 million over seven years.
4. JSGS, through CISIP and Dr. Phillips, is an active partner in other research competitions involving GIFS, including the apomixis research program led by Dr. Tim Sharbel, GIFS Research Chair in Seed Biology, and the CERC competition for Food Systems and Security.

We look forward to the creation of CISIP and see it as an important institutional innovation to assist us to remain competitive in national and international large-scale science competitions.

Yours truly,



Maurice Moloney
Executive Director and CEO

MMM/alm

Fedoruk Centre
SYLVIA FEDORUK CANADIAN CENTRE FOR NUCLEAR INNOVATION

October 29, 2015

Professor Jeremy Rayner
Director and Centennial Research Chair
Johnson-Shoyama Graduate School for Public Policy
101 Diefenbaker Place
Saskatoon, SK S7N 5B8

Dear Professor Rayner,

The Fedoruk Centre continues to support the establishment of the Canadian Institute for Science and Innovation Policy (CISIP).

CISIP aligns with the Fedoruk Centre's thematic areas related to the social, policy and environmental implications of nuclear technology and is considered a means by which the Fedoruk Centre can contribute to building expertise and capacity in Saskatchewan.

At its most recent meeting, the Fedoruk Centre Board of Directors reaffirmed its support in principle for CISIP through an overall investment of $2 million, starting with an initial investment of $700,000 to recruit research leadership and assist with the institute's start up. The Board's final approval will be subject to:

- Approval and establishment of CISIP by the University;
- Finalization of a partnership agreement between JSGS and the Fedoruk Centre; and
- Submission of work packages and associated budgets for the proposed packages of work.

The Board understands the issues with regard to timing and has asked for this issue to be dealt with by a special meeting of the Board as soon as details are finalized.

The Fedoruk Centre is pleased to be a partner on this initiative. We believe that CISIP has the potential to deliver very beneficial impacts related to an improved understanding of the social, policy and public engagement implications related to the development of nuclear and other complex technologies.

Kind regards,

Neil Alexander
Executive Director

Neil Alexander
Executive Director
Phone: (306) 966-3376
neil.alexander@fedorukcentre.ca
www.fedorukcentre.ca
111 – 54 Innovation Boulevard, Saskatoon SK, S7N 2V3 Fax: (306) 966-2374

From: Baxter-Jones, Adam
Sent: August 21, 2015 3:47 PM
To: Schmeiser, Peggy; Lukey, Heather
Cc: Reid, Beatrice; Phillips, Peter
Subject: RE: Meeting regarding potential GSFs and GRFs for a new research institute at GSPP

Dear Peggy, I am happy to say that CGSR would be willing to support 2 GSF's for a 5 year period starting 2015/16. Heather will be in contact to assist in the awarding of the GSF.

Sincerely

Adam

Adam Baxter-Jones, Ph.D.
Interim Dean of Graduate Studies and Research and Professor Kinesiology
College of Graduate Studies and Research Telephone: (306) 966-5759
University of Saskatchewan, Facsimile: (306) 966-5756
105 Administration Place,
Saskatoon, SK, S7N 5A2, Canada e-mail: baxter.jones@usask.ca

From: Schmeiser, Peggy
Sent: Tuesday, July 21, 2015 3:45 PM
To: Baxter-Jones, Adam <baxter.jones@usask.ca>; Lukey, Heather <heather.lukey@usask.ca>
Cc: Reid, Beatrice <beatrice.reid@usask.ca>; Phillips, Peter <peter.phillips@usask.ca>
Subject: Re: Meeting regarding potential GSFs and GRFs for a new research institute at GSPP

Hi Adam and Heather,

Thanks for our discussion back in May Adam regarding an application for GSFs for the new Canadian Institute on Science and Innovation Policy (CISIP) at the Johnson-Shoyama Graduate School of Public Policy (JSGS).

As discussed, we've developed the attached proposal for your and Heather's consideration of potentially 2-3 GSFs / year for the Institute. (We're anticipating CISIP to be approved and launched early this fall.)

We'd welcome any feedback or response you may have at this stage and would be pleased to provide any additional information you might need for your consideration of this request.

Thanks for your assistance and I hope you're enjoying a wonderful summer.

Best wishes, Peggy

Peggy Schmeiser, PhD
Special Advisor, Office of the Vice-President Research
Policy Fellow, Johnson-Shoyama Graduate School of Public Policy
University of Saskatchewan
Telephone: (306) 966-3266
Cell: (306) 371-2272
E-mail: peggy.schmeiser@usask.ca

Appendix III
Sample List of Potential Advisory Board Members

Neil Alexander - Executive Director, Sylvia Fedoruk Canadian Centre for Nuclear Innovation

Ron Doering – Gowlings and Co; first President, CFIA; Law and public policy/admin; Aboriginal, environmental, food/ag law, policy and regulation

Edna Einsiedel – Professor, Communication Studies, University of Calgary

Tim Gitzel - CEO Cameco

Janet Halliwell - extensive senior leadership positions in federal science policy and publishing; Member of Canadian Science Policy Board of Directors; involved in founding of NSERC, CFI, CIHR, CRCs, etc.

Ken Knox - Chair of the Canadian Science, Technology and Innovation Council (STIC); former Ontario Deputy Minister of Agriculture and Deputy Minister of Energy, Science and Technology. He has extensive experience leading Canadian science, technology and innovation organizations including the Ontario Research and Development Challenge Fund, Ontario Genomics Institute and the Innovation Institute of Ontario

Brenda LePage - ADM, Western Economic Diversification, SK Region

Kevin Lynch - former Clerk, Privy Council; vice chairman of BMO Financial

Doug Moen - Deputy Premier to the Premier of Saskatchewan

Maurice Moloney, Executive Director, GIFS

Penny Park, Science Media Centre of Canada

Gilles Patry - President and CEO, Canada Foundation for Innovation

Jacquelyn Scott – Member of STIC, former President of Cape Breton University, former CANARIE Board Chair

Greg Traxler - prior Senior Program Officer at Gates Foundation and research economist at CIMMYT ; Professor of Ag Economics and Policy, WSU

Esther Turnhout University of Wageningen – Professor: Political theory, public policy - science, technology and environmental politics

Coleen Volk - Deputy Secretary to the Federal Cabinet, U of S Champion in Ottawa

Physical Resource Requirements for Programs and Major Revisions (Space, Renovations, and Equipment)

Name of Program: Canadian Institute for Science and Innovation Policy (CISIP)

Sponsoring College: Munk - Shoyama Graduate School of Public Policy (MSGS)

This form is to be completed by the Faculty member responsible for the Program Proposal in consultation with the Facilities Management Division. For assistance, please contact the Associate Director, Space Management and Planning (966-6106.)

Prior to sending your submission to the Academic Programs Committee, attach this form when completed, to the Program Proposal. If required, additional comments may be attached.

1. SPACE/RENOVATIONS

1.1 Does the new/revised program require space resources in addition to the college's present space allocation?

✓ No (Skip to question 1.3.)

__ Yes (Please describe below.)

Type of Space*	Amount	Occupants	Area or Capacity	Special Requirements (fume hoods, cold room, A/C, etc.)

* Some examples of types of space include: classroom; office (faculty, staff, and graduate student); laboratory (teaching, research); workshop; studio; rehearsal room; field plot; animal facilities; etc.

1.2 Is the college aware of space outside of its current resources that could accommodate these needs?

__ No

__ Yes (Please describe below.)

_____

_____

_____

_____

_____

9

1.3 Does the new/revised program require renovations to the college's current space?

☑ No (Skip to section 2.)

☐ Yes (Please describe below.)

General Description of Renovations:

Room #(s): Present Use

Proposed Use: (Including special installations, e.g. fume hoods.)

1.4 Has a Work Initiation Request Form (WIRF) been submitted to Facilities Management for any of the above additions or renovations?

☐ No

☐ Yes (Please attach a copy of the form.)

1.5 Can development of any of the proposed additions or renovations be phased or completed in stages?

☐ No

☐ Yes:

Please provide timeframe and FMD cost estimates for each stage. (Note: Cost estimates for additions and renovations may be obtained by submitting a Work Request Initiation Form (WIRF) to FMD Work Control. For more information, please visit: http://www.facilities.usask.ca/services/workcontrol/

2. EQUIPMENT

2.1 Does the new/revised program require additional equipment or upgrades to current equipment?

☑ No

☐ Yes (Please describe below.)

Equipment Required (Including special requirements*.)	Quantity	Estimated Required	Estimated Unit Cost	Total Cost

*Note whether the installation of equipment will require additional space or renovations, or if there are special electrical, cooling, ventilation, plumbing, etc. requirements.

3. **FUNDING**

3.1 Are college funds available for the required new space, renovations, or equipment?

Initial costs: __ No
__ Yes: N/A

Ongoing operating/maintenance costs: __ No
__ Yes:

3.2 Are funds available from non-base budget/external sources towards the cost of any of the new space, renovations, or equipment?

Initial costs: __ No
__ Yes

Ongoing operating/maintenance costs: __ No
__ Yes

If yes, provide details, including any special conditions:

_____
_____
_____
_____
_____
_____
_____

3.3 Will there be a request to the Provost's Committee on Integrated Planning for capital funds to accommodate the program?

✓ No
__ Yes

4. **ADDITIONAL COMMENTS**

If relevant, please comment on issues such as the adequacy of existing physical resources for delivering the proposed program, the feasibility of proposed additions or renovations, sources of funding, etc.

There are no anticipated additional space needs associated with CISIP. Office space for any new hires is expected to be available within existing JSGS space allocations.

11

Date: OCT. 23, 2015

A.W. Wallace

Andrew Wallace, Facilities Management

Faculty Member (Sponsoring College)

P Hulcrs

Print Name

Bryan Bilokreli, ~~Institutional Planning and Assessment~~, OFFICE OF THE VICE PRESIDENT (FINANCIAL RESOURCES).

4024

Phone

Expenditures		Expenditure by year					Sources of funds						
		2015-16 (Nov-Apr)	2016-17	2017-18	2018-19	Total	JSGS-USask	JSGS-URegina	External Partners		U of S OVPR Facilitator program	USask Central	URegina
Governance/Operations													
*	Director - Admin Salary Stipend	2,500	5,000	5,000	2,500	15,000	7,500	7,500				0	
*	Strategic Administrator	67,188	135,719	137,076	69,223	409,206						409,206	
*	Other Travel and consumables	6,250	12,500	12,500	6,250	37,500						37,500	0
*	Advisory Committee (meetings)	5,000	10,000	10,000	5,000	30,000						30,000	0
	Administrative, communications and accounting support	15,000	30,600	31,212	31,836	108,648	54,324	54,324					
Outreach													
*	Robertson Science and Public Policy Lecture	5,000	5,000	5,000	5,000	20,000			Robertson Trust UofR	20,000			
	Other Outreach Activities		5,000	5,000		10,000			Toop Fund UofS	10,000			
*	Fedoruk Themed Events (symposiums)	20,000	30,000	30,000		80,000			Fedoruk	80,000			
Research Facilitation													
*	Research Facilitator - Uof S, 1 FTE (ASPA SP2)*	42,778	87,266	89,011	90,792	309,847	4,923		$120K Fedoruk $30K GIFS	150,000	154,923		
*	Research Officer - Uof R, 1 FTE *	42,778	87,266	89,011	90,792	309,847		9,847					300,000
	Graduate Students Services--JSGS USask	5,000	5,000	5,000	5,000	20,000	20,000						
	Graduate Student Services--JSGS URegina	6,000	6,000	6,000	6,000	24,000		24,000					

	Graduate Student Services--CGSR USask	5,400	10,800	10,800	5,400	32,400			Usask CGSR GSFs	32,400			
Research Grants & Contracts													
	Faculty/Fullbright Chair	25,000				25,000	25,000						
**	CISCO Research Chair in Big Data (33% of $300K/year)	50,000	100,000	100,000	100,000	350,000		350,000	Cisco endowment				
**	CRC (Tier 1) in Energy Policy (100% of $300K/year)	150,000	300,000	300,000	300,000	1,050,000		1,050,000	CRC Program				
**	Robertson Scholars	55,000	55,000	55,000	55,000	220,000			Robertson Endowment	220,000			
**	Fedoruk Strategic Alliance on Energy Policy	540,000	630,000	630,000		1,800,000			Fedoruk $2M over 3 yrs less project symposium $80K less research facilitator $120K	1,800,000			
**	GIFS Strategic Alliance on Food Security	90,000	90,000	90,000		270,000			GIFS $300K over 3 yrs less research facilitator $30K	270,000			
	Genome Canada - Agile Project	50,000	80,000	55,000	30,000	215,000	55000		Genome Canada	160,000			
	Genome Canada - My VAX Project	82,000	177,000	179,000	52,000	490,000			Genome Canada	490,000			
**	CFREF- Designing Crops for Food Security	200,000	500,000	700,000	800,000	2,200,000			CFREF	2,200,000			
	SSHRC Partnership Grant on Creating Digital Opportunity	27,000	54,000	54,000	0	135,000			SSHRC	135,000			

TOTAL		1,491,893	2,416,151	2,598,611	1,654,792	8,161,447	166,747	1,495,671		5,567,400	154,923	476,706	300,000
*	New Expenditures related to Centre												
**	New Grants & Contracts resulting from Centre												

Total Allocations and Contributions: $8,161,447

U of S allocations and contributions: $840,776

JSGS $166,747

Toop Fund $10,000

CGSR $32,400

OVPR Facilitator Program $154,923

USask Central: $476,706

U of R allocations and contributions: $1,815,671

JSGS $1,495,671

Robertson Trust $20,000

U of R Central $300,000

Contributions from other sources: $5,505,000

AGENDA ITEM NO: 8.2

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Lisa Kalynchuk, chair
Planning and priorities committee of Council

DATE OF MEETING: February 25, 2016

SUBJECT: **Name change of the College of Graduate Studies and Research**

DECISION REQUESTED:

It is recommended:

That Council approve that the College of Graduate Studies and Research be renamed the College of Graduate and Postdoctoral Studies, effective January 1, 2017, and that Council's Bylaws be amended to reflect the new name of the college.

PURPOSE:

The College of Graduate Studies and Research has undertaken an extensive review of its mandate and structure as to whether the college should become solely an administrative unit within the university or remain an academic college. The outcome of that review was that the College of Graduate Studies and Research should remain a college but continue its administrative restructuring. As part of this restructuring, the college will become the administrative home to the university's post-doctoral fellows. The change of the name will reflect this new responsibility of the college.

CONSULTATION:

The name change has been discussed over the past year in conjunction with the review of the college and the specific individuals and units consulted are listed in the attached request for change of name. On February 4, 2016, Graduate Council carried a motion to recommend approval of the name change to the planning and priorities committee.

DISCUSSION SUMMARY:

The planning and priorities committee met with interim dean, Adam Baxter-Jones on February 10, 2016, to discuss the proposed name change. Although there was discussion about the role and difficulties associated with the present status of post-doctoral fellows on campus, there was very little discussion about the name change itself. Members agreed the rationale and impetus for the name change was clearly stated and readily apparent, and that post-doctoral fellows would be better served by the university through their identification with the college. Significant lead time is allowed for the name change due to the changes required within the university's student information system.

SUMMARY:

The planning and priorities committee supports the change of name of the College of Graduate Studies and Research to College of Graduate and Postdoctoral Studies as identifying the increased role and responsibility of the college for the university's post-doctoral fellows.

ATTACHMENTS:

1. Request for Change of Name for the College of Graduate Studies and Research

UNIVERSITY OF SASKATCHEWAN

Request for Change of Name

This Request form and attachments will be the basis for decision-making about this change.

Submitted by: Dr. Adam Baxter-Jones Date: February 5, 2017

College: College of Graduate Studies and Research

College approval date: February 4, 2016

Proposed effective date of the change: Changes in student system September, 2017; Effective date January 1, 2017; Name change first appears on parchment at Spring 2018 Convocation.

1. Proposed change of name

	From:	To:
College	**College of Graduate Studies and Research**	**College of Graduate and Postdoctoral Studies**
Department		
Program name		
Degree name		
Name of Field of Specialization (major, minor, concentration, etc)		
Course label (alphabetic)	**GSR**	**GPS**
Building		
Street		
Other		

2. Documentation

Rationale

In 1946, a College of Graduate Studies (CGS) was formed and lead by a Dean of Graduate Studies. A college name change occurred in 1970 with CGS renamed as the College of Graduate Studies and Research (CGSR), reflecting the College's responsibility for research activities. In 1985 the head of CGSR was retitled Dean of Graduate Studies and Associate Vice-President (Research). However, in the late 1980's, an external review strongly recommended the separation of the two titles, citing the heavy workload associated with the position of Associate Vice-President (Research). In 1990 the position Dean of the College of Graduate Studies and Research, and, the position Associate Vice-President (Research) were separated, as well as were the physical office spaces. However, the college retained the title of Graduate Studies and Research.

In January 1995, a review committee was formed to examine the administration of graduate programs at the University of Saskatchewan, including the relationship of CGSR to other units on campus. Their report was released in September 1995 and a number of the recommendations were implemented. Among the recommendations of the 1995 review committee was that the college be renamed the College of Graduate Studies. However, this recommendation was not implemented.

In October 2012, the Graduate Education Review Committee (GERC) was formed and reported back to the academic community in November 2013. The 2013 GERC report made a number of recommendations regarding the establishment of policy and procedures, service provision, program development and oversight, and the provision of funding support. In all cases, such recommendations were identified as being for, or on behalf of, both graduate students and postdoctoral fellows, sending a clear message that these two service recipients would be best served if pulled together into the same administrative unit.

Subsequently, the college undertook a review of current internal (U of S) and External (U15) graduate education and postdoctoral fellow administration. In the report, titled *A Review of Current Internal and External (U15) Graduate Education Administration / Post-Doctoral Fellows Models* and released in November 2014, it was concluded that the CGSR needs to define its roles and responsibilities more clearly and communicate these better to faculty and staff. It was also noted that the administration of postdoctoral fellowships needs to be consolidated into such a unit.

Since 1990, the University has had an office of the Vice-President Research, which is responsible for the majority of activities related to research at the University of Saskatchewan. Retaining the term "research" in the College name is now seen to be redundant. To clarify the functions of the College it would seem reasonable to suggest that the term "research" be removed from the College title.

It has also been suggested that the unit responsible for having administrative responsibility for postdoctoral fellows, a group of research trainees currently underrepresented, should formally recognize this accountability in the college name. During the environmental scan completed as part of the *Review of Current Internal and External (U15) Graduate Education Administration / Post-Doctoral Fellows Models* the investigator found that six of our U15 comparators include "Postdoctoral Studies" in their administrative unit name.

The report *A Review of Current Internal and External (U15) Graduate Education Administration / Post-Doctoral Fellows Models* was shared with graduate faculty in May 2015, and the findings were discussed at the Graduate Faculty meeting on May 12, 2015. From the ensuing discussion there emerged two suggestions: 1) remove "Research" from the College title as it is historical and under the umbrella of the VP Research; 2) a name change should reflect postdoctoral fellows separately as they are not students. These recommendations were incorporated into the Graduate Education Concept paper, written by Dr. Adam Baxter-Jones on behalf of CGSR and presented to the Planning and Priorities Committee, and subsequently to University Council during the fall term 2015. At this time, the College is embarking on the formal process required to officially change the name from the College of Graduate Studies and Research to the College of Graduate and Postdoctoral Studies.

Impact of the change
Please describe any potential impact of this change, including any of the following areas if relevant:

Students: Through thoughtful planning of the timing of implementation, and a comprehensive internal communications plan, it is anticipated that there will be no impact on current students. The effective date for changes in the student information system is September 1, 2017. As of this date, all students registering will be registering in the College of Graduate and Postdoctoral Studies. The first convocation to reflect the new College name on the parchment will be June 2018. Existing students wishing to have their records reflect the new college name would have that opportunity

Faculty& Staff: Any potential impact on faculty and staff will be mitigated through a comprehensive internal communications plan ensuring that all stake holders are fully informed of both the name change and the relocation of the College offices.

Programs & Academic Units: No negative impact is anticipated for any programs or academic units. Reflection of both constituent groups - students and postdoctoral fellows – in the title of the college will better communicate to the academic community the college's scope and the individuals to whom administrative services are provided.

Postdoctoral Fellows: Including the term "postdoctoral" in the title of the College better reflects its purpose and serves to provide an identifiable "administrative home" for this important group of researchers on campus.

Resources: There will be an impact on Information and Communications Technology (ICT), and consultations have occurred with both Information Technology Services as well as Information Strategy Analytics (See details below and attached email). Specifically, the College's website will have to undergo minor revisions to reflect the new College name and discussions with Information Technology Services deem this cost will be minor.

University Systems: A summary of the consultations with various administrative units providing systems support and services to the college and to graduate students follows. Supporting correspondence is attached. The most significant impact will be in the area of student information systems and lengthy discussions were held with the respective administrative managers. A detailed plan for implementation has been developed with careful thought given to timing and maintaining uninterrupted service for students. This is one of two areas where there will be costs incurred for the change. The Consultation with the Office of the Registrar form is attached.

Physical Facilities: Plans for relocating the college offices have been under discussion for several years, and Facilities Management Division has advised that appropriate space has been identified, with renovations scheduled to occur over the summer and early fall of 2016. The college is scheduled to relocate to the main floor of the Thorvaldson Building later in the fall of 2016. The timing of the college's relocation and its proposed implementation date for the name change are relatively congruent. Therefore, although there are implications for facilities with respect to signage and physical space associated with the changing of the college's name, these implications would be faced regardless due to the pending relocation of the college offices.

Costs
Please describe whether this change will result in any additional costs for the university (ie, repainting signs, technical changes in SiRIUS, PAWS, financial services, etc.)

There are several areas, such as changes to the college's name on the website and implementation of the communications plan, where staff resources to support the transition are required. All of these are expected to be addressed within the work assignments of the current staff complement. However, there remains two areas where measurable additional costs will be incurred.

First, the data changes required to SiRIUS will require two staff members in Student Information Systems between 10 to 15 days of dedicated time to do the recoding and systems adjustments required to support the change. This includes, but is not limited to changes in the student information system, the application, admission and program codes and the course codes for those non-credit courses administered by the college. In addition, some staff time within the College will be required to make manual changes to appointments in the college and manual program changes to align the new college name with program admission.

Second, although much of the associated cost for signage will be addressed through the relocation plan for the college offices, there will be additional costs for new letter head, envelopes, business cards and so forth. As much as possible, the College will plan to utilize current stock and delay replenishment until closer to the relocation date, and the cost for new supplies will be minimal and absorbed within the College's current operating budget.

Consultation
Please describe any consultation undertaken with other university offices, such as Student and Enrolment Services, Institutional Strategy and Analytics, Institutional Planning and Assessment, Financial Services, Facilities Management, Office of the University Secretary, Information Technology Services, etc. Please attach any memos or emails received about this consultation.

Office of University Secretary – The CGSR received information and guidance from the Office of the University Secretary regarding the appropriate collegial and administrative processes for making a change to the official name of an existing College.

Student and Enrolment Services; Office of the Registrar – Consultations began in the fall 2015 and several meetings were held to discuss and plan implementation with respect to the student information system (SiRIUS and PAWS); course labelling, student registration and convocation. Consultation with Registrar form is attached.

Financial Services – The proposed name change was discussed at a meeting of the Financial Services leadership team on Monday, January 11, 2016. The attached email from Jillian Pangborn, Manager and Principal Team Officer, AVP Financial Services indicates they anticipate no immediate impact on their business and no additional costs to report. After implementation, the college will advise on any required updates of fund names.

Institutional Planning and Assessment (IPA) – From the perspective of IPA's operations, Dr. John Rigby, Interim Associate Provost, reported that there would be no meaningful impact on their work and they were supportive of the change. (Email attached)

Institutional Strategy and Analytics (ISA) – In discussion with Troy Harkot, Director, Institutional Effectiveness, it was confirmed that all of the information previously available in the data warehouse will continue to be accessible in the same format. This is a rebranding action – a change in name only. ISA will ensure that multi-year trend reports for the college, will reflect the CGSR information from previous years, as well as the new data generated by the CGPS in the future, all within the same report under the title of College of Graduate and Postdoctoral Studies.

Information Technology Services – Consultations with Rob Blizzard, Web Designer/Analyst indicate that there will be some revisions required to the College's website. These are not extensive and have been planned for fall 2016. (Email attached)

Internal Communications – College representatives met with Sharon Scott, Director of Internal Communications and Jennifer Boyle to discuss the college's proposal to move forward with a name change. It was determined that a relatively straightforward communication plan was required to ensure graduate students were aware of the name change and that there would be no disruption in service and support. At the same time, it was agreed that this was a good opportunity to incorporate into the communication plan information about the relocation of the College Offices and to invite postdoctoral fellows to visit to their new "administrative" home. (Draft Internal Communications Plan attached)

Graduate Faculty – The report *A Review of Current Internal and External (U15) Graduate Education Administration / Post-Doctoral Fellows Models* was circulated to all faculty members of the College in the spring 2015. Faculty were invited to send written responses, and 392 emails on various topics included in the report were received. The findings of the report were discussed at the Graduate Faculty meeting of May 12, 2015. Arising from these discussions was the broadly held belief that the College should take steps to remove the term "research" and to include the term "postdoctoral" in its official name.

Planning and Priorities Committee of Council – A concept paper for the administration of graduate education at the University of Saskatchewan, which included the recommendation that the College be renamed the College of Graduate and Postdoctoral Studies (CGPS) was presented to the Committee in October 2015 for informational purposes and discussion.

University Council – Planning and Priorities Committee of Council subsequently presented the concept paper to University Council as an informational item on October 22, 2015.

CGSR Executive Committee of Graduate Council – At the January 18, 2016 meeting of the Executive Committee the members unanimously voted to approve the motion to "Recommend that the the College of Graduate Studies and Research be renamed the College of Graduate and Postdoctoral Studies (CGPS) to Graduate Faculty for approval."

Graduate Council – In May 2015, Graduate Council had reviewed and discussed the report *A Review of Current Internal and External (U15) Graduate Education Administration / Post-Doctoral Fellows Model.* At that time, members discussed the recommendations arising from that report, which included changing the college name. At the February 4, 2016 meeting of Graduate Council, the members considered the motion to "Recommend that the College of Graduate Studies and Research be renamed the College of Graduate and Postdoctoral Studies (CGPS) to Planning and Priorities Committee of Council." Dean Baxter-Jones summarized the information in the briefing document that had been provided to Council members in advance. One member asked whether or not the removal of the term "research" in the title meant that the college saw its role changing in the future. Dean Baxter-Jones clarified that the college has always been, and will continue to be, highly involved in research trainee preparation and this will not change. The motion was passed without further discussion.

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 degrees or a degree-level programs** are approved by University Council
- **Changes of names for fields of specialization** are approved by the Academic Programs Committee of Council.
- **Changes of names for buildings, streets and other physical entities** are approved by the Board of Governors (following recommendation by the Naming Committee).

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

Consultation with the Registrar Form
(New Programs and New Majors / Minors / Concentrations)

Title: College of Graduate Studies and Research College Name Change

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1 Is this a new degree, diploma, or certificate? Yes [ ] No [X]
Is an existing degree, diploma, or certificate being renamed? Yes [ ] No [X]
If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new degree, diploma, or certificate?

3 If you have renamed an existing degree, diploma, or certificate, what is the current name?

4 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?

5 What is your suggested credential abbreviation for this new or renamed degree, diploma, or certificate (please consult with Academic Services)? What is the Banner code for this new or renamed degree, diploma, or certificate?

6 Which College is responsible for the awarding of this degree, diploma, or certificate?

7 programs.

8 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.
One major is required on all programs [4 characters for code and 30 characters for description]

9 If this is a new graduate degree, is it thesis-based, course-based, or project-based?

Section 2: New Program for Existing or New Degree / Diploma / Certificate Information

1 Is this a new program? Yes [ ] No [X]
Is an existing program being revised? Yes [ ] No [X]
If you've answered NO to each of the previous two questions, please continue on to the next section.

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

3 What is the name of this new program?

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?

5 What College/Department is the academic authority for this program?

6 Is this a replacement for a current program? Yes [ ] No [ ]

7 If YES, will students in the current program complete that program or be grandfathered?

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

Section 3: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program? Yes [ ] No [X] Revised [ ]
If you've answered NO, please continue on to the next section.

2 each.

3 What is the name of this new / revised major, minor, or concentration?

4 Which department is the authority for this major, minor, or concentration? If this is a cross-college relationship, please state the Jurisdictional College and the Adopting College.

5 Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Section 4: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program? Yes [ ] No [X] Revised [ ]
If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area?

4 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

Section 5: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department? Yes [ ] No [X]
Is an existing college, school, center, or department being renamed? Yes [X] No [ ]
If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new (or renamed) college, school, center, or department?

College of Graduate and Postdoctoral Studies [GP - Graduate and Postdoc Studies] - suggested code/description for student system (limit of 30 characters for the description)

3 If you have renamed an existing college, school, center, or department, what is the current name?

College of Graduate Studies and Research [GS - Graduate Studies and Research] - current code/description in student system

4 What is the effective term of this new (renamed) college, school, center, or department?

201709 [September 2017] in student system; Jan. 1, 2017 for date of approval

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

(Program codes will likely be created with the same code as current with "-GP" appended where possible. This is the same naming convention that's been used for other College name changes in the past. The same description will be used.). All new programs approved in addition to the list below will be included.

DLITT Doctor of Letters

DSC Doctor of Science

GCOH Grad Certificate in One Health

GCSEC Grad Cert Soc Econ and Co-op

GPC Graduate Pathways Certificate

GPSC Grad Professional Skills Cert

GSE Graduate Student Exchange - last offered in 2009 so no longer required

JOINTSTUDENT Joint Student Program

JSGS-RG School of Public Policy - RG

LLM-T Master of Laws-Thesis

MA-C Master of Arts-Course

MA-P Master of Arts-Project

MA-T Master of Arts-Thesis

MAGR-P Master of Agriculture-Project

MBA-P Master of Busin Admin-Project

MBA-T Master of Busin Admin-Thesis - not a currently offered program

MED-C Master of Education-Course

MED-P Master of Education-Project

MED-T Master of Education-Thesis

MENG-P Master of Engineering-Project

MES-T Master of Envn Sustain-Thesis

MFA-P Master of Fine Arts-Project

MFA-T Master of Fine Arts-Thesis

MGENIA Master Gov EntrNorth IndigArea

MIT Master of International Trade

MMAT-P Master of Mathematics-Project

MMUS-P Master of Music-Project

MMUS-T Master of Music-Thesis

MN-C Master of Nursing-Course

MN-T Master of Nursing-Thesis

MNGD-P Master North Gov and Dev-Proj

MPA-CR Master of Public Admin-Course

MPA-P Master of Public Admin-Project - has been terminated

MPAC-P Master of Prof Account-Project

MPH-C Master of PublicHealth-Course

MPP Master of Public Policy

MPT-P Master of Physical Therapy

MSC-T Master of Science-Thesis

MSEM-P Master of Sust EnvMgmt-Project
MVET-P Master of Vet Science-Project
MWS Master of Water Security
NONE-GS No Program (GS)
PGD Post Graduate Diploma
PGDSPC Postgrad Degree Spec Cert
PHD Doctor of Philosophy
PHD-DIRECT Doctor of Philosophy (Direct)
PHD-TRANSFER Doctor of Philosophy(Transfer)
VRS-GS Visiting Research - Grad
VRS-UG Visiting Research - Undergrad

6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

All courses currently attached to the College of Graduate Studies and Research will be moved to the renamed College

7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

No

Section 6: Course Information

1 Is there a new subject area(s) or course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

GSR courses being relabeled to GPS [Graduate and Postdoc Studies]

2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

Same set-up as current GSR courses

3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

Yes

4 Does the program timetable use standard class time slots, terms, and sessions? Yes ☐ No ☐

If NO, please describe.

Same set-up as current GSR courses

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

Section 7: Admissions, Recruitment, and Quota Information - NOT APPLICABLE

1 Will students apply on-line? If not, how will they apply?

2 What term(s) can students be admitted to?

3 Does this impact enrollment?

4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

5 Can classes towards this program be taken at the same time as another program?

6 What is the application deadline?

7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

8 What is the selection criteria? (IE. If only average then 100% weighting, if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

9 What are the admission categories and admit types? (IE. High school students and transfer students of one group? Special admission? Aboriginal equity program?)

10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

13 Will the standard application fee apply?

14 Will all applicants be charged the fee or will current, active students be exempt?

Section 8: Proposed Tuition and Student Fees Information - NOT APPLICABLE

1 How will tuition be assessed?

Per Course	
Per Credit Unit	
Program Based	
Standard Term	
Other *	
Current Set-Up	

* See attached documents

2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category?

3 If program-based, will students outside the program be allowed to take the classes?

4 If YES, what should the per credit fee be?

5 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

6 Do standard cancellation fee rules apply?

7 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

8 Has IPA Been Consulted?

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 9: Government Loan Information - NOT APPLICABLE

NOTE: Federal / provincial government loan programs require students to be full time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?

2 If this is a new program, do you intend that students be eligible for student loans?

Section 10: Convocation Information (only for new degrees) - NOT APPLICABLE

1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?

2 If YES, has the Office of the University Secretary been notified?

3 When is the first class expected to graduate?

4 What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Section 11: Schedule of Implementation Information - NOT APPLICABLE

1 What is the start term?

2 Are students required to do anything prior to the above date? Yes ☐ No ☐

If YES, what and by what date?

Section 12: Registration Information - NOT APPLICABLE

1 Will students register themselves? Yes ☐ No ☐

If YES, what priority group should they be in?

Section 13: Academic History Information - NOT APPLICABLE

1 Will instructors submit grades through self-serve? Yes [ ] No [ ]

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

Section 14: T2202 Information (tax form) - NOT APPLICABLE

1 Should classes count towards T2202s? Yes [ ] No [ ]

Section 15: Awards Information - NOT APPLICABLE

1 Will terms of reference for existing awards need to be amended? Yes [ ] No [ ]

2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Section 16: Program Termination

1 Is this a program termination? Yes [ ] No [X]

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination? Yes [ ] No [ ]

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes [ ] No [ ]

If yes, will they be able to complete the program?

5 If not, what alternate arrangements are being made for these students?

6 When do you expect the last student to complete this program?

Section 17: SESD - Information Dissemination (internal for SESD use only)

1 Has SESD, Marketing and Student Recruitment, been informed about this new / revised program? Yes [ ] No [ ]

2 Has SESD, Admissions, been informed about this new / revised program? Yes [ ] No [ ]

3 Has CGSR been informed about this new / revised program? Yes [ ] No [ ]

4 Has SESD, Transfer Credit, been informed about any new / revised courses? Yes [ ] No [ ]

5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration? Yes [ ] No [ ]

6 Has the Library been informed about this new / revised program? Yes [ ] No [ ]

7 Has ISA been informed of the CIP code for new degree / program / major? Yes [ ] No [ ]

SIGNED

Date:	January 12, 2016
Registrar (Russell Isinger):	Russell Isinger
College / Department Representative(s):	Irene Crowe January 12, 2016

Consultation Financial Services

Skilnik, Penny

From: Pangborn, Jillian
Sent: Monday, January 25, 2016 1:46 PM
To: Skilnik, Penny
Subject: RE: College Name Change

Hi Penny,

Based on the conversation had at our Jan 11th meeting, there are no immediate impacts to our department with the college name change. We will need to be advised how to update any fund names/internal correspondence etc. once the changes take place, but there are no costs being reported from our directors at this point.

Thank you for checking,
Jillian

Jillian Pangborn, B.Sc, B.Comm
Manager & Principal Team Officer, AVP Financial Services
E225 - 105 Administration Place
Saskatoon, SK S7N 5A2
Ph: (306) **966-6625** F: (306) **966-8351**

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From: Skilnik, Penny
Sent: Friday, January 22, 2016 9:24 AM
To: Dumba, Jeffery <jeff.dumba@usask.ca>
Cc: Summers, Terry <terry.summers@usask.ca>; Batters, Trevor <trevor.batters@usask.ca>; Sen, Piya <piya.sen@usask.ca>; Fortosky, Heather <heather.fortosky@usask.ca>; Pangborn, Jillian <jillian.pangborn@usask.ca>; Rudy, Patrusia <patrusia.rudy@usask.ca>
Subject: RE: College Name Change

Hello Jeff

Thought I would let you know that the proposal for the College's name change passed the Executive Committee level on Monday, and, it goes before Graduate Council on February 4th. Prior to then I need to have the complete package pulled together, including all of the consultation responses from the various administrative units.

Would you be able to send me a quick email summarizing the discussion that took place at your January 11th meeting? It would be important for us to know if your team identified any barriers from the Financial Services perspective to moving forward with this change, and, if there are costs to any changes you need to make to support the name change. For example, staff costs to do any systems changes.

I will need to pull the final package together by Monday, February 1st. If I could have something (email or memo, either is fine) by the end of next week, that would be great.

Much appreciated Jeff,
Penny

Penny Skilnik
Director of Special Projects
College of Graduate Studies and Research
University of Saskatchewan | 306.966.2022

From: Dumba, Jeffery
Sent: Friday, January 08, 2016 7:45 AM
To: Skilnik, Penny <penny.skilnik@usask.ca>
Cc: Summers, Terry <terry.summers@usask.ca>; Batters, Trevor <trevor.batters@usask.ca>; Sen, Piya <piya.sen@usask.ca>; Fortosky, Heather <heather.fortosky@usask.ca>; Pangborn, Jillian <jillian.pangborn@usask.ca>; Rudy, Patrusia <patrusia.rudy@usask.ca>
Subject: Re: College Name Change

Thanks Penny, we will add it to the agenda. I have copied the rest of my leadership team to get their input as well.

Regards,

Jeff

Sent from my iPhone

On Jan 7, 2016, at 4:24 PM, Skilnik, Penny <penny.skilnik@usask.ca> wrote:

> Hello Jeff,
>
> The College of Graduate Studies and Research is moving forward with a recommendation to change the College's name to the College of Graduate and Postdoctoral Studies. This initiative arose from a review and assessment of current internal and external (U15) graduate education administration practices, procedures and academic models that was undertaken in the Spring of 2014. The outcomes of the review have been presented to various collegial committees, and, consultations have been ongoing. To that end, I wanted to consult with you on any implications this change may have on Financial Services operations. I did bump into Terry Summers this morning who indicated that you hold regular Monday meetings of all of the directors and this might be a good venue for informing the team and getting their feedback on any possible implications that need to be accounted for.
>
> I am in the process of preparing the Request for Name Change submission for Planning and Priorities. With respect to the various steps and timelines on this:
>
> - January 18th review and recommendation by Graduate Council Executive Committee to Graduate Council;
> - February 4th review and recommendation by Graduate Council to Planning and Priorities Committee;
> - Subsequently, Planning and Priorities will review Request for Name Change form and our other supporting documents, including consultation with Registrar's Office form, and other emails confirming consultations, and, they will forward the recommendation to University Council which meets in March, 2015.
> - Due to the extensive preparations required by SESD and the Registrar's office, changes to the student information system will not take place until September 2017;
> - The effective date of the name change will be January 2018;
> - Name change would first appear on parchment at Spring 2018 Convocation.

I hope this is sufficient information for you to consider any of the possible implications this name change may have for Financial Services. If you have any questions, please let me know, and I would be happy to meet with you if you wanted to chat in person.

Best,
Penny

Penny Skilnik
Director of Special Projects
College of Graduate Studies and Research
University of Saskatchewan | 306.966.2022

Consultation: Instational Planning and Assessment

Skilnik, Penny

From: Rigby, John
Sent: Friday, January 08, 2016 3:21 PM
To: Thomarat, Jacquie; Skilnik, Penny
Subject: RE: College Name Change

Hello Penny,

Thank you for consulting with us.

From the perspective of IPA's operations there should be no meaningful impact on our work. Indeed, we are supportive of the name change as it more closely reflects the direction of the college.

All the best with this initiative.

John

John M. Rigby Ph.D.
Interim Associate Provost
Institutional Planning and Assessment
Ph: (306) 966-1827

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From: Thomarat, Jacquie
Sent: Thursday, January 07, 2016 7:02 PM
To: Skilnik, Penny <penny.skilnik@usask.ca>
Cc: Rigby, John <john.rigby@usask.ca>
Subject: Re: College Name Change

Thank you for your note, Penny. As I'm away from the office for another week, and this is proceeding quickly, I am passing your request on to John. I'm sure he can help.

Kind regards,
Jacquie

On Jan 7, 2016, at 4:29 PM, Skilnik, Penny <penny.skilnik@usask.ca> wrote:

> Hello Jacquie,
>
> The College of Graduate Studies and Research is moving forward with a recommendation to change the College's name to the College of Graduate and Postdoctoral Studies. This initiative arose from a review and assessment of current internal and external (U15) graduate education administration practices, procedures and academic models that was undertaken in the Spring of 2014. The outcomes of the review have been presented to various collegial committees, and, consultations have been ongoing. To

that end, I wanted to consult with you on any implications this change may have on Institutional Planning and Assessment operations.

I am in the process of preparing the Request for Name Change submission for Planning and Priorities. With respect to the various steps and timelines on this, the tentative plan is:

- January 18th review and recommendation by Graduate Council Executive Committee to Graduate Council;
- February 4th review and recommendation by Graduate Council to Planning and Priorities Committee;
- Subsequently, Planning and Priorities will review Request for Name Change form and our other supporting documents, including consultation with Registrar's Office form, and other emails confirming consultations, and, they will forward the recommendation to University Council which meets in March, 2015.
- Due to the extensive preparations required by SESD and the Registrar's office, changes to the student information system will not take place until September 2017;
- The effective date of the name change will be January 2018;
- Name change would first appear on parchment at Spring 2018 Convocation.

I hope this is sufficient information for you to consider any of the possible implications this name change may have for your division. If you have any questions, please let me know, and I would be happy to meet with you if you wanted to chat in person. I would really appreciate hearing from you next week.

Thank you,
Penny

<image001.png>

<image002.png>Penny Skilnik
Director of Special Projects
College of Graduate Studies and Research
University of Saskatchewan | 306.966.2022

Consultation: Information Technology Services

Skilnik, Penny

From: Blizzard, Robert
Sent: Friday, January 22, 2016 9:13 AM
To: Skilnik, Penny
Cc: Kehoe, Sabrina
Subject: RE: College Name Change

Confirmed. I'll help coordinate the updates of various websites. We'll have a deeper discussion closer to, but I'll plan for it this fall. Sharon sent along the comms plan as well, and I have no concerns with the web part.

Robert Blizzard
Web Designer/Analyst
Vice-Provost Teaching and Learning Service Team
University of Saskatchewan
Ph: (306) **966.7595**

From: Skilnik, Penny
Sent: Friday, January 22, 2016 9:07 AM
To: Blizzard, Robert <rsb049@mail.usask.ca>
Subject: RE: College Name Change

Hi Rob,

I had a great meeting with Sharon and Jen yesterday. Thanks for the tip! Together, we came up with a communications plan that is simple but comprehensive. Thought I would share it.

With respect to the website, we are looking at the change becoming effective January 1, 2017, so we have about a year. Would you be able to send me a short confirmation that we have consulted with you on this and a brief description of the work that will be done to support the name change on the website? It can even be in an email; I just need to attach an appendix with the correspondence confirming consultation has taken place.

I will need to pull the final package together by Monday, February 1st. If I could have something by the end of next week, that would be great.

Much appreciated Rob,
Penny

Penny Skilnik
Director of Special Projects
College of Graduate Studies and Research
University of Saskatchewan | 306.966.2022

From: Blizzard, Robert
Sent: Friday, January 08, 2016 3:21 PM
To: Skilnik, Penny <penny.skilnik@usask.ca>
Subject: RE: College Name Change

Hi Penny, I might not be the right guy (my relationship with ICT is informal).

My advice though, since asked:

- Russ for sure, but you've covered that. He oversees both Registrarial Services and the Student Information Systems and will ensure through the processes you've listed that the catalogue and information systems are updated. This isn't the first college name change.
- I can help ensure sites are updated appropriately, but will of course hold off for a few years. Good thing we moved prospective students to grad.usask.ca.

I think the bigger item you'd need support with is communications. For such a major change you may want to talk to Sharon Scott, she's the interim Associate Vice-President of Marketing and Communications. She can assign support to create communications plans, etc. for the transition. You could also talk to Jennifer Boyle, Director of Strategic and College Communications. All college communicators report to her, and one of them (or Jen herself), may be able to assist.

Hope this helps?

Robert Blizzard
Web Designer/Analyst
SOS - Student and Enrolment Services Division
University of Saskatchewan
Ph: (306) **966.7595**

From: Skilnik, Penny
Sent: Thursday, January 07, 2016 4:33 PM
To: Blizzard, Robert <rsb049@mail.usask.ca>
Subject: College Name Change

Hello Rob,

The College of Graduate Studies and Research is moving forward with a recommendation to change the College's name to the College of Graduate and Postdoctoral Studies. This initiative arose from a review and assessment of current internal and external (U15) graduate education administration practices, procedures and academic models that was undertaken in the Spring of 2014. The outcomes of the review have been presented to various collegial committees, and, consultations have been ongoing. I was not sure who I should be consulting regarding any possible implications this change may have on Information Technology Services, but you are my go-to-guru in this area, so I thought I would check in with you first.

I am in the process of preparing the Request for Name Change submission for Planning and Priorities. With respect to the various steps and timelines on this, the tentative plan is:

- January 18th review and recommendation by Graduate Council Executive Committee to Graduate Council;
- February 4th review and recommendation by Graduate Council to Planning and Priorities Committee;
- Subsequently, Planning and Priorities will review Request for Name Change form and our other supporting documents, including consultation with Registrar's Office form, and other emails confirming consultations, and, they will forward the recommendation to University Council which meets in March, 2015.
- Due to the extensive preparations required by SESD and the Registrar's office, changes to the student information system will not take place until September 2017;
- The effective date of the name change will be January 2018;
- Name change would first appear on parchment at Spring 2018 Convocation.

Internal Communications Plan: CGSR NAME CHANGE
January 2016, Jennifer Boyle and Sharon Scott

Communications Objectives:

- Ensure grad students are aware of name change and no disruption to service and support
- Welcome PDFs to their new academic "home"
- Provide the campus community with information about the name and location changes

Key Audiences:

Audience description	Ideal message/tone	Ideal channel/tactics
1. Grad students	*Improved services and support*	*PAWS, email, in person*
2. Post doctoral fellows	*Welcoming to new academic home*	*PAWS, email, in person*
3. Senior leaders	*Exciting change, FYI*	*Email, in person*
4. College staff	*Exciting change, supportive*	*Email, in person*
5. University community	*Exciting change, FYI*	*YOUSask, OCN*

Key Messages:

1. Changing name to College of Graduate and Post-doctoral Studies
2. Post docs will now have an academic home
3. Name change reflects who we serve and the location change brings us together to better support students, etc.
4. Location change to Thorv (former Pharmacy and Nutrition wing)

Spokespeople:

- *Dean Adam Baxter-Jones*

TACTICS SCHEDULE

Timing	Tactic/Channel	Audience	Lead
April	Emails post-council	PDFs, Grad Students, SLF	Penny Skilnik
April	OCN article – post University Council (spokesperson Dean Baxter-Jones)	all	Kris Foster
May	YOUSask article – feature a PDF	all	Zaheed Bardai
Sept	YOUSask article – what it takes to change a name	all	Zaheed Bardai
Nov	YouSask article - new location	all	Zaheed Bardai
Jan	Open House invitation	all	Penny
Jan	PAWS invitation to Open House (may need assistanc from PAWS team to identify PDFs and target)	PDFs, Grad Students	Medbh English
Ongoing	Website updates		Rob Blizzard

AGENDA ITEM NO: 9.1

UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Louise Racine, chair
Governance committee

DATE OF MEETING: February 25, 2016

SUBJECT: Request for Decision– Requirement that Council Members Serve on the Student Academic Hearing and Appeals Committee

DECISION REQUESTED:

It is recommended

That Council approve that all Council members, other than ex officio members, be members of the student academic hearing and appeals committee, and that the Council Bylaws be amended to remove the requirement of the nominations committee to nominate members of Council to serve on the student academic hearing and appeals committee.

PURPOSE: The requirement to have all members of Council serve on the student academic hearing and appeals committee will ensure that this committee has sufficient members from which to constitute student disciplinary and appeal boards.

DISCUSSION SUMMARY:

The governance committee met with Dr. Ed Krol, chair of the nominations committee of Council, on October 27 to discuss the suggestion of the nominations committee that all elected members to Council serve on the student academic hearing and appeals committee. Professor Krol cited the increase in the number and complexity of student appeals and the difficulty of populating this committee with sufficient members as factors prompting the nominations committee to make this recommendation. The Council *Regulations on Student Academic Misconduct* and Council's *Procedures for Student Appeals in Academic Matters* require that appeal boards *"be composed of three members of Council, one of whom is a student."* A list of all student members elected to Council is already used by the university secretary for the purpose of selecting a student member to serve. Currently the process has been for nominations committee to nominate a pool of GAA members of Council for approval by Council – but even with this pool there has been difficulty in forming boards promptly.

The notice of motion was presented to Council at its December meeting as *"… that all elected Council members be members of the student academic hearing and appeals committee, …"* with a request for clarification of those members that are elected versus those that are appointed. At the meeting, the university secretary clarified that every member on Council including student members, are elected members, other than the president and the provost who serve as *ex officio* members. To avoid possible confusion, the governance committee has reworded the motion, removing the word "elected" so that the motion reads *"…all Council members, other than ex officio members, be members of the student academic hearing and appeals committee."* The governance committee considered whether the change to the motion was substantive enough to require a new notice of motion, and decided that the re-wording of the motion was not a substantive change as it has no effect on those eligible to serve on the student academic hearing and appeals committee – the change just clarifies the motion.

SUMMARY

The governance committee supports the change for the reasons outlined, noting that any member of Council (GAA or student) may decline to serve when contacted by the university secretary's office.

ATTACHMENTS:

1. Council Bylaws Part One III.4., showing revisions to require all members of Council to serve on the student academic hearing and appeals committee.

2. Council Bylaws Part Two V., showing consequential revisions to the terms of reference of the nominations committee.

3. Memo from Ed Krol, chair of the nominations committee of Council

4. Current faculty membership of the student hearing and appeals committee

5. Council's membership is posted on the Council web page at http://www.usask.ca/secretariat/governing-bodies/council/index.php

ATTACHMENT 1

Council Bylaws - Part One III.4.

4. Council Membership

(a) Annual elections for Council will be completed by March 31.

(b) Term of office for Council membership begins July 1 of the year of the member's election or appointment

(c) Terms of student members will be one year beginning July 1.

(d) When a person appointed to Council under Section 53 (2)(c)(ii) of the Act ceases to be a dean, the acting dean or a new dean appointed during the term of the incumbent dean will occupy the position of dean with voice and vote until the expiration of the incumbent dean's term on Council when a new election or appointment occurs.

(e) A vacancy occurs on Council when:

(i) a member resigns from Council or ceases to be an employee of the University, or

(ii) a member is unavailable to attend meetings of Council for a period of greater than six months during his or her term.

(f) All ~~elected~~ Council members, **other than *ex officio members,*** are also members of the student academic hearing and appeals committee, from which representatives for student disciplinary and appeal boards are selected. Members may decline to serve on a board when asked.

ATTACHMENT 2

Council Bylaws - Part Two V. – CONSEQUENTIAL AMENDMENT

V. NOMINATIONS COMMITTEE

Membership

Nine elected members of Council, not more than three members from Arts and Science and not more than two members from each of the other colleges, one of whom will be Chair.

Ex Officio Members (non-voting)
The President
The Chair of Council

Administrative Support
The Office of the University Secretary

The Nominations Committee is responsible for:

1) Nominating members of the General Academic Assembly and Council to serve on all standing and special committees of Council, other than the Nominations Committee, and nominating the Chairs of these committees.

2) Nominating members of Council to serve on other committees on which Council representation has been requested.

3) Nominating individuals to serve as Chair and/or Vice-Chair of Council, or as members of Council, as required, in accordance with the Bylaws.

4) Nominating Sessional Lecturers to Council Committees as required.

~~5) Nominating members of Council to serve on student academic hearing and appeals panels as set out in Sections 61(2) of *The University of Saskatchewan Act, 1995*.~~

5~~6~~) Nominating eligible members of the General Academic Assembly to serve on appeal and review committees as required by the Collective Agreement with the University of Saskatchewan Faculty Association.

6~~7~~) Nominating individuals to serve on the search and review committees for senior administrators.

7~~8~~) Advising the University Secretary on matters relating to Council elections.

8~~9~~. Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.

ATTACHMENT 3

UNIVERSITY OF SASKATCHEWAN

MEMORANDUM

TO: Dr. Louise Racine, chair, governance committee of Council

FROM: Ed Krol, chair, nominations committee of Council

DATE: September 4, 2015

RE: **Student academic hearing and appeals panel**

The secretary to the nominations committee spoke to the committee this year about the difficulty at times in constituting student hearing and appeal boards due to the increase in the number of and complexity of student hearings. Given that Council is the responsible to students for the delivery of academic programs, committee members suggested that every elected GAA member on Council also be placed on the student academic hearing and appeals panel as an additional outcome of being elected to Council. Members noted that GAA members would continue to have the ability to decline to serve when contacted if their schedule or other commitments prevented their service at the time.

There is no set limit to the size of the student academic hearing and appeals panel, and therefore the nominations committee could also nominate additional members to serve, a course which it has already initiated over the past several years. For instance, members of the nominations committee for the past several years have all agreed to serve on the panel. However, members saw no reason why all faculty members on Council would not benefit from being called to serve or have the necessary attributes required to serve on these judicial boards by virtue of being elected to Council. The nominations committee submits this suggestion to the governance committee for its consideration.

Sincerely,

Attached: Student academic hearing and appeals panel (as approved by Council May 2015)
2015-16 Council membership

c Jay Kalra, Council chair

ATTACHMENT 4

CURRENT STUDENT ACADEMIC HEARING AND APPEALS PANEL MEMBERSHIP – 2015-16

The faculty representatives for student disciplinary and appeal committees are selected from this panel. 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.

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
Ravi Chibbar Plant Sciences 2016
Terry Wotherspoon Sociology 2017
Ramji Khandelwal Biochemistry 2018
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
Moira 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

AGENDA ITEM NO: 9.2

UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
NOTICE OF MOTION

PRESENTED BY: Louise Racine, chair
Governance committee

DATE OF MEETING: February 25, 2016

SUBJECT: Teaching, learning and academic resources committee amended terms of reference

DECISION REQUESTED:

It is recommended

That Council approve the amendments to the terms of reference of the teaching, learning and academic resources committee of Council as shown in the attachment.

PURPOSE:

The proposed amendments to the terms of reference of the teaching, learning and academic resources committee (TLARC) instruct the nominations committee of Council to ensure that among the GAA members of the committee there are members with Aboriginal teaching and learning expertise, and that the university's director, Aboriginal initiatives is a resource member on the committee.

DISCUSSION SUMMARY:

The governance committee discussed the proposed changes on February 11, 2016 with Jay Wilson, chair of TLARC. Professor Wilson emphasized the importance of having shared expertise in Aboriginal teaching and learning among the members of the committee given the committee's mandate. Candace Wasacase-Lafferty, director, Aboriginal initiatives has attended and contributed to TLARC committee meetings as a guest for some time. The addition of this position as a resource member formalizes this contribution.

The governance committee supports the proposed changes to the committee terms of reference in recognition of TLARC's mandate for Aboriginal student success programs, engagement with Aboriginal communities, intercultural engagement across campus, and the inclusion of Indigenous knowledge and experience in the curriculum.

ATTACHMENT(S):

1. Memo from Jay Wilson dated January 14, 2016
2. Teaching, learning and academic resources committee revised terms of reference (revisions shown in mark-up)

UNIVERSITY OF SASKATCHEWAN

MEMORANDUM

TO: Dr. Louise Racine; chair, Governance Committee of Council

FROM: Jay Wilson; chair, Teaching, Learning and Academic Resources Committee of Council

DATE: January 14, 2016

RE: **Amendment of Teaching, Learning and Academic Resources Committee membership to include Aboriginal expertise**

In spring 2015, the Teaching, Learning and Academic Resources Committee reviewed its committee membership and, as a result, proposes a number of small changes to the committee membership, as well as including language in the terms of reference to ensure that at least one member from the General Academic Assembly with some experience in Aboriginal affairs will be nominated to the committee. The Governance committee agreed to the membership changes and recommended some changes to the language proposed regarding ensuing Aboriginal expertise on the committee. The changes in membership were approved by University Council in September 2015.

At its January 7, 2016 meeting of the Teaching, Learning and Academic Resources Committee, members discussed the changes recommended by the Governance committee regarding how to ensure Aboriginal expertise on the committee.

The Teaching, Learning and Academic Resources Committee has recommended the attached language to ensure Aboriginal expertise from a member of the General Academic Assembly and also ask that the Director of Aboriginal Initiatives be added as a resource member of the committee.

Please do not hesitate to contact me if you have any questions about the membership changes proposed. I would be pleased to attend a Governance committee meeting to speak to the changes proposed, should this be desired by the committee.

Kind regards,

Jay Wilson, chair

Attachment: Teaching, Learning and Academic Resources Committee Membership with recommended changes marked

CURRENT TERMS OF REFERENCE SHOWING REVISIONS IN MARK-UP

TEACHING, LEARNING and ACADEMIC RESOURCES COMMITTEE

Membership

Eleven members of the General Academic Assembly, at least five of whom will be members of Council, and among the members from the General Academic Assembly there will be expertise in Aboriginal teaching and learning.~~,~~ Normally one of the five members of Council will be appointed chair of the committee.
One sessional lecturer
One graduate student appointed by the Graduate Students' Union
One undergraduate student appointed by the University of Saskatchewan Students' Union
Vice-provost, Teaching and Learning

Resource Personnel (non-voting)
Chief Information Officer and Associate Vice-president, ICT
Dean, University Library
Director, Distance Education, Off-Campus and Certificate Programs
Director, Gwenna Moss Centre for Teaching Effectiveness~~1~~
Director, ICT Applications
Director, Planning and Development, Facilities Management Division
Director, Aboriginal Initiatives

Administrative Support
Office of the University Secretary

The Teaching, Learning and Academic Resources committee is responsible for:

1) Commissioning, receiving and reviewing reports related to teaching, learning and academic resources, with a view to supporting the delivery of academic programs and services at the University of Saskatchewan.

2) Making recommendations to Council and the Planning and Priorities committee on policies, activities and priorities to enhance the effectiveness, evaluation and scholarship of teaching, learning and academic resources at the University of Saskatchewan.

3) Promoting student, instructor and institutional commitments and responsibilities, as set out in the University of Saskatchewan Learning Charter and as reflected in the top priority areas of the University of Saskatchewan Integrated Plans.

4) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.

5) Carrying out all of the above in the spirit of philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

AGENDA ITEM NO: 9.3

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REQUEST FOR INPUT

PRESENTED BY: Louise Racine
Chair, governance committee

DATE OF MEETING: February 25, 2016

SUBJECT: **Revisions to the *Regulations on Student Academic Misconduct***

PURPOSE:

The *Regulations on Student Academic Misconduct* serve as the university-level regulations on academic dishonesty. The *University of Saskatchewan Act, 1995*, provides Council with this responsibility. Period review and revision of the regulations is a practice of good governance.

CONTEXT AND BACKGROUND:

The regulations were last revised in June, 2013, however, these revisions were largely to align the regulations with the changes to the *Responsible Conduct of Research Policy.* The last significant revision to the regulations occurred in 2009, when the regulations were rewritten to include a process for the informal resolution of academic misconduct offenses. Since then feedback received on the regulations, in particular that provided by the associate and assistant deans' academic group on the informal process, prompted a further review and revision to the regulations. The governance committee determined that a thorough rewrite of the regulations would lead to a better document and the attached regulations, written with the assistance of David Stack of McKercher LLP, are intended to be a clearer, more comprehensive document.

CONSULTATION

The attached regulations represent the work of the governance committee over the past two years. During this time period, committee representatives met on several occasions with the associate and assistant deans' academic and invited feedback from USSU and GSA student executive members. Over this time period, the university secretary also received many first-hand accounts of the experiences of faculty members and support staff in working with the regulations. The committee consulted with the university registrar about the notation of academic misconduct on student transcripts, and an informal survey of the practices of other Canadian universities was undertaken by the registrar.

Most recently, the chair and university secretary attended the meeting of the associate and assistant deans' academic on January 21, 2016 to discuss the attached regulations. On January 19, the revised regulations were submitted to the president and vice-president academic of the USSU and GSA with a request for feedback. Members of Deans' Council also received the revised regulations.

ATTACHMENTS:

1. Summary of substantive changes

2. Regulations on Student Academic Misconduct (revised)

The university's present regulations can be found at:

http://www.usask.ca/secretariat/student-conduct-appeals/academic-misconduct.php

Feedback on the revised regulations may be submitted to Elizabeth Williamson, university secretary at: university.secretary@usask.ca

UNIVERSITY OF SASKATCHEWAN

Substantive Amendments to Regulations on Student Academic Misconduct

The regulations were re-written overall so that that they are now reduced in length, the language is clearer and flows in the order of events, and all of the information required for each step can be identified more readily. In addition to the reorganization of the document, the following substantive changes were made:

- The inclusion of a definition section, and the addition of the definitions for "Academic Administrator" and "Professional Colleges" – see II.A pg. 4
- The stated ability for professional colleges to have their own professionalism policies – see II.B.m. pg. 6
- The informal process was reviewed at length as this was a relatively new process the last time the regulations were revised significantly. A number of changes were made:
    - Elimination of the student's ability to appeal the informal penalty to the dean or executive director. If the student is in disagreement about the informal penalty, the matter goes to a formal hearing; – see section III. Informal Procedures, p. 8
    - Guidance is provided on the factors to consider when determining if an allegation should be dealt with informally or formally – see III.A.2. p. 7
    - The instructor is asked to speak to the student prior to speaking to the academic administrator – see III.B.1 p. 7
    - The instructor is required to consult with the academic administrator on informal matters so similar offences are handled in a similar fashion, and to enable the academic administrator to check the college or school's records to see if there have been any prior informal or formal offenses by the student – see III.B.2 p. 7
    - There is now the ability for academic administrators to keep records of informal resolutions for a limited time, with limitations on the use of these records. The records provide a check and balance for the associate dean to determine if the student has had other informal events of academic misconduct and to provide the ability for the college or school to analyze the records to ascertain any trends of academic misconduct – see III.B.3., p. 8
    - Although a record will be kept for a limited time, the informal resolution does not result in a permanent record of academic misconduct and cannot be used to influence sanctions at any future formal hearing – see III.A.5. p. 7

- The discussions with the student on a potential informal resolution are confidential and may not be used as evidence at a formal hearing – see III.A.6. p. 7

- The academic administrator should not share with the instructor that more than one offense has occurred, because at the formal hearing the informal records have no standing relative to the alleged offense under consideration – see IV.2. p. 8.

- The instructor may reduce the student's grade **and** ask the student to resubmit or rewrite the examination, assignment or other work – previously, the regulations required the instructor to choose between reducing the grade **or** asking the student to resubmit or rewrite the work in question – see III.A.3.a. p. 7

- The informal resolution form was rewritten so that both the instructor and student have a better understanding of what is being agreed to – see form, last page of regulations

- The regulations now include the ability to sign off on the informal form by email – see III.B.3 p. 8

- An academic administrator is able to bring forward a formal allegation – see IV.2. p. 8

- An academic administrator can dismiss complaints that are frivolous or vexatious and those complaints that have already been addressed through an informal process, subject to the ability to appeal the academic administrator's decision to the provost – see IV.6. pg. 9

- Adjustment of the timeline for hearing formal allegations of academic misconduct from "within 30 days" to that "hearings will be held as as soon as practicable, and not later than 60 days from receipt of the allegation by the Academic Administrator" – see VII.A.3

- Flexibility of the hearing board to hear submissions on sanctions either prior to or after the hearing board goes *in camera* to make its decision on whether academic misconduct occurred – see VII.B.g. p. 12

- As the board establishes its own procedures, the board may also hear submissions on sanctions after the board makes its decision on whether academic misconduct occurred – see VII.A.4. p. 10

- Ability of the hearing board to change a "W" on a student's transcript to a failing grade when a student withdraws from a course prior to a hearing of academic misconduct. When the outcome of the hearing is a failing grade, the student's transcript will be changed to reflect the failure – see VIII.5. p. 13

- A new section on Confidentiality was added to make more explicit considerations of confidentiality under law and relative to the deliberations of hearing and appeal boards – see XVI, p. 18

UNIVERSITY OF SASKATCHEWAN

REGULATIONS ON STUDENT ACADEMIC MISCONDUCT

Approved by University Council October 15, 2009
Effective date of these regulations January 1, 2010
Revisions June 2013, [*] 2016

CONTENTS

Questions concerning procedural matters described herein should be directed to the University Secretary, 212 Peter MacKinnon Building, 107 Administration Place, University of Saskatchewan, Saskatoon SK S7N 5A2 (306) 966-4632; fax (306) 966 4530; email university.secretary@usask.ca

PREAMBLE

The mission of the University of Saskatchewan is to achieve excellence in the scholarly activities of teaching, discovering, preserving and applying knowledge. The pursuit of this mission requires an adherence to high standards of honesty, integrity, diversity, equity, fairness, respect for human dignity, freedom of expression, opinion and belief, and the independence to engage in the open pursuit of knowledge. The achievement of the mission of the university also requires a positive and productive living, working and learning environment characterized by an atmosphere of peace, civility, security and safety.

The university is a key constituent of the broader community, and has a role to prepare students as global citizens, role models and leaders. The university expects students to exhibit honesty and integrity in their academic endeavours and to behave responsibly and in a manner that does not interfere with the mission of the university or harm the interests of members of the university community.

Many of these principles and expectations are further discussed in other university policies, including the Council's *Guidelines for Academic Conduct*[1].

Guiding Principles

- **Freedom of Expression:** The University of Saskatchewan is committed to free speech as a fundamental right. Students have the right to express their views and to test and challenge ideas, provided they do so within the law and in a peaceful and non-threatening manner that does not disrupt the welfare and proper functioning of the university. The university encourages civic participation and open debate on issues of local, national and international importance. One person's strongly held view does not take precedence over another's right to hold and express the opposite opinion in a lawful manner.

- **Mutual Respect and Diversity:** The University of Saskatchewan values diversity and is committed to promoting a culture of mutual respect and inclusiveness on campus. The university will uphold the rights and freedoms of all members of the university community to work and study free from discrimination and harassment, regardless of race, ethnicity, sex, sexual orientation or sexual identity, gender identification, disability, religion or nationality.

- **A Commitment to Non-violence:** The University of Saskatchewan values peace and non-violence. Physical or psychological assaults of any kind or threats of violence or harm will not be tolerated.

- **A Commitment to Justice and Fairness:** All rules, regulations and procedures regarding student conduct must embody the principles of procedural fairness. Processes will be pursued fairly, responsibly and in a timely manner. Wherever appropriate, the university will attempt to resolve complaints through informal processes before invoking formal processes, and wherever possible, sanctions will be educational rather than punitive and will be applied in accordance with the severity of the offence and/or whether it is a first or subsequent offence.

- **Security and Safety:** The university will act to safeguard the security and safety of all

[1] The *Guidelines for Academic Conduct* were approved by Council in 1999 and are available at http://www.usask.ca/university_council/reports/archives/guide_conduct.shtml

members of the university community. When situations arise in which disagreement or conflict becomes a security concern, the university will invoke appropriate processes to assess the risk to, and protect the safety and well-being of community members. Those found in violation of university policies or the law will be subject to the appropriate sanctions, which may extend to immediate removal from university property and contact with law enforcement authorities if required. The university will endeavour to provide appropriate support to those who are affected by acts of violence.

- **Integrity:** Honesty and integrity are expected of every student in class participation, examinations, assignments, research, practica and other academic work. Students must complete their academic work independently unless specifically instructed otherwise. The degree of permitted collaboration with or assistance from others should be specified by the instructor. The university also will not tolerate student misconduct in non-academic interactions where this misconduct disrupts any activities of the university or harms the interests of members of the university community.

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

Authority

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

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

In addition, Section 79 of the Act authorizes the **President** of the University to suspend a student immediately when, in the opinion of the President the suspension is necessary to avoid disruption to any aspect of the activities of the university or any unit of the university; to protect the interests of other students, faculty members or employees of the university or members of the Board or the Senate; or to protect the property of the university. Under the Act such a suspension may be a full or partial suspension, and its duration will be determined by the President, whose authority may be delegated to the Dean of the student's College or the Executive Director of the student's School. The Act also provides that a student suspended under this provision has a right to appeal to the body established by the Council in the case of academic misconduct, or by the Senate for non-academic misconduct, respectively.

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

REGULATIONS ON STUDENT ACADEMIC MISCONDUCT

I. SCOPE

The Regulations apply to all University of Saskatchewan students in academic activities. A student is defined as any person who is registered or in attendance at the University of Saskatchewan, whether for credit or not, at the time of the misconduct.

No proceedings or action taken pursuant to any other policy, regulation, rule or code (e.g., Criminal Code of Canada and professional or other college codes of conduct) shall bar or prevent the University from also instituting proceedings and imposing sanctions under the Regulations. Nothing in the Regulations shall prevent the University from referring any student to the appropriate law enforcement agency, should this be considered necessary or appropriate.

There is an onus on every student to become informed as to what does or does not constitute academic misconduct. Lack of awareness of the Regulations, cultural differences, mental health difficulties or impairment by alcohol or drugs are not defences for academic misconduct. If it can be demonstrated that a student knew or reasonably ought to have known that he or she has violated the university's standard of academic integrity, then the violation may be dealt with under the provisions of the Regulations.

In the event there is a conflict with any other guideline or policy statement at the college, school or departmental level, these Regulations take precedence.

II. DEFINITIONS

A. General Definitions

"Academic Administrator" means the Dean, Executive Director, or designate of the College or School that is responsible for the course or other academic activity to which the allegation relates or where the matter falls outside the responsibility of a College or School, the Provost and Vice-President (Academic).

"Act" means *The University of Saskatchewan Act,* 1995.

"complainant" means the individual that makes a formal allegation of academic misconduct.

"Professional College" means colleges or schools with professional training programs, including the Colleges of Medicine, Law, Dentistry, Nursing, Education, Engineering, Pharmacy and Nutrition, and the Edwards School of Business.

"Regulations" means these Regulations on Student Academic Misconduct.

"respondent" means, at the hearing board stage, the student who is alleged to have committed academic misconduct, and, at the appeal stage, the individual responding to the appeal.

"University" means University of Saskatchewan.

B. Academic Misconduct Defined

The following constitute academic misconduct that may be the subject-matter of an allegation under these Regulations:

a) Providing false or misleading information or documentation to gain admission to the university or any university program;

b) Theft of lecture notes, research work, computer files, or other academic or research materials (including data) prepared by another student or an instructor or staff member;

c) Using work done in one course in fulfilment of any requirement of another course unless approval is obtained from the instructor by whom the material is being evaluated;

d) Alteration or falsification of records, computer files, or any document relating to a student's academic performance;

e) Violation of the university's Responsible Conduct of Research Policy (see url);

f) Fabrication or invention of sources;

g) Examinations: The following are examples of academic misconduct involving examinations:

(i) Failure to observe any stated rule with regard to the procedure used in an examination (or an activity undertaken for academic credit) where such a failure could result in the student gaining relatively greater credit;

(ii) Altering answers on a returned examination;

(iii) When prohibited, removing an examination (including creating a digital copy) from the examination room;

(iv) Seeking to acquire or acquiring prior knowledge of the contents of any examination question or paper with the intention of gaining an unfair advantage;

(v) Possessing or using notes or other sources of information or devices not permitted by the course instructor in an examination;

(vi) Consulting or seeking the assistance of others when writing a "take home" examination unless permitted by the course instructor;

(vii) Providing false or misleading information with the intent to avoid or delay writing an examination or fulfilling any other academic requirement;

(viii) Failing to observe the terms of any agreement not to disclose the contents of an examination;

(ix) Misrepresenting or conspiring with another person to misrepresent the identity of a student writing an examination or engaging in any other form of assessment;

h) Knowingly doing anything designed to interfere with the opportunities of another person to have his or her contribution fully recognized or to participate in the academic program;

i) Preventing others from fair and equal access to University facilities or resources, including library resources;

j) Using or attempting to use personal relationships, bribes, threats or other illegal conduct to gain unearned grades or academic advantages;

k) Knowingly assisting another person engaged in actions that amount to academic misconduct, including the supply of materials prepared by the student to another student for use by that student as the work or materials of that student;

l) **Plagiarism:** the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter.

Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources. Full explicit acknowledgement of the source of the material is required.

Examples of plagiarism are:

(i) The use of material received or purchased from another person or prepared by any person other than the individual claiming to be the author. [It is not plagiarism to use work developed in the context of a group exercise (and described as such in the text) if the mode and extent of the use does not deviate from that which is specifically authorized.]

(ii) The verbatim use of oral or written material without adequate attribution.

(iii) The paraphrasing of oral or written material of other persons without adequate attribution

m) Unprofessional conduct that occurs in academic or clinical settings or other work placements, or that is related to the student's area of professional practice. Professional Colleges may develop professionalism policies that define unprofessional conduct in the context of the professional programs. In Professional Colleges where the professionalism is part of the academic assessment of the student, unprofessional conduct may also be addressed through academic evaluation. Non-academic offenses are dealt with under the *Standard of Student Conduct in Non-Academic Matters and Regulations and Procedures for Resolution of Complaints and Appeals.*

III. INFORMAL RESOLUTION

Many cases of alleged academic misconduct on the part of students result from misunderstanding or carelessness and may be better addressed through informal measures.

A. General Principles

1. If the student concedes having committed academic misconduct, and if the infraction is deemed by the instructor to be minor enough not to warrant a formal hearing, then the instructor and student may agree on an appropriate remedy following the process outlined in Section III.B.

2. In deciding whether an infraction is minor enough not to warrant a formal hearing, the instructor should consider:
   (i) the seriousness of the alleged misconduct;
   (ii) any apparent impact on other students and/or the University, and;
   (iii) whether the alleged misconduct appears to have resulted from carelessness or a misunderstanding.

3. The remedies available to an instructor and student to agree upon are limited to the following:

   a) the grade on the work that is the subject of the infraction may be reduced by a percentage appropriate to the degree of the academic misconduct; and/or

   b) the student may be asked to resubmit or re-write the examination, assignment or other work.

4. The remedy agreed to must be proportionate in the circumstances to the academic misconduct.

5. The remedies applied pursuant to Section III.A.3 are to be considered informal measures and, do not result in a permanent record of academic misconduct. Temporary records of informal resolutions of academic misconduct are kept until the longer of: five years or until the student has completed their program. Temporary records of informal resolutions are not included in the student's academic record.

6. The discussions with the student over a potential informal resolution of an allegation are confidential and may not be used as evidence in a formal hearing.

B. Informal Procedure

1. When an infraction is suspected, the instructor or invigilator should where possible speak informally with the student(s) to discuss the concern.

2. The instructor shall then consult with the Academic Administrator in determining whether an informal resolution would be appropriate in the circumstances, taking into account the principles set out in Section III.A.

3. Where informal resolution is considered appropriate, the instructor must inform the student in writing (i.e. Informal Resolution of Academic Misconduct form) of the nature of the remedy to be imposed and the student must agree in writing to accept this outcome. A copy of the signed Informal Resolution of Academic Misconduct form shall be provided to the student and the Academic Administrator. A signed copy of the form provided by email is acceptable. This form may be retained by colleges for future consideration should further incidents transpire until the longer of: five years or until the student has completed their program.

4. If it appears to the instructor that the academic misconduct is of a serious nature, or if the student disputes the charge of academic misconduct or the remedy proposed pursuant to Section III.A, then the allegations are to be referred to a formal hearing pursuant to Section IV.

IV. FORMAL ALLEGATIONS OF ACADEMIC MISCONDUCT

1. The formal procedures for allegations of misconduct shall be followed for all allegations serious enough to require a hearing, or for those situations which it has not been possible to resolve at the informal level.

2. A formal allegation of academic misconduct may be made by a member of the General Academic Assembly, the Academic Administrator, an instructor, a student or staff member of the University, or by an individual(s) outside of the University who is affected by the alleged academic misconduct. Colleges and Schools may designate an individual to investigate and make formal allegations of academic misconduct on behalf of the instructor(s) of the College or School.

3. A formal allegation of academic misconduct shall be:

   a) in writing with the name of the person making the allegation (the complainant) attached to it and with specific details of the incident; and

   b) delivered as soon as reasonably possible after the incident or discovery of the incident to the Academic Administrator.

4. The Academic Administrator shall deliver, in accordance with Section XV, a copy of the allegation along with a copy of these Regulations:

   a) to the student(s) against whom the allegation is made (the respondent);

   b) if the student is not registered in the college or school responsible for the course or activity to which the allegation relates, to the Dean of the College or Executive Director of the School in which the respondent is/was registered;

   c) to the Head of the Department in which the alleged offence was committed;

   d) to the instructor of the course, when the alleged offence involves a course; and

e) to the University Secretary.

5. Upon receipt of a formal allegation of misconduct, the Academic Administrator shall follow the procedures set out in Section VII, subject to Section IV.6 and IV.7.

6. The Academic Administrator may dismiss the allegation where he or she is of the opinion that:

a) The allegation has already been or is being addressed adequately through the informal process or another formal process; or

b) The allegation is frivolous or vexatious.

A decision of the Academic Administrator under this section may be appealed to the Provost (or designate) who will confirm or overturn the Academic Administrator's decision. The Provost's (or designate's) decision is final and not subject to appeal.

7. *Special Procedures Applying Only to Allegations Relating to Responsible Reseach Policy*: Allegations that relate to a breach of the Responsible Conduct of Research Policy must be determined in accordance with special hearing procedures set out in that Policy (http://policies.usask.ca/policies/research-and-scholarly-activities/responsible-conduct-of-research-policy.php) before such allegations can be addressed under these Regulations. Upon receipt of an allegation of academic misconduct, the Academic Administrator shall first determine whether the allegation must be heard under the procedures in the Responsible Research Policy. The decision of the Academic Administrator in this matter is final and not subject to appeal. The University Secretary will be notified of the decision of the Academic Administrator in this regard.

V. THE RIGHTS OF PARTIES TO A HEARING

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

a) Without derogation of the President's authority under s. 79 of the Act, a student against whom an allegation of academic misconduct is made is to be treated as being innocent until it has been established, on the balance of probabilities that he/she has committed an act of academic misconduct.

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

c) The complainant and the respondent have a right to bring an advocate (which may be a friend, advisor, or legal counsel) to a hearing, and to call witnesses.

d) The hearing board has the sole authority to determine whether the student has committed an act of academic misconduct.

VI. CONTINUATION OF PROGRAM WHILE UNDER ALLEGATION

As provided in Section V.a) above, a student against whom an allegation of academic misconduct is made is to be treated as being innocent until it has been established that he / she has committed an act of academic misconduct. However, if a formal allegation concerns conduct that may significantly impact the safety or wellbeing of others, including without limitation patients, students or clients, the Academic Administrator may modify the participation of the respondent(s) in academic or clinical settings or other work placements, pending final outcome of the hearing or any appeals under these Regulations.

VII. PROCEDURES FOR FORMAL HEARINGS

A. General Procedures

1. The Academic Administrator shall convene a hearing board composed of a chair, named by the Academic Administrator; at least two members of the General Academic Assembly, all of whom, where feasible, shall be faculty members of the department, school or college responsible for matters to which the allegation relates; and a student who is registered in the college or school responsible for the matters to which the allegation relates. The requirement for a student member on the board may be waived by the student against whom the allegation is made. The hearing board may be a standing committee of the college or school appointed for this purpose.

2. Where the allegations of academic misconduct are made against two or more students, the Academic Administrator has discretion to decide whether there should be one hearing at which all of the co-accused students are heard, or individual hearings for each respondent.

3. The Academic Administrator will provide both the complainant and the respondent with at least 7 days' written notice of the hearing. Where there are special circumstances (as determined by the Academic Administrator), the matter may be heard on less than 7 days' notice. Hearings will be held as soon as practicable, and not later than 60 days from receipt of the allegation by the Academic Administrator. If the respondent does not respond to the written notification of the hearing, or chooses not to appear before the hearing board, the hearing board has the right to proceed with the hearing.

4. The hearing board is not bound to observe strict legal procedures or the rules of evidence but shall establish its own procedures and rule on all matters of process including the acceptability of the evidence before it and the acceptability of witnesses called by either party, subject to the following:

    a) Hearing boards under these Regulations have an adjudicative role. It is the responsibility of the complainant(s) to provide a rationale for the allegation and to present the evidence in support of it, and it is the responsibility of the respondent(s) to

answer the charge. Both complainant and respondent shall be given full opportunity to participate in the proceedings other than the deliberations of the hearing board.

b) At least 2 days before the hearing, both complainant and respondent shall provide to the Academic Administrator the names and contact information for any witnesses and/or advocates and any documentation the parties intend to submit at the hearing. This information will be shared with the hearing board. All information provided to a hearing board in advance of the hearing will be shared with both parties.

c) The hearing shall be restricted to persons who have a direct role in the hearing as complainant or respondent or their advocates, members of the hearing board, persons who are acting as witnesses, and up to three non-participating observers for each party to the complaint. Witnesses should normally be present only to provide their evidence. At the discretion of the chair, other persons may be admitted to the hearing for training purposes, or other reasonable considerations.

d) Generally, hearings will be held with all parties present. Neither party will communicate with the hearing board without the knowledge and presence of the other party, except where a party fails to appear at a scheduled hearing. An absent respondent may be represented by an advocate who may present the respondent's case at the hearing. If either of the parties to the hearing, or any advocate, or witness are unable to attend the hearing, the hearing board may, at its discretion, approve arrangements for participation by telephone or other electronic means, provided that both parties to the dispute (or their advocate) must be capable of hearing all evidence being presented, and of responding to all evidence and questions.

6. *Special Hearing Procedures for Breaches of Responsible Research Policy:* If a hearing under the Responsible Conduct of Research Policy determines that a breach of that Policy has occurred, then a hearing under these Regulations will occur with regard solely to sanctions. The hearing board will be provided the report (decision) of the Responsible Conduct of Research Policy hearing board and will hear evidence and submissions only in relation to sanctions. The hearing board will render a decision in accordance with Section VIII of these Regulations. In the event a student appeals the finding of breach (in accordance with the Procedures under the Responsible Conduct of Research Policy), the hearing under these Regulations to determine sanctions is suspended until the resolution of the appeal.

B. Order of Proceedings

The following shall be the order of proceedings in the hearing:

a) The chair of the hearing board should open the hearing by seeking agreement that the matter is properly before a College or School hearing board. If the authority of the Board is challenged, then the Board will hear the arguments in favour of and against the proper jurisdiction of the Board to hear the matter, and will rule whether the hearing should proceed.

b) The allegation and the evidence allegedly supporting it, and supporting documentation and/or witnesses, shall be presented by the complainant, or that person's advocate.

c) The chair may at his or her discretion grant an opportunity for the respondent or the respondent's advocate and members of the hearing board to ask questions of the complainant and any person giving evidence allegedly supporting the allegation.

d) The respondent or the respondent's advocate shall then be allowed to respond to the allegation and to present supporting documentation and/or witnesses.

e) The chair may at his or her discretion grant an opportunity for the complainant and members of the hearing board to ask questions of the respondent and any witness for the respondent.

f) Hearing boards may at their discretion request further evidence or ask for additional witnesses to be called.

g) Both the complainant and the respondent will have the opportunity to make a closing statement to explain their respective interpretations of the evidence presented and to offer submissions on the allegation and the appropriate sanction, if any. The hearing board may receive written submissions together with, or in lieu of, a verbal closing statement. Once the hearing concludes, the hearing board may not consider any additional evidence on whether an act of academic misconduct has been committed without re-opening the hearing to ensure that the parties have an opportunity to review and respond to the new evidence.

h) The hearing board will meet *in camera* to decide whether an act of academic misconduct has been committed. Where it is concluded that academic misconduct occurred, the hearing board will render a decision on the appropriate sanction in accordance with Section VIII. The standard of proof applied by the hearing board is whether, on a balance of probabilities, the student has committed the act or acts of academic misconduct alleged. The decision of the hearing board, if not unanimous, shall be by majority vote.

i) If the allegation of academic misconduct is not substantiated, the Academic Administrator shall take all reasonable steps to repair any damage that the respondent's reputation for academic integrity may have suffered by virtue of the allegation.

VIII. DETERMINATION OF SANCTIONS

1. The hearing board has the sole authority to determine the appropriate sanctions.

2. Following a determination that a student has committed academic misconduct or has breached the Responsible Conduct of Research Policy, the student's prior record of violations of the Responsible Conduct of Research Policy, academic or non-academic standards and a copy of the student's transcript will be provided by the Registrar or the University Secretary to members of the hearing board constituted under these Regulations, to assist them in determining one or more appropriate sanctions.

3. The University Secretary will provide the hearing board of a record (if any) of any sanctions imposed by other University hearing boards or appeal boards for similar academic misconduct matters.

4. The hearing board shall rule that one or more of the following sanctions be imposed:

   a) that the student be reprimanded or censured;

   b) that a mark of zero or other appropriate grade be assigned for the entire course, for an assignment or for an examination, or that a credit or mark for the course be modified or cancelled;

   c) that an examination be rewritten, an assignment be redone or any other academic performance be repeated;

   d) that the student(s) be required to submit an essay or assignment relating to the topic of academic misconduct, or to prepare and/or deliver a presentation on that topic;

   e) that the student(s) be suspended from the University for a specified period of time;

   f) that the student(s) be expelled permanently from the University; or

   g) that the conferral of a degree, diploma or certificate be postponed, denied or revoked.

5. Where the student has withdrawn from a course prior to the hearing, and the hearing board determines that the appropriate sanction for the misconduct should be a failing grade for the entire course, the student's transcript will be changed from the withdrawal to the failing grade.

6. If the decision of the hearing board results in suspension or expulsion of the student(s) as referenced in Section VIII.4, the hearing board must also rule whether the endorsement on the student(s)'s record indicating suspension or expulsion is to be permanent, with no possibility of removal, or whether an application may be made after a period of time determined by the hearing board for removal of the endorsement, and the conditions to be met in granting such a removal. If no such ruling is made by the hearing board at the time, then the endorsement will be considered permanent, with no possibility of removal. If the decision of the hearing board results in suspension of the student, the hearing board should also consider and rule on whether the period of suspension will count towards the student's time in program.

7. In light of the unique aspects of professional programs, Professional Colleges may establish policies authorizing hearing boards to consider remedial outcomes in addition to the sanctions prescribed in Section VIII.4

8. The chair of the hearing board shall prepare a report of the board's deliberations that shall recite the evidence on which the board based its conclusions and state any sanction imposed. The record of the decision shall be distributed as provided for in Section XIV.

9. The student(s) and the complainant shall be advised that either of them may appeal the hearing board results.

10. The ruling of a hearing board is deemed to have been adopted by Council unless it is appealed as provided by the following rules. Any sanctions that are the outcome of a hearing board remain in force unless and until they are overturned by an appeal board.

IX. APPEAL BOARD

1. Either the complainant or the respondent may appeal the decision of the hearing board and/or the sanctions imposed by delivering to the University Secretary a written notice of appeal before the expiry of 30 days from the date a copy of the hearing board report was delivered to that person. For appeals under the Regulations, where the matter was first heard by a hearing board constituted under the Responsible Conduct of Research Policy, the parties may only appeal the sanctions determined by the hearing board constituted under these Regulations. In all cases, the notice should include a written statement of appeal that indicates the grounds on which the appellant intends to rely, any evidence the appellant wishes to present to support those grounds (but see Section IX.2), and (where relevant) what remedy or remedies the appellant believes to be appropriate.

2. An appeal will be considered only on one or more of the following grounds:

    a) That the original hearing board had no authority or jurisdiction to reach the decision or impose the sanction(s) it did;

    b) That there was a reasonable apprehension of bias on the part of a member or members of the original hearing board;

    c) That the original hearing board made a fundamental procedural error that seriously affected the outcome;

    d) That new evidence has arisen that could not reasonably have been presented at the initial hearing and that would likely have affected the decision of the original hearing board.

3. Upon receipt of a notice of appeal, the University Secretary will review the record of the original hearing and the written statement of appeal and determine whether or not the grounds for appeal are valid. If the Secretary determines that there are no valid grounds under these Regulations for an appeal, then the appeal will be dismissed without a hearing. If the Secretary determines that there may be valid grounds for an appeal, then the appeal hearing will proceed as provided for below. The decision of the Secretary with respect to allowing an appeal to go forward is final, with no further appeal.

4. The appeal board will be constituted within a reasonable time frame and will be composed of three members of Council, one of whom is a student (or, in the case of the unavailability of a student Council member, a student appointed by the USSU or GSA Executive to hear the case). Where the case involves a graduate student, the faculty members on the board should be members of the graduate faculty. One faculty member of the appeal board shall be named chair. The members of the board shall be chosen from a roster nominated by the Nominations Committee. The University Secretary or designate will act as secretary to the appeal board. With the exception of the Secretary, individuals appointed to serve on an appeal board shall exclude anyone who was involved in the original hearing of the case.

X. APPEAL PROCEDURE

1. The appeal board shall convene to hear the appeal within 20 days of being constituted. Under exceptional circumstances, the Board may extend this period

2. Written notice of the hearing, along with a copy of these Regulations and of the written statement of appeal, will be delivered by the University Secretary to the appellant, to the other party in the original hearing as respondent, to the chair of the original hearing board, and to members of the appeal board. Where possible and reasonable the Secretary will accommodate the schedules of all parties and will provide at least 7 days' notice of the time and location of the hearing. Where there are special circumstances (as determined by the Secretary), the matter may be heard on less than 7 days' notice.

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

4. The appeal board is not bound to observe strict legal procedures or rules of evidence but shall establish its own procedures subject to the following principles:

    a) Appeal boards under these Regulations will not hear the case again but are limited to determining the appeal on the grounds set out in Section IX.2

    b) The parties to the hearing shall be the appellant and the other party to the original hearing as respondent. The chair (or another member designated by the chair) of the original hearing board is invited to attend and at the discretion of the chair will be permitted to participate in the hearing and to respond to submissions of either party or of the appeal board.

    c) Except as provided for under Section X.4a above, no new evidence will be considered at the hearing. The record of the original hearing, including a copy of all material filed by both sides at the original hearing, the student(s)'s official transcript, and the written statement of appeal, will form the basis of the appeal board's deliberations.

    d) Both appellant and respondent shall provide the names and contact information for their respective advocates (if any) and witnesses (only as provided for in Section X.4a above) to the Secretary at least 2 days prior to the hearing.

    e) Hearings shall be restricted to persons who have a direct role in the hearing. The appellant and the respondent may request the presence of an advocate and up to three observers. At the discretion of the chair, other persons may be admitted to the hearing for training purposes, or other reasonable considerations.

    f) The appellant and the respondent shall be present before the appeal board at the same time. Both the appellant and the respondent will have an opportunity to present their

respective cases and to respond to questions from members of the appeal board. It shall be the responsibility of the appellant to demonstrate that the appeal has merit.

g) Both the appellant and the respondent will have the opportunity to suggest what sanctions, if any, they believe are appropriate to the matter before the appeal board.

XI. DISPOSITION BY THE APPEAL BOARD

1. After all questions have been answered and all points made, the appeal board will meet *in camera* to decide whether to uphold, overturn or modify the decision of the original hearing board. The deliberations of the appeal board are confidential.

2. The appeal board may, by majority,

   a) Conclude that the appellant received a fair hearing from the original hearing board, and uphold the original decision; or

   b) Conclude that the appellant did not receive a fair hearing, but that the outcome determined remains appropriate and the original decision is upheld; or

   c) Conclude that the appellant did not receive a fair hearing, and dismiss or modify the original decision and/or sanctions using any of the remedies available in Section VIII; or

   d) Order that a new hearing board be struck to re-hear the case. This provision shall be used only in rare cases such as when new evidence has been introduced that could not reasonably have been available to the original hearing board and is in the view of the appeal board significant enough to warrant a new hearing.

3. The chair of the appeal board shall prepare a report of the board's deliberations that shall recite the evidence on which the board based its conclusions and state any penalty imposed or withdrawn. The report shall be delivered to the University Secretary and distributed as provided for in Section XIV.

4. If the decision of a hearing board is successfully appealed, the chair of the governance committee in consultation with the chair of the appeal board shall ask the Academic Administrator to take all reasonable steps to repair any damage that the appellant's reputation for academic integrity may have suffered by virtue of the earlier finding of the hearing board.

XII. NO FURTHER APPEAL

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

XIII. ENDORSEMENT ON STUDENT RECORD

1. Upon receipt of a report of a hearing board or an appeal board as provided in these Regulations, the Registrar shall:

   a) in the case of a report ordering expulsion of a student, endorse on the record of the student and on any transcript of the record the following: "Expelled for academic misconduct on the _____ day of _____, 20____."

   b) in the case of a report ordering suspension of a student, endorse on the record of the student and on any transcript of that record the following: "Suspended for academic misconduct from _____ to "_____" [period of suspension] .

   c) In the case of a report ordering the revocation of a degree, endorse on the record of the student and on any transcript of that record the following: "[Name of Degree] revoked for academic misconduct on the _____ day of _____, 20___."

2. Upon notice of an appeal, and where the appellant's academic record may be affected by the outcome of the appeal, the Registrar shall endorse on the appellant's record and on any transcript of that record the following statement: "This record is currently under appeal and may be affected by the decision of an appeal board." This endorsement shall be removed from the appellant's record upon receipt by the Registrar of a copy of the decision of the appeal board

3. Except as provided for under Sections VIII. 5 and XIII.2, an endorsement on the record is permanent.

XIV. REPORTS

1. Not later than 15 days after a hearing board or an appeal board has completed its deliberations, the chair shall deliver a copy of the report to the following persons:

   a) the student(s) against whom the allegation was made;

   b) the complainant;

   c) the Dean of the College or Executive Director of the School in which the student(s) is/are registered;

   d) the head of the department that is responsible for matters to which the allegation relates;

   e) the instructor of the course, when the alleged offence involves a course;

   f) the Registrar; and

   g) the University Secretary.

2. When the alleged misconduct involves academic work supported by external funds, and if the student has been deemed guilty of misconduct after all avenues of appeal under these Regulations have been exhausted, then information regarding the final outcome of the case may be provided by the Dean of the College or Executive Director of the School in which the student is registered, and to the external agency responsible for providing the said external funds as required by that agency's requirements for disclosure.

XV. DELIVERY OF DOCUMENTS

Delivery of any document referred to in these Regulations to a student may be made in person, or by courier, or by e-mail to the student's official university e-mail address and by registered mail addressed to the address of the student as set out in the records of the Registrar. Delivery is presumed to have been made the earlier of: when it is received by the student or 5 days after the date of registration (or Express posting), or 1 day after the e-mail was sent to the official university e-mail address. Delivery of any document referred to in these Regulations to anyone else may be made in person or by Campus mail or e-mail services. All students have a responsibility to ensure that the University has current contact information; if a notice is not received because of a failure to meet this requirement, the hearing will proceed.

XVI. CONFIDENTIALITY

1. The University will protect the confidentiality of information regarding a potential violation of these Regulations to the fullest extent possible. If the allegation is substantiated, the University reserves the right to use or disclose information in accordance with the *Local Authority Freedom of Information and Protection of Privacy Act*, which may include disclosing the discipline, if any, imposed on members of the University.

2. Subject to the provisions of these Regulations and the requirements of law, any and all records pertaining to charges and/or hearings and/or sanctions under these Regulations are confidential and should not be kept on a file accessible to individuals not named above or their confidential assistants, except that the University Secretary shall make them available to hearing boards and appeal boards as provided for in Sections VIII.A.2, VIII.B.3 and X.4, above, and to University personnel for use in admission decisions.

3. The deliberations of the hearing board (referred to in Sections VIII.A.1, VIII.B.1 and VIII.B.4) and the deliberations of the appeal board (referred to in Section XI.1) are confidential.

Questions concerning procedural matters described herein should be directed to the University Secretary,
212 Peter MacKinnon Building, 107 Administration Place, University of Saskatchewan, Saskatoon SK S7N 5A2
(306) 966-4632; fax (306) 966-4530; email university.secretary@usask.ca
Approved by University Council October 15, 2009
Effective date of these regulations January 1, 2010
Revisions June 2013, [*] 2016

Acknowledgements
In creating this document, and in addition to current University of Saskatchewan policies and

regulations, the drafters have used segments (with permission) from the York University Student Code of Conduct, University of Alberta Code of Student Behaviour and the University of Western Ontario Code of Student Conduct as foundational references and sources of wording.

ATTACHMENT:

Informal Resolution of Academic Misconduct form, for the use of students and instructors implementing the University of Saskatchewan *Regulations on Student Academic Misconduct.*

UNIVERSITY OF SASKATCHEWAN

Informal Resolution of Academic Misconduct

The student has the right under the University of Saskatchewan *Regulations on Student Academic Misconduct* (the "*Regulations*") to a full and fair hearing before an impartial hearing board if the student disputes an allegation of academic misconduct or the sanction proposed as an informal resolution. Students are considered innocent until a hearing board determines that academic misconduct has occurred.

The ***Regulations*** allow an instructor and student to agree on an appropriate informal remedy for minor infractions of academic misconduct due to misunderstanding or carelessness, in cases where the student does not dispute the charge or the remedy. A complete copy of the ***Regulations*** is available at: http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf.

The informal resolution proposed by the instructor or invigilator will only be imposed if the student voluntarily accepts it (pursuant to Part III of the *Regulations*).

Course and section: _____
Term and year: _____

Instructor: _____ Invigilator (if applicable): _____

Student(s): Student number(s):
_____ _____
_____ _____

Type of assignment (essay, exam or other academic work): _____

Notification of remedy proposed by instructor:
___ Grade reduction in the identified assignment
Reduction of assignment grade to _____
And/ or
___ Requirement for resubmission of the identified assignment
Resubmission deadline _____
Failure to resubmit the assignment will result in _____

_____ Date: _____
Instructor signature

I accept the remedy described above:

_____ Date: _____
Student signature

This form will be retained by the Academic Administrator and instructor as a component of the grading materials for this course but will not be made part of the student's academic record. The student should also keep a copy of this form for their records. This form may be retained by colleges for future consideration should further incidents transpire until the longer of: five years or until the student has completed their program.

For more information about the informal and formal procedures for dealing with academic misconduct, please contact the College or School's general office or the Office of the University Secretary, Room 212 Peter MacKinnon Building, phone (306) 966-4632 or email university.secretary@usask.ca.