

AGENDA
2:30 p.m. Thursday May 18, 2017
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 2016/17 academic year marks the 22nd year of the representative Council.*

As Council gathers, we acknowledge that we are on Treaty 6 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 April 20, 2017 pp. 1-10
4. Business from the minutes
5. Report of the President pp. 11-14
6. Report of the Provost pp. 15-98
 - University Budget Presentation – Greg Fowler
 - Annual Enrolment Report – Patti McDougall, Russ Isinger
7. Student societies
 - 7.1 Report from the USSU pp. 99-102
 - 7.2 Report from the GSA pp. 103-104
8. Nominations Committee
 - 8.1 Request for Decision – Committee nominations for 2017-18 pp. 105-120

It is recommended that Council approve the nominations to University Council committees, Collective agreement committees, and other committees for 2017-18 as outlined in the attached list.
9. Governance Committee
 - 9.1 Notice of Motion – Changes to Council Bylaws Part III, section V. B. (p) Membership of the Faculty Councils pp. 121-124

It is recommended that Council approve the changes to the membership of the faculty councils as shown in the attachment, and that Council’s Bylaws be amended accordingly.

9.2 Notice of Motion – School of Physical Therapy Faculty Council Membership pp. 125-128

It is recommended that Council approve the membership changes to the Faculty Council of the School of Physical Therapy as shown in the attachment, and that Council's Bylaws be amended accordingly.

9.3 Notice of Motion – College of Kinesiology Faculty Council Membership pp. 129-132

It is recommended that Council approve the membership changes to the Faculty Council of the College of Kinesiology as shown in the attachment, and that Council's Bylaws be amended accordingly.

10. Planning and Priorities Committee

10.1 Request for Decision –Name Change of the Department of Obstetrics, Gynecology and Reproductive Sciences pp. 133-148

It is recommended that Council approve that the Department of Obstetrics, Gynecology and Reproductive Sciences revert to the department's former name of Department of Obstetrics and Gynecology effective June 1, 2017, and that Council's Bylaws be amended accordingly.

10.2 Report for Information –Report on Input Received in Response to the Policy for Medical Faculty pp. 149-154

11. Academic Programs Committee

11.1 Request for Input – Academic Courses Policy pp. 155-188

11.2 Request for Input – Nomenclature Report pp. 189-226

11.3 Item for Information – Graduate Programs Review 2014-15 and 2015-16 pp. 227-260

11.4 Item for Information Deletion of the Vaccinology and Immunotherapeutics field of study for the Master of Arts (M.A.) Degree pp. 261-268

11.5 Item for Information – Annual Report of the Academic Programs Committee pp. 269-274

12. Teaching, Learning and Academic Resources Committee

12.1 Item for Information – Annual Report of the Teaching, Learning and Academic Resources Committee. pp. 275-278

13. Scholarships and Awards Committee

13.1 Item for Information – Annual Report of the Scholarships and Awards Committee. pp. 279-294

14. Other business

15. Question period

16. Adjournment



*Minutes of University Council
2:30 p.m., Thursday, April 20, 2017
Arts Building Room 241 Neatby-Timlin Theatre*

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

Lisa Kalynchuk, chair of Council called the meeting to order at 2:33 p.m., observing that quorum had been attained.

1. Adoption of the agenda

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

CARRIED

2. Opening remarks

The chair made brief remarks, reporting that the recent breakfast meeting with Council committee chairs and members of the president's executive committee focused on strategies to manage the university's current budget situation. No firm decisions have been made about how to cope with the budgetary shortfall. A general principle discussed was that measures taken should be strategic and not reactive. The chair indicated that Council would receive a presentation about the university budget at the May Council meeting rather than the April meeting, as planned.

Closing her remarks, Professor Kalynchuk reminded members that the call for nominations for Council chair had been submitted to new Council members on April 3 and to existing members on April 17. She asked members to consider either themselves or their colleagues in this role.

3. Minutes of the meeting of March 23, 2017

The chair noted a correction to the minutes to correct the inaccurate attribution of a comment to Preston Smith, dean of Medicine under item 5.2. The correction was projected on the screen for members to view.

A Council member asked that the minutes also be amended to include reference to a comment made by Dean Smith that "padded" cv's are used by students to "buy" their way into Medicine.

FLYNN/SARJEANT-JENKINS: *That the March 23, 2017 Council minutes be approved as circulated, with the corrections noted.*

CARRIED

4. Business from the minutes

The chair asked for any notations of business arising. A member asked for assurance that there would be an evaluation and report back to Council of the admission change approved at the last Council meeting to set aside a number of seats in the MD program for Saskatchewan residents from lower socio-economics backgrounds. Professor Flynn, chair of the academic programs committee indicated he would follow-up with the college on the request. Dean Smith responded that the

change will be evaluated and the results shared. Dean Smith also indicated that although the college does not receive student cv's as part of its admissions criteria, that a diverse set of life experiences enhances performance on the MCAT exam, which is an admission requirement.

5. Report of the President

President Peter Stoicheff referred members to his written report. He congratulated the new USSU executive members and expressed gratitude for the experience of working with the former USSU and GSA leadership over the past year

The President indicated that senior leadership continues to work through the institutional responses to the reduced university budget and commented on the federal budget, noting the strong investment in Indigenous student support, innovation clusters and research chairs. The Fundamental Science Review Report, informally known as the Naylor report, has been released. The report expresses an urgent need for investment in research across disciplines, international and national collaboration, and support for researchers across their careers. The university hosted a panel and made submissions to the report last summer. Universities now await the federal government response to the report.

The President reported on his recent trip to London, England, which included meetings with alumni and the Russell Group, which is a group of public research universities analogous to the U15. He noted there is a clear, heightened interest in building stronger relationships with post-secondary institutions outside Europe in anticipation of post-BREXIT repercussions as the United Kingdom leaves the European Union.

6. Report of the Provost

Interim Provost Michael Atkinson presented the Provost's report to Council, indicating that senior administration is keeping close track of the budget conversations within colleges and schools so that members can advise on the changes proposed and provide some degree of coordination and communication among colleges. The university's response to the budget reduction and the completion of its next integrated plan will coincide over the coming months.

Questions were invited of Provost Atkinson. Discussion focused on how the university will improve the student learning experience at the same time that units will experience a budget adjustment and on the receipt of the Indian Teacher Education Learning (ITEP) review report. The provost indicated he the report was not yet received and that he would comment on elements of the ITEP review and report at a future Council meeting.

Provost Atkinson invited John Rigby, interim associate provost to present to Council on integrated planning. Professor Rigby provided a historical overview of the university's integrated planning process and the first three integrated plans. The next integrated plan will use the new Vision, Mission and Value statement of the university as its foundation and will look visually quite different from previous plans, which were dense documents. The next plan will be a directional document that will provide broad themes and strategic objectives. Work plans will be developed to accompany the plan.

Professor Rigby also outlined the process of the development of the plan and related timeline, the membership of the advisory committee, and the consultations planned with the university

community. Members were asked to consider the question of the two to three things critical for the university to achieve in the next five to eight years.

The plan will be based on the themes of diversity, sustainability, connectivity and creativity that emanate from the Vision, Mission and Value statement. Professor Rigby indicated that Indigenization will be reflected within the plan as part of the fabric of “who we are.”

A grass-roots approach was noted as preferable to the directional approach taken in developing previous plans. A request was made for an institutional discussion on strategic enrolment growth given the present financial pressure. Patti McDougall, vice-provost teaching and learning indicated that discussions with colleges about the barriers and opportunities for growth have already occurred.

7. Student Societies

7.1 Report from the USSU

Kehan Fu, president of the University of Saskatchewan Students' Union (USSU) presented the USSU report, providing a recapitulation of the major highlights by portfolio of this year's USSU team, executive, student council, and student volunteers.

President Fu offered thanks to members of senior leadership and of the support received from the President's Office. Above all, he acknowledged the trust placed in students to be part of the decision-making process. Vice-provost McDougall acknowledged the extraordinary accomplishments of the USSU executive over the past year. In closing Mr. Fu left Council with the saying, “Students first, alumni forever” and encouraged the university to continue to enhance the student experience.

7.2 Report from the GSA

Ziad Ghaith, president of the Graduate Students' Association presented the GSA report to Council. Mr. Ghaith reported that election results of the incoming executive would be known next week. The ThinkGRAD conference is presently underway and as hosts, the GSA is taking every possible opportunity to examine areas of concern faced by graduate students. The GSA continues to seek greater involvement in university governance, including on the Board of Governors. Mr. Ghaith thanked the USFA for their cooperation in highlighting the potential effect of the reduced budget on post-secondary education and thanked members of Council for being engaged with graduate student issues.

Adam Baxter-Jones, interim dean of the College of Graduate and Postdoctoral Studies acknowledged the graduate student representation on college committees, the work of the GSA executive and the initiatives advanced by the executive throughout the year.

8. Governance Committee

Richard Gray, committee vice-chair presented the report on behalf of Louise Racine, chair.

8.1 Item for Information – Confidentiality of Council Committee Minutes

Professor Gray reported that the governance committee had engaged in several discussions this year on the topic of the confidentiality of Council committee minutes. In recognition of continuing concerns, the governance committee elected to amend the guidelines for Council committees by instituting an appeal process to the vice-chair of Council if a request for minutes is denied by the committee chair.

Several members commented favourably on the change but continued to express concerns about transparency and lack of evidence of the perceived “chilling” effect that would occur if the minutes were made more available.

9. Planning and Priorities Committee

Dirk de Boer, chair of the planning and priorities committee presented the committee reports to Council.

9.1 Request for Input – Policy for Medical Faculty

Professor de Boer introduced the request for input on the proposed Medical Faculty Policy, which sets out how the 1500 physicians in the province who contribute teaching services to the College of Medicine under an academic clinical funding plan (ACFP) are to be linked to the university community. The policy is based on a model that has been successful at other medical schools. The policy recognizes that while medical faculty are distinct from their faculty member colleagues, these individuals provide important academic contributions without which the college’s MD program would not exist. The policy confirms that medical faculty have similar academic rights, freedoms, and responsibilities to those of regular faculty and recognizes that medical faculty are engaged in valued academic work.

The term faculty member has a distinct meaning under the *University of Saskatchewan Act, 1995*, pertaining to a full-time employee of the university. The use of the term faculty was of concern to the committee and therefore clarification was sought through a legal opinion, which indicated that these individuals are not members of the General Academic Assembly (GAA). The policy is to be submitted to the Board of Governors for approval. Prior input from Council is sought, and Professor de Boer asked that comments be sent directly to him via email by April 30, 2017.

Preston Smith, dean of the College of Medicine, provided additional context to the item, speaking of the progress made by the college across multiple areas under *The Way Forward: Implementation Plan for the College of Medicine*. The college has renewed its leadership, redesigned its undergraduate and post-graduate curriculums, is in the process of restructuring the Biomedical Sciences departments and programming, has re-energized its research agenda and renewed its commitment to social accountability. Investments have been made in revising compensation procedures and enhancing the engagement of medical faculty. The college’s collegial standards for promotion and tenure have been rewritten to recognize the diversity of the faculty within the college to include the medical faculty, and to hold all faculty to high academic standards for promotion.

Dean Smith indicated the policy is necessary to address the “town/gown” divide between the college and community physicians, which has a long history. He indicated this has been the most crippling factor in engaging medical doctors in the work of the medical school to

the degree that describing these physicians as clinical faculty is considered pejorative by physicians. This is in part due to clinical faculty being previously held to a lower standard than other faculty in the college. The national norm is for all medical doctors to be involved in medical education instruction. The CanMED educational framework includes the role of scholar with the expectation that medical school graduates will do research and contribute to education as part of their career and be both practitioners and scholars.

The college's accrediting bodies have provided the college with an additional year to engage medical faculty and put measures in place to hold medical faculty accountable for their academic work. Preston Smith indicated that there will be always be a varying degree of engagement of medical faculty with the college. However, the expectation of the accrediting bodies is that the contributions of these physicians to the education of medical students will be recognized. Dean Smith expressed his belief that the policy before Council will satisfy the accreditors. Steps have already been taken to permit medical faculty to hold tri-agency grants and to be graduate faculty of the College of Graduate and Postdoctoral Studies. Provost Atkinson further assured Council of the rigour that the university review committee would apply in its review of the rewritten College of Medicine standards.

The chair invited comments and feedback. In response, there was an acknowledgement of the complexity of the challenges and solutions with recognition that being a medical-doctoral university is an intimate part of the university's positioning within the U15 and among the Canadian collegium. Many members, however, expressed concern about the policy and the fact that other professional practitioners who contribute to academic programs across the university are not recognized as faculty. The implications of the policy relative to the recognition of these practitioners was noted, given that the contributions of these individuals are also critical to the sustainability of the university's academic programs.

Although the college has always engaged with medical doctors to deliver its undergraduate curriculum, these individuals were previously known as clinical faculty. The removal of this descriptor was viewed as appropriating the term faculty member as understood by many to mean a fully committed member dedicated to the university's mission. The addition of 1500 medical faculty to the faculty complement of the university was also seen as potentially bending the institution "out of shape."

Objections were raised to the paragraph in the policy requiring university faculty and university administrative staff to facilitate collegial interactions with medical faculty as dictating behaviour and prescribing the way in which the academic community is to react. The timing of the consultation with the university community beyond the college just prior to the approval of the policy was perceived negatively as a lack of collegial consultation with those who are asked to be part of the process.

Requests were made to submit the policy document to Council for approval, to have Council receive the College of Medicine standards for promotion and tenure, and to have the college review its faculty council membership to ensure that quorum can be met with representation of medical faculty on the college's faculty council.

Views in support of the policy were also expressed in favour of a model which will now bring the college in line with other medical schools across Canada and accreditation

standards. Improving the engagement of medical faculty was commented on favourably, with the structural change noted as enabling the college to complete its vision and assist the university in improving its ranking among the U15. More effective engagement of the medical faculty was supported as providing better medical care to people within the province, recognizing in particular the need associated with health concerns of the province's Indigenous populations.

The chair closed discussion by inviting members to provide written feedback by writing to Professor de Boer.

9.2 Report for Information – Report on the Work of the Enrolment Subcommittee

Professor de Boer indicated that the establishment of the enrolment subcommittee was reported to Council in the spring of 2015, with a mandate to review the report, *Issues and Criteria when Consideration Viable Enrolments at the University of Saskatchewan* endorsed by Council in 2007 and report back to Council. The enrolment subcommittee discontinued its work in 2016 primarily due to the implementation of the Resource Centre Management (RCM) model and the university's new transparent activity-based budget system (TABBS), which placed authority over enrolment more firmly within colleges and departments.

The planning and priorities committee reviewed the work of the enrolment subcommittee and agreed that the work, although important, was already being enacted within the colleges and schools. The report fulfills the commitment to provide a report to Council and provides closure to the subcommittee's work. Although much of the viable enrolments report is dated, the planning and priorities committee affirms that the criteria to apply in assessing low-enrolment courses continues to be relevant. The criteria respects that these considerations belong at the department and college level.

The report was met with several comments from members that confirmed the relevance and nuanced perspectives reflected in the criteria and the 2007 viable enrolments report.

10. Other business

There was no other business.

11. Question period

The chair invited questions. There were none.

12. Adjournment

The meeting was adjourned by motion (DOBSON/FLYNN) at 4:45 pm.

COUNCIL ATTENDANCE 2016-17

Voting Participants

Name	Sept 22	Oct 20	Nov 17	Dec 15	Jan 19	Feb 16	Mar 23	Apr 20	May 18	June 22
Abbasi, Aliya	N/A	N/A	A	A	A	A	A	A		
Aitken, Alec	P	P	R	P	P	P	P	P		
Allen, Andy	P	P	P	P	P	R	P	R		
Atkinson, Michael	N/A	P	P	P	P	R	P	P		
Barber, Ernie	P	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Baxter-Jones, Adam	P	P	P	P	A	P	P	P		
Bell, Scott	P	P	P	P	P	P	P	A		
Bergstrom, Don	P	P	R	P	P	R	R	R		
Bindle, David	R	A	P	R	P	P	P	P		
Bonham-Smith, Peta	P	R	R	A	P	P	P	P		
Bowen, Angela	R	P	P	P	A	R	P	P		
Buhr, Mary	A	A	A	A	A	A	P	P		
Calvert, Lorne	P	A	P	A	A	R	P	P		
Card, Claire	A	P	P	A	P	P	P	P		
Chernoff, Egan	P	P	P	P	R	R	R	R		
Chibbar, Ravindra	P	P	P	P	P	R	P	P		
Crowe, Trevor	A	P	P	A	P	R	P	P		
De Boer, Dirk	P	P	P	P	P	P	R	P		
D'Eon, David	N/A	N/A	A	P	P	P	R	P		
D'Eon, Marcel	P	P	P	P	P	R	P	P		
Deters, Ralph	P	P	P	P	P	P	P	P		
DeWalt, Jordyn	A	A	A	A	A	A	A	A		
Dick, Rainer	P	P	P	P	R	R	R	P		
Dobson, Roy	P	P	P	P	P	R	P	P		
Dumont, Darcy	N/A	N/A	A	R	P	P	R	A		
Ervin, Alexander	P	P	A	A	P	A	P	A		
Eskiw, Christopher	N/A	N/A	N/A	A	P	P	P	P		
Findlay, Len	P	P	P	P	A	R	P	P		
Flynn, Kevin	P	P	P	P	P	P	P	P		
Freeman, Douglas	R	P	P	R	R	R	P	P		
Gabriel, Andrew	R	A	A	P	A	A	A	A		
Gill, Mankomal	A	A	A	A	A	A	A	A		
Gjevre, John	P	P	P	P	P	P	P	P		
Goodridge, Donna	P	P	P	P	P	P	P	P		
Gordon, John	P	P	R	P	P	P	P	R		
Gray, Richard	P	A	A	A	P	A	A	P		
Greer, Jim	R	R	R	R	P	P	R	P		
Grosvenor, Andrew	P	P	P	P	P	P	P	P		
Gyurcsik, Nancy	P	R	P	R	P	P	P	P		
Hamilton, Murray	P	P	A	P	P	R	P	A		
Havele, Calliopi	P	R	P	P	R	P	R	P		
Hayes, Alyssa	P	R	P	R	P	P	P	P		
Honaramooz, Ali	A	P	P	P	P	R	R	P		
Horsburgh, Beth	P	R	P	P	A	P	R	R		
Jamali, Nadeem	R	R	P	P	P	P	P	P		
Jones, Paul	P	P	P	P	P	R	P	R		
Julien, Richard	A	A	A	A	A	A	A	A		
Just, Melissa	N/A	N/A	N/A	N/A	N/A	P	P	P		
Kalagnanam, Suresh	P	P	P	P	P	P	A	P		
Kalra, Jay	P	P	P	P	P	P	P	A		
Kalynchuk, Lisa	P	P	P	P	P	P	P	P		
Kampman, Courtney	N/A	N/A	A	A	A	A	A	A		
Khandelwal, Ramji	P	P	R	P	P	P	P	P		
Kiani, Ali	P	P	P	P	A	A	A	A		
Kumaran, Arul	P	R	A	P	P	P	P	P		
Langhorst, Barbara	P	P	R	P	P	P	R	P		
Larre, Tamara	P	P	P	P	R	P	P	P		
Lemisko, Lynn	P	R	R	R	P	P	P	P		

[illegible]

COUNCIL ATTENDANCE 2016-17

Non-voting participants

Name	Sept 22	Oct 20	Nov 17	Dec 15	Jan 19	Feb 16	Mar 23	Apr 20	May 18	June 22
Bilson, Beth	N/A	N/A	N/A	N/A	N/A	P	P	P		
Chad, Karen	A	P	R	P	P	P	R	P		
Downey, Terrence	R	P	P	P	R	R	P	A		
Fowler, Greg	P	A	P	P	P	P	P	A		
Fu, Kehan	P	P	R	A	P	P	P	P		
Gary Gullickson	A	A	P	R	A	A	A	A		
Ghaith, Ziad	P	P	P	P	P	P	R	P		
Isinger, Russell	P	P	A	A	P	P	P	P		
Malinoski, Brooke	A	P	R	P	P	A	P	A		
Pulfer, Jim	P	P	P	P	R	R	P	P		
Williamson, Elizabeth	P	P	P	P	P	N/A	N/A	N/A	N/A	N/A

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL May 2017

**Visiting Dignitaries**

Some members of Council may not be aware of the many dignitaries visiting the U of S throughout the year. Often, I will have the opportunity to meet them and be involved in their agendas here. Their visits are a reminder to me of the global reach of our institution and how connected we are throughout the world. As these visits occur, I will endeavour to report on them with more regularity. The following are visits my office has been involved with most recently:

Hungarian Diplomatic Visit

- His Excellency Balint Odor, Ambassador of Hungary to Canada
- Mr. Laszlo Sinka , Deputy Head of Mission, Trade Commissioner, Embassy of Hungary

Highlights included meeting with members of the College of Agriculture and Bioresources and a tour of a number of facilities around campus.

Delegation from the Taipei Economic and Cultural Office (TECO) in Vancouver, Taiwan

- Mr. Tom Lee, Director-General, TECO Vancouver
- Ms. Vivian Su, Assistant Director, TECO Vancouver

Highlights included a tour of the Canadian Light Source (CLS) and meetings with Vaccine and Infectious Disease Organization (VIDO) leadership.

Delegation from the Consul General of the Republic of Korea in Vancouver

- Mr. Gunn Kim, Consul General of the Republic of Korea In Vancouver
- Mr. Kangjun Lee, Consul of the Republic of Korea in Vancouver
- Mr. Hyungshik Jung, Director General, Korea Trade and Investment Promotion Agency (KOTRA)

Highlights included a tour of the CLS, meetings with Saskatchewan Food Industry Development Centre Inc., and meetings with VIDO leadership.

Ethiopian Delegation

- Her Excellency Mrs. Demitu Hambisa, Minister of Women and Children, Addis Ababa
- Her Honour Birtukan Ayano, Extraordinary and plenipotentiary Ambassador of Ethiopia to Canada
- President Ayano Beraso, Hawassa University
- Dr. Tesfeye Abebe, Hawassa University
- Dr. Tarekegn Yoseph Samago, Dean of Agriculture, Hawassa University
- Dr. Sheleme Beyene Jiru, CIFSRI Principal Investigator, Hawassa University
- Dr. Tilhahun Amede, ICRISAT, Country Director for Ethiopia
- Ato Engidu Legesse, General Manager, GUTS Agro, Addis Ababa

Planned for later in May, the purpose of the delegation is to celebrate 20 years of our mutual partnership in Global Agriculture and Nutrition and to hold special roundtable discussions with campus partners.

Universities Canada Meetings

The April 2017 membership and board meetings took place as Canadians reflect on the country's first 150 years and consider Canada's path forward over the next 50 years. The program for our meeting built on the success of *Converge 2017*, that saw future innovators, creators, entrepreneurs and community leaders from Canada's universities join thought leaders from across the country reflect on what Canada could become, and that represented an opportunity for members to move further on themes of that national event.

We discussed key issues such as seizing opportunities that will position Canada as a global champion of inclusion, pluralism, innovation and prosperity for 2067. It was agreed by all in attendance that Canada's universities play a critical role in charting this future.

Most recently, the Education Committee met in Ottawa to continue designing its Inclusive Excellence principles and action plan. It also met with AFN Chief Perry Bellegarde and with officials from Minister Bennett's office, among others, to discuss how to best advocate for the most meaningful forms of Indigenous postsecondary student support.

U15 Executive Heads meeting

Our regular meeting of the member universities took place in Ottawa this month. The primary purpose of this meeting was to take the opportunity to connect in with federal government officials and representatives. Most notably, we were able to secure time with Prime Minister Trudeau to discuss the Fundamental Science Review report and other key post-secondary education issues. Other government officials we were able to meet with included:

- The Honorable Kirsty Duncan, Minister of Science
- Paul Rochon, Deputy Minister, Finance Canada
- John Knubley, Deputy Minister, Industry, Science and Economic Development Canada

Ground breaking on Merlis Belsher Place

I am pleased to say that Wright Construction will begin laying the foundation for the new multi-sport arena—located just south of the Saskatoon Field House—with pilings work set to start in early May. A ground breaking event brought together numerous supporters of the project, including campaign contributors and volunteers, community members, the City of Saskatoon, Huskie athletes, Saskatoon Minor Hockey players, university alumni, staff and students. Those in attendance represented the diverse and collaborative nature of the initiative.

Merlis Belsher place is a great example of the power and potential of developing strong community partnerships. The U of S, with great support from the Home Ice Campaign volunteer team, has raised

over \$28 million in the last 18 months to help build this facility. Of course, this was all possible because of the lead donation from Merlis Belsher, after whom the facility will be named.

Although there are many who helped make this project a reality, I want specifically to recognize Ron and Jane Graham for their \$4 million contribution and to Tim Hodgson, who chaired the Home Ice Campaign committee. Their leadership was instrumental in moving this project forward as quickly as it did.

PROVOST'S REPORT TO COUNCIL**May 2017****VICE-PROVOST TEACHING AND LEARNING**

Members of council may recall that we have moved to the practice of providing one detailed annual report on enrolment. The vice-provost, teaching and learning provides an overview of annualized (year-round) data covering the topics of enrolment targets, student numbers (undergraduate, graduate), and diversity information as well as other items designed to provide a picture of our strategic enrolment management activities. Presentation slides will be made available as part of the minutes of this meeting. Any questions regarding enrolment can be directed to Vice-Provost, Teaching and Learning, Patti McDougall (patti.mcdougall@usask.ca).

In May 2017, the University of Saskatchewan Language Centre will inaugurate a social media platform in China to be followed shortly by a Chinese language website. The objective of this platform is to enhance recruitment by regularly publishing news about the U of S as an educational destination. Initially the social media platform "WeChat" (the Chinese version of a combined Facebook and Twitter) will be used, followed by other channels. The Chinese website will provide basic information in Chinese, linking to more in-depth information found in the current U of S website. Young people in China are among the world's most avid consumers of social media; this fact combined with the technical necessities of originating this activity from within China makes social media a key tool in promotion and recruitment.

INSTITUTIONAL PLANNING AND ASSESSMENT**Operations Forecast**

Work is progressing on the 2018-19 Operations Forecast. This document contains the University of Saskatchewan's funding request to the Ministry of Advanced Education for 2018-19. It also includes a three year projection to 2020-21. The submission will be provided in confidential, draft form to the Ministry by May 26, 2017, with a final, board-approved submission provided in June 2017. The Operations Forecast is developed with extensive consultation with campus leaders, including PCIP, PPC, PEC, deans' council, Financial Services and Human Resources. In the context of today's economic reality, the Operations Forecast represents the university's realistic expectations for the provincial operating grant. The projections in the operations forecast necessitates senior leaders to take appropriate actions to generate additional revenue, control and decrease costs, or take one-time measures to bring college and unit budgets into a stable financial position.

Planning

In April the first phase of committee consultation for the new institutional plan concluded with discussions focused on goal-setting. Also in April, approximately 120 people from the wider campus community attended three Open Forums to provide feedback on goals for the new plan. The form and content of the document is now being drafted, with goals reflective of the four themes of Connectivity, Sustainability, Diversity, and Creativity. Once the plan is drafted in May, a second round of consultation will begin to receive feedback on the draft. In addition, Open Houses will be held to provide further opportunities for input from the campus community.

The graphic below illustrates the four proposed themes of sustainability, connectivity, diversity and creativity.



Institutional Reviews

In my last report to council I noted that the external review report for the College of Engineering was completed and would be discussed at a future Planning and Priorities Committee meeting. The response from the Planning and Priorities Committee is attached to this report.

ATHLETICS AND RECREATION MASTER PLAN

In December 2015 an Athletics and Recreation Oversight Committee – co-chaired by the Dean (Kinesiology) and the VP (Finance and Resources) – was established with representatives from the College of Kinesiology, Corporate Administration, and Facilities Management with the objective of identifying future needs for replacement and development of athletics and recreation facilities on campus and to develop a master plan that would assist the university in prioritizing both formal and informal needs over the next 25 years. The plan identifies the condition of existing facilities and utilized a broad consultation process to assess needs of the campus community through the use of stakeholder meetings, an on-line survey, visioning stations and a public meeting held in College Quarter. The full draft report has been presented to the Huskie Athletics Board of Trustees, Planning and Priorities, Research Scholarly and Artistic Works, Deans Council, University Senate and comments have been incorporated as required. The plan identifies Class C costs to develop new facilities over the next 25 years and it is intended that this plan would help provide direction to the University's capital planning process. Funding sources would need to be identified from a range of options depending on the project and could include fundraising. The report will be provided to the Board of Governors for approval in June 2017.

COLLEGE AND SCHOOL UPDATES

College of Pharmacy and Nutrition

U of S and Apotex partnership

The University of Saskatchewan and Apotex Inc. have renewed their partnership with a \$1.6 million donation by the company to the College of Pharmacy and Nutrition. The gift, *which is the largest donation in the college's history*, will be received over eight years and support college initiatives and activities.

College of Arts and Science

We are grateful to Xiaoping (Bob) Xu and wife Ling Chen, who donated \$2 million to the college to create the David L. Kaplan Chair in Music:

http://artsandscience.usask.ca/news/articles/994/Music_alumni_duo_makes_historic_gift_to_U_of_S_to_honour_leg

Join the graduates from the Aboriginal Theatre Program for maskihkiyiwan nehiyawewin - Reigniting the Fire. It takes place on Tuesday May 30, Wednesday May 31 and Thursday June 1 at 8pm, and on Friday June 2 at 2pm at the Greystone Theatre in the John Mitchell Building:

<http://artsandscience.usask.ca/drama/news/article.php?articleid=993>

Cassi Smith (BA'13), a student in the College of Arts & Science's MFA in writing program, is the recipient of the prestigious RBC Taylor Emerging Writer Award for 2017. Congratulations!

Congratulations to Erika Dyck (professor, history and Canada Research Chair in the History of Medicine), Lana Elias (director of science outreach) and Carin Holroyd (associate professor, political studies) on their nominations for the 2017 YWCA Saskatoon Women of Distinction awards. This year's Lifetime Achievement Award recipient is Kathryn Ford, an alumna (BA'71) who later completed a law degree.

We are celebrating our award-winning teachers:

- Provost's College Awards for Outstanding Teaching: Valerie Korinek (History); Tracy Marchant (Biology)
- Provost's Outstanding New Teacher Award: Benjamin Hoy (History) and Colleen Bell (Political Studies)
- Provost's Outstanding Graduate Student Teacher Award: Naheda Sahtout (Chemistry)
- Sylvia Wallace Sessional Lecturer Award: Rita Matlock (English)
- Provost's Project Grant for Innovative Practice in Collaborative Teaching and Learning: Susan Shantz (Department of Art and Art History) and Graham Strickert (School of Environment and Sustainability)
- USSU Teaching Awards: Steven Rayan (Mathematics & Statistics); Simonne Horwitz (History); Brian Zulkoskey (Physics & Engineering Physics); Carolyn Brooks (Sociology).

Alexandria Werenka received the USSU Academic Advising Award – well done!

For more news and events please visit: <http://artsandscience.usask.ca/news/>

OFFICE OF THE VICE-PRESIDENT RESEARCH

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

SEARCHES AND REVIEWS

Search, Vice-Provost and Dean, College of Graduate & Postdoctoral Studies

The search committee for the Vice-Provost and Dean, College of Graduate & Postdoctoral Studies will have candidates on campus in May.

Search, Dean, College of Dentistry

The search committee for the Dean, College of Dentistry met in early May.

Search, Executive Director, School of Environment and Sustainability

The search committee for the Executive Director, School of Environment and Sustainability will have candidates on campus in May.

Search, Vice-Provost, Indigenous Engagement

The search committee for the Vice-Provost, Indigenous Engagement will meet in early May.

Search, Dean, College of Nursing

The search committee for the Dean, College of Nursing had candidates on campus in late April. The committee will meet again in May.

Search, Executive Director, School of Public Health

The search committee for the Executive Director, School of Public Health will have candidates on campus in May.

Search, Dean, College of Engineering

The search committee for the Dean, College of Engineering will meet in early May.

Review, Vice-Provost, Teaching and Learning

The review committee for the Vice-Provost, Teaching and Learning met in early May.



MEMORANDUM

TO: Michael Atkinson, interim provost and vice-president academic

FROM: Dirk de Boer, chair, planning and priorities committee of Council

DATE: May 8, 2017

RE: **External Review of the College of Engineering**

The planning and priorities committee discussed the external reviewers' report of the College of Engineering and the college's response at its meeting on April 12, 2017, attended by Jim Bugg, interim associate dean, college operations. The review was conducted from October 17 to 19, 2016, during which time the reviewers met with a broad range of faculty, staff and students of the college, as well as with members of senior leadership at the university.

The review reflects positively on the strong undergraduate programs that the college is known for. In 2014, the college was accredited for a period of six years, which is the longest accreditation period granted and a significant achievement. Faculty are strongly committed to the success of the college's undergraduate programs. Continuing to sustain the strength of the college's undergraduate programs while fostering a research culture is supported.

The committee was informed that the college viewed the finding of the reviewers that the space in the college was adequate with some reorganization with some surprise as the issue of space have been perceived as acute for some time. Professor Bugg clarified that the self-study document did not include the documents assembled for the college over the past years on the space need pressure within the college, and therefore the reviewers did not have access to complete information.

The planning and priorities committee recognizes that the college has come through a period of unstable leadership over the past years, which was also commented on in the reviewers' report. Commissioning the review in conjunction with the search for a new dean was done intentionally, and the reviewers' report had been provided to the search committee.

The reviewers' report was submitted well before the budgetary reductions the university now faces. Although the report alludes to the responsibility centre management (RCM) model, the report does not speak of it in any detail. As a general observation, the planning and priorities committee notes that the RCM model will require all colleges to face areas of weakness. Although the committee considers the college to be in the best position to determine how to respond best to the reviewers' recommendations, the college is

encouraged to consider the recommendations thoughtfully, in particular with respect to the issue of how to address the culture of having a large number of faculty who are disengaged from research. Having research intensity concentrated in a small percentage of senior faculty is a point of vulnerability for the college.

The committee also discussed the institutional data provided to the reviewers. The data was largely internal and compared performance over time within the college against various markers. Including external comparative data as part of the institutional package provided to external reviewers, including tri-agency and U15 comparative data, is suggested so that future reviews might have broader scope. As a follow-up, the college might wish to undertake a comparative analysis of how the college fares when compared against other U15 engineering schools across the country. Selecting three to five schools that share similar circumstances and trajectory and doing a comparative analysis is suggested to provide this context as the college considers the report recommendations.

On behalf of the committee,

A handwritten signature in blue ink, appearing to read 'Dirk de Boer', with a long horizontal flourish extending to the right.

Dirk de Boer, chair
Planning and priorities committee of Council



ATHLETICS & RECREATION FACILITIES MASTER PLAN

DRAFT 2
APRIL 2017

BrookMcIlroy/

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1.0 INTRODUCTION



1.1 INTRODUCTION

Universities play a critical role in fostering physical, social and mental well-being for students, faculty, staff and even the wider community. The University of Saskatchewan's Athletics and Recreation Facilities Master Plan outlines a vision, key initiatives and capital investments for on-campus open spaces and athletics and recreational facilities for the long-term.

1.1.1 INTRODUCTION

The University of Saskatchewan is planning for the future development of recreational and athletics facilities on campus. These facilities include purpose built spaces like the Physical Activity Complex, Griffiths Stadium in PotashCorp Park and outdoor sports fields, as well as more informal outdoor social, gathering and recreational spaces, such as The Bowl and the Undergraduate Residence Quad.

Universities around North America are emerging as leaders in encouraging physical activity that is fun, creates social connection and is a part of every day life. Investment in innovative facilities and appealing spaces contributes to athlete development and promotes student and faculty recruitment. More broadly, there is also growing recognition that physical activity and the opportunity for social connection plays an important role in emotional well-being and mental health, issues that are gaining increasing attention on campuses around the world.

The role of this Athletics and Recreation Facilities Master Plan is to guide investments in open spaces, athletics facilities, circulation networks and social spaces over the long-term to create a strong and healthy university community.

This Master Plan document is divided into four chapters.

- 1.0 INTRODUCTION:** Master Plan Introduction.
- 2.0 ANALYSIS OF OPPORTUNITIES AND CONSTRAINTS:** A summary of existing plans, consultation findings, existing building conditions and precedent research.
- 3.0 ATHLETICS AND RECREATION FACILITIES MASTER PLAN:** An overview of the Master Plan, As well as detailed recommendations, costing and phasing.
- 4.0 IMPLEMENTATION:** A summary of implementation considerations, costing and phasing recommendations, and next steps.

1.1.2 STUDY TIMELINE

In the winter of 2014, background research and initial consultations were undertaken related to planning for recreation facilities in College Quarter. This research recognized several issues, including the impact of future redevelopment within College Quarter on existing recreational facilities and the potential to add new facilities. However, it was identified that a broader study considering campus-wide recreational uses would be beneficial. This broader study was initiated in early 2016.

Additional background research and analysis, on-campus consultation and a review of existing conditions was undertaken from February to June, 2016.

Development of the Master Plan and implementation recommendations took place between July and September, 2016.

Recommendations contained within this document will be implemented over a long period of time, with recommendations identified for immediate implementation (0 - 3 years), or implementation within the short-term (3 -10 years), medium-term (10 - 18 years), or long-term (18 - 25 years).

2.0 ANALYSIS OF OPPORTUNITIES AND CONSTRAINTS



2.1 EXISTING UNIVERSITY MASTER PLANS

Planning for new facilities on-campus is guided by a number of existing plans, including the Core Area Master Plan, Vision 2057: Land Use Planning and the College Quarter Master Plan. These plans are taken into account in the development of the Athletics and Recreation Master Plan.

Many key recommendations from existing campus plans have influenced the development of the Athletics and Recreation Facilities Master Plan.

1. Core Area Master Plan, 2003

The Core Area Master Plan identifies the importance of existing open spaces as an organizing framework for campus development, and recommends better integration of the north campus, the river edge and Meewasin Trail with the rest of campus.

The age of this document means that a great deal of evolution regarding campus needs and planning has taken place since its development, however many of its underlying principles and key concepts remain relevant. For example, in the north campus, this plan envisions retention of playing fields near the Education Building, with better connections to the Meewasin Trail and a new Quad creating a more formal public open space in this area.

The plan also recognizes the potential of College Quarter as an Athletics Precinct, with playing fields and a new Ice Facility. The plan for this area was further refined and updated through the College Quarter Master Plan.

2. Vision 2057: Land Use Planning, 2009

Vision 2057 recommends a strategy for future land use throughout campus, identifying Core Campus Lands, Core Agricultural Lands and Endowment Lands.

Most importantly for the Athletics and Recreation Facilities Master Plan, this document identifies a transition plan for agricultural uses within the southeastern quadrant of College Quarter, which the University is now undertaking. The consolidation of these agricultural uses within the Core Agricultural Lands creates the opportunity to redevelop College Quarter for a mix of uses including athletics and recreation.

3. College Quarter Master Plan, 2010

The College Quarter Master Plan identifies locations for new buildings as well as some recreational facilities, including the GreenWay and associated Quads. Redevelopment according to this master plan has impacts on existing and future recreation facilities in College Quarter. The Athletics and Recreation Facilities Master Plan recognizes these planned changes by seeking to identify new locations for displaced uses and supporting the implementation of the College Quarter Master Plan.

Changes taking place in College Quarter that are relevant to the Athletics and Recreation Master Plan include:

- Construction of the Undergraduate Residences replaced two outdoor grass fields (Field 1)
- The proposed Mixed-Use Village in the northwest corner of College Quarter will result in displacement of Fields 2, 3 and 4



Rendering of College Quarter, 2009

- The parcel of land to the east of the Stadium Parkade on the south side of College Drive is currently under redevelopment as a hotel, displacing what had been beach volleyball courts

The College Quarter Master Plan also identifies a potential future core campus building directly to the north of the Stadium Parkade connected to the parkade via a pedestrian bridge.

The impact of these changes on recreation facilities is addressed through the Athletics and Recreation Master Plan.

2.2 CONSULTATION SUMMARY

Consultation with students, faculty and staff provided information about facility usage, the perceived quality of existing facilities, and ideas about spaces or facilities that are missing from the current campus experience.

2.2.1 CONSULTATION EVENTS

Phase 1

In February and March 2014, initial consultations were undertaken specific to recreation facilities in College Quarter. This first phase of consultation included interviews with eight stakeholder groups, a public open house and an online survey.

Stakeholders interviewed in the first phase included the following groups:

- College of Kinesiology
- Campus Recreation
- Consumer Services
- University of Saskatchewan Students' Union (USSU)
- Graduate Student's Association
- Williams Building Users - USSU Daycare and Language Centre/Continuing Education
- City of Saskatoon, Recreation Department

The survey, available from February 18 to April 23, 2014, elicited 171 responses from students, faculty and staff, as well as members of neighbouring communities. Respondents were asked to comment on:

- The facilities they currently use in College Quarter
- Suggestions for improvements to existing facilities
- Suggestions for additional recreational spaces and activities in College Quarter
- Mechanisms to encourage activity at all times of the day and year

Phase 2

In March 2016, additional consultations took place related to athletics and recreation campus-wide. This second phase of consultation included stakeholder meetings, three Campus Visioning Stations and an online survey.

Meetings with key stakeholders, including the Steering Committee, the College of Kinesiology and Facilities Management, were held in March, May and August 2016.

Campus Visioning Stations were held on March 7 and 8, 2016 at the Physical Activity Complex, the Health Sciences Building and Place Riel. These Visioning Stations were facilitated by consultant team members and student volunteers and consisted of a table with materials located in a heavily trafficked public location. Participants stopped by for as long as they wanted to provide comments on the Athletics and Recreation Facilities Plan. Two posters were provided; one showing existing facilities and recreational spaces, and one showing ideas for potential new activities or spaces.

In total, approximately 125 people visited the Visioning Stations.

The Online Survey was available for completion from March 7 to April 1, 2016. In total, 240 students, faculty and staff completed the survey.



Campus Visioning Station, March, 2016

At both Visioning Stations and through the Online Survey, participants were asked to comment on:

- What spaces they currently use and like
- What spaces need improvement
- What new activities, facilities or spaces they would like to see on campus

2.2.2 SUMMARY OF FINDINGS

Findings in both consultation phases indicate that there is a wide variety of facilities and spaces that are well-used and appreciated by the campus community. However, responses identify issues with capacity and/or age of many facilities, as well as a desire for additional informal recreation and gathering spaces.

Key issues are grouped and summarized below.

Issue #1: Capacity of Fit Centre and Education Building Gym

- Most frequent comments related to limited capacity of the Fit Centre and lack of equipment and space
- Challenges with capacity are compounded by use of this facility by Huskie athletes for training

- Participants noted that this perceived lack of capacity causes some to seek memberships at other facilities or to avoid using the Fit Centre
- Some participants identified that the high volume of users, and use by groups of athletes, makes the Fit Centre feel intimidating for some users
- Desire to see open/public access of the Education Building facility, rather than restricted use for those with personal trainers only, to provide an alternative to the PAC
- Strong desire for a larger or additional facility, either for athletes only or open to all to help reduce the pressure on the Fit Centre
- A number of respondents mentioned a desire for women's only times or spaces within the PAC

Issue #2: Capacity of Physical Activity Complex (PAC) Class Space, Studios and Gyms

- Many comments noted that classes and studio rooms are crowded and get booked up quickly
- Many people would like more variety of classes and flexibility of hours - mid-morning, mid-afternoon and evening would

- help to fit into diverse schedules
- Very frequent mention of need for yoga space
- Conflicts identified between different sports sharing gym times or displacement of open gym time for Huskie team practices

Issue #3: Improvements to Other Sports Facilities

- General desire for more indoor facilities (eg. domed turf fields, additional open gym times/spaces, etc.) for use year-round by athletic programs, intramurals and drop-in use
- A number of comments on the need for a new competition-level track
- Frequent mention of need for upgrades and improvement at Rutherford Rink, or construction of a new ice facility
- Some mentions of need for improved ice surface at Curling Rink
- Upgrades needed to showers and change rooms in Education Building facility

Issue #4: Variety of Informal Recreational Spaces

- Desire for more opportunity for informal recreation like outdoor fitness stations, drop-in sports, skating, cross-country skiing, tobogganing, seating areas, etc.
- Strong desire expressed for outdoor skating (with College Quarter often mentioned as a location) and other outdoor winter activities (eg. cross-country skiing, tobogganing)
- Strong appreciation of existing passive green spaces
- Desire for support facilities for walking/cycling/jogging (eg. showers in buildings, bike lanes on and to campus, upgrade bicycle repair stations, covered bike

storage, heated shelter for winter outdoor activities)

- Desire for better utilization of the Residence Quad in College Quarter (CQ) - suggestions included beach volleyball, winter skating, etc.
- Multiple mentions of a desire for beach volleyball courts
- Desire for improved maintenance and condition of outdoor grass fields
- Network of outdoor pathways highly valued for walking and cycling, and network of indoor tunnels and pathways is highly valued for recreation, especially in winter
- Desire for more information about recommended routes (along with distances) for recreational use on campus
- Desire for additional seating and gathering areas with tables and benches outdoors

Issue #5: Awareness, Management and Support

- Desire for dispersed recreational facilities in various locations, especially near residences and the Health Sciences area - many respondents noted that this would help more people access facilities
- Need to balance accessibility of facilities with ability to manage and staff locations
- Explore opportunities for shared support facilities and amenity buildings for recreational uses in College Quarter
- Desire for additional information about class times, organized leagues, 'learn-to' opportunities, spaces available for public/general usage, booking opportunities, etc.
- Cost of activities is a barrier to some, particularly mentioned by staff

2.3 EXISTING CONDITIONS

The University of Saskatchewan campus offers a wide range of recreational spaces, open spaces and athletics facilities for use by students, faculty and staff year-round. Though many spaces and facilities are in good condition, requiring routine ongoing maintenance, others require more serious consideration of their long-term use and programming.

2.3.1 FACILITY CONDITIONS ASSESSMENTS

The following sections summarize existing conditions for the following major athletics facilities on campus:

- Physical Activity Complex (PAC)
- Education Building
- Griffiths Stadium in PotashCorp Park Team House and West Stadium Stands
- Williams Building

The facility conditions assessments consisted of a review of information gathered from several sources.

1. Reviewed facility conditions assessments completed by Stantec Consultants for the:
 - Physical Activity Complex (2013)
 - Education Building (2012)
 - Griffiths Stadium in PotashCorp Park Team House and West Stadium Stands (2005)
 - Williams Building (2012)

The Stantec facility conditions assessments were used as the base information for the facilities assessments, including backlog facilities conditions index numbers (FCI). FCI is a relative indicator of a facilities condition calculated by dividing the backlog deferred maintenance and repair cost by the assumed replacement value of the facility.

2. Toured and documented athletics facilities with University of Saskatchewan staff, including Facilities Management and the College of Kinesiology. Observations and documentation from the facilities tour was used to confirm and update information provided in the Stantec reports.
3. Reviewed Maintenance and Upgrades Report assembled by the College of Kinesiology for the Athletics and Recreation Overview Committee. The report provided athletics-specific information for items and costing not covered in the Stantec reports.
4. Reviewed athletics facilities deferred maintenance costs, provided by U of S Facilities Management. These numbers are used as the basis for facility deferred maintenance in the report.

At the time of this report, Rutherford Rink and the Curling Rink are planned to be demolished, as they have reached the end of their lifespan. A new Ice Facility has been approved for College Quarter to replace Rutherford Rink, including two ice pads, two full size basketball courts and ancillary services. A full description of programming and costs associated with this facility can be found in Section 3.2.

Legend

1. Physical Activity Complex (PAC)
2. Education Building
3. Griffiths Stadium in PotashCorp Park - Teamhouse and West Stadium Stands
4. Williams Building
5. Rutherford Rink
6. Curling Rink

2.3.3 PHYSICAL ACTIVITY COMPLEX (PAC)

The PAC building was built in 2003. An accessibility audit completed in 2004 and a building audit was completed in 2013.

Athletic Facilities

The PAC athletic facilities include three full gymnasiums (with three basketball, three volleyball or eight badminton courts), event seating for 2,426 spectators, an indoor non-competitive jog / walk track, a Jr Olympic salt water swimming pool, a 13,000 square foot fitness centre, a climbing wall, dance studio, squash / racquetball courts, gymnastics room, sport health clinic and change rooms with yearly / daily rent lockers.

Athletic Facilities Planned Upgrades

Ongoing maintenance and upgrades have kept these facilities in good shape. Repairs and upgrades recommended by College of Kinesiology to be completed by 2025 include:

- Repairing a persistent moisture issue with the hardwood floor in the gymnasium
- Replacing the pool bulkhead
- Replacing tri-gym bleachers
- Replace tri-gym mercury halide lights with LED fixtures
- Replace deck and over pool lights to directional LED lights
- Replace public entrance locks with auto locking system
- Repair water damage to racket ball / squash courts
- Upgrades to locker rooms

The minimum approximate total cost of these upgrades over the next ten years is \$3,257,500. See Table 2.

Maintenance and Repairs

Ongoing building repairs and maintenance over the next 23 years (to 2039), as recommended in the Stantec Building Facilities Condition Report from 2013 include:

- Replace gym lighting
- Replace motor control centers
- Replace roof coverings
- Replace exterior building lighting
- Replace emergency power systems
- Replace ceramic tile flooring
- Replace wood flooring
- Replace interior fittings
- Replace hot water distribution
- Replace air handling equipment
- Replace exterior windows

- Replace sanitary waste system

The total approximate cost of recommended upgrades, maintenance and replacements over a 25 year span is \$42,943,064 (2013 dollars). This total includes all elements of the building, including non-athletic facilities. See Table 3.

PAC Athletic Facility Usage

A tour of the PAC and interviews with the College of Kinesiology revealed that the PAC facilities are at or exceeding capacity.

- The tri-gym is fully scheduled and the use of the gym for writing exams occupies two of three gyms during exam periods and causes great disturbance as there is no replacement facility.
- The multipurpose room is used primarily as a gymnastics room. The multipurpose room is not rented to non-University users, as there is too much equipment that must remain in the room.
- The 200m indoor track is well used, however cannot be used during exams or varsity games.
- The saltwater Jr. Olympic pool is fully scheduled. The new UV sanitation system has been successful and enabled the University to extend the complete refresh of the pool water from every 2 years to potentially 5-8 years.
- The dance studio is well used, and can be used as a multi-purpose room.
- The climbing wall is in good condition and is well used.
- The fitness centre is overcrowded and lacks adequate space and natural light for the diverse activities supported.

Backlog Facilities Condition Index (FCI)

The Backlog FCI for this building is 0.37%. Estimated replacement value for this facility is between \$62 million and \$73 million.



2.3.4 EDUCATION BUILDING

The Education Building was built in 1970. There have been two building condition reports completed, in 2004 and 2012, and an accessibility audit completed in 2004.

Athletic Facilities

The Education Building athletic facilities include a full gymnasium, a small gymnasium, a squash court, a high performance centre (HPC), a salt water pool, 6 tennis courts and grass fields 9,10, and 11.

Athletic Facilities Planned Upgrades

Ongoing maintenance and upgrades have kept the athletic facilities in adequate to good shape. Repairs and upgrades recommended by College of Kinesiology to be completed by 2018 include:

- Replacing the ceiling mounted hoops in the gym with automated adjustable hoops
- Replacing the fixed windows in the HPC with operable windows to provide more air circulation from the gym
- Replacing HPC fluorescent ballast lights with LED fixtures
- Resurfacing of the tennis courts, and installing new net posts
- Replacing all above water and deck lights with directional LED fixtures
- Resurface squash court floor

The minimum approximate cost of the athletic facilities upgrades over the next two years (to 2018) is \$182,500. See Table 2.

Maintenance and Repairs

Ongoing building repairs and maintenance over the next 25 years (to 2041), as recommended in the Stantec Building Facilities Condition Report from 2012 include:

- Replace the domestic water distribution
- Replace the domestic hot water distribution
- Replace sanitary waste system
- Replace air handling and air distribution equipment
- Replace resilient flooring, replace ceramic tile flooring
- Replace acoustic ceiling tile and panels
- Replace all lighting fixtures
- Replace LAN network
- Replace roof construction and coverings
- Replace exterior wall system (except for cladding)

The total cost of the recommended upgrades, maintenance and replacements over the 25 year span is just under \$100,000,000 (2012 dollars).

This total includes all elements of the building, including non-athletic facilities. See Table 3.

Athletic Facility Usage

A tour of the Education Building and interviews with the College of Kinesiology revealed that the athletics facilities are at or exceeding capacity.

- The large gym is fully scheduled and the use of the gym for writing exams causes great disturbance as there is no replacement facility.
- The small gym is used primarily for wrestling, however, because it is also booked as a multi-purpose space (yoga, karate, social activities) the wrestling team must frequently remove and reset their mats and equipment at great inconvenience. Ideally, the wrestling team would have a dedicated space to leave their equipment set up, in which case the small gym could be used as a true multi-purpose athletics room.
- The squash court is fully booked, however not always for its intended use. The squash court is used for other activities such as karate and yoga, indicating that additional multi-purpose spaces are required.
- The high performance center has been a successful addition to the education building. Since it requires being accompanied by a trainer to gain access, its usage is likely lower than if the center were open to all students. Opening the space to more campus-wide usage would require a certified staff member to supervise.
- The pool is in good condition and is used regularly.

Backlog Facilities Condition Index (FCI)

The Backlog FCI for this building is 8.74%. Estimated replacement value for this facility, including non athletic spaces is between \$91 million and \$108 million.



2.3.5 GRIFFITHS STADIUM IN POTASHCORP PARK - WEST STADIUM STANDS AND TEAMHOUSE

The Griffiths Stadium Teamhouse was constructed in 1962. The Griffiths West Stadium Stands were constructed between 1967-1970. A full audit of the stands was completed in 2005.

Athletic Facilities

Griffiths Stadium in PotashCorp Park facilities include: artificial turf field (football), 400m all-weather track, event seating for 6,000, change rooms, washrooms, storage rooms and concessions.

The Graham Huskies Clubhouse, including a training centre, changerooms, office space and meeting rooms, was built in 2006 and expanded in 2011, and is excluded from this summary.

Athletic Facilities Planned Upgrades & New Initiatives

Griffiths Stadium in PotashCorp Park has a number of facilities that are in need of replacement or repair. Repairs and upgrades recommended by College of Kinesiology to be completed by 2025 include:

- Replacing the artificial turf field which is at the end of its lifecycle.
- The track is at the end of its life cycle. It should either be removed or replaced.
- The west stadium stands and associated amenity spaces need to be replaced.
- Stadium score clock and video screen need to be replaced.
- A larger events area for special events (Huskie Rally Alley) with adequate power for concerts is needed.
- There is a need for a new artificial turf field to replace fields 3 & 4 that is designed for both football and soccer, with lighting spectator seating, a sound system and press box.

The minimum approximate cost of the desired athletic facilities upgrades and new initiatives is \$14,250,000. over the next ten years. See Table 2.

Deferred Maintenance and Repairs

Ongoing building repairs and maintenance over the next 19 years (to 2024), as recommended in the Stantec Building Facilities Condition Report from 2005 include:

- Replace domestic water distribution
- Replace roof coverings
- Replace center cast in place bleacher stands
- Replace lighting fixtures

- Replace sanitary waste systems
- Replace branch circuit panels
- Replace plumbing fixtures

The total cost of recommended upgrades, maintenance and replacements is \$1,099,072 (2005 dollars) for the teamhouse over a 17 year span, and \$2,284,675 (2005 dollars) for the west stadium stands over a 9 year span. As the backlog FCI indicates, it is likely that this building will be replaced as opposed to maintained. See Table 3.

Griffiths Stadium Athletic Facility Usage

A tour of Griffiths Stadium in PotashCorp Park and interviews with the College of Kinesiology revealed that the Griffiths Stadium facility is very well used and is in need of major immediate upgrades.

- The artificial turf needs to be replaced, and there is an opportunity to make it a multisport artificial turf field (football and soccer).
- It has been recommended that the track that surrounds the field be removed, as it is beyond repair.
- The west stands and amenity spaces are well used, but at the end of their lifecycle.
- The Stadium Teamhouse (visitor's changerooms and concession) is old and requires many upgrades, though, functionally, it suits the current programming. The concession room is in need of major upgrades. While the Stadium Teamhouse is functional, it is debatable whether the cost of ongoing upgrades and maintenance might be better spent on a new facility.

Backlog Facilities Condition Index (FCI)

The Backlog FCI for the Teamhouse is 61.7%. Estimated replacement value for this facility is between \$1.4 million and \$1.6 million.

The Backlog FCI for the West Stands is 36.267%. Estimated replacement value for this facility is between \$7.5 million and \$8.0 million.



2.3.6 WILLIAMS BUILDING

The Williams building was built in 1932. The North Wing was added in 1976 and the gymnasium wing was added in 1986. The building was used in 1995 to house the College of Kinesiology during the construction of the PAC. An in-house building assessment was completed in 2004 and a building audit was completed in 2012.

Athletic Facilities

The Williams Building athletic facilities include a gymnasium and three dance studios. The facilities are not programmed by the College of Kinesiology.

Athletic Facilities Planned Upgrades

The athletic facilities in the Williams Building are in adequate condition, but like the rest of the building, require repair and upgrades. In its Maintenance and Upgrades Report, the College of Kinesiology did not identify any athletic facility repairs or upgrades. However, during a tour of the building with Facilities Management, several upgrades and repairs were noted by staff. For example, repairs to the dance studio floors are needed and repairs to the gym baseboards, walls, and ceiling are required. It was also noted that there are plans to join two of the dance studios together to form a larger studio. See Table 2.

Deferred Maintenance and Repairs

Ongoing building repairs and maintenance over the next 26 years (to 2038), as recommended in the Stantec Building Facilities Condition Report from 2012 include:

- Replace exterior walls
- Replace terrazzo flooring
- Replace hot water distribution
- Replace air distribution
- Replace fire alarm systems and sprinklers
- Replace lighting fixtures
- Replace resilient flooring

The total cost of recommended upgrades, maintenance and replacements over a 25 year span is \$17,000,000 (2012 dollars). This includes athletic and non athletic facilities.

Williams Building Athletic Facility Usage

A tour of the Williams Building and interviews with the College of Kinesiology revealed that the Williams Building facilities, specifically the gym, could be used to alleviate some

of the usage conflicts in the small gym in the Education Building. Specifically, if an agreement could be made to allow the Williams Building Gym to be used as a dedicated wrestling facility, the small gym in the Education Building could be used more easily as a multi-purpose room. Existing uses of this facility would have to be accommodated as well. See Table 3.

Backlog Facilities Condition Index (FCI)

The Backlog FCI for the Williams Building is 4.85%. Estimated replacement value for this facility is between \$30 million and \$40 million.



2.3.7 OUTDOOR SPACE CONDITIONS

The University of Saskatchewan sits on 1,865 acres in the centre of Saskatoon. This large land base includes academic and administration buildings, student residences, commercial developments on leased land and agricultural plots used for research and associated activities.

The campus is connected by a diverse range of outdoor spaces that connect destinations on campus to each other and to external destinations. The location of the campus in the centre of the City means that these outdoor spaces serve both campus users and the wider community.

There are several types of outdoor spaces on campus:

- Sports Fields and Courts - includes soccer and football fields, a track and field throws area, tennis courts, and a baseball diamond. These spaces are used for informal or formal recreation and sports activities.
- Social and Gathering Spaces - includes the Bowl, the Engineering Quad, the Undergraduate Residence Quad and others. In general, these spaces are primarily unprogrammed, consisting of green space that is occasionally used for events.
- Gardens - includes the Sculpture Garden, Patterson Gardens Arboretum and two community gardens. These spaces are accessible to the public for walking and/or gardening.
- Recreational Trails and Pathways - includes the Meewasin Trail, the Greenway, sidewalks and paths throughout campus.






- Fragmented Open Spaces - there is a significant amount of fragmented open space, found between buildings and alongside roads and pathways, which is used primarily for moving through campus.

Outdoor Spaces on Campus

Numbers below correspond with numbers on the image opposite.

1. Turf Fields
 - 9 fields in total - seasonal use only
 - 1 field within Griffiths Stadium in PotashCorp Park
 - 3 fields near Education Gym
 - 2 competition fields in College Quarter
 - 3 fields in College Quarter to be relocated with redevelopment of the Mixed-Use Village
2. Tennis Courts
 - 6 courts
 - Seasonal use only
3. Throws and Jumps Area
4. Baseball Diamond
5. The Bowl & Nobel Plaza
6. Undergraduate Residence Quad
7. PotashCorp Plaza
8. Plaza / Skating Rink at Innovation Place
9. Palliser Garden
10. Community Gardens
11. Sculpture Garden
12. Patterson Gardens Arboretum

Legend

-  Sports Fields and Courts
-  Social and Gathering Spaces
-  Gardens
-  Meewasin Trail
-  On-campus outdoor pathways



2.4 PRECEDENT RESEARCH

Universities across North America are seeking to innovate in the design of recreational and social spaces to provide students, faculty and staff with a healthy and engaging campus experience.

2.4.1 ON-CAMPUS TRENDS AFFECTING RECREATIONAL SPACE NEEDS

A number of trends affecting post-secondary institutions across North America similarly impact planning for recreational space needs at the University of Saskatchewan.

Physical Space Allocation and Growth

The University of Saskatchewan provides a wide range of recreational and athletics facilities for its campus community, in excess of industry recommendations for space allocation.^{1,2} Satisfaction with these facilities is also good, with surveys of both applicants and current students consistently reflecting positive attitudes about the quality of the University's athletic and recreational facilities.

Though the University has a higher than average amount of total athletics space per student, some key facilities restrict use to particular user groups or are only available during part of the year, limiting the actual amount of usable space available. In addition, students, faculty and staff report that capacity is limited in the most heavily used facilities, like the Fit Centre, which will intensify as the campus population grows if the amount of space available remains static.

As with many other Universities, some of the major athletics facilities are aging, with increasing deferred maintenance costs over time. As a result, the University will face decisions in the coming years about whether to continue to maintain older facilities or to replace them.

Demographic Trends

For many years, universities across Canada have been experiencing higher female student enrollment than male enrollment. For example, in 2015, 57% of the students at the University of Saskatchewan were female. At the same time, the student body has become increasingly culturally diverse. As a result, growing numbers of institutions, like the University of Calgary, University of Toronto, Ryerson University, and the University of Manitoba, have begun to offer women-only spaces, classes or gym times. Indeed, consultation on-campus at the University of Saskatchewan revealed a desire from some students for similar efforts, with a number of participants noting that they feel intimidated or uncomfortable using the gym when it is busy or heavily used by varsity athletic teams.

Footnotes

1 Inventory of Physical Facilities of Ontario Universities 2013-2014, Council of Ontario Universities, May 2015, <http://cou.on.ca/wp-content/uploads/2015/05/COU-Inventory-of-Physical-Facilities-of-Ontario-Universities-2013-14.pdf>

2 Space Standards Review: College, University College and Institute System, The RPG Partnership, June, 2000, <http://www.aved.gov.bc.ca/cppm/documents/space.pdf>



Indigenous Gathering Place at Capilano University, North Vancouver

Indigenous Place-Making

There are growing numbers of Indigenous students enrolling at post-secondary institutions across Canada. With the largest largest absolute and relative self-declared Indigenous student population in Canada, the University of Saskatchewan has articulated clear objectives to attract, retain and support Indigenous students on-campus. As a result, this is a critical time to take advantage of the opportunity to support this mission through the design of recreational spaces and programming.

The University of Saskatchewan is already a leader in some ways, offering fitness programs that draw on Indigenous cultural traditions, like the Pow-Fit class. Other universities and colleges are also seeking to reflect the culture and identity of their Indigenous students, faculty and staff in the design of outdoor recreational and gathering spaces. These spaces can both increase the visibility

of Indigenous culture on-campus and offer a place where the whole campus community can take part in cultural events and social activities.

Design Trends

Faced with aging facilities and increasing capacity constraints, many post-secondary institutions throughout North America are making significant investments in athletics and recreational spaces. This investment also reflects a growing recognition of the need to promote well-being on-campus in a holistic sense. Many universities are developing programs and facilities that support students, faculty and staff with mental and physical health, from exercise and healthy eating to efforts to foster social connectivity. The design of physical spaces to support this programming has become a priority for many campuses, with institutions making major investments in new athletics facilities, open spaces and circulation networks.

A common characteristic of many new indoor facilities is a design approach that emphasizes transparency and an abundance of natural light through expansive glazing. This provides users with both sunlight and views to the outdoors, but also allows visitors to see into the facility and experience the energy of the campus as a passer-by. These facilities often become emblematic of an institution's campus culture and are key to conveying a commitment to student life, healthy living and social engagement. It is not surprising that they become a key feature of recruitment and marketing materials and also influence university rankings.

Another key global trend that is transforming the fabric of post-secondary institutions is the injection of a network of highly visible, creatively conceived spaces that blur the lines between recreation, social engagement and collaboration. Courtyards and Quads that were formerly neutral, unprogrammed spaces are now becoming highly animated outdoor social spaces with areas for seating, studying and eating and games.

Some of these trends are described in the following sections through case studies of other institutions.



Top Row: Harvard University
Bottom Row: Mohawk College (left);
University of Toronto (right)

2.4.2 PRECEDENT INSTITUTION #1: HARVARD UNIVERSITY, CAMBRIDGE MASSACHUSETTS

In 2009, Harvard University launched its “Common Spaces” program. This program focuses on investment in indoor and outdoor social spaces that promote gathering as a way to enhance the vitality of campus life and promote a greater sense of community.

Through this program, Harvard Yard now features flexible seating with tables and chairs on an open lawn, which are used for studying, gathering, games and events.

The Plaza is a new flexible space created on a tunnel overpass. It offers new landscaping and seating consisting of multi-functional concrete walls and wooden benches, a performance space and evening lighting. The Plaza is used for events all year round, including food truck events, a farmer’s market and concerts. In the winter, it hosts a winter skating rink, outdoor curling lanes on painted plywood and fire pits.



Food trucks and a concert in Harvard Yard



The Plaza (Stoss)



Clockwise From Top Left: Outdoor Curling; The Plaza; Harvard Yard; Harvard Skate (all from Harvard Campus Services flickr stream)

2.4.3 PRECEDENT INSTITUTION #2: MOHAWK COLLEGE, HAMILTON ONTARIO

The 64,000 square foot David Braley Athletic and Recreation Centre (DBARC) at Mohawk College was completed in 2007. It includes three gymnasiums, a fitness centre, multi-purpose studio and an indoor track. The facility also includes a juice bar, outdoor basketball and beach volleyball courts, and common areas for socializing. It reflects the College's commitment to sustainability by achieving LEED Gold Certification.

Outside the DBARC is the newly completed Mohawk Students' Association Plaza, which features sustainability enhancements like permeable paving and a landscaped berm. This flexible space hosts student events and extended recreational programming associated with the DBARC. Its intent is to promote a growing culture of health, wellness and sustainability on campus.

More recently, Mohawk College has completed the Hoop Dance Aboriginal Gathering Place, designed in collaboration with local Elders and Indigenous students at Mohawk College. The project incorporates a traditional garden of sage, sweetgrass, cedar and tobacco, an outdoor pavilion structure, a fire circle, seating platforms and a water feature - all using natural materials and based on Indigenous place-making practices.

The Hoop Dance will be used for outdoor teaching, ceremonies and performances, and can also be used by students, faculty and staff for gathering and socializing on a day-to-day basis.



*Hoop Dance Aboriginal Gathering Space
(Brook McIlroy)*



David Braley Athletic and Recreation
Centre (Perkins+Will)



Clockwise from top left: DBARC
(Perkins+Will); MSA Plaza (Mohawk
Matters); Events in MSA Plaza; Farmer's
Market in MSA Plaza

2.4.4 PRECEDENT INSTITUTION #3: UNIVERSITY OF MANITOBA, WINNIPEG MANITOBA

The 9,300 square metre Active Living Centre at the University of Manitoba was completed in 2015. The building is an extension of the existing Frank Kennedy Recreation Centre, providing additional fitness and gym space for a growing student population. The facility focuses on transparency and engagement

of the community in active, healthy living and well-being. Its highly visible location and award-winning design have also served to increase its prominence among the wider Winnipeg community.



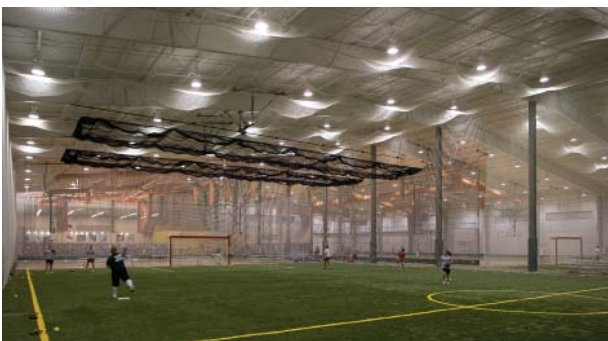
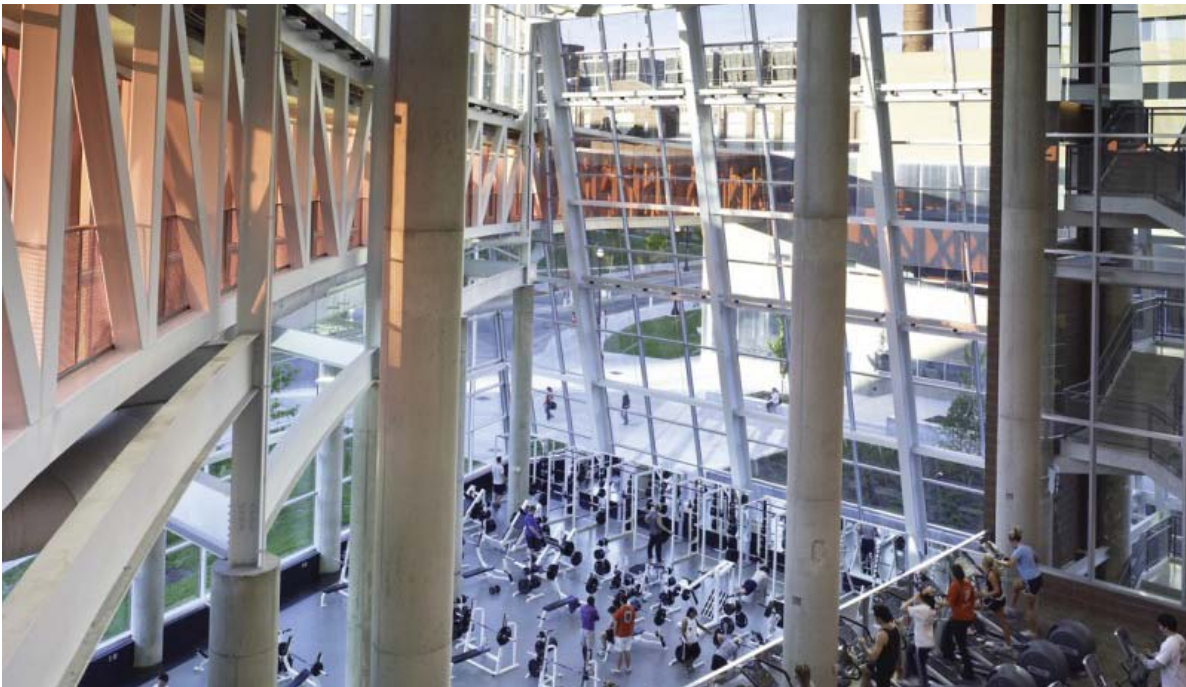
Active Living Centre (all from Cibinel Architecture Ltd)

2.4.5 PRECEDENT INSTITUTION #4: OHIO STATE UNIVERSITY, COLUMBUS OHIO

Ohio State University, with a student population of approximately 65,000, boasts seven recreation and fitness facilities located throughout campus. These include the 45,000 square metre Recreation and Physical Activity Centre with two pools, an extensive weight and cardio area, gymnasium space, a track, golf and racquet sports courts; the 8,000 square metre Adventure Recreation Centre with two indoor turf fields, basketball and volleyball courts and batting cages; and the Outdoor Adventure Centre, featuring a prominent 400 square metre climbing centre, among other amenities.

Recreational facilities are spread out throughout the campus, providing more convenient access for all students to a wide range of recreation opportunities and experiences.

In part due to the variety and quality of facilities, as well as the relatively high square footage of recreational space per capita, Ohio State is consistently ranked among the top fittest colleges in the United States by various sources (eg. The Active Times, Men's Fitness, etc.).



From Top: Recreation and Physical Activity Centre (Moody Nolan Ltd); Adventure Recreation Centre; and Outdoor Adventure Centre



3.0 ATHLETICS AND RECREATION FACILITIES MASTER PLAN

3.1 OVERVIEW

The Athletics and Recreation Facilities Master Plan increases the capacity and diversity of recreational space, while distributing facilities throughout campus to make recreational amenities more accessible to all students, faculty and staff.

The Athletics and Recreation Facilities Master Plan focuses on the creation of three recreational hubs - in the central campus (around the PAC), in the south campus (College Quarter) and in the north campus (centered around the Education Building).

These areas will accommodate increased fitness, gymnasium and studio space, as well as outdoor athletics fields and recreational trails.

The Master Plan also integrates a strategy for outdoor gathering and social spaces that focuses on increasing flexibility of use, providing space for informal recreation and fostering social connections.

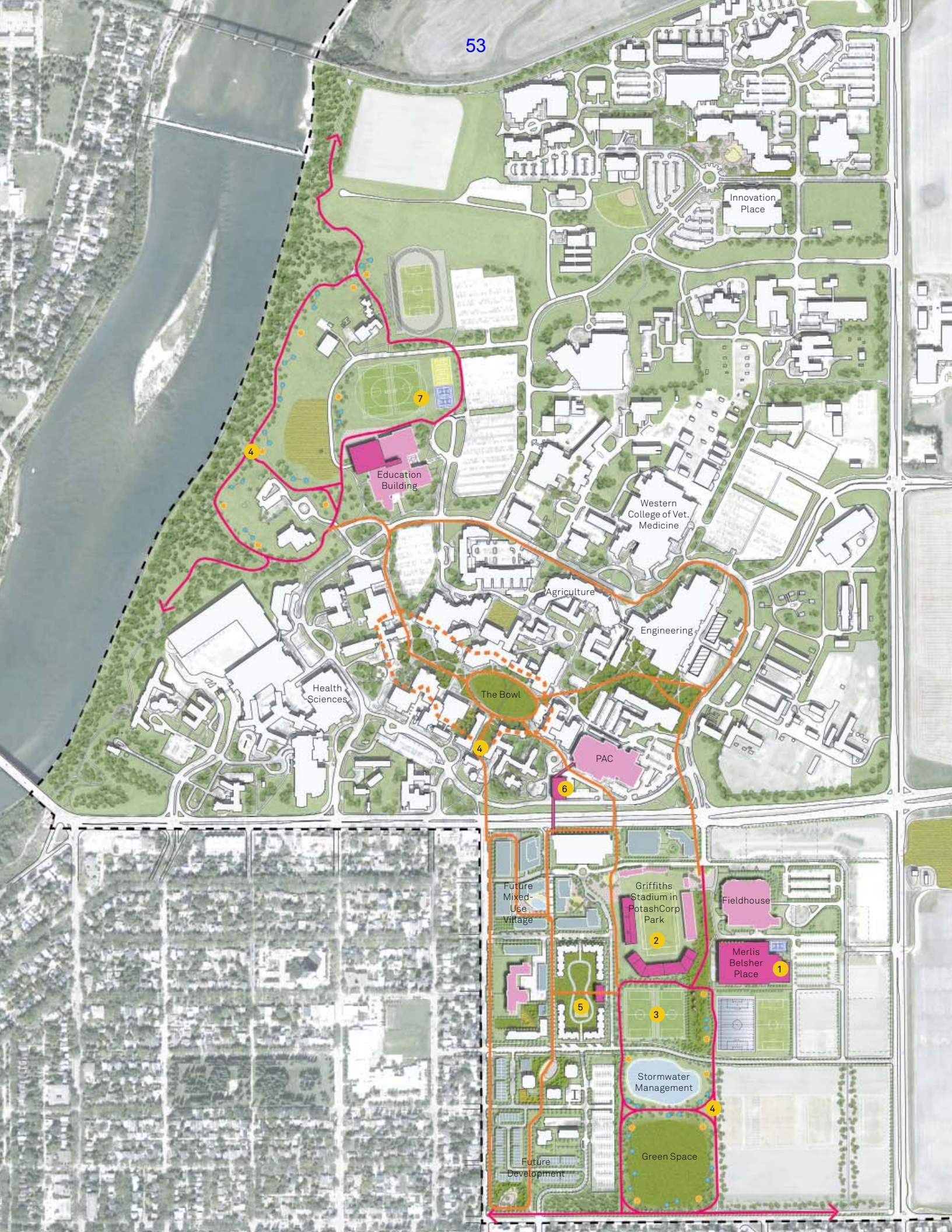
Each of the following key recommendations in the Master Plan is described in further detail in sections 3.2 to 3.9. Each recommendation is accompanied by a phasing plan and high level cost estimate to assist with implementation.

The phasing plan is organized as follows:

- Immediate recommendations - to be completed within 0-2 years
- Short-Term recommendations - to be completed within 3-10 years
- Medium-Term recommendations - to be completed within 11-17 years
- Long-Term recommendations - to be completed within 18-25 years

MASTER PLAN RECOMMENDATIONS

1. Construction of Merlis Belsher Place - Ice Facility in College Quarter
2. Enhancements to Griffiths Stadium in PotashCorp Park
3. New Outdoor Sports Facilities in College Quarter
4. Enhancements to Recreational Trails
5. Enhancements to Undergraduate Residence Quad
6. Physical Activity Centre (PAC) Expansion
7. Improvements to Education Fields and Building
8. Campus Life Activity Generators



3.2 MERLIS BELSHER PLACE - ICE FACILITY IN COLLEGE QUARTER

A new Ice Facility with indoor gyms offers the opportunity to replace Rutherford Rink and reinforce the north east precinct of College Quarter as an athletics hub for the south campus.

A new Ice Facility in College Quarter, Merlis Belsher Place, has been approved by the University's Board of Governors and is currently in design development. The existing Rutherford Rink, built in 1929, has reached the end of its lifespan, and the University plans to remove the building. Construction of a new Ice Facility allows for the achievement of several objectives, including a new hockey and skating facility with improved spectator experience; new facilities for basketball; and provision of shared support facilities for outdoor recreational activities in College Quarter. This location also offers adequate parking for events, including bus parking.

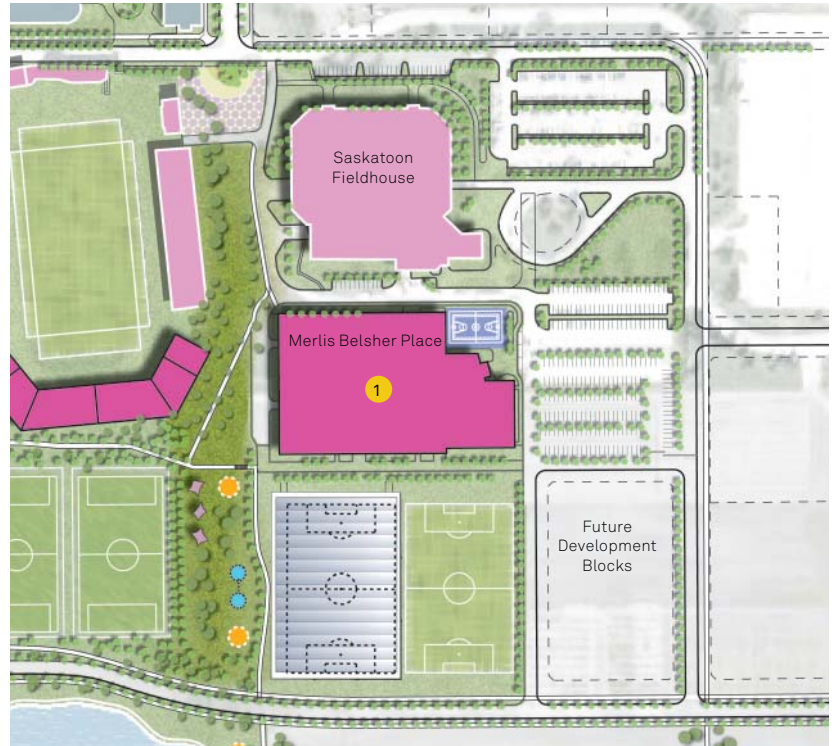
Though Merlis Belsher Place does not include curling, the University has decided to remove the Curling Rink without replacement because it relies upon the Ice Plant within Rutherford Rink and it has also reached the end of its lifespan.

KEY INITIATIVES

- Merlis Belsher Place - new 11,500 square metre multi-sport facility including:
 - Two ice surfaces and two full-size basketball courts
 - Potential spectator seating in main rink for 3,500
 - Sport science research facilities
 - Workout space for Huskie athletes
 - Ability to host approximately 4,000 at Convocation
- Outdoor plaza with multi-sport court at eastern entrance
- Support services like changerooms and washrooms can also be used by soccer and other outdoor sports in CQ
- Removal of Rutherford Rink and the Curling Rink

INITIATIVE

1. Construction of Merlis Belsher Place
 Phase: Immediate
*Cost Estimate: Not included in this scope
 (approximately \$43 million)*
-
-



Top Left: Diagram of Arena Building; Top
 Right: Pegula Ice Arena, Penn State;
 Bottom: University of Colorado Boulder

3.3 ENHANCEMENTS TO GRIFFITHS STADIUM IN POTASHCORP PARK

Enhancements to Griffiths Stadium in PotashCorp Park will support an upgraded playing surface for both football and soccer and an improved spectator experience.

Griffiths Stadium in PotashCorp Park is one of the most heavily used outdoor athletics facilities on campus, hosting football games throughout the season that can each attract up to 6,000 fans. However, significant elements, including the turf field, the track and the west stands, are in need of replacement. The Stadium Teamhouse also requires significant upgrades.

Replacing the turf field offers the opportunity to provide a better playing surface and accommodate both football and soccer. This initiative would also include removal of the track (with an opportunity for relocation to the north campus - see Section 3.8), allowing the field to be shifted closer to the east stands. New west stands can then be built closer to the field, with the longer-term opportunity for a set of new south stands that can integrate concessions, washrooms, and visitor changerooms, replacing the existing Teamhouse.

With a new road south from the Parkade along the western edge of Griffiths Stadium, there is an opportunity to expand and rejuvenate the PotashCorp Park Plaza.

There is also an opportunity for a new Indigenous Circle Plaza to the east of the stadium, with a gathering structure,

hardscaping and electrical supply. This area can be used for events and gatherings celebrating Indigenous culture on campus, as well as hosting pre-game concerts and events, shifting some of the focus of football events away from the future Mixed-Use Village. This shift will require an additional new entrance to the Stadium on the northeastern side.

These upgrades will provide a better playing and spectator experience for both soccer and football.

KEY INITIATIVES

- Remove track and replace artificial turf field in a location shifted slightly to the east
- New field should accommodate both competition football and soccer field
- Replace west stands
- Add new stands at the south end of field - can incorporate concessions, washrooms and change rooms for visiting teams
- Remove the existing Stadium Teamhouse
- Expand PotashCorp Park Plaza to accommodate some pre-game activity
- New Indigenous Circle Plaza to the east of Griffiths Stadium to accommodate events celebrating Indigenous culture on campus and pre-game activities

INITIATIVE

1. Replace Field
Phase: Immediate
Cost Estimate: \$3.25 million
 2. Replace West Stands
Phase: Short-Term
Cost Estimate: \$13 million
 3. Demolition of Stadium Teamhouse
Phase: Medium-Term
Cost Estimate: \$52,000
 4. Expand PotashCorp Plaza
Phase: Medium-Term
Cost Estimate: \$390,000
 5. Indigenous Circle Plaza
Phase: Medium-Term
Cost Estimate: \$975,000
 6. New South Stands
Phase: Long-Term
Cost Estimate: \$23.4 million
-
-



Left: Field with football and soccer markings; Right: Plaza / event space

3.4 NEW OUTDOOR SPORTS FACILITIES IN COLLEGE QUARTER

In addition to a new Ice Facility and enhancements to Griffiths Stadium in PotashCorp Park, the athletics hub within College Quarter will include a cluster of outdoor fields and courts, as well as support facilities.

Implementation of the Master Plan for College Quarter has resulted in displacement of Field 1 for the Undergraduate Residence building, and calls for the future displacement of Fields 2, 3 and 4 for the Mixed-Use Village. Development of two new artificial turf fields south of the Ice Facility will replace the capacity of these four grass fields. The new turf fields will include lighting to extend the potential hours of play, and one field can accommodate a dome in the winter, allowing for ongoing use throughout the year.

At the same time, Fields 7 and 8, south of Griffiths Stadium in PotashCorp Park, will remain natural grass, to be used by the University soccer program and the community for soccer tournaments.

Between the turf fields and the grass fields is space for a shade canopy and seating that can be used by game spectators, players or trail users.

The two competition grass fields and the new artificial turf fields may need to be fenced to manage their use and maintain their quality. Further to the south, however, a large grass open space will be created as a dry stormwater management facility. Though it serves a stormwater function, this area can be used by students, faculty and staff as well as the wider community for pick-up sports and other activities.

KEY INITIATIVES

- Ongoing maintenance of Fields 7 & 8 as competition soccer fields (natural grass)
- Construct two new artificial turf fields south of the new arena
- Create Open green space between the grass and turf fields with tree planting, seating and a shade canopy
- Create large green space as dry stormwater management facility

IMPLEMENTATION CONSIDERATIONS

- Prepare arrangement to use the Ice Facility changerooms and washrooms for soccer games and tournaments

INITIATIVE

1. New Artificial Turf Fields (Replaces Field 2, 3 & 4)
Phase: Immediate
Cost Estimate: \$5.2 million
 2. Winter Dome (Over one field)
Phase: Short-Term
Cost Estimate: \$2.6 million
 3. Seating and Shade Canopy
Phase: Short-Term
Cost Estimate: \$78,000
 4. Create Green Space (south of Stormwater Pond)
Phase: Medium-Term
Cost not included in this scope
-



Left: Canopy and seating;
Right: Domed soccer field

3.5 ENHANCEMENTS TO RECREATIONAL TRAILS

There are many pedestrian and cycling trails winding through campus. Formalized loops for recreational use will be enhanced to create both natural and urban experiences, as well as an indoor option.

It is recommended that four main recreational loops are prioritized for enhancement.

The Green Tracks

There are two Green Tracks, which are loops that are located within natural settings, may consist of a mix of granular and asphalt surfaces, and are heavily treed. Though some portions of the Green Tracks exist, some new pathways are required to complete these loops.

The Green Tracks can be used for training by athletics teams, as they are located away from the main campus pedestrian routes, and they are adjacent to the North and South campus athletics hubs, which provide access to amenities like washrooms, changerooms and water filling stations.

The Green Tracks can integrate outdoor fitness stations and Frisbee Golf stations along their length. They can also be used for winter recreation, including cross-country skiing and snowshoeing. They should have additional wayfinding signage, and potentially maps and distance markers to guide users.

The North Loop is approximately 2 kilometres in length, while the South loop is approximately 1.5 kilometres in length.

The Campus Tracks

The Campus Tracks consist of one outdoor and one indoor route for summer and winter use. These are busier routes, merging with daily campus traffic, so would be used primarily for jogging (outdoor) and walking (indoor). These loops generally follow existing pathways, but some minor enhancements are recommended.

- **Outdoor Loop:** This route consists of several overlapping loops, with a total distance of approximately 5 kilometres, each of which emanates from the Bowl. It uses existing and planned (eg. the GreenWay) pedestrian routes, however, some additional wayfinding signage, pathway widening and improved pedestrian crossings may be required. An additional pedestrian crossing over College Drive is recommended with a bridge from the Stadium Parkade to the PAC to connect the north and south components of this route.
- **Indoor Loop:** The Indoor Loop makes use of existing tunnels and bridges to create a 1 kilometre long route for use during winter and inclement weather. Though it is not appropriate for jogging, subtle route markers like floor painting, distance markers or signs, as well as published maps, will help walkers to navigate this route and track distance traveled.

KEY INITIATIVES

- Completion of the Green Track North and South Loops, including additional tree planting
- Installation of Fitness Stations and Frisbee Golf stations along Green Track Loops
- Completion of the southern portion of the GreenWay and the pedestrian crossing enhancements for the Campus Tracks
- Develop and install a recognizable family of signage on all loops



Top: Fitness Stations; Bottom Left: Trail Signage; Bottom Right: Frisbee Golf Station






IMPLEMENTATION CONSIDERATIONS

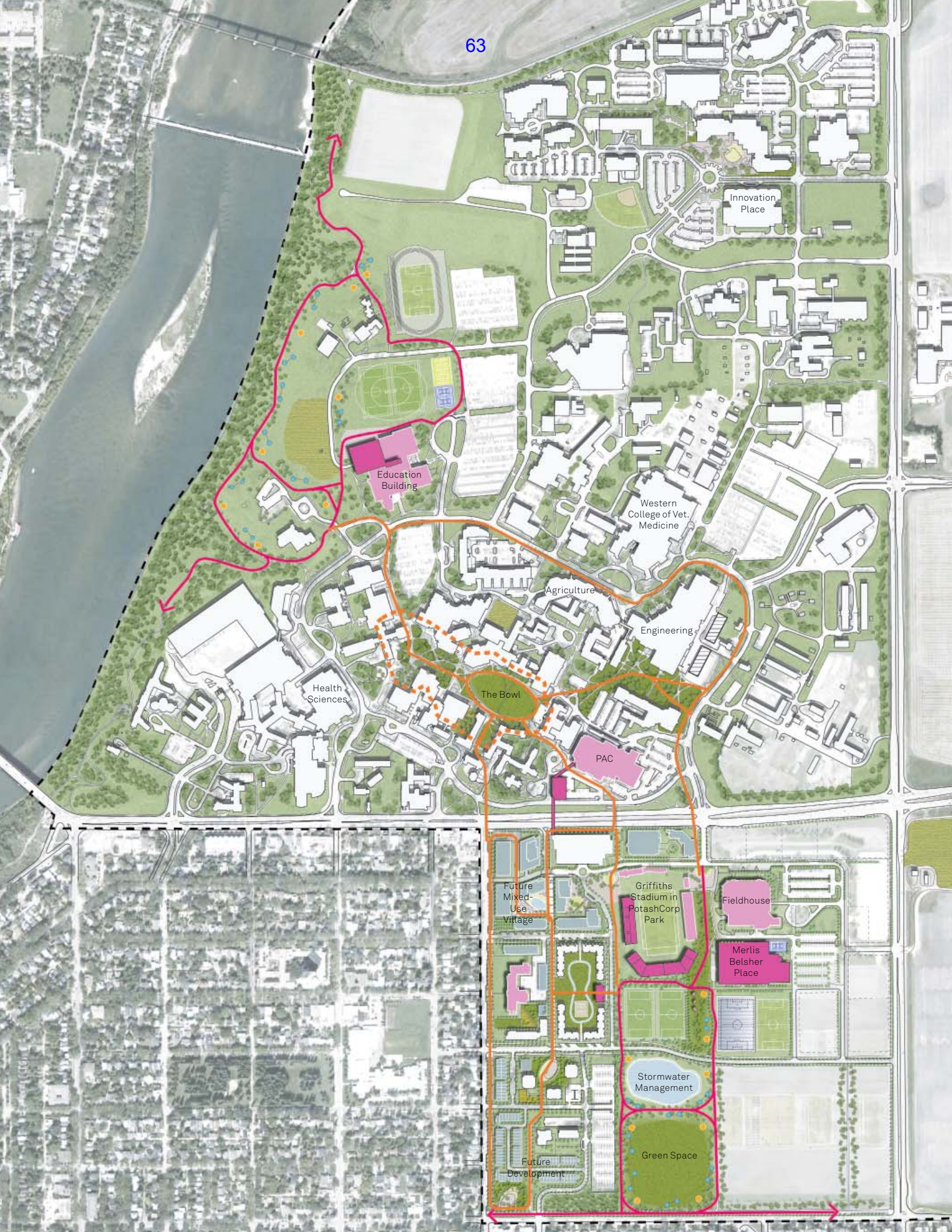
- The Green Track North Loop will require coordination with the Meewasin Valley Authority to identify appropriate locations for fitness stations and frisbee golf
- The Green Track South Loop should be coordinated with future redevelopment of the southeast corner of College Quarter
- Create an online and app version of a route map showing access points, distances and locations of fitness/frisbee stations and other amenities

INITIATIVE

1. Enhancements to Campus Tracks
Phase: Immediate
Cost Estimate: \$195,000
 2. Complete Green Track North Loop Trail
Phase: Medium-Term
Cost Estimate: \$175,500
 3. Complete Green Track South Loop Trail
Phase: Medium-Term
Cost Estimate: \$351,000
 4. Fitness Stations
Phase: Medium-Term
Cost Estimate: \$65,000
 5. Frisbee Golf
Phase: Medium-Term
Cost Estimate: \$13,000
 6. Signage for all Loops
Phase: Medium-Term
Cost Estimate: \$65,000
-
-

Legend

-  Green Tracks
-  Campus Track - Outdoor Loop
-  Campus Track - Indoor Loop
-  Fitness Stations
-  Frisbee Golf Stations



3.6 ENHANCEMENTS TO UNDERGRADUATE RESIDENCE QUAD

The Undergraduate Residence Quad can become a flexible and popular recreational amenity for students living in College Quarter, as well as other members of the campus community and surrounding neighbourhoods, at all times of the year.

The Undergraduate Residence Quad is a major amenity for students living in College Quarter and should provide a space that encourages activity and socializing throughout the year, while also being cognizant of the need for privacy for the residents at certain times of the day or year. Currently, this Quad functions as a stormwater management facility, which will no longer be needed with development of a new facility further to the south. This relocation will free up the space within the Undergraduate Residence Quad to be used as a more flexible gathering, social and recreational space.

In the winter, a 300 metre skating trail can loop around the inner courtyard, with gathering areas in the middle with a fire pit and seating. In summer, this loop can be used for jogging, with connections to the broader recreational trail system. In summer, the interior of the loop will include both a grassy area and a sand area with 2 beach volleyball courts. The grassy area inside the loop can be used for pick-up sports, like frisbee or badminton, as well as being populated by tables and chairs that students can use for studying, eating, and gathering.

A dining pavilion on the east side of the Quad can act as a cafeteria for students living in College Quarter, as well as a publicly accessible cafe. A potential location for this amenity was identified in the College Quarter Master Plan on the west side of the Undergraduate Residences. However, with

the expected intensification of recreational uses to the east, a location on the east side of the Quad is recommended to both provide a privacy buffer for the students living in residence and to serve users of the sports fields.

The community gardens that are currently in this location can be relocated to the quad outside the Graduate Students' Residence and/or south of Wollaston Hall. Anticipating redevelopment of the area around Wollaston Hall, space is identified to the south of the residence where ample sunlight will remain available.

KEY INITIATIVES

- Relocate stormwater management pond to the southeast and landscape to create a naturalized amenity
- Create a 300 metre skating track inside the Undergraduate Residence Quad
- Create 2 beach volleyball courts
- Introduce flexible seating for spring, summer and fall months with fire pit and seating in the winter
- New one-storey, 550 square metre dining pavilion on the east side of the Quad
- Relocate existing community gardens to quad near Graduate Students' Residence and/or south of Wollaston Hall

INITIATIVE

1. Create new Stormwater Management Facility
Phase: Immediate
Cost not included in this scope
 2. Skating Trail
Phase: Medium-Term
Cost Estimate: \$1.3 million
 3. Beach Volleyball Courts (2)
Phase: Medium-Term
Cost Estimate: \$117,000
 4. Relocate Community Gardens
Phase: Medium-Term
Cost Estimate: \$26,000
 5. Dining Pavilion
Phase: Long-Term
Cost Estimate: \$2.47 million
-



Top left: Metcalfe Park, Australia;
Bottom left: Colonel Sam Smith
Skating Trail, Toronto; Right:
Pocket Park, London

3.7 PHYSICAL ACTIVITY COMPLEX (PAC) EXPANSION

An expansion to the PAC will provide additional capacity for fitness equipment, gymnasium space and studio space in a prominent, highly transparent and welcoming building.

A new athletics building in close proximity to the PAC will expand the formal fitness offerings in the central campus. This expansion should be directly connected to the PAC and offers the opportunity to re-organize uses within the existing PAC to provide more generous studio spaces, additional gym space and an expanded Fit Centre.

This expansion will resolve some of the perceived and real capacity issues at the PAC today, as well as providing additional spaces that can be allocated to specific sports or user groups. In particular, there is a need for additional studio space for yoga, dance and spin classes; dedicated practice space for the wrestling team; and additional gyms to reduce competition for space. This expansion can also integrate space for a healthy snack or juice bar.

Building design should prioritize creation of a high profile and contemporary presence on College Drive that is transparent, welcoming and full of natural light. A new enclosed pedestrian bridge over College Drive can connect this new facility to both the Stadium Parkade and the PAC.

KEY INITIATIVES

- Three-storey, 3,000 square metre athletics facility with two new gymnasiums, studio space and fitness space
- Also includes an atrium/lobby with healthy snack or juice bar
- Enclosed pedestrian bridge connection the expansion to the PAC and Stadium Parkade

IMPLEMENTATION CONSIDERATIONS

- The ultimate composition of uses within this expansion should be coordinated with a reorganization of uses within the existing PAC
- Consider the potential for athlete's-only and/or women's-only spaces and times
- Identify dedicated team spaces for sports that do not have space currently (eg. wrestling)
- With additional space available, ensure that some of the gyms remain available for recreational purposes during exam periods



Top image: Goldring Centre for High Performance Sport, University of Toronto;
Middle images: University of Toronto Mississauga;
Bottom image: University of Manitoba

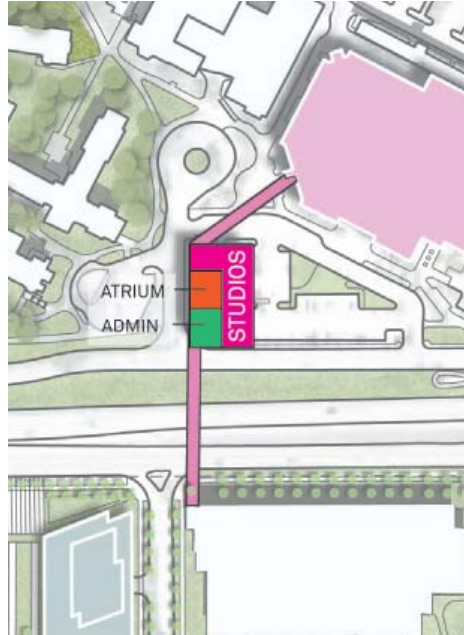
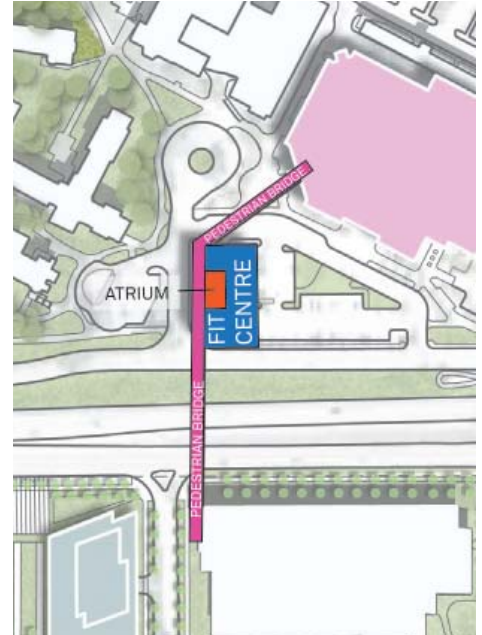
FIRST FLOOR**SECOND FLOOR****THIRD FLOOR**

Diagram of Potential PAC Expansion

INITIATIVE

1. Build Expansion to PAC with Pedestrian Bridge connection
Phase: Short-Term
Cost Estimate: \$19.5 million
2. Re-organization of space within the existing PAC
Phase: Short-Term
Cost Estimate: \$2.6 million

3.8 IMPROVEMENTS TO EDUCATION FIELDS AND BUILDING

The area around the Education Building can be enhanced as the athletics hub for the north campus with improved and expanded indoor and outdoor facilities.

The area around the Education Building already offers a variety of recreational amenities, however, it is not as heavily used as other areas of the campus, and the indoor and outdoor facilities generally require updating and improvement. In addition, use of the athletics facilities in the Education Building is limited to users with personal trainers. Initiatives in this area offer the opportunity to make more efficient use of the available indoor and outdoor space to create a well-used recreational hub for the north campus.

BUILDING OPTIONS

There are two options for improvements to the indoor facilities offered in the Education Building.

Option 1: Addition to the Education Building

An addition to the Education Building, as well as renovations to the existing changerooms and washrooms, will expand and diversify the amount of indoor space available in this area. It will offer a real alternative to the PAC for students, faculty and staff on the west and north sides of campus, and would allow for this facility to be opened to general use, rather than restricting access.

Option 2: Replace Education Building

Recognizing that the Education Building has a Backlog FCI of 8.74%, the University may want to consider replacing the complete building, rather than a building addition. Though the capital cost of a new building is high, this option would mean spending money on a capital building project as opposed to deferred maintenance costs in the near-term.

A new building would include both significant athletics facilities as well as new classrooms, lecture halls and gathering spaces.

OUTDOOR FACILITIES

In addition to improvements to indoor facilities, a number of enhancements to outdoor spaces will be important to generating more activity on this side of campus.

An outdoor plaza between the Education Building and the fields will create a new shared space. This part of campus is lacking in such spaces and will reflect its growing importance as a hub of campus activity. The plaza would be used by building users on a day-to-day basis, as well as acting as an event and gathering space for the recreational activities in this area.

At the same time, the outdoor fields can be re-organized to make more efficient use of the available space and offer a greater diversity of recreational options. As the tennis courts require resurfacing, they should be relocated to the north, with three new tennis courts placed next to two basketball courts. Fields 9 and 10 can be re-oriented to create a larger size multi-use field, which can also be used for cricket. Field 11 can be repurposed as a new outdoor track facility, with a 400 metre track, a grass field with a throws and jumps area that can also be used for soccer and other sports, and space for spectator seating, either on a temporary or permanent basis.

All of these facilities can make use of changerooms and washrooms inside the Education Building.

KEY INITIATIVES

- Replace Field 11 with a new track facility - with 400 metre track, soccer field with a throws and jumps area, and potentially spectator seating
- Re-orient Fields 9 & 10 to create a larger multi-purpose field that can also accommodate cricket
- Relocate and rebuild 3 tennis courts, along with 2 new basketball courts
- Building Option 1: Renovate existing washrooms and changerooms in Education Building and build new one-storey, 3,000 square metre building addition to accommodate gymnasium space, studio space and fitness equipment
- Building Option 2: Replace the Education Building, including significant new athletics facilities
- Outdoor plaza on north side of building including electrical supply

IMPLEMENTATION CONSIDERATIONS

- The Track facility on Field 11 may have implications for the snow storage area to the north and the stream leading to Ski Jump Coulee. Coordination with Facilities Management and the Meewasin Valley Authority should be undertaken.
- Planning and design for an addition or new construction of the Education Building should be coordinated with the College of Education
- Consider introducing weekend and/or off-peak pay parking for the lots adjacent to these facilities for off campus users of the recreational facilities

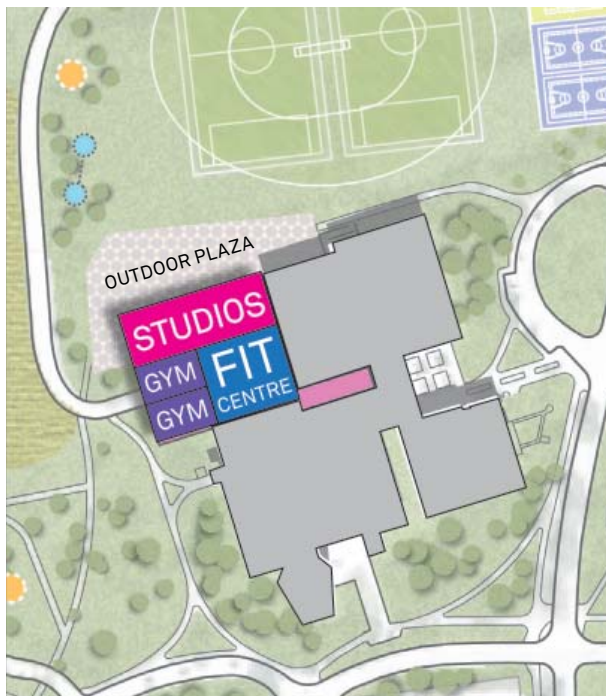
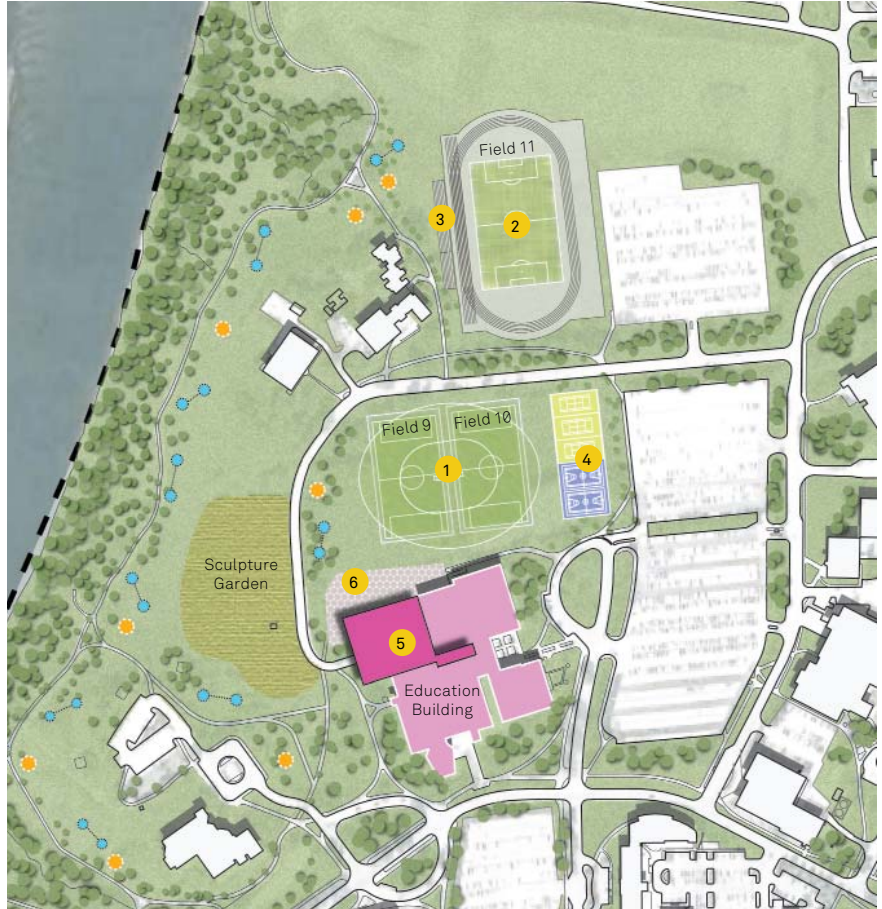


Diagram of Potential Education Building Addition

INITIATIVE

1. New Track with Field (Field 11)
Phase: Immediate
Cost Estimate: Not included in this scope - to be funded by community (approximately \$4.16 million)
 2. 200-Seat Stands for Track
Phase: Short-Term
Cost Estimate: Not included in this scope - to be funded by community (approximately \$65,000)
 3. Re-orient Grass Fields 9 & 10
Phase: Medium-Term
Cost Estimate: \$672,100
 4. New Tennis and Basketball Courts
Phase: Medium-Term
Cost Estimate: \$130,000
 5. Building Addition or Replacement
Phase: Long-Term
Cost Estimate: \$19.5 million (Addition) or \$130 million (Replacement)
 6. Outdoor Plaza
Phase: Long-Term
Cost Estimate: \$130,000
-



Left: Tennis and basketball courts;
Right: Track facility with field and
throws and jumps area

3.9 CAMPUS LIFE ACTIVITY GENERATORS

Key gathering and social spaces on campus will benefit from investment in amenities to enhance their flexibility for programming and to maximize use in all seasons.

Universities are special places in the way that they create community and belonging. Vibrant universities offer a range of places where students, faculty, staff and even members of the wider community can get together to socialize, learn or work individually or in the company of others.

The University of Saskatchewan already has a number of unique places - like the Bowl - that act as campus focal points and accommodate larger events and gatherings. Additional spaces throughout campus, especially those with winter activities, would be equally well-used.

Flexible outdoor seating, including tables with chairs, benches or fun elements like hammocks, will further invite people to use these spaces for socializing and studying, or for informal recreational use, like picnicing, frisbee or slacklining. Important locations for flexible seating may include the Bowl, the Undergraduate Residence Quad, the new Education Building plaza, the area near the Graduate Residence and near the residences south of Aird Street.

In addition to seating, some social spaces, like the new plazas outside of Griffiths Stadium in PotashCorp Park and the Education Building will be equipped with power supply to facilitate concerts and food truck events (see Section 3.3 and 3.8). The Bowl is already equipped with such supply.

More diverse activities will also be planned for these gathering spaces, including the open green space south of the stormwater management facility. These can include

setting up temporary games, an outdoor ping-pong table, a winter fire pit or outdoor curling lanes. In addition, the plaza within the College Quarter Mixed-Use Village is planned to include a splash pad and skating rink feature.

The Indigenous Circle Plaza has been identified as a potential location for a structure designed to celebrate Indigenous culture and history on campus. The design of this space and a gathering structure should be undertaken collaboratively with local Indigenous students, staff, faculty and elders.

KEY INITIATIVES

- Integrate a range of flexible seating, including tables for studying and group work
- Install electrical outlets in key locations for winter activities, food truck events, outdoor concerts, etc.
- Temporary games and activity spaces (eg. ping-pong table, outdoor curling lanes, fire pit, etc.)
- Programming of Indigenous Circle Plaza and Education Plaza

IMPLEMENTATION CONSIDERATIONS

- Work closely with Indigenous students on campus and local First Nations and Metis groups to design an Indigenous Circle Plaza and gathering structure that is culturally appropriate and meaningful, and foster cultural sharing and learning for the whole campus
- Partner with the USSU and GSU in the programming of social and gathering spaces throughout the year

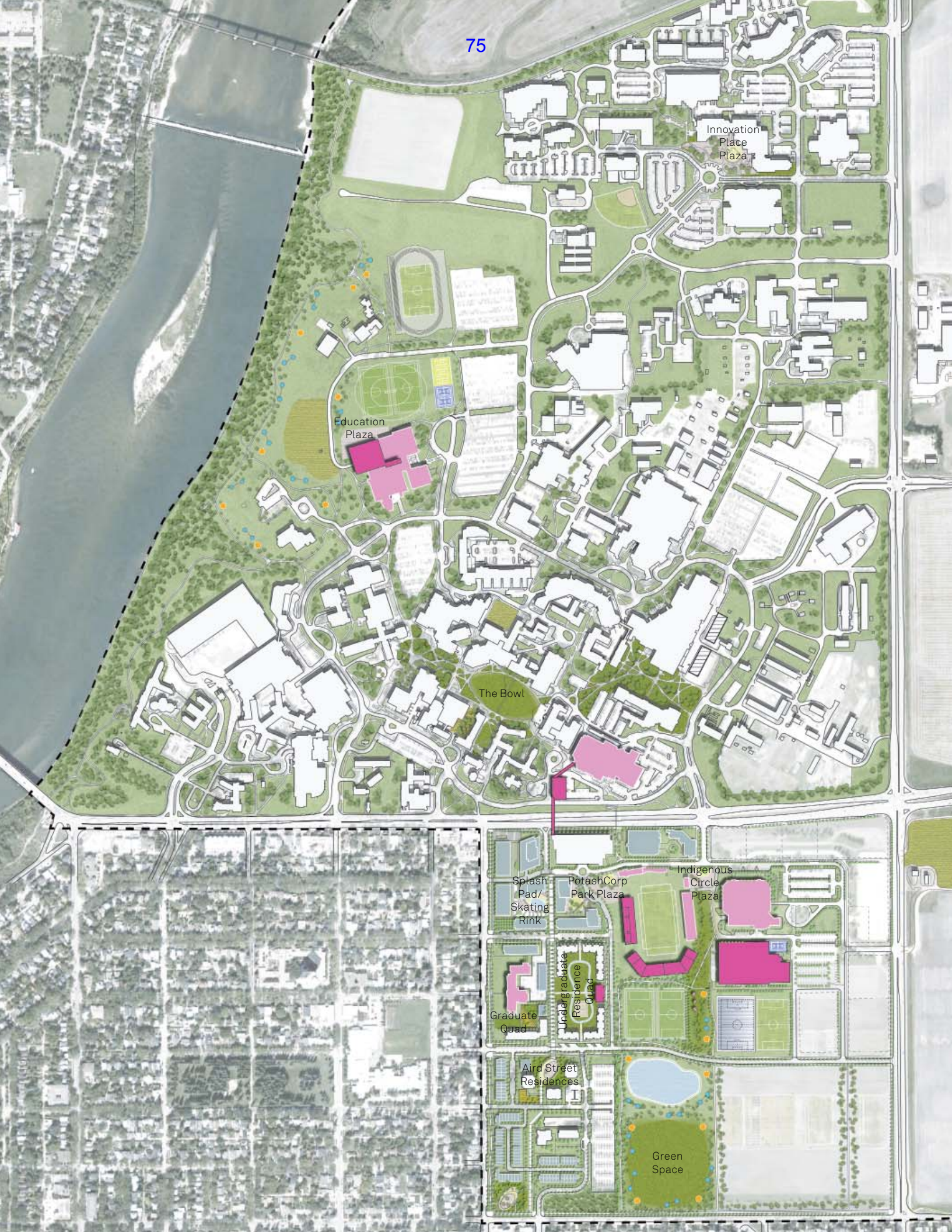


Top: Indigenous Gathering Space; Middle:
Seating and Food Trucks in Plaza;
Bottom Left: Hammocks; Bottom Right:
Temporary curling lanes



INITIATIVE

1. Flexible Seating (The Bowl, Undergraduate and Graduate Residence Quads, Education Plaza)
Phase: Short-Term
Cost Estimate: \$26,000
 2. Outdoor Ping-Pong Table (Education Plaza and Aird Street Residences)
Phase: Short-Term
Cost Estimate: \$78,000
 3. Temporary Games (The Bowl, Undergraduate Residence Quad, Green Space)
Phase: Short-Term
Cost Estimate: \$325,000
 4. Indigenous Circle Plaza and Education Plaza
See Section 3.3 and 3.8
-
-



Innovation
Place
Plaza

Education
Plaza

The Bowl

Splash
Pad/
Skating
Rink

PotashCorp
Park Plaza

Indigenous
Circle
Plaza

Graduate
Quad

Undergraduate
Residence
Quad

Aird Street
Residences

Green
Space

4.0 IMPLEMENTATION



4.1 SUMMARY OF COSTING AND PHASING

Implementation of the Athletics and Recreation Facilities Master Plan will take place over a number of years, according to a phasing plan that recognizes priorities, capital planning processes and ongoing campus planning efforts.

Table 1 summarizes the cost estimates and phasing recommendations for each of the initiatives recommended in this Master Plan. Phasing recommendations are organized as follows:

- Immediate recommendations - to be completed within 0-3 years
- Short-Term recommendations - to be completed within 3-10 years
- Medium-Term recommendations - to be completed within 10-18 years
- Long-Term recommendations - to be completed within 18-25 years

The total estimated cost of all initiatives contained in this report (excluding the Ice Facility, the new Track facility and assuming an addition to the Education Building, not replacement) is \$96.5 million. Initiatives recommended for implementation within 10 years (Immediate and Short-Term recommendations) have a total cost of almost \$47 million. These priority investments include the Ice Facility and Track facility (costs not included), replacement of the field and west stands at Griffiths Stadium in PotashCorp Park, the new fields in College Quarter, enhancements to the Campus Tracks, the PAC expansion and campus life activity generators.

TABLE 1: CLASS C COST ESTIMATES

Initiative	Location / Theme	Phase	Total
2 New Artificial Turf Fields	College Quarter Sports Fields	Immediate	\$5,200,000
Replace Field at Griffiths Stadium in PotashCorp Park	Griffiths Stadium in PotashCorp Park	Immediate	\$3,250,000
Enhancements to Campus Tracks	Enhancements to Recreational Trails	Immediate	\$195,000
Merlis Belsher Place	Ice Facility - College Quarter	Immediate	Not included in this scope
New Track Facility	Education Building Recreational Hub	Immediate	Not Included in this Scope (Funded by Community)
Immediate Initiatives Sub-Total			\$8,645,000
Expansion to PAC Facility with Pedestrian Bridge to College Quarter	PAC	Short	\$19,500,000
Replace West Stands	Griffiths Stadium in PotashCorp Park	Short	\$13,000,000
Re-organize space within the PAC	PAC	Short	\$2,600,000
Winter Dome over 1 field	College Quarter Sports Fields	Short	\$2,600,000
Temporary Games	Campus Life Activity Generator	Short	\$325,000
Seating and Shade Canopy	College Quarter Sports Fields	Short	\$78,000
Outdoor Ping-Pong Tables	Campus Life Activity Generator	Short	\$78,000
Flexible Seating	Campus Life Activity Generator	Short	\$26,000
Stands for Track Facility	Education Building Recreational Hub	Short	Not Included in this Scope (Funded by Community)
Short-Term Initiatives Sub-Total			\$38,207,000
Dining Pavilion	Enhancements to Undergraduate Quad	Medium	\$2,470,000
Skating Trail	Enhancements to Undergraduate Quad	Medium	\$1,300,000
Indigenous Circle Plaza	Griffiths Stadium in PotashCorp Park	Medium	\$975,000
Reorient Fields 9 & 10	Education Building Recreational Hub	Medium	\$672,100
Complete Green Track South Loop	Enhancements to Recreational Trails	Medium	\$351,000
Expand PotashCorp Park Plaza	Griffiths Stadium in PotashCorp Park	Medium	\$185,900
Complete Green Track North Loop	Enhancements to Recreational Trails	Medium	\$175,500
New Tennis and Basketball Courts	Education Building Recreational Hub	Medium	\$130,000
Beach Volleyball Courts (2)	Enhancements to Undergraduate Quad	Medium	\$117,000
Fitness Stations	Enhancements to Recreational Trails	Medium	\$65,000
Signage for all Loops	Enhancements to Recreational Trails	Medium	\$65,000
Demolition of Existing Stadium Teamhouse	Griffiths Stadium in PotashCorp Park	Medium	\$52,000
Relocate Community Gardens	Enhancements to Undergraduate Quad	Medium	\$26,000
Frisbee Golf Stations	Enhancements to Recreational Trails	Medium	\$13,000
Medium-Term Initiatives Sub-Total			\$6,597,500
New South Stands	Griffiths Stadium in PotashCorp Park	Long	\$23,400,000
Addition to Education Building	Education Building Recreational Hub	Long	\$19,500,000
Education Building Plaza	Education Building Recreational Hub	Long	\$130,000
Long-Term Initiatives Sub-Total			\$43,030,000
Total			\$96,479,500

Note: All cost estimates include a 15% Fee for Soft Costs and a 15% Contingency Amount.

Note: High level annual order of magnitude operations and maintenance costs can be calculated as 2% of capital costs annually. This number will vary based on a number of variables including the type of facility or initiative, age of facility, and sustainable design.

TABLE 2: PLANNED UPGRADES TO ATHLETIC FACILITIES

Table 2 summarizes planned upgrade costs to specific facilities based on the Athletic and Recreation Facilities Oversight Committee Fall / Winter 2015-16 Facilities Scope. These upgrades should be considered as ongoing facilities upgrades to keep athletics programs running and are not to be considered part of the major recreation and athletics plan recommendations indicated in Table 1.

Building	Initiative	Term	Total
Physical Activity Complex	Planned Upgrades to Athletic Facilities	2017-2025	\$3,257,500
Education Building	Planned Upgrades to Athletic Facilities	2017-2018	\$182,500
Griffiths Stadium	Planned Upgrades to Athletic Facilities	2017-2018	\$750,000
Williams Building	Planned Upgrades to Athletic Facilities	N/A	No Upgrades Planned

TABLE 3: DEFERRED AND PLANNED MAINTENANCE, BACKLOG FCI, AND REPLACEMENT VALUE

Table 3 summarizes facility deferred and planned maintenance costs, backlog FCI, estimated replacement value and estimated annual maintenance for replacement for athletic facilities. Deferred maintenance is the practice of postponing maintenance activities on property and buildings in order to save costs or meet budgets. FCI is a relative indicator of a facilities condition calculated by dividing the backlog deferred maintenance and repair cost by the assumed replacement value of the facility. Estimated replacement values are based on the Altus Construction Cost Guide 2016. The estimated annual maintenance cost for building replacement is based on 2% of capital cost, which is industry standard. It should be noted that both the estimated replacement value of buildings and the estimated annual maintenance for replacement buildings are high level estimates based exclusively on building areas. These estimates do not factor in building design, sustainability, appreciation, or infrastructure costs.

The intention of Table 3 is to assist in the comparative analysis of building health. As backlog FCI grows, it becomes easier to justify spending the increased deferred maintenance costs on a new building.

Building	Deferred and Planned Maintenance	Backlog Facilities Conditions Index (FCI)	Estimated Replacement Value	Estimated Annual Maintenance for Replacement
Physical Activities Complex	\$42,943,064 (over 25 years)	0.37	\$62,000,000 - \$73,000,000	\$1,364,000
Education Building	\$100,000,000 (over 25 years)	8.74	\$91,000,000 - \$108,000,000	\$2,002,000
Griffiths Stadium - West Stadium Stands	\$2,284,675 (over 9 years)	36.27	\$7,500,000 - \$8,000,000	\$176,000
Griffiths Stadium - Team-house	\$1,099,072 (over 17 years)	61.70	\$1,400,000 - \$1,600,000	\$35,200
Williams Building	\$17,000,000 (over 25 years)	4.85	\$30,000,000 - \$40,000,000	\$880,000

4.2 NEXT STEPS

Implementation will have implications for the management of facilities, capital and operational planning, coordination with partners and awareness raising on campus.

Facility Management

This Master Plan identifies a strategy for athletics and recreation facilities that creates three hubs of activity, each of which will require management on an ongoing basis. This dispersed approach to provision of facilities responds to the desire heard from many campus users for options that are located throughout campus, increasing accessibility and capacity. However, it is recognized that this will also have implications for staffing and facility and program management. An accompanying plan for management of facilities will need to be developed in the next stage or as new facilities are developed. This plan should also include options for revenue generation through rental of space to community groups or teams.

Capital Planning

Each of the items identified in the Master Plan is accompanied by a cost estimate and a recommended phasing plan. These priorities should be integrated into the University's long-term capital planning process. Many of the items may be eligible for funding through different levels of government, or fundraising through the Colleges or Huskie Athletics programs.

As facilities age, the University will have to decide whether facilities should be maintained or replaced. These decisions will be based on the deferred maintenance and backlog Facilities Condition Index (FCI). This report recommends replacement of some facilities, like the Griffiths Stadium West Stands, and further consideration of the Education Building based on relatively high FCI numbers. In the future, as deferred maintenance accumulates

on other facilities that currently have a low FCI, reconsideration of retention or replacement may be needed.

Coordination with Colleges and Other Partners

Many of the key initiatives identified in Section 3.0 include specific implementation considerations and identify partners that will need to be involved in planning, design, coordination or future programming. Some of these partners have been involved in the development of this Master Plan, and it is recommended that all partners are further consulted in the early implementation phases.

Detailed Design

New buildings and additions recommended in this plan are conceptual in nature. As implementation proceeds, a detailed design process will clarify building size, footprint, massing and programming.

Information and Awareness

Many students, faculty and staff expressed a desire for additional information about what facilities, programs and classes are available; what, when and how facilities can be booked; and trail networks and route distances. Though the University offers a significant amount of information, it could be improved and made more user friendly, especially for web-based use. A dedicated recreation map could be created that includes the different types of indoor and outdoor spaces, recreational routes and activities on campus, as well as information about spaces that can be booked or rented by campus users and/or the public.



MEMORANDUM

TO: James Cook, business analyst, Corporate Administration

FROM: Dirk de Boer, chair, planning and priorities committee of Council

DATE: May 9, 2017

RE: **Athletics and Recreation Facilities Master Plan**

The planning and priorities committee received a presentation on the Athletics and Recreation Facilities Master Plan on March 15 when an overview of the process followed in developing the plan was provided. On April 26, 2017, the planning and priorities committee received the plan. The objective of the plan is to provide a campus-wide strategy for formal and informal athletics and recreation facilities over the long-term, following on the College Quarter Master Plan. Thank you for attending both meetings to answer questions of members about the plan.

The committee heard that few institutions have a long-range plan of this type and that much of the impetus for the plan arises from the replacement of Rutherford Rink and the effect the placement the new twin-ice facility will have on the playing fields in the College Quarter. Although the master plan was developed from a planning viewpoint, and not a cost perspective, the committee inevitably was drawn to the bottom line, with the plan comprising approximately \$100.0 M in expenditures over the next 25 years. The financial implications of the plan include ongoing maintenance over the next ten years, deferred maintenance based on condition reports to maintain buildings over the next 25 years, and new initiatives. The plan provides categorization, with recommendations for initiatives labelled as immediate (0-3 yrs); short-term (3-10 yrs), medium-term (10-18 yrs), and long-term (18-25 yrs).

Feedback from members included requests for some prioritization among the key directions, the inclusion of operation and maintenance costs, and the identification of funding sources. The committee understands that any of the capital upgrades envisioned within the plan are required to feed into the university's capital prioritization process and will then be balanced and assessed against other capital needs. However, as resources will be a key determinant as to the viability of the various projects becoming a reality, framing the plan from the perspective of the opportunities available to leverage capital funds for projects and indicating that a diverse array of funds are intended to support the plan was suggested by members. Adding several tables to the document to demonstrate what \$5 M in funding per year over the next five years would accomplish was also suggested to position the plan from a more realistic starting position.

.../2

The planned expansion of the Fit Centre in the Physical Activity Complex was viewed with some caution. Although the Fit Centre is near capacity, members noted that the likelihood of having a second fitness facility attain the same level of popularity was unknown and that building a new facility and bringing it to capacity could be difficult.

On behalf of the committee,



Dirk de Boer, chair
Planning and priorities committee of Council

- c Michael Atkinson, interim provost and vice-president academic
 Chad London, dean, College of Kinesiology



To: James Cook, Business Analyst, Corporate Administration

Cc: Michael Atkinson, Provost

From: Paul Jones, Chair, Research, Scholarly, and Artistic Work Committee

Date: May 4, 2017

Re: Feedback – Recreation and Athletics Master Plan

The Research, Scholarly, and Artistic Work Committee was provided a presentation on the Recreations and Athletics Master Plan at their March 21, 2017 meeting and were provided a copy of the Master Plan on April 24, 2017.

Committee members were generally positive about the Master Plan as it was presented, but raised concerns about the loss of unstructured green space both in the “College Quarter” area and also in the main campus. Concerns were raised specifically the loss of unstructured space at the corner of College Drive and Cumberland Avenue and about the loss of green space in favor of built recreational facilities.

Many committee members were interested in plans for the relocation of the outdoor track. They felt that the outdoor track was an important venue that encouraged interaction between the university and the wider community in Saskatoon and were pleased to hear that there are some plans in place to replace the existing track.

Committee members were also interested in plans for the twin-pad ice arena, though it was not included in the Recreation and Athletics Master Plan, specifically the other purposes that it might be used for and were satisfied with the oral update provided at the March 21, 2017 meeting.

The committee recognized that while the Master Plan indicates costs for the various changes, there are no funds available at this time for most of the projects outlined in the Master Plan. Some committee members were interested in how these projects would be funded going forward.

RESEARCH UPDATE

NEW INITIATIVES

Saskatchewan Centre for Patient-Oriented Research formally launched

Canada's Minister of Health Jane Philpott came to U of S on April 18 to announce a total of \$62.7 million for the next five years has been awarded to the Saskatchewan Centre for Patient-Oriented Research (SCPOR), a partnership to support patient-oriented research in Saskatchewan health care. Half of the funding will come from the Canadian Institutes of Health Research (CIHR) and the other half through financial and in-kind support from the province and eight Saskatchewan health care partners.

What differentiates patient-oriented research is that patients take an active role in research planning, including helping to select the questions to ensure research is more in tune with patient needs. The current focus of SCPOR is on mental health and addictions, and improving indigenous health outcomes.

With administrative offices located at U of S, SCPOR has partnered with the Governments of Canada and Saskatchewan, as well as eight Saskatchewan organizations to support, streamline and increase patient-oriented research throughout Saskatchewan. These organizations contribute both funds and in-kind contributions: University of Saskatchewan, eHealth Saskatchewan, Saskatchewan Health Quality Council, Saskatchewan Health Research Foundation, Saskatoon Health Region, Regina Qu'Appelle Health Region, University of Regina, and Saskatchewan Polytechnic. [Read more details here.](#)

U of S hosts Western Regional 3MT competition

Sixteen graduate students from across western Canada descended upon U of S on April 28 to present their academic work succinctly - in three-

minutes or less - to a non-specialist audience, and vie for the top spot. Master's student **Renbo Xu** (Agriculture and Bioresources) represented U of S after besting 37 competitors at the university level competition.

All of the presentations were live-streamed and videorecorded, and the top three competitors had their presentations submitted to the National Canadian Competition. [The competition results are available online.](#)

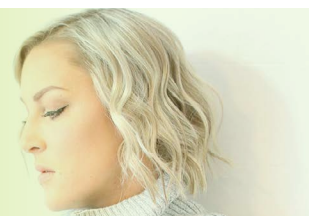
U of S Science Ambassador Program connects northern SK communities in Rube Goldberg Challenge

As part of the NSERC-sponsored national celebration of science, technology, engineering and mathematics entitled *Science Odyssey*, U of S Science Ambassadors are working with grade 5-8 students in 12 northern Saskatchewan communities to build Rube Goldberg machines. Rube Goldberg machines are deliberately complicated contraptions, designed to link simple tasks in domino fashion, where one device triggers the next, in sequence. The machines will be used to highlight concepts such as force, friction, kinetic and potential energy, and engineering principles.

From May 13 to May 21, pictures and videos of the devices in action will be posted to the twitter account of the College of Arts and Science science outreach office (@usaskartsci_so) and the device with the most Twitter "likes" will win.

REPUTATIONAL SUCCESS

U of S researchers wins J. Tuzo Wilson Medal
John Pomeroy (Geography and Planning), CRC in Water Resources and Climate Change, and Director of the Centre for Hydrology, is the 2017 winner of the Canadian Geophysical Union's prestigious J. Tuzo Wilson Medal. This prize is given annually



to recognize outstanding contributions to the advancement of knowledge in the union's fields, including solid earth, biogeosciences, geodesy, hydrology, and Earth surface processes.

Kinesiology researcher comments on ibuprofen risks in *Time* magazine

Saija Kontulainen (Kinesiology) was recently cited in a *Time* magazine article on the risks of using non-steroidal anti-inflammatory drugs (NSAIDs) such as ibuprofen to treat injuries. Ibuprofen, in particular, reduces inflammation, but it can also affect a group of chemicals called prostaglandins, which assist in bone formation. Weight training is known to boost prostaglandin production, but taking an NSAID after training can cancel out that benefit. [Read the article here.](#)

SSHRC Impact: Insight Award

James Waldram (Department of Archaeology and Anthropology) has been awarded the \$50,000 SSHRC Insight: Impact Award for his work understanding the therapeutic process in a cultural context, especially notions of "healing" and "well-being," including a focus on Indigenous knowledge systems as they relate to healing. The award recognizes outstanding achievement by an individual or team whose project has made a significant contribution to knowledge and understanding about people, societies and the world. [Read more here.](#)

U of S student named one of Canada's top research storytellers

PhD student **Kathrina Mazurik** (Psychology) who studies the experiences of young Canadians continuing to live at home into adulthood, so-called "crowded-nest syndrome," has been named one of the top 25 finalists in the 2017 Social Sciences and Humanities Research Council (SSHRC) Storytellers competition. Statistics Canada reports that more than 40 per cent of young Canadians live at home,

taking about five years longer to achieve the same life milestones their parents hit in their respective mid-20s. As a finalist, Mazurik will attend the May 29 Storytellers Showcase at the 2017 Congress of the Humanities and Social Sciences at Ryerson University, where a panel of expert judges will select the final five Storytellers winners. [Read more here.](#)

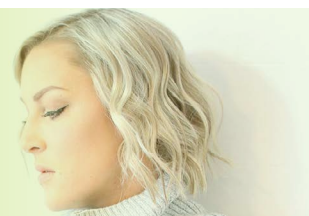
DISCOVERIES WITH IMPACT

International team discovers ancient aquifers not immune to modern-era contamination

Jeff McDonnell (Hydrology, GIWS) and Grant Ferguson (Geological Engineering) are part of an international team that has discovered that global reserves of underground water once assumed to be pure are vulnerable to contamination. The findings, published April 25 in the prestigious journal *Nature Geosciences*, have implications for assessing water quality risks and sustainably managing groundwater reserves which supply about 40 per cent of the water for global irrigated agriculture and provide drinking water to billions of people around the world. [Read the release.](#)

U of S study first of its kind to quantify prevalence of groundwater use by plants

A study led by **Jaivime Evaristo** (post-doctoral fellow at SENS) and **Jeff McDonnell** (Hydrology, GIWS) published in the esteemed journal *Nature Scientific Reports* is the first to quantify the prevalence and magnitude of groundwater use by plants. By tracking specific stable isotopes of water within plants, the researchers were able to discover that 37 per cent of plants tested count groundwater as a source



ARTISTIC DISCOVERY

U of S graduate student wins RBC Taylor Emerging Writer Award

Cassi Smith, MFA student in writing, has been selected as the recipient of the prestigious \$10,000 RBC Taylor Emerging Writer Award. The prize is meant to recognize and assist a Canadian published author who is working on a significant writing project, preferably – but not limited to – the literary nonfiction genre.

Smith, who earned her bachelor's degree in English and political studies from U of S in 2013, is currently working on a project entitled *Kasayak: The Wise Ones*, a collection of nonfiction short stories based on her interviews with elders of Saskatchewan First Nations.

Smith, whose image is featured in the banner above, was selected for the prize by Saskatchewan-born writer Ross King, who himself was awarded the \$25,000 RBC Taylor Prize last month and will serve as Smith's mentor, as part of the prize. [More details can be found here.](#)

Immersive video installation bridges art and science

Jean-Sébastien Gauthier, Saskatoon-based new media artist, sculptor and artist-in-residence in Brian Eames' (Anatomy and Cell Biology) laboratory and at the Canadian Light Source synchrotron, launched an immersive video installation and experimental art-science exhibition on April 27.

The installation explores evolution, developmental biology, and the complexity of shared genetic heritage with other life forms through interactive representations of zebrafish, created using 3-D synchrotron radiation imaging techniques.

An artist being granted synchrotron beam time at the Canadian Light Source for artistic inquiry makes the exhibition the first of its kind.

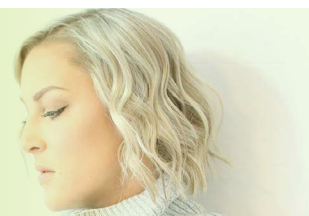
Saskatchewan Arts Board awards Elixir Ensemble artistic director

Kathleen Solose (Music), artistic director and pianist of the Elixir Ensemble, was awarded \$10,000 by the Saskatchewan Arts Board for the production of the 2016-2017 season of the Elixir Ensemble Chamber Music series. The final concert of the season was held May 7 at Emmanuel Church, Saskatoon, featuring piano quartets by Saint-Saëns, Liebermann and Schubert's famous "Trout" Quintet.

Beyond Water: new art course bridges the gap between traditional knowledge, science and art
Susan Shantz (Art & Art history) and Graham Strickert (SENS) have launched ART 356: Beyond Water, a class designed to expose senior art students to artistic, physical, and scientific perspectives on water which will run May 10-31. Students will take field trips to Gardiner Dam, Buffalo Pound, and a trip Cumberland House accompanied by Metis guide Gary Carriere and international water artist and University of New Mexico professor emeritus Basia Irland. The Cumberland House trip will also be documented and made into a short film by producer/director Ian Toews, with support from the Office of the VP Research.

Irland will also be delivering a free public lecture at the Broadway Theatre on May 23 entitled *Reading the River: The ecological activist art of Basia Irland*. [Details of the lecture are available here.](#)

May 2017



CONTRACT AND GRANT FUNDING SUCCESS

U of S, Apotex renew partnership with \$1.6M donation to the College of Pharmacy and Nutrition

U of S and Apotex Inc. have renewed their partnership with a \$1.6 million donation by the company to the College of Pharmacy and Nutrition. The gift, which is the largest donation in the college's history, will be received over eight years and will support college initiatives and activities. [Read more here.](#)

GRANTS

CIHR SPOR

- Researcher **Joanne Kappel** (Medicine) has been awarded \$500,000 in Chronic Disease CanSOLVE CKD funding for *Listening, Learning and Leading: Canadians Seeking Solutions and Innovations to Overcome Chronic Kidney Disease*, as well as \$500,000 matching cash funding from St. Paul's Hospital Foundation (Saskatoon) and \$4,292 in-kind contribution from Saskatchewan Centre for Patient-Oriented Research (SCPOR) under the theme "Improving Indigenous knowledge about treatment options for failing kidneys."

- Krista Baerg** (Pediatrics) has been awarded \$250,000 via McMaster University and matching funding of \$125,000 from SHRF, \$75,000 from the U of S College of Medicine, and \$50,000 from the Children's Hospital Foundation of Saskatchewan for *The Chronic Pain Network*.

NSERC College-University Idea to Innovation (I2I)

- Derek Peak** (Soil Science) and **Steven Siciliano** (Toxicology) have been awarded \$750,000 for *Optimizing hydrochars as a hydrocarbon remediation amendment*, in partnership with

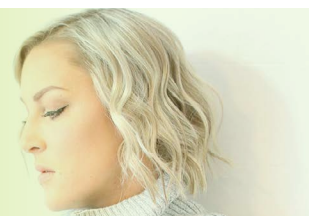
Northern Alberta Institute of Technology, Federated Co-operatives Ltd, UFA Co-operative Limited (\$75,000 cash and \$337,500 in-kind).

Children's Hospital of Saskatchewan

- Angela Bowen** (Nursing), with **Holly Graham-Marrs** (Nursing) and **Veronica McKinney** (Northern Medical Services Unit), \$150,000 for *Indigenous Women's Perspectives for Culturally Secure Birth Practices Project*.
- Tim Bradley** (Pediatrics), with **Ashok Kakadekar** (Pediatrics), **Corey Tomczak** (Kinesiology) and **Marta Erlandson** (Kinesiology), \$148,500 for *Children's Health-Heart & Activity Monitoring Program in Saskatchewan*.
- Tracie Risling** (Nursing), with **Krista Baerg** (Pediatrics), \$123,000 for *Connected to Care: Uniting Patients, Families, and Practitioners Through a Plan of Care Portal for the Children's Hospital of Saskatchewan*.
- Alan Rosenberg** (Pediatrics), with **Darryl Adamko** (Pediatrics), **Angela Bowen** (Nursing), **Roland Dyck** (Medicine), **John Gordon** (Medicine), **Mark Inman** (Pediatrics), **Anthony Kusalik** (Computer Science), **Munier Nour** (Pediatrics), **Lannae Strueby** (Pediatrics), **Hassanali Vatanparast** (Pharmacy and Nutrition), \$108,000 for *Intrauterine Inflammation as a Determinant of Pregnancy Outcome & Child Health*.
- Salah Almubarak** (Pediatrics), with **Darryl Adamko** (Pediatrics), **Sibasis Daspal** (Pediatrics), and **Laurentiu Givelichian** (Pediatrics), \$31,000 for *Early Recognition of Neonatal HIE Through Urine Metabolomics & EEG Analysis*.

- Munier Nour** (Pediatrics), \$50,000 for *Pre-Gain*

May 2017



GRANTS

Bone Health Pilot Study.

- **Marie Dietrich Leurer** (Nursing), with **Janet McCabe** (Nursing), almost \$20,000 for *Lactation Expression: Mothers' Experiences, Information Needs and Recommendations*.

SSHRC Connection Grants

- **James Robson** with **Maureen Reed** (both of School of Environment and Sustainability) and also co-investigators from University of Manitoba, University of Quebec, and University of Michigan, \$46,250 for *Knowledge mobilization on the future of forest work and communities*.
- **Maureen Reed** (SENS), with co-investigators from Royal Roads University and Reserve mondiale de la biosphere Manicougan-Uapishka, \$25,000 for *Co-building sustainability and reconciliation*.
- **Greg Poelzer** (School of Environment and Sustainability), almost \$25,000 for *Renewing Indigenous relations through renewable energy*.
- **Shannon Lucky** (Library), more than \$15,000 for *Access 2017: a library technology conference*.

SSHRC Knowledge Synthesis Grants

- **Clint Westman** (Archaeology and Anthropology), \$25,000 for *Taking research off the shelf: synthesizing existing sources of knowledge about impacts, benefits, and participatory or consultative processes around extractive industry in Northern Alberta*.
- **Keith Carlson** (History), with **Maureen Reed** (SENS) and **Craig Harkema** (Library), has received nearly \$25,000 for *Toward an Indigenous Digital Asset Management System: Building reconciliation by responding to Indigenous requests for rapacity building*.

MITACS Accelerate

- **Ralph Deters** (Computer Science), with intern **Uurtsaikh Jamsrandorj**, has been awarded \$15,000 for *Building scalable business transaction and data mining systems for insurance workloads*, in partnership with Farmers of North America and FNA Strategic Agriculture Institute.

Biofuelnet Canada Network

- **Ajay Dalai** (Chemical and Biological Engineering), \$10,000 for *BioFuelNet knowledge translation initiative*.

RUHF Research Grant

Six of 16 applications to RUHF were awarded to U of S researchers:

- **Camelia Adams** (Psychiatry), with co-investigator **Lachlan McWilliams** (Psychology), \$21,000 for *The impact of adult attachment on treatment utilization and costs in outpatients with mood and anxiety disorders*.
- **Philip Chilibeck** (Kinesiology), with co-investigators **Gordon Zello** (Nutrition and Dietetics), **Corey Tomczak** (Kinesiology), and **Donna Chizen** (Obstetrics, Gynecology and Reproductive Sciences), \$25,000 for *A low glycemic index diet for prevention of glucose intolerance during bed-rest*.
- **Ekaterina Dadachova** (Pharmacy), with **Rajan Rakheja** (Medical Imaging), \$25,000 for *First in man study of 188Re-labeled 8C3 antibody as theranostic for patients with metastatic melanoma*.

■ **Jonathan Gamble** (Anesthesiology,



Perioperative Medicine and Pain Management), with co-investigators **Rudy Bowen** (Psychiatry) and **Lloyd Balbuena** (Psychiatry), \$25,000 for *A prospective randomized double blinded control trial of electroconvulsive therapy with ketamine anesthesia (standard therapy) and high intensity ketamine with electroconvulsive therapy rescue for treatment-resistant depression – EAST HIKER trial.*

- **Marilyn Kinloch** (Pathology and Laboratory Medicine) with co-investigator **John DeCoteau** (Pathology and Laboratory Medicine), almost \$11,000 for *Can molecular subtyping predict which endometrial cancer will recur.*

- **Yigang Luo** (Surgery) with co-investigators **Chris Zhang** (Mechanical Engineering), **Barbara Ambros** (Small Animal Clinical Sciences), **Hyun Lim** (Community Health and Epidemiology), \$17,000 for *Innovative abdominal retractor for massive ventral hernia repair."*

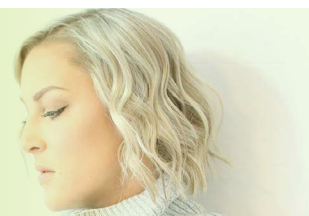
Government of Saskatchewan

- **Karl-Erich Lindenschmidt** (Global Institute for Water Security), \$10,000 from the Saskatchewan Water Security Agency for *A water quality modelling system of the Qu-Appelle river catchman for long-term water management policy development."* This funding is in addition to previously announced \$309,500 contract funding from Environment and Climate Change Canada.

Polar Knowledge Canada

- **David Natcher** (Agricultural and Resource Economics), with co-investigators **Karla Williamson** (Educational Foundations), **Angela Lieveise** (Archaeology and Anthropology), **Douglas Clark** (SENS), **Alec Aitken** (Geography and Planning), **Emily Jenkins** (Veterinary Microbiology), and **Philip Loring** (SENS), \$26,400 for *Northern Studies Training Program (NSTP) Award for 2017-2018.*

May 2017



■ **CONTRACTS**

SK Ministry of Agriculture - Agriculture Development Fund

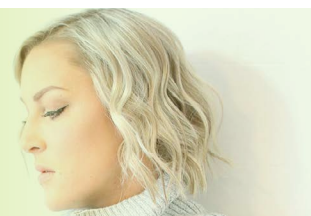
The Saskatchewan Ministry of Agriculture has provided \$6.1M for 39 projects:

- **Yongfeng Ai** (Department of Food and Bioproduct Sciences), with co-investigator **Phyllis Shand** (Food and Bioproduct Sciences), almost \$299,000 for *Enzymatic hydrolysis of pulse starches to produce maltodextrins and sweeteners for food use*.
- **Yongfeng Ai** (Food and Bioproduct Sciences) with **Supratim Ghosh** (Food and Bioproduct Sciences), \$193,500 for *Development of resistant starch and emulsifiers from pulse starches for food applications*.
- **Denise Beaulieu** (Animal and Poultry Science), \$241,000 for *Mitigating Saskatchewan GHG emissions by modifying swine diets*.
- **Bill Biligetu** (Crop Development Centre) with **Bruce Coulman** (Plant Sciences), **Eric Lamb** (Plant Sciences), and **Herbert Lardner** (Animal and Poultry Science), \$124,000 for *Development of NIR database and prediction equations for use in forage breeding, agronomy, and rangeland research*.
- **Bill Biligetu** (Crop Development Centre) with **Bruce Coulman** (Plant Sciences), more than \$85,000 for *Selection of clonal propagated alfalfa and sainfoin plants under grass or legume competition*.
- **Biology**, with co-investigators **Christopher Todd** (Biology) and **Yangdou Wei** (Biology), \$276,750 for *Genome wide functional analysis of Plasmodiophora brassicae effectors and the management of clubroot disease*.
- **Helen Booker** (Crop Development Centre), with **Randy Kutcher** (Crop Development Centre), \$119,000 for *Characterization of rust resistance genes of flax*.
- **Helen Booker** (Crop Development Centre), \$52,000 for *Characterization of flax breeding lines for Northern adaptation and stability of yield and maturity*.
- **Ravindra Chibbar** (Plant Sciences) with **Pierre Hucl** (Crop Development Centre), \$170,800 for *Comparing wheat allergenicity in ancient and modern wheats*.
- **Arshud Dar** (VIDO) with co-investigator **Brenda Allan** (VIDO), \$115,000 for *Optimization of proven in ovo effective non-antibiotic agents for control of bacterial infection and mortality in young broilers*.
- **Nathan Erickson** (Large Animal Clinical Sciences), with co-investigators **John Campbell** (Large Animal Clinical Sciences), **John Ellis** (Veterinary Microbiology), and **Herbert Lardner** (Animal and Poultry Science), \$126,000 for *A field comparison of intranasal versus injectable BRD vaccination on beef calf titres, ADG, morbidity and mortality*.
- **Jim Fang** (Division of Pharmacy), \$195,000 for *Longer-term health effects of Saskatoon berries in the elderly – a placebo controlled study*.

■ **Peta Bonham-Smith** (Department of

■ **Terry Fonstad** (Department of Civil and Geological

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Engineering), with co-principal investigators **Richard Farrell** (Soil Science), **Diane Knight** (Soil Science), **Jeff Schoenau** (Soil Science), and **Huiqing Guo** (Mechanical Engineering), \$418,000 for *Research opportunities presented by the beef cattle research and teaching unit.*

■ **Supratim Ghosh** (Food and Bioproduct Sciences), with **Mike Nickerson** (Food and Bioproduct Sciences), \$95,000 for *Development of novel healthier plant-based shortening alternative without the presence of saturated and trans fats.*

■ **Pierre Hucl** (Crop Development Centre), \$148,500 for *Breeding spring spelt and emmer wheat for reduced lodging.*

■ **Pierre Hucl** (Crop Development Centre), with co-investigator **Randy Kutcher** (Crop Development Centre), \$112,000 for *Characterizing canary seed germplasm for Fusarium Blight and enhanced herbicide tolerance.*

■ **Pierre Hucl** (Crop Development Centre), with co-investigator **Curtis Pozniak** (Crop Development Centre), \$71,000 for *Assessment and deployment of a new dwarfing gene in red spring wheat.*

■ **Murray Jelinski** (Large Animal Clinical Sciences), with co-investigators **Tim McAllister** (Animal and Poultry Science) and **Janet Hill** (Veterinary Microbiology), \$77,000 for *Whole genome sequencing (WGS) of Mycoplasma bovis isolates derived from western Canadian feedlot cattle.*

■ **Darren Korber** (Food and Bioproduct Sciences), with co-investigators **Takuji Tanaka** (Food and Bioproduct Sciences), **Mike Nickerson** (Food and Bioproduct Sciences), and **Janitha Wanasundara** (Food and Bioproduct Sciences), \$100,500 for

Optimization of fermentation platforms (batch vs solid-state) for improving the value of pulse (pea and fava bean) fractions.

■ **John McKinnon** (Animal and Poultry Science), \$300,500 for *The economics of forage-based backgrounding programs in conventional and non-conventional beef production systems.*

■ **Rex Newkirk** (Animal and Poultry Science), \$49,000 for *Enhancing the nutritional value of byproducts through steam explosion.*

■ **Gregory Penner** (Animal and Poultry Science), with co-investigator **John McKinnon** (Animal and Poultry Science), \$165,000 for *Optimizing ruminal fermentation using silage and cereal grain inclusion strategies for backgrounding and finishing steers.*

■ **Martin Reaney** (Plant Sciences), with co-investigators **Ajay Dalai** (Chemical and Biological Engineering) and **Ken Van Rees** (Soil Science), \$225,750 for *Industrial products from vegetable oils.*

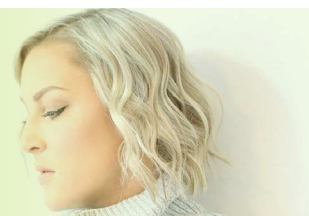
■ **Meena Sakharkar** (Pharmacy), with co-investigator **Jian Yang** (Pharmacy), \$91,000 for *Treatment of mastitis infections in dairy cattle.*

■ **Jeff Schoenau** (Soil Science), \$44,450 for *Tolerance of pulse crops to seed placed nitrogen fertilizer.*

■ **Yolande Seddon** (Department of Large Animal Clinical Sciences), with co-investigator **Jennifer Brown** (Animal and Poultry Science), \$146,000 for *The effects of long distance transport on the welfare of weaned piglets.*

■ **Yolande Seddon** (Department of Large Animal

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Clinical Sciences), with co-investigators **Jennifer Brown** (Animal and Poultry Science), **Denise Beaulieu** (Animal and Poultry Science), **David Janz** (Veterinary Biomedical Sciences), **Gregg Adams** (Veterinary Biomedical Sciences), and **Daniel MacPhee** (Veterinary Biomedical Sciences), \$115,000 for *Motivated for movement? Exercise and the gestation environment on sow performance and welfare.*

■ **Elemir Simko** (Veterinary Pathology) with co-investigator **Colin Palmer** (Large Animal Clinical Sciences), \$60,000 for *Toxicopathological determination of safe dose ranges of neonicotinoids for honey bee colonies.*

■ **Jaswant Singh** (Veterinary Biomedical Sciences), \$112,000 for *Ergot pharmacokinetics and effects on male fertility.*

■ **Jafar Soltan** (Department of Chemical and Biological Engineering), with co-principal investigator **Mehdi Nemati** (Department of Chemical and Biological Engineering), and co-investigator **Bernardo Predicala** (Department of Chemical and Biological Engineering), \$70,000 for *Mitigation of antimicrobial resistance risk by removal of antibiotics from waste stream of animal production facilities.*

■ **Steve Shirliffe** (Plant Sciences), with co-investigators **Thomas Warkentin** (Crop Development Centre), and **Sabine Bannoza** (Crop Development Centre), \$53,000 for *Developing field pea varietal blends for higher yields and pest suppression.*

■ **Steve Shirliffe** (Plant Sciences), \$58,000 for *In-crop weed clipping for weed control.*

■ **Takuji Tanaka** (Food and Bioproduct Sciences),

with co-investigators **Daren Korber** (Food and Bioproduct Sciences), **Janita Wanasundara** (Food and Bioproduct Sciences), **Mike Nickerson** (Food and Bioproduct Sciences), and **Yongfeng Ai** (Food and Bioproduct Sciences), \$162,000 for *Enzymatic treatment of chickpea flour and air-classified fractions to improve their functionality for ingredient line extensions.*

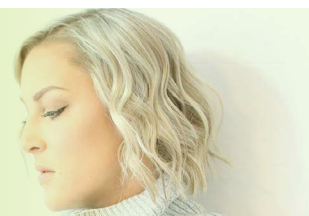
■ **Karen Tanino** (Plant Sciences), with co-investigators **Yuguang Bai** (Plant Sciences), **Pierre Hucl** (Crop Development Centre), **Steve Shirliffe** (Plant Sciences), and **Bernard Laarveld** (Animal and Poultry Science), \$278,000 for *Field evaluation of one seed treatment inducing multiple agronomic responses from emergence to yield.*

■ **Karen Tanino** (Plant Sciences), with co-investigators **Curtis Pozniak** (Crop Development Centre) and **Scott Noble** (Mechanical Engineering), \$197,000 for *Development of physiological markers for high throughput field screening of drought tolerant wheat lines.*

■ **Bunyamin Tar'an** (Crop Development Centre), \$150,000 for *Genetic analysis of flowering genes and their associated effects on agronomic performance and stress tolerance in chickpea.*

■ **Vladimir Vujanovic** (Food and Bioproduct Sciences), \$273,000 for *Industrial production of beneficial plant endosymbionts for seed treatment and improved canola, soybean & pea.*

■ **Lee Wilson** (Department of Chemistry), with co-principal investigators **Carey Simonson** (Mechanical Engineering) and **Richard Evitts** (Chemical and Biological Engineering), \$376,500 for *Development of bio-desiccants materials from modified biopolymers and agricultural biomass.*



- **Yan Zhou** (VIDO), with co-investigator **Susan Detmer** (Veterinary Pathology), \$180,000 for *Universal vaccine development for influenza A virus in swine.*

Saskatchewan Pulse Crop Development Board

- **Bunyamin Tar'an** (Crop Development Centre), almost \$922,000 for *50K single nucleotide polymorphisms (SNP) chip development for genomic-enabling chickpea breeding.*
- **Bunyamin Tar'an** (Crop Development Centre), \$318,000 for *Development of metribuzin tolerant chickpea: proof of concept validation of CRISPR based gene editing tools in chickpea*
- **Bunyamin Tar'an** (Crop Development Centre), with co-principal investigator **Albert Vandenberg** (Crop Development Centre), \$675,000 for *Development of adapted high yielding faba bean for Saskatchewan.*
- **Bunyamin Tar'an** (Crop Development Centre), with **Reza Fotouhi** (Mechanical Engineering), \$172,000 for *Genetic analysis of flowering genes and their associated effects on agronomic performance and stress tolerance in chickpea.*
- **Diane Knight** (Soil Science), \$205,000 for *Canola grown before a pulse crop: is biological nitrogen fixation affected?*

Spray Lake Sawmills

- **John Pomeroy** (Geography and Planning) has received \$275,000 for *Mountain forest management for water.*

Canadian Space Agency

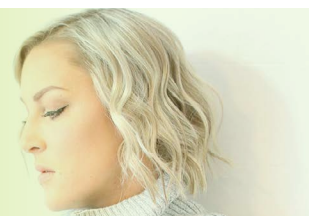
- **Glenn Hussey** (Physics and Engineering Physics), \$239,250 for *Trans-ionospheric Propagation Investigations of High Frequency Radio Waves in the Terrestrial Ionosphere by the ePOP Satellite Mission.*
- **Doug Degenstein** (Physics and Engineering Physics), with co-investigator **Adam Bourassa** (Physics and Engineering Physics), \$233,500 for *Ozone time series analysis using OSIRIS and ACE-FTS and MAESTRO satellite measurements, ozonesondes and the CMAM model.*
- **Adam Bourassa** (Physics and Engineering Physics), with **Doug Degenstein** (Physics and Engineering Physics), \$233,500 for *Advanced multi-instrument record of stratospheric aerosol and the climate impact.*
- **Chris McLinden** (Physics and Engineering Physics), with **Doug Degenstein** (Physics and Engineering Physics), and **Adam Bourassa** (Physics and Engineering Physics), \$213,600 for *Assessing the impact of limb sounding on the forecasting of surface pollution and the air quality health index.*

Western Grains Research Foundation

- **Pierre Hucl** (Crop Development Centre), \$129,000 for *Characterizing canary seed germplasm for Fusarium Blight and enhanced herbicide tolerance.*

Saskatchewan Canola Development Commission

- **Peta Bonham-Smith** (Biology), \$106,000 for *Genome wide functional analysis of Plasmodiophora Brassicae effectors and the management of clubroot Disease.*



INTERNATIONAL

International Research Success

U of S presents at AgTech forum

Johannes Dyring (Managing Director of Innovation Enterprise) presented as part of a Canadian panel at *The Seeds of our Future: AgTech & the Connected World* conference, hosted by Silicon Valley Forum on April 6 in Sunnyvale, California. Dyring highlighted the strength of the U of S and Saskatchewan producers for the agricultural technology sector. The other panelists were Tyler Whale, Ontario Agri-Food Technologies, Selena Basi, Ministry of Agriculture, British Columbia, and Brandon Lee, Consul General of Canada for Northern California and Hawaii. In total, there were 107 participants in attendance at the conference and 12 countries represented in panels.

A three-country approach for food security

Hassan Vatanparast (Pharmacy and Nutrition, Public Health) and **Pammla Petrucka** (Nursing) are bringing together partners from Guatemala, Tanzania and Canada for the project *Global Leaders Scholarship – Seeking Sustainable Solutions in Food Security and Nutrition for Women and Children: A Tri-Country Approach*, which has received almost \$450,000 from the Canadian Queen Elizabeth II Diamond Jubilee Advanced Scholars Program and \$217,000 cash and \$141,000 in-kind support from the Office of the Vice-President Research, College of Graduate and Postdoctoral Studies, College of Pharmacy and Nutrition, School of Public Health, and College of Nursing, for three years.

The partners involved are from:

- Guatemala:
 - Universidad de San Carlos and
 - ASDECOHUE (Guatemalan Agricultural

Cooperative),

- from Tanzania:
 - Nelson Mandela African Institute of Science and Technology and
 - Green Hope Organisation,
- and from Canada:
 - All Rise, and
 - Regina and Saskatoon Food Banks.

Canadian Queen Elizabeth II Diamond Jubilee Advanced Scholars Program is jointly funded by the Community Foundations of Canada, Rideau Hall Foundation, International Development Research Council, Social Sciences and Humanities Research Council, and Universities Canada.

International Delegations to U of S

- **Graduate School of Chinese Academy of Agricultural Sciences** – April 22 - Discussed potential academic collaborations in graduate studies.
- **Bangladesh Symposium – University of Dhaka** – April 24-25 - Explored areas of interests in collaboration between Bangladesh/University of Dhaka and Canada/ University of Saskatchewan. An MOU-renewal agreement was signed.

New agreements signed

- **Capital Normal University, China** - MOU and Visiting Student Agreement for four undergraduates from CNU to pursue up to 12 months of study in Arts and Science at U of S
- **University of Newcastle, Australia** - MOU - a framework for future collaborations between Newcastle Business School and Johnson-Shoyama Graduate School of Public Policy
- **Instituto Tecnológico de Santo Domingo (INTEC), Dominican Republic** - Renewed MOU and a university-wide bilateral student exchange agreement.

USSU President's Statement to University Council:

Since our election on April 23rd, the new USSU executive and I have had many opportunities to sit down and compare our different objectives for the year. Although these new roles are intimidating at best, particularly in a year rife with conflict and controversy, I am encouraged by the energy and dedication of my peers, and I have confidence that we will pursue the best interests of the undergraduate student body in the coming year.

Through our discussions, a central theme has emerged organically: accessibility. This theme will be the foundation of the work in which we engage, and I would like to take the opportunity to explain what this will mean.

Firstly, accessibility of the Union Executives with the student body. Our objective is to be much more visible; to physically occupy spaces within the various colleges so that students under pressure from a growing academic, financial, and emotional workload will have every opportunity to speak with us about their concerns. Our hope is that this will work to build the reputation of a Union that has the interests of its constituents as its core mandate.

Secondly, the degree to which administration works to be accessible to students will determine the relationship between our two bodies moving forward with the challenges of this year. More than anything, the concerns that students have brought forward to us are related to a sense of being on the outside of a machine that has an unusual control over their futures. I would like to suggest that the anxieties of paying tuition, of maintaining access to mental and physical health services, of succeeding academically, and of simultaneously being able to access the student experience might be mitigated by an approach that is open and honest, and recognizes us as capable and complex individuals.

Finally, I will put forward the idea that the value of the relationship between the Union, faculty, and administration will depend on an understanding that to be accessible will mean to be honest and upfront with each other. The challenges of balancing this year's fiscal shortfall with the necessity of maintaining and recognizing what it is that has convinced all of us of the greatness of this University will be difficult. Nonetheless, it is a process that none of us could alone do justice. I therefore close with a firm commitment to this institution, and to the people who have chosen to serve because of their faith in the necessity and value of what is created in this space.

Sincerely,

David D'Eon

Executive Objectives:

Crystal Lau, VP Student Affairs:

This year, my focus will be to support the wellbeing and success of our students by supporting mental and physical health initiatives through our Student Health Centre, Peer Support, and other services. I will be working with the International Students and Study Abroad Centre (ISSAC) to increase the ability, confidence and pathways for intercultural non-academic engagements and activities for students as a means of pursuing internationalization on campus. Other initiatives for this year will include finding easier pathways for people to pay parking tickets, providing free menstrual products across campus, and encouraging volunteer engagement by working with Student Leadership Community of Practice (SLCOP) and Student Employment and Career Centre (SECC) to better advertise opportunities across campus. Further, I will take advantage of the Sustainability MOU with the President office, and work with our Sustainability Committee to improve our campus environment. My objective through these initiatives is to further encourage a strong and healthy campus community and student spirit by maximizing the resources of the University and the Union.

Jessica Quan, VP Academic:

In my term, one of my key priorities is strengthening academic advocacy for students by being active and engaged with the undergraduate student body. A key initiative I will be working alongside with President D'Eon on is establishing a tuition consultation mechanism that allows the USSU executive to be receptive and responsive to the concerns of students. Additionally, I will continue to work towards getting an ombudsperson at the U of S as a representative for both academic and non-academic hearings. The Know Your Rights Campaign is aimed towards educating students on academic integrity and the academic grievance process. This year, I want to work in partnership with ISSAC (The International and Study Abroad Centre) to have this event during welcome week where a panel of upper-year international students will speak about their experiences and provide guidance to new students.

An additional priority is to increase the accessibility of academic resources to enhance the student experience. Alongside with the Gwenna Moss Centre for Teaching and Learning, I want to increase the availability of open textbooks and open learning resources for students. This will be done through different campaigns aimed at increasing the awareness of open resources and discussions will also take place with students, faculty, professors, and the provincial government. Part of this promotion campaign also includes Open Courseware, which currently houses a syllabus bank but is under-utilized by students. In addition to increasing the availability of learning resources, I also want to work towards initiatives that recognize and reward students for their continued excellence as leaders in academic work. Co-curricular transcripts are currently underway, as the College of Education has adopted this initiative as a pilot project which has thus far been successful. I want to continue to push for co-curricular transcripts to be available campus-wide. The Undergraduate Project Symposium has proven to be an incredibly engaging and successful project in the past years, and I'm exploring ways to perhaps expand

the scope of this project to be even more rewarding for undergraduates. The Last Lecture Series, which was first initiated over the past term, features a keynote speaker from within a college. In the past term, two lectures took place; one in engineering and one in business, and they were both well-attended and the reception was incredibly positive. Thus, I want this lecture series to continue this upcoming year, but occurring more frequently and encompassing more colleges.

Deena Kapacila, VP Operations and Finance:

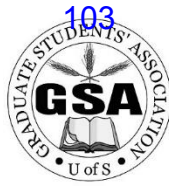
My focus as the vice President Operations and Finance this year will be separated into internal focuses (within the Union) and external (Outside the Union). The internal focus this year is going to be on accessibility and increasing the overall cohesion of the campus through promoting USSU enterprises as spaces for students to express pride and ownership on campus. This focus is coupled with and supported by the renovations taking place at Louis, and an overall shift towards involving students more directly with the operations of the USSU. Externally, the focus is on connecting students more effectively and efficiently with student groups that support their interests, and distributing as much funding as possible to student initiatives. I plan to make the financials of the USSU as accessible to students as possible by posting in several formats to reach as many students as possible, this initiative will also promote a sense of ownership amongst students. I look forward to connecting face to face with as many students and student groups as possible in the 2017/2018 year, and look forward to taking on the challenges of the current economic climate head on, with the interests of students in mind regarding all the decisions I make.

David D'Eon, President:

The first priority of my term will be to create and execute a strategy that will make as convincing a case as possible for a return of lost funding to the University. The budget shortfall that was created - as well as the cuts to the tuition tax credit - will have real and disastrous consequences not only for students, but for the University as a whole, if the trend of funding cuts continues. As such, I will be engaged in major lobbying efforts, media engagement, and advocacy for the importance of the University of Saskatchewan as an essential piece of the province as a whole. Additionally, in collaboration with the other executives and administration, I will work to find and advocate for solutions that minimize the impact that the funding cuts will have on tuition rates for 2018/19.

Although the budget is my top priority and concern, I do not want to lose the opportunity to both continue the long-term projects that this Union has undertaken, and introduce new initiatives aimed at improving the experience of my constituents. Other projects I will be working on is 1) conducting research on the state of student housing, and the formation of a USSU committee aimed at analyzing that research and coming up with recommendations for ourselves,

administration, and the municipal government on how to better serve student needs; 2) advocating for the continued funding of on-campus mental health services, and promoting and empowering wellness initiatives across campus; 3) improving the governance structure of the USSU; and 4) engaging the Indigenous Students' Council in an effort to continue the work of Indigenization that this Union is dedicated towards.



University of Saskatchewan - Graduate Students' Association

GSA President report – May 2017

The Graduate Students' Association members have recently elected a new executive team and board members to represent the graduate students over the period 2017/18. Four executives began their term on May 1st, 2017.

GSA executive committee:

President: Ziad Ghaith

VP Finance and Operations: Jordan Bonkowski

VP Student Affairs: Ali Kiani

VP External Affairs: Vita Anderson

Indigenous Liaison: Illoradanon Effimoff

GSA Board members:

Chris Maierhoffer (Council appointee)

Arinjay Banerjee (Council appointee)

Isaac Pratt (transition* appointee)

Jaylene Murray (transition* appointee)

Logan Pizzey (director, 1 year term)

Levi Johnson (director, 2 year term)

Wanda Seidlikoski-Yurach (director, 2 year term)

Robert Henderson (transition* Chair)

Brenda Byers (non-voting recording secretary)

Alumni seats (2, pending appointment)

The Graduate Students' Association has two priorities to advocate for this academic year.

First: Graduate Students' representation

The GSA has been working on a very important initiative last year to have graduate students representation on the University Board of Governance. Huge efforts have been done toward this initiative. This GSA will continue its efforts this year to address this important change.

The position of the GSA is that there is great potential benefit at the University as a research-intensive university and part of U15 to have graduate students on the University Board and to increase the graduate students representation on the University Senate and Council.

At this stage of our advocacy to improve our representation, I would like to invite the incoming GSA executives and board to continue keeping this initiative as one of the GSA priorities as this initiative has crossed very important threshold in-terms of implementations.

In the same vein, I would like to draw the University Council members attention to the fact that the University of Saskatchewan is the only University among the U15 where Graduate Students are unrepresented on the Board of Governors. The GSA strongly believes that our institution needs to be on the same page in terms of governor's practice with other U15.

Second: Student Supervisor Guideline

The GSA will continue its efforts to have a student-supervisor guideline in place in cooperation with the CGPS as this has been a growing issue that the graduate students have addressed many times to the GSA leadership. The GSA is hoping that this guideline to be in place next academic year, and we would like to invite all the council and faculty members to cooperate with the graduate students to have this guideline in place.

Ziad Ghaith,

President, Graduate Students' Association

AGENDA ITEM NO: 8.1

UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Tamara Larre, Chair,
Nominations committee of Council

DATE OF MEETING: May 18, 2017

SUBJECT: Committee Nominations for 2017-18

DECISION REQUESTED:

It is recommended:

That Council approve the nominations to University Council committees, Collective Agreement committees, and other committees for 2017-18, as outlined in the attached list.

DISCUSSION SUMMARY:

Each year, the nominations committee reviews the membership list of Council committees, those committees constituted under the Faculty Association Collective Agreement, and other university-level committees and submits a list of nominees to Council for consideration of appointment. The attached report contains this year's nominees to Council, with the exception of members of the promotions appeal committee and the vice-chair of Council, which will be presented to Council in June. In addition to meeting throughout the year as required, the committee met on March 30, April 13, 19, 26 and May 3, specifically to consider membership vacancies due to member rotation at the end of the academic year.

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

ATTACHED:

2017-18 List of committees and members



UNIVERSITY COUNCIL COMMITTEES 2017-18

ACADEMIC PROGRAMS COMMITTEE

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

Nominees

For Chair: Kevin Flynn [reappointment]

New members (from Council)

Shelley Spurr	Nursing	2020
Terry Wotherspoon	Sociology	2020
Susan Detmer	Veterinary Pathology	2020

New members (from GAA)

Ken Fox	Accounting	2020
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Sessional

Clayton Beish	Linguistics and Religious Studies	2018 [reappointment]
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Continuing members

Council Members

Kevin Flynn (Chair)	English	2018
Kathleen Solose	Music	2019
Nathaniel Osgood	Computer Science	2018
Tammy Marche	Psychology, STM	2018
Darrell Mousseau	Psychiatry	2017
Matthew Paige	Chemistry	2017

General Academic Assembly Members

Sina Adl	Soil Science	2018
Jeff Park	Curriculum Studies	2018
Longhai Li	Mathematics and Statistics	2019
Susan Shantz	Art and Art History	2017
Som Niyogi	Biology	2017
Ganesh Vaidyanathan	Accounting	2017

Sessional Lecturer

Clayton Beish	Linguistics and Religious Studies	2017
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Other members

Patti McDougall	[Provost designate] Vice-Provost, Teaching and Learning (<i>ex officio</i>)
Russell Isinger	University Registrar and Director of Student Services (<i>ex officio</i>)
Lucy Vuong	[VP Finance designate] FSD – Budget and Special Projects (<i>ex officio</i>)
TBA	[USSU designate]
Naheda Sahtout	[GSA designate]

Resource members

Alison Pickrell	Director of Enrolment and Student Affairs
John Rigby	Interim Associate Provost, Institutional Planning and Assessment

CeCe Baptiste Financial Analyst, Institutional Planning and Assessment
Secretary: Amanda Storey, Office of the University Secreta

GOVERNANCE COMMITTEE

- Reviews Council bylaws including committee terms of reference; develops policies relating to student academic appeals and conduct.
- Membership comprises the Council chair, chair of planning and priorities committee, chair of the academic programs committee, to include three elected members of Council; presidents designate.

Nominees

For Chair: **Jay Wilson**

New members (from Council)

Jay Wilson	Curriculum Studies	2020
Chelsea Willness	Assoc. Dean Research and Academic	2020
	Edwards School of Business	

Continuing members

Council Members

Trever Crowe	Associate dean, College of Graduate and Postdoctoral Studies	2019
Louise Racine (Chair)	Nursing	2017
Richard Gray	Agricultural and Resource Economics	2017

Ex officio members

TBD	Chair, Council
Dirk de Boer	Chair, Planning and Priorities Committee
Kevin Flynn	Chair, Academic Programs Committee
Beth Bilson	University Secretary

Other members

Heather Heavin	President's designate	2018*
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**Renewed appointment for one year*

Resource members:

Secretary: Sandra Calver, Office of the University Secretary

INTERNATIONAL ACTIVITIES COMMITTEE

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

Nominees

For Chair: **Gord Zello [reappointment]**

New members (from Council)

Keith Walker	Educational Administration	2020
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New members (from GAA)

Nazeem Sari	Economics	2020
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Karsten Liber	Toxicology/SENS	2020
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Li Zhang	Library	2020
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Paul Orłowski	Educational Foundations	2020
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Continuing members

Council Members

Gord Zello (Chair)	Nutrition	2018
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Jafar Soltan	Chemical and Biological Engineering	2018
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Gail MacKay	Curriculum Studies	2018
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General Academic Assembly Members

Vikram Misra	Veterinary Microbiology	2018
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Mirela David	History	2019
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Abraham Akkerman	Geography and Planning	2017
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Jian Yang	Pharmacy and Nutrition	2017
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Hongming Cheng	Sociology	2017
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Gap Soo Chang	Physics and Engineering Physics	2017
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Other members

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

Alison Pickrell	Director of Enrolment and Student Affairs
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Secretary: Roxanne Craig, International Office

PLANNING AND PRIORITIES COMMITTEE

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

Nominees

For Chair: Dirk de Boer [reappointment]

New members (from Council)

Louise Racine	Nursing	2020
Darrell Mousseau	Psychiatry	2020

New members (from GAA)

Angela Bedard-Haughn	Soil Science	2020
Maxym Chaban	Economics	2020

Dean

Keith Willoughby	Dean, Edwards School of Business	2020
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Sessional

Meera Kachroo	Linguistics and Religious Studies	2018
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Continuing members

Council Members

Dirk de Boer (Chair)	Geography and Planning	2019
Peter Phillips	Johnson-Shoyama Graduate of Public Policy	2019
Ralph Deters	Computer Science	2018
Veronika Makarova	Linguistics and Religious Studies	2018
Ken Wilson	Biology	2018
Greg Wurzer	Library	2017

General Academic Assembly Members

Norman Sheehan	Accounting	2019
Karen Lawson	Psychology	2018
Joel Bruneau	Economics	2017
Catherine Niu	Chemical and Biological Engineering	2017
Susan Whiting	Pharmacy and Nutrition	2017

Dean

Peta Bonham-Smith	Dean, College of Arts and Science	2017
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Sessional Lecturer

Leslie Walter	Mathematics and Statistics	2017
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Other members

Michael Atkinson	Interim Provost and Vice-President Academic (<i>ex officio</i>)
Kevin Schneider	[VP Research representative] Interim Associate Vice-President Research (<i>ex officio</i>)
Greg Fowler	VP Finance and Resources (<i>ex officio</i>)

TBA	[USSU designate]
Ziad Ghaith	[GSA designate]
<u>Resource members</u>	
John Rigby	Interim Associate Provost, Institutional Planning and Assessment
Jacque Thomarat	Director, Budget Strategy and Planning
Troy Harkot	Director, Institutional Effectiveness
Shari Baraniuk	Acting Chief Information Officer and Associate Vice-President ICT
Brad Steeves	Interim Director, Facilities Management Division [on capital and finance subcommittee]
TBD	President's designate on Aboriginal Matters
Secretary: Sandra Calver, Office of the University Secretary	

RESEARCH SCHOLARLY AND ARTISTIC WORK COMMITTEE

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

Nominees

For Chair: **Paul Jones [reappointment]**

New members (from Gouncil)

Rainer Dick	Physics and Engineering Physics	2020
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New members (from GAA)

Jon Farthing	Kinesiology	2020
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Continuing members

Council Members

Paul Jones	School of Environment and Sustainability	2019
Julita Vassileva	Computer Science	2019
Bob Tyler	Associate Dean (Research and Graduate Studies) Agriculture and Bioresources	2019
John Gordon	Medicine	2018

General Academic Assembly Members

Garry Gable	Music	2018
Virginia Wilson	Library	2018
David Burgess	Associate Dean (research, graduate support and international activities, College of Education)	2020
Lorraine Holtslander	Nursing	2017
Hector Caruncho	Pharmacy and Nutrition	2018

Other members

Karen Chad	Vice-President Research (<i>ex officio</i>)
Adam Baxter-Jones	Interim Dean of Graduate Studies and Research (<i>ex officio</i>)
TBA	[USSU designate]
Mays Aiyad	[GSA designate]

Resource members

TBA	Director, Research Services and Ethics
Laura Zink	Director, Strategic Research Initiatives
Secretary: Amanda Storey, Office of the University Secretary	

SCHOLARSHIPS AND AWARDS COMMITTEE

- Grants awards, scholarships and bursaries which are open to students of more than one college or school, advises Council on scholarship and awards policies and issues.
- Membership comprises 9 members of the GAA, at least 3 of whom are elected members of Council

Nominees

For Chair: **Donna Goodridge [reappointment]**

New members (from Council)

Tracie Risling	Nursing	2020
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New members (from GAA)

Michael MacGregor	Psychology	2020
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Continuing members

Council Members

Donna Goodridge (Chair)	Medicine	2018
Ali Honaramooz	Veterinary Biomedical Sciences	2018
Alyssa Hayes	Dentistry	2018

General Academic Assembly Members

Louise Humbert	Kinesiology	2019
Alexandria Wilson	Educational Foundations	2019
Kaori Tanaka	Physics & Engineering Physics	2019
Carin Holroyd	Political Studies	2019
Anh Dinh	Electrical and Computer Engineering	2018
Rob Scott	Chemistry	2017

Other members

Alison Pickrell	[Provost designate] Director, Enrolment Services (<i>ex officio</i>)
Heather Lukey	[Dean of Graduate Studies and Research designate] Director of Graduate Awards and Scholarships (<i>ex officio</i>)
Patti McDougall	Vice-Provost Teaching and Learning
TBA	Vice-President University Advancement (<i>ex officio, non-voting</i>)
TBA	[USSU designate]
Jordan Bonkowski	[GSA designate]
Graeme Joseph	Team Lead, Aboriginal Students' Centre

Resource members

Heather Lukey	Director of Graduate Awards and Scholarships
Jim Traves	Director of Finance and Trusts
Russell Isinger	Registrar and Director of Student Services
Secretary: Wendy Klingenberg,	Assistant Registrar, Awards and Financial Aid, SESD

TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE

- Reviews and advises on pedagogical issues, support services for teaching and learning, Aboriginal teaching and learning, and policy issues on teaching, learning and academic resources.
- Membership comprises 11 members of the GAA, at least 5 of whom will be members of Council; includes 1 sessional lecturer.

Nominees

For Chair: **Alec Aitken**

New members (from Council)

Vince Bruni-Bossio	Management and Marketing	2020
Petros Papagerakis	Dentistry	2020

New members (from GAA)

Eric Micheels	Agricultural and Resource Economics	2020
Sean Maw	Ron and Jane Graham School of Professional Development	2020

Jo-Ann Murphy	Library	2020
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Sessional

Leslie Walter	Mathematics and Statistics	2018
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Continuing Members

Council Members

Jay Wilson (Chair)	Curriculum Studies	2017
Alec Aitken	Geography and Planning	2018
Tamara Larre	Law	2018
Len Findlay	English	2019
John Gjevre	Medicine	2019

General Academic Assembly Members

Michel Gravel	Chemistry	2018
Marie Battiste	Educational Foundations	2019
Hadley Kutcher	Plant Sciences	2017
Takuji Tanaka	Food and Bioproduct Sciences	2017
Lachlan McWilliams	Psychology	2017
Ken Van Rees	Soil Science	2017

Sessional

Bill Robertson	English & SUNTEP	2017
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Other members

Patti McDougall	Vice-Provost, Teaching and Learning
Shari Baraniuk	Acting Chief Information Officer and Associate Vice President
	Information and Communications Technology
Melissa Just	Dean, University Library
Cheri Spooner	Director, Distance Education Unit
Nancy Turner	Director, Gwenna Moss Centre for Teaching Effectiveness
Chad Collier	Director, ICT Academic and Research Technologies
Candace Wasacase-Lafferty	Director, Aboriginal Initiatives
TBA	[USSU designate]
Iloradanon Efimoff	[GSA designate]

Secretary: Amanda Storey, Office of the University Secretary

COLLECTIVE AGREEMENT COMMITTEES 2017-18

UNIVERSITY REVIEW COMMITTEE

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

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

New members

Kalyani Premkumar	Community Health & Epidemiology	2020
Mark Carter	Law	2020
Laurie Hellsten	Educational Psychology & Special Education	2020
Shawna Berenbaum	Pharmacy and Nutrition	2020

Continuing members

Erika Dyck	History	2019
Graham Scoles	Plant Sciences	2019
Marv Painter	Management and Marketing	2018
Nick Ovsenek	Anatomy and Cell Biology	2018
Alexander Koustov	Physics and Engineering Physics	2018
Nick Low	Food and Bioproduct Sciences	2018
Vicky Duncan	Library	2017
Ramji Khandelwal	Biochemistry	2017
Wanda Wieggers	Law	2017

Chair: Jim Germida, Vice-Provost, Faculty Relations

Secretary: Anna Okapiec, Faculty Relations Officer

RENEWALS AND TENURE APPEAL COMMITTEE

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

New Members

GAA members

Sherif Faried	Electrical and Computer Engineering	June 30, 2020
Alison Norlen	Art and Art History	June 30, 2020
Xulin Guo	Geography and Planning	June 30, 2020

New Members

Senior Administrator

Chad London	Dean, College of Kinesiology	June 30, 2020
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Continuing Members

GAA members

Jim Greer	Computer Science	June 30, 2019
Jaswant Singh	Vet Biomedical Sciences	June 30, 2019
Julio Torres	Linguistics and Religious Studies	June 30, 2019
Alexander Moewes	Physics and Engineering Physics	June 30, 2018
Cheryl Avery	Library	June 30, 2018
Stephen Foley	Chemistry	June 30, 2018
Bart Arnold	Kinesiology	June 30, 2017
Murray Drew	Animal and Poultry Science	June 30, 2017
Shaun (Michael) Murphy	Educational Foundations	June 30, 2017

Senior Administrators

Hope Bilinski	Associate dean, central Saskatchewan Saskatoon Campus & Academic Health Sciences College of Nursing	June 30, 2019
Yvonne Shevchuk	Associate Dean, Pharmacy and Nutrition	June 30, 2018
Peta Bonham-Smith	Interim Dean, College of Arts and Science	June 30, 2017

OTHER COMMITTEES 2017-18

RECREATION AND ATHLETICS ADVISORY COUNCIL

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

Nominees

New members (from GAA)

Noelle Rohatinsky	Nursing	First term	2020
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Continuing members

Leah Ferguson	Kinesiology	First term	2019
John Hansen	Sociology	First term	2018
Steve Wormith	Psychology	First term	2017

JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS

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

Nominees

New members (from Council)

Scott Bell	Geography and Planning
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Continuing members

Jim Germida (Chair)	Vice-provost Faculty Relations
Kevin Schneider	(VP Research designate) Interim Associate Vice-president Research
Sandra Calver	(University Secretary designate) Associate Secretary, Academic Governance
Lucy Vuong	(Associate vice-president, financial services designate) Budget and Special Projects
Jim Traves	(Vice-president, university advancement designate) Director of Finance and Trusts
Daphne Arnason	Board of Governors representative
John Gordon	Research, Scholarly and Artistic Work Committee representative
Ravi Chibbar	Council representative to 2017

Secretary: Anna Okapiec, Faculty Relations Officer

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
NOTICE OF MOTION**

PRESENTED BY: Louise Racine, chair
Governance committee

DATE OF MEETING: May 18, 2017

SUBJECT: **Changes to Council Bylaws Part III, section V.1.B. (p)
Membership of Faculty Councils**

DECISION REQUESTED: *It is recommended*

*That Council approve the changes to the membership of the
faculty councils as shown in the attachment, and that
Council's Bylaws be amended accordingly.*

PURPOSE:

Council approves the membership of faculty councils as set out in Part III Section V.1.A. & B. of Council's Bylaws.

DISCUSSION SUMMARY:

The governance committee met on April 27, 2017 to consider changes to update the academic members common to faculty councils as provided in Part III Section V.1 B. (p) of the Council Bylaws. As the employment categories of "Extension Specialist" and "Instructor" are no longer used at the university or included within the Faculty Association collective agreement, the committee puts that these categories should be removed from the Council Bylaws and the voting membership of faculty councils.

FURTHER ACTION REQUIRED:

Once approved by Council, colleges and schools will be informed of the changes so that they may update the membership section of their faculty council bylaws.

ATTACHMENT(S):

1. Council Bylaws Part III Section V.1.B.(p) Membership of the Faculty Councils – with changes showing in markup

COUNCIL BYLAWS, PART THREE

V. CONSTITUTION AND DUTIES OF FACULTY COUNCILS

1. Membership of the Faculty Councils

B. The Faculty Councils shall be comprised as follows:

Faculty Council of the College of

Those Professors, Associate Professors, Assistant Professors, ~~Extension Specialists~~, full-time Lecturers, ~~Instructors~~ and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of ...

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
NOTICE OF MOTION**

PRESENTED BY: Louise Racine, chair
Governance committee

DATE OF MEETING: May 18, 2017

SUBJECT: **School of Physical Therapy Faculty Council
Membership**

DECISION REQUESTED:

It is recommended

*That Council approve the membership changes to the
Faculty Council of the School of Physical Therapy as shown
in the attachment and that Council's Bylaws be amended
accordingly*

PURPOSE:

Faculty councils of colleges and schools have the authority to approve their own bylaws, with the exception of changes to the membership of their faculty council. These changes require approval by University Council as the membership of faculty councils are in University Council's Bylaws. As changes to University Council's Bylaws require a 30-day notice to University Council, the changes to the membership of the School of Physical Therapy faculty council are first presented as a notice of motion.

DISCUSSION SUMMARY:

The governance committee is committed to providing guidance and feedback to colleges and schools on their faculty council bylaws and reviews bylaws to ensure college and school bylaws are in accordance with the bylaws of University Council. The governance committee met with Liz Harrison, associate dean on December 9, 2016 to discuss the proposed membership changes and provided feedback. At its meeting on January 26, 2017, received a copy of the proposed changes with a number of additional editorial suggestions suggested by Professor Harrison after consultation within the school.

The membership changes seek to balance the representation on the faculty council among the clinical faculty members and the full-time faculty in the school. The changes also provide for a number of updates and greater flexibility in naming graduate student and postdoctoral fellow members.

The changes as shown in the attachment were approved by the Physical Therapy faculty council on May 5, 2017.

ATTACHMENT(S):

1. Faculty Council Membership of the School of Physical Therapy – revisions showing in markup

V. CONSTITUTION AND DUTIES OF FACULTY COUNCILS

1. Membership of the Faculty Councils

A. [section A lists those members common to each college or school faculty council]

B. [section B lists those members unique to each college or school faculty council]

Faculty Council of the School of Physical Therapy

See (i), Sections (a) to (o) above.

- (p) Those Professors, Associate Professors, Assistant Professors, Extension Specialists, full-time Lecturers, Instructors and Special Lecturers holding appointments in the School of Physical Therapy who, for administrative purposes, are assigned to the Director of the School of Physical Therapy
- (q) The Director of the School of Physical Therapy
- (r) The Associate Dean of Physical Therapy and Rehabilitation Sciences, as Chair
- (s) Clinical Specialists in the School of Physical Therapy, who for administrative purposes, are assigned to the Director of the School of Physical Therapy
- (t) The Director of Continuing Physical Therapy Education
- (u) No more than six ~~Up to 10~~ members of the ~~part-time~~ faculty of the School of Physical Therapy, holding a clinical faculty appointment at the rank of Clinical Lecturer, Clinical Assistant Professor, Clinical Associate Professor or Clinical Professor shall be voting members of the Faculty ~~Council~~ of Physical Therapy
- (v) No more than eight Master of Physical Therapy ~~Up to 8 MPT~~ student members
- ~~(w) -and No more than a total of two people graduate students who may can be either Master of Science students, Ph.D. students up to 2 (MSc/PhD) and/or postdoctoral fellows student members~~
- ~~(xw)~~ Head of the Health Science Library or designate
- ~~(yx)~~ The following persons are entitled to attend and participate in meetings of the Faculty Council but, unless they are members of the Faculty Council are not entitled to vote: ~~postdoctoral fFellows~~, Professor Emeriti, Clinical Faculty who are not represented under (u) ~~Part-time Faculty~~, Adjunct Faculty, Professional Affiliates, Associate Members, Representative of the Saskatchewan College of Physical Therapists (SCPT), Representative of the Saskatchewan Physiotherapy Association (SPA)

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
NOTICE OF MOTION**

PRESENTED BY: Louise Racine, chair
Governance committee

DATE OF MEETING: May 18, 2017

SUBJECT: College of Kinesiology Faculty Council Membership

DECISION REQUESTED:

It is recommended

That Council approve the membership changes to the Faculty Council of the College of Kinesiology as shown in the attachment and that Council's Bylaws be amended accordingly

PURPOSE:

Faculty councils of colleges and schools have the authority to approve their own bylaws, with the exception of changes to the membership of their faculty council. These changes require approval by University Council as the membership of faculty councils are in University Council's Bylaws. As changes to University Council's Bylaws require a 30-day notice to University Council, the changes to the membership of the College of Kinesiology faculty council are first presented as a notice of motion.

DISCUSSION SUMMARY:

The governance committee is committed to providing guidance and feedback to colleges and schools on their faculty council bylaws and reviews bylaws to ensure college and school bylaws are in accordance with the bylaws of University Council. The governance committee reviewed the new bylaws of the College of Kinesiology at its meetings on January 28 and February 23, 2017, and provided feedback. On March 30, 2017 the committee met with Chad London, dean of the college, to discuss the revisions proposed by the committee to the faculty council bylaws. Clarification of the change in undergraduate student membership was discussed at the committee's meeting on April 26, 2017 and the change to add a postdoctoral fellow member considered by the College of Kinesiology faculty council that same day.

The College of Kinesiology proposes changes to its faculty council membership as shown in the attachment. The change from having two undergraduate students on to one undergraduate student member on the faculty council was taken in consultation with the undergraduate students in the college. The undergraduate students are in favour of the change, as there is a student member the undergraduate program committee where the majority of issues relative to undergraduate students are reviewed and approved prior to submission to the faculty council. Having one undergraduate student member on faculty council was also supported in recognition of the challenge of regular student member attendance given busy student schedules and competing commitments.

The college agreed to the change proposed by the governance committee to add a Kinesiology postdoctoral fellow to the faculty council membership. The governance committee supports that the membership of faculty councils be inclusive. In recognition, however, that the College of Kinesiology has very few postdoctoral fellows, the membership is to include a postdoctoral fellow only if one is available to serve

From the perspective of promoting research and providing greater recognition to postdoctoral fellows throughout the university, the governance committee supports having each college and interdisciplinary school have at least one postdoctoral fellow on their faculty council. The committee also wishes to maintain a degree of consistency across faculty council bylaws.

ATTACHMENT(S):

1. Faculty Council Membership of the College of Kinesiology – revisions showing in markup

V. CONSTITUTION AND DUTIES OF FACULTY COUNCILS

1. Membership of the Faculty Councils

A. [section A lists those members common to each college or school faculty council]

B. [section B lists those members unique to each college of school faculty council]

Faculty Council of the College of Kinesiology

See 1.A., sections (a) to (o) above.

(p) Those Professors, Associate Professors, Assistant Professors, Extension Specialists, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Kinesiology

(q) Arts & Science – Biology (1), ~~Business—Management area (1)~~, Psychology (1); Medicine – Physiology (1), Anatomy and Cell Biology (1), Physical Therapy (1); Education (1), as non-voting members

(r) ~~Two~~ One full-time Kinesiology undergraduate students, ~~and~~ one full-time Kinesiology graduate student, and one Kinesiology postdoctoral fellow (PDF) (if available) will be entitled to attend and vote on all non-confidential matters at meetings of the Faculty Council.

AGENDA ITEM NO: 10.1

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

PRESENTED BY: Dirk de Boer, chair
Planning and priorities committee of Council

DATE OF MEETING: May 18, 2017

SUBJECT: Name change of the Department of Obstetrics, Gynecology and Reproductive Sciences

DECISION REQUESTED:

It is recommended:

That Council approve that the Department of Obstetrics, Gynecology and Reproductive Sciences revert to its former name of Department of Obstetrics and Gynecology, effective June 1, 2017, and that Council's Bylaws be amended to reflect the new name of the department.

PURPOSE:

The request of Department of Obstetrics, Gynecology and Reproductive Sciences to return to its former name of the Department of Obstetrics and Gynecology is made to better reflect the research and clinical activities of the department.

CONSULTATION:

The initiative for the name change was taken in consultation with the faculty members of the department, reviewed by the dean's executive council and the college budget, planning and priorities committee, and approved by the College of Medicine Faculty Council on April 12, 2017. There was one dissenting vote to the name change at the department level. The planning and priorities committee considered the name change at its meeting on March 29, 2017, and approved a motion at the meeting to recommend the name change to Council.

DISCUSSION SUMMARY:

The department changed its name several years ago to reflect the priority in reproductive sciences in the department at the time and to promote this area. However, with changes in the funding model and turnover in faculty, this focus is no longer apparent. At present, the department has little involvement with reproductive research and there have been very few publications in reproductive science in recent years. The direction of the department now reflects CIHR and provincial funding priorities. The main focus of the clinical research is in

fibroids, endometriosis, and working towards developing a focus in First Nations women's health, and women and baby health. Across the country, there are almost no university-based reproductive endocrinologists working at universities as these specialists have shifted to in vitro clinics.

As the province moves to one provincial health authority, the present name is somewhat confusing to the residents and clinicians who work at distributed sites across the province. There is also a desire for some degree of uniformity as across Canada, other departments, whether clinically-based or research-based, are known as departments of obstetrics and gynecology.

SUMMARY:

The planning and priorities committee supports that the department return to its former name. Despite one dissenting vote from within the department, the name change reflects a natural evolution within the department that is now more inclusive of obstetricians and gynecologists across the province and better indicates the clinical and research activities of the department.

ATTACHMENTS:

1. Request of a Change of Name for the Department of Obstetrics, Gynecology and Reproductive Sciences



UNIVERSITY OF SASKATCHEWAN

College of Medicine

MEDICINE.USASK.CA

Faculty Council

5D40 Health Sciences Building

Telephone: (306) 966-8553

Web: www.medicine.usask.ca

107 Wiggins Road

Saskatoon SK

S7N 5E5

Canada

Facsimile: (306) 966-6164

To: Office of the University Secretary**Re:** Department Name Change Request

April 3, 2017



Enclosed is a completed 'Request for Change of Name' along with a number of attachments to support the request from Dr. John Thiel that the Department of Obstetrics, Gynecology, and Reproductive Sciences revert to its original name 'Department of Obstetrics and Gynecology'. A motion to approve this change was approved by Faculty Council on March 29, 2017.

This request was first brought to the attention of our office on October 31, 2016 and has since been reviewed by the Dean of Medicine's Executive Council in November and the Budget, Planning, and Priorities Committee on December 5, 2016. The email correspondence outlining the steps in the process is attached along with a formal letter from Dr. Thiel and a collection of email responses to the proposal from his department members. Also attached are excerpts from the minutes of the December 5, 2016 meeting of the Budget, Planning, and Priorities Committee and the January 25, 2017 and March 29, 2017 meetings of Faculty Council.

I completed the form on behalf of Dr. John Thiel. Please contact me if you require any additional documentation.

Thanks,

Leslie Bousquet

Executive Assistant to the Vice Dean Faculty Engagement

Administrative Support for Deanery Searches, College of Medicine Faculty Council, Standing Committees


**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. John Thiel, Unified Department Head, Obstetrics, Gynecology, and Reproductive Sciences

Date

April 3, 2017

College

Medicine

College approval date

March 29, 2017

Proposed effective date of the change

As soon as possible

1. Proposed change of name

From:

To:

College

Department

Department of Obstetrics, Gynecology, & Reproductive Sciences

Department of Obstetrics and Gynecology

Program name

Degree name

Name of Field of Specialization (major, minor, concentration, etc)

Course label (alphabetic)

Building

Street

Other

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.)

It is thought that since written documentation and letterhead are now electronic, this department name change could be easily accomplished with minimal effort and little or no cost to the university. The Canadian Royal College postgraduate program run in this department is already called 'Obstetrics and Gynecology' and undergraduate classes in the MD program are all designated as 'MEDC' rather than individual department names so there should be no changes required in SiRIUS or PAWS.

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

Dr. Thiel contacted the Office of the University Secretary in late October 2016 to ask about the process involved in proposing a department name change. Dr. Thiel was told to take the matter to Faculty Council so he contacted that office on October 31. On November 1 Dr. Jay Kalra, Chair of the Budget, Planning, and Priorities Committee, requested that department members' feedback be collected and that a submission of the motion be made to the committee for the December 5, 2016 meeting. On November 2 Sandra Calver outlined the process to be followed. The motion was approved by BPP, then went to the College of Medicine's Faculty Council as a Notice of Motion January 25, 2017 and as a Motion on March 29, 2017 where it was approved. Documentation is attached.



Attachments

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

Name and phone number of person completing this form:

Leslie Bousquet (on behalf of Dr. John Thiel)





UNIVERSITY OF SASKATCHEWAN
College of Medicine
 DEPARTMENT OF OBSTETRICS, GYNECOLOGY
 AND REPRODUCTIVE SCIENCES
 MEDICINE.USASK.CA

Royal University Hospital
 103 Hospital Drive
 Saskatoon SK S7N 0W8 Canada
 Telephone: 306-844-1059
 Fax: 306-844-1526
 After Hours Telephone: 306-655-1000

November 4, 2016

Dr. John Gjevre
 Chair
 Faculty Council
 College of Medicine
 University of Saskatchewan
 Saskatoon, Saskatchewan

Dear Dr. Gjevre:

I am writing today to request that the Faculty Council of the College approve our application to change its current name of the Department of Obstetrics, Gynecology and Reproductive Sciences to its former name of the Department of Obstetrics and Gynecology. The change was necessitated by a re-focusing of the research priorities in the department and in the Canadian reproductive sciences. With this in mind, and as we move towards building a truly provincial department, I feel it is important that the academic department name align with the clinical departments. It also brings us back in line with the naming of similar departments across North America.

I have attached the email comments and the votes supporting the change, which tallied 4 - 1 in favor of making the change. I trust that the Faculty Council will approve this application and forward the request with its support to the University Secretary for final ratification. I thank you for your assistance in this matter.

Yours sincerely

John Thiel
 Unified Academic Head of Obstetrics, Gynecology and Reproductive Sciences
 University of Saskatchewan
 Regina, Saskatchewan

From: Roger Pierson pierson@er.to.usask.ca
Subject: Re: a name change for the department
Date: November 1, 2016 at 10:38 AM
To: John Thiel drjthie@aol.com, Baerwald, Angie angela.baerwald@usask.ca, Olatunbosun, Olufemi femi.olatunbosun@usask.ca

So, what do you want to change it to? r

—
Roger A. Pierson, MS PhD FEAS FCAHS
Distinguished Professor
Obstetrics Gynecology and Reproductive Sciences
College of Medicine
University of Saskatchewan
103 Hospital Drive
Saskatoon, Saskatchewan S7N 0W8
Canada

From: Roger Pierson pierson@erato.usask.ca
Subject: Re: a name change for the department
Date: November 1, 2016 at 10:41 AM
To: John Thiel drjthiel@aol.com
Cc: Baerwald, Angie angela.baerwald@usask.ca, Olatunbosun, Olufemi femi.olatunbosun@usask.ca

Fine with me. We also need to get the RBRU off the official books of the U and College.

r

--

Roger A. Pierson, MS PhD FEAS FCAHS
Distinguished Professor
Obstetrics Gynecology and Reproductive Sciences
College of Medicine
University of Saskatchewan
103 Hospital Drive
Saskatoon, Saskatchewan S7N 0W8
Canada

From: **Roger Pierson** pier.on@erato.usask.ca
Subject: **Re: a name change for the department**
Date: **November 1, 2016 at 10:57 AM**
To: **Olatunbosun, Olufemi** femi.olatunbosun@usask.ca
Cc: **drjthiel** aol.com, **Baerwald, Angie** angela.baerwald@usask.ca

Just out of idle curiosity.... Why wouldn't it change to Department of Women's Health? It would seem more inclusive. r

On 2016-11-01 10:55 AM, Olatunbosun, Olufemi wrote:
I agree. Obstetrics & Gynecology keeps it simple
Femi

Sent from my iPhone

—
Roger A. Pierson, MS PhD FEAS FCAHS
Distinguished Professor
Obstetrics Gynecology and Reproductive Sciences
College of Medicine
University of Saskatchewan
103 Hospital Drive
Saskatoon, Saskatchewan S7N 0W8
Canada

From: Olatunbosun, Olufemi femi.olatunbosun@usask.ca
Subject: Re: a name change for the department
Date: November 1, 2016 at 11:03 AM
To: drjthiel@aol.com
Cc: Roger Pierson pierson@erato.usask.ca, Baerwald, Angie angela.baerwald@usask.ca

I was going to comment in my earlier message not to include something like "women's health" which seemed trendy when midwives and nurse practitioners were included. That era seems to be over.
Femi

Sent from my iPhone

I am not pleased with changing the department name.

This is very disappointing.

Reproductive Sciences refers to the reproductive system, regardless of what area of O&G is involved and the science of medicine, scientific enquiry, research which is the basis for evidence based medicine.

Every area of research we do in the dept , regardless of discipline, involves the scientific method.

Frankly I'd prefer to see the name extended to the entire province of O&G departments, especially as all the departments are now involved in research.

The name sets us apart from all the other O&G depts. in North America.

I am not sure that it is necessary for every site to have the same name, but perhaps ask everyone to consider this name for all O & G departments in the province.

Donna

From: Baerwald, Angie

Sent: Wednesday, November 02, 2016 2:23 PM

To: Roger Pierson; drjthiel@aol.com; Chizen, Donna; Olatunbosun, Olufemi

Subject: RE: a name change for the department

I'm a bit late to the discussion, but thought I'd reply with agreement to the dept name change.

Although the RBRU is not active, I think it's worth mentioning that reproductive physiology research is still very active in the department. On that note, I should mention that our follicle wave research was very well received at the meeting I attended last week in Barcelona. There are now 3 groups (China, USA, and Italy) that are implementing luteal phase and/or random start ovarian stimulation therapy for oncofertility patients and poor responders based on our research. It is terrific to see this work finally make its way into clinical practice. There's a lot more research to do here..... I'm looking forward to it!

Should I formulate a new name for my own research program within the department (similar to WHIRL) or should all research fall under the same departmental umbrella?

Best,

Angie

Angela Baerwald PhD

Assistant Professor

Department of Obstetrics, Gynecology and Reproductive Sciences

College of Medicine

University of Saskatchewan

Saskatoon, Saskatchewan Canada S7N 0W8

Phone: 306-844-1193

Fax: 306-844-1526

From: John Thiel d[re]thiel@usask.ca
 Subject: Re: a name change for the department
 Date: November 4, 2016 at 12:35 PM
 To: Chizen, Donna donna.chizen@usask.ca
 Cc: Baerwald, Angie angela.baerwald@usask.ca, Roger Pierson rpierson@usask.ca, Olutunbosun, Olufemi olufemi.olutunbosun@usask.ca

While I hear what you are saying Donna, my impression was that the name change was not made to reflect any type of anatomic specificity to the name of our department, but rather to recognize the significant contribution that was being made by the RBRU. And as I said, with the changes that have occurred over the past years, the RBRU is not longer active in the department. I don't agree that everything we do in our specialty has to do with the reproductive system. Babies may reside in an organ that is anatomically within the system, but they are not actually part of that system. The majority of the practice is not Scientific, it is actually technical and interpretative, this is even more true now that the amount of reproductive medicine research produced in the department has changed.

I admit that I was not privy to the reasoning behind the change in the name. Our specialty is much more than just reproduction and I think that those who have specialized in Urogynecology, Minimally Invasive Gynecology, MFM or Gynecologic Oncology might see the inclusion of Reproductive Sciences in our name to be exclusionary rather than vice versa. We do have a term for that area of our specialty that is dedicated to the science and inquiry into of reproduction, it is called Reproductive Endocrinology and Infertility. The appropriate place for that name is as a Division within the Department of Obstetrics and Gynecology. Should the provincial group of REIs wish to proceed in making this a provincial division, I would be more than happy to help make that happen.

The name is long, cumbersome, confusing and is not reflective of the full range of what we do as consultants nor is it germane to the majority of research done in the department. We have been Obstetricians and Gynecologists for several hundred years and like every other department in Canada, we will be proceeding with the plan to return to the traditional name of the academic department. We are trying to lead the way within the College and University in fostering a truly provincial department and in doing so we should all have the same name.

I will pass all of your emails on to Leslie Bouquet and will tell her that the vote for removing Reproductive Sciences from the name of the academic department was carried by the members of the academic department by a margin of 4 - 1.

The documentation will be passed along to the College Faculty Council for approval and from there to the University Secretary's office to be finalized. I thank all of you for your input and guidance in making this decision.

John Thiel
 Unified Academic Head of Obstetrics, Gynecology and Reproductive Sciences
 University of Saskatchewan
 Regina, Saskatchewan
 306-586-1800 phone
 306-586-3511 fax

Its a small world, but I wouldn't want to paint it.
 Stephen Wright

Bousquet, Leslie

From: John Thiel <drjthiel@aol.com>
Sent: Monday, October 31, 2016 2:35 PM
To: Bousquet, Leslie
Subject: question

Follow Up Flag: Flag for follow up
Flag Status: Completed

I need to send a request to the Faculty Council for approval to change the name of our department back to Obstetrics and Gynecology from Obs Gyne and Reproductive Sciences. To whom would i direct the request and what would the process be for this type of request?

John Thiel
Unified Academic Head of Obstetrics, Gynecology and Reproductive Sciences
University of Saskatchewan
Regina, Saskatchewan
306-586-1800 phone
306-586-3511 fax

Its a small world, but i wouldn't want to paint it.
Stephen Wright

Faculty Council January 25, 2017

5:00 p.m.

B450 Health Sciences Building

Videoconferencing to Regina General, Victoria Hospital, Saskatoon's West Winds Clinic

MINUTES EXCERPT

C) Budget, Planning, and Priorities Committee – Jay Kalra

Notice of Motion: That the Department of 'Obstetrics, Gynecology, and Reproductive Sciences' request to change its name to the Department of Obstetrics and Gynecology be approved and sent to University Council. This change is intended to better reflect the membership of the department and align with other departments across Canada.

MOTION in March will be Kalra/Ogle

Faculty Council Wednesday March 29, 2017

5:00 p.m.

Room B450 Health Sciences Building

With videoconferencing to Regina, West Winds and Prince Albert

MINUTES EXCERPT

b) Budget, Planning, & Priorities Committee - Dr. Jay Kalra

MOTION: That the Department of Obstetrics, Gynecology, and Reproductive Sciences' request to change its name to the Department of Obstetrics and Gynecology be approved and sent to University Council. This change is intended to better reflect the membership of the department and align with other departments across Canada. This was a Notice of Motion at the January 25, 2017 meeting. The request came from Dr. John Thiel with comments from his department members and is supported by the Budget, Planning, and Priorities Committee.

Discussion – none.

Kalra/Smith

MOTION CARRIED

Budget, Planning, & Priorities Committee

Monday, December 5, 2016

4:00 p.m.

Room GD04 Health Sciences Building

Present: Drs. Jay Kalra, Preston Smith, Kent Stobart, Marek Radomski, Patricia Blakley, Anurag Saxena, Liz Harrison, Andries Muller, Athena McConnell, Bindu Nair, Steven Milosavljevic, Paul Babyn, Marilyn Baetz, John Howland, Anne Leis, Tom Smith-Windsor, Guillaume Leclair, and Kiefer Lypka (SMSS), Isaac Pratt (HScGSA), Mr. Greg Power (COO), Ms. Jennifer Beck (Finance)

Regrets: Dr. Grant Stoneham, Dr. Allan Woo, Dr. Gill White, Dr. Venkat Gopalakrishnan

Excerpt from Minutes

8. Department Name Change Request - Dr. Preston Smith

- Dr. John Thiel, Unified Head of Obstetrics, Gynecology, and Reproductive Science has sent a written request to change their department's name to Obstetrics and Gynecology to better reflect the department's current membership and to be in line with other department names across Canada
- Dr. Smith feels that if it is the department's wish to change their name, then it should be supported
- emails from department members were collected and the matter was reviewed by the Dean's Executive on November 17, 2016
- the cost of changing the name is negligible as most documents in use now are electronic

MOTION: That the Budget, Planning, and Priorities Committee approve the Department of Obstetrics, Gynecology, and Reproductive Sciences request to change their department's name to the Department of Obstetrics and Gynecology.

SMITH/BLAKLEY

MOTION CARRIED

- the approval from BPP will mean this item will move to Faculty Council in January
- approval at Faculty Council will result in the request being sent to University Council for approval

UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
REPORT FOR INFORMATION

PRESENTED BY: Dirk de Boer, chair, planning and priorities committee

DATE OF MEETING: May 18, 2017

SUBJECT: **Report on Input Received in Response to the Policy for Medical Faculty**

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

At the April 23, 2017, Council meeting, the planning and priorities committee presented the draft Policy for Medical Faculty to Council as a request for input. The purpose of the policy is to move to a new model of faculty engagement of the community physicians who teach in the college's MD program. The [*The Way Forward: Implementation Plan for the College of Medicine*](#) indicated that a new model of engagement was deemed essential by the program's accrediting bodies if the college was to regain full accreditation.

Comments on the draft policy document were requested by April 30, 2017, to be sent to Dirk de Boer, committee chair. This report summarizes and reports back to Council on the input received.

DISCUSSION SUMMARY:

Ten written responses were received in response to the request for input, with most of these submitted by members of Council. Several responses collated the concerns raised by colleagues in the member's department or college and were submitted on their behalf. The responses were thoughtful, detailed, and often referred to the variability of appointment processes followed at other Canadian universities for community physicians.

Objections centred primarily on the elimination of the "clinical" designation to refer to the faculty who teach and supervise MD students and medical residents. This designation was considered important to distinguish medical faculty, who are not employees of the university, from tenured and tenure-track faculty, who are university employees. The need for a differential designation for medical faculty was mentioned in almost all responses.

Additional concerns focused on the use of the rank of assistant, associate, or full professor to describe the levels of promotion of the medical faculty, or MD faculty as they are commonly known. Assigning MD faculty with titles equivalent to tenure-track faculty was viewed as blurring the distinction between those committed to teaching, research, scholarship, governance, and community engagement on a full-time basis, and those who make important academic contributions, but on a different scale.

Numerous examples were given of practitioners and in-service professionals who also provide essential services to the university supervising student work placements and providing clinical instruction in the professional health sciences. Many responses pointed out that these individuals are not afforded the same opportunities to contract with the university and be made university faculty members at the rank of assistant, associate and full professor, and yet many university programs would not exist without their contributions.

The planning and priorities committee considered the feedback received in response to the request for input at its meeting on May 3, 2017. Michael Atkinson, interim provost and vice-president academic, informed members that the draft policy was being revised in response to the concerns raised. The planning and priorities committee was not able to view the changes at the meeting, but did hear a summary of the changes planned. Members had no concerns with any of the changes.

At the meeting, the committee also discussed the changing nature of university appointments relative to standards for promotions and tenure. Various colleges and departments, for example, now have a separate set of standards that applies to academic programming (AP) appointments.

A copy of the draft policy received by Council at the April 23 Council meeting is attached, showing the revisions in mark-up throughout. The Board of Governors will be asked to approve the policy at the Board meeting on June 21, 2017.

The procedures manual for medical faculty and the College of Medicine standards are distinct from the policy document but serve to realize the policy. Clicking on the link to the procedures in the policy document will provide Council members with the most current form of the draft procedures. A new version of the procedures is expected to be posted May 16, 2017.

The procedures manual will be approved by the College of Medicine once the policy is approved. Changes to the College of Medicine standards for promotion and tenure will be undertaken by the College of Medicine college review committee and will be submitted for approval by the university review committee.

ATTACHMENTS:

Policy for Medical Faculty, revised version dated May 9, 2017 with changes showing in markup.

Policy for Medical Faculty

Responsibility: Dean, College of Medicine; Vice-Dean Faculty Engagement, College of Medicine

Authorization:

Approval Date:

Amended:

Purpose:

The purpose of this policy is to provide institutional recognition and formally define the academic relationship medical faculty have with the university and establish a framework for the governance of medical faculty relations with the university. The Dean, College of Medicine, has or may delegate responsibility for implementing this policy, as well as developing and maintaining its associated procedures.

Scope of this Policy:

This policy applies to all medical faculty, regardless of external clinical income source. It does not apply to faculty **members** in scope of the USFA.

Definitions:

Medical faculty

With a few minor exceptions as outlined in the Procedures Manual for Medical Faculty, medical faculty are defined as licensed Saskatchewan physicians (MD or equivalent), or Clinical PhDs, holding clinical appointments in their respective health regions¹ as well as academic appointments in departments or divisions within the College of Medicine, University of Saskatchewan.

Clinical/academic setting

A *clinical/academic setting* is defined as a clinical site or academic environment or combined clinical-academic setting in which academic work is undertaken by medical faculty.

Academic Freedom

Academic freedom is defined as the freedom to examine, question, teach and learn, and the right to investigate, speculate and comment without reference to prescribed doctrine, as well as the right to criticize the University and society at large. Academic freedom does not require neutrality on the part of the individual, but makes commitment possible. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest search for knowledge.

¹ With provincial health region restructuring, jurisdictional authority for clinical appointments may rest with a provincial health authority or other legislated body

Policy:

Medical faculty provide important services to their communities and patients in their clinical practices. They also deliver essential academic services to the university **through their academic appointments**.

While medical faculty are not employees of the university and are distinct from their faculty **member** colleagues ~~in other colleges~~, the academic contributions of medical faculty are as important to the academic mission of the university as those made by any other faculty **members**.

Medical faculty are **legitimate academic appointees and hold** legitimate university academic appointments **conferred** with **the** academic rights, freedoms and responsibilities similar to those held by all university faculty **members**. This **policy recognizes** that medical faculty, **through their academic appointments**, are engaged in valued academic work and have accepted the university's role in academic governance and protection of academic freedom in clinical/academic settings. Normally such settings, if primarily clinical, have university – health region affiliation agreements in place, but this policy does not require the existence of such affiliation agreements.²

Notwithstanding their academic appointments, medical faculty are subject to the limitations outlined by *The University of Saskatchewan Act* with respect to the statutory definition of **faculty member. In recognition of their non-employment status, medical faculty are not members of the General Academic Assembly and are not eligible to serve on University Council.**

This policy recognizes and confirms that the **academic** appointments of medical faculty and payment for their services, whether clinical or academic, are two distinct and separate matters. The specific academic services provided by a medical faculty appointee and the payment for those services are contractually negotiated with the individual medical faculty appointees. The medical faculty appointment and this policy do not address payment of medical faculty, or matters of clinical governance.

This policy confirms that medical faculty appointees in good standing have a right to academic freedom. Without limiting the previous definition, the university's fundamental role in protecting the academic freedom of medical faculty appointees includes Department Heads acting as advocates on behalf of medical faculty when issues of academic freedom arise in the academic/clinical setting. The Dean or his/her delegate(s), as described in procedures associated with this policy, will promptly investigate all allegations of breach of academic freedom.

This policy affirms the establishment of a College of Medicine administrative and governance committee, the Academic-Clinical Relations Committee (ACRC).

² With provincial health region restructuring, historic affiliation agreements with health regions may be replaced by an equivalent agreement with the provincial health authority or other duly authorized organization(s).

Responsibilities:

~~The university community is responsible for recognizing medical faculty appointees as academic colleagues and partners in the university's academic mission. All university faculty and university administrative staff will facilitate collegial interactions with medical faculty. University administrators will work, as necessary, to create, revise or adapt other university rules, policies and procedures affecting medical faculty to achieve consistency with the spirit and intent of this policy.~~

The university community **recognizes** medical faculty appointees as academic colleagues and partners in **supporting, advancing, and respecting the** university's academic mission, **vision and values**. **In support of the** intent of this policy, university **officials and** administrators will strive to **facilitate meaningful collegial participation of** medical faculty through review and revision of university **policies, practices and** procedures affecting medical faculty, when appropriate and relevant.

While the university confirms that medical faculty have academic freedom with respect to all academic activities and scholarly pursuits, it is recognized that medical faculty also remain subject to applicable ethical and clinical standards, guidelines, laws, regulations, rules and procedures governing the practice of medicine, whether site-specific, institutional, local, regional, provincial, or national. In addition, medical faculty have reciprocal obligations and responsibilities to the university and must comply with required academic guidelines as well as all applicable university policies, rules and procedures.

The Dean, College of Medicine, has or may delegate responsibility for implementing and disseminating this policy and for ensuring the ACRC develops and maintains necessary associated procedures. The ACRC will provide administrative and procedural oversight for the procedures governing the relations between medical faculty and the university. The college is authorized to determine the committee's membership, roles and responsibilities.

Procedures:

The [*Procedures Manual for Medical Faculty*](#) contains procedures governing the academic relationship medical faculty appointees have with the university and the college. The ACRC is responsible for the maintenance and administration of the procedures, as described in detail in the *Procedure Manual*, which can be found here: ([website for Procedures Manual](#)). **Changes to the Procedures, as these apply to appointments, titles, review processes, and career advancement must be approved by the Provost's Office and made available to members of council.**

Contact:

Name: Vice Dean Faculty Engagement

Unit: College of Medicine, U of S

Email: medicine.facultyaffairs@usask.ca

Phone: 306-966-1378

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR INPUT

PRESENTED BY: Kevin Flynn, Chair
Academic Programs Committee

DATE OF MEETING: May 18, 2017

SUBJECT: Proposed Academic Courses Policy Revisions

COUNCIL ACTION: For input

DISCUSSION SUMMARY:

The Academic Courses policy was last approved by Council at its June 2015 meeting, when substantive changes were made to the sections of the policy dealing with the course syllabus, online courses, scheduling of mid-terms outside of regular class time, invigilation of examinations, and guidance for student accommodation due to obligations such as armed forces service, pregnancy, or participation in university business.

The changes proposed in the current round of revisions seek to clarify aspects of the section dealing with Grading Systems, including a clarification of grading deadlines, as well as the addition of a definition of “N-grades” to the section dealing with student assessment issues and special circumstances. There was also additional language added in the section dealing with the submission of final grades, to better reflect alternative start and end dates of online and distance education courses.

In its meeting of May 3, APC agreed that the Academic Courses Policy is an important document for instructors and students. Since changes to the policy impact all instructional staff, APC determined to present the proposed revisions to Council for input prior to requesting approval.

If approved by Council at its June meeting, the new Academic Courses Policy would take effect September 1, 2017.

CONSULTATION TO DATE:

The proposed revisions were reviewed by the Academic Programs Committee at its May 3, 2017 meeting.

FEEDBACK:

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

ATTACHMENTS:

1. Academic Courses Policy

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

Responsibility: University Registrar

Authorization: University Council

Approval Date: May 19, 2011; reapproved June 18, 2015; reapproved

Revisions

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

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

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

Revise Grading System section; clarification of grading deadlines (May 2017)

Revise Student Assessment Issues and Special Circumstances section; addition of “N-Grades” definition (May 2017)

Updates

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

Incorporate Academic and Curricular Nomenclature terminology on courses and classes (June 2016)

Purpose

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

Principles

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

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

As articulated in the University [Learning Charter](#), students will be provided with a clear indication of what is expected in the class, and what they can do to be successful in achieving the learning objectives of the course. Assessments of student learning will be transparent, applied consistently, and congruent with course objectives. Students will receive prompt and constructive feedback on their learning progress regularly throughout the class.

Scope of this Policy

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

It supersedes the following documents previously approved by University Council:

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

April, 2001 Academic Programs Committee [Policies for Reporting Final Grades](#)

January, 2001 Academic Programs Committee Retroactive Withdrawal Policy

September, 1986 – University of Saskatchewan Grading Policy

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

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

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

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

June, 2010 University [Learning Charter](#)

June 2011 [Nomenclature Report](#)

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

[Vice-Provost Teaching and Learning portfolio](#) [Instructors and Staff Handbook](#)

Information and Communications Technology [Lecture Capture](#)

All regulations covering class delivery, student assessment, and examinations have been developed into a framework with three levels of authority and responsibility: university, college, and department.

Within the framework of this policy, departments and colleges may develop additional regulations and procedures for class delivery and student assessment. For example, colleges and departments may develop their own template for the syllabus to be used by their instructors.

In colleges where there is an alternate approved Academic Calendar, regulations covering student assessment and examinations shall be developed by the college in a manner consistent with these university regulations.

All references to “department heads” and “deans in non-departmentalized colleges” in this document would also equally apply to their delegates. All references to “departments” and “colleges” would also equally apply to schools.

Policy

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

Section I. Class Delivery

1 Class Syllabus

- 1.1 Content of the syllabus
- 1.2 Changes to the syllabus after distribution
- 1.3 Change of final examination date

2 Contact Hours and Availability of Instructors

- 2.1 Availability of instructor

3 Student Attendance

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

4 Class Evaluation by Students

5 Class Recordings

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

Section II. Assessment of Students

6 Grading System

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

7 Examinations

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

- a. Invigilation
- b. 30 minute rule
- c. Identification
- 7.5 Access to materials in the examination room
- 7.6 Permission to leave the examination room
- 7.7 Food and beverages
- 7.8 Protocols for an academic misconduct breach
- 7.9 Retention and accessibility of examination papers
- 7.10 Retention of the exam materials during the examination
- 7.11 Additional invigilation standards

8 Student Assessment Issues and Special Circumstances

- 8.1 Final grade alternatives and comments
- 8.2 Withdrawal
- 8.3 Retroactive withdrawal
- 8.4 Incomplete class work (assignments and examinations) and Incomplete Fail (INF)
- 8.5 No Credit (N) grade alternative and grade comment
- 8.6 Deferred final examinations
- 8.7 Supplemental final examinations
- 8.8 Aegrotat standing
- 8.9 Special accommodations for disability, pregnancy, religious, and other reasons

9 Procedures for Grade Disputes

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

Authority and Responsibility

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

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

University

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

Colleges and Departments

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

Instructors and Departments

It is the responsibility of the instructor and department head, or dean in non-departmentalized college, or those delegated such responsibility by them, to report final grades to the registrar in accordance with the regulations outlined here. Instructors will use prescribed grade descriptors or grade comments if required.

The final grade report, prepared by the instructor, must be submitted to and approved by the department head, or dean in non-departmentalized colleges.

Section I. Class Delivery

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

1. Class Syllabus

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

The syllabus is a public document that provides details about a particular class for both potential and enrolled students. It is useful for recruiting prospective students and sharing information about university classes with the broader community (for example, for the purposes of transfer credit evaluation). Instructor syllabi must be submitted to department heads, or deans in non-departmentalized colleges, prior to the start of a class.

It is recommended that students also have online access to syllabi prior to the beginning of the class. After submission to the department head, or dean in non-departmentalized colleges, syllabi should be posted on the Blackboard Open Courseware site and/or publically accessible departmental or other websites. Instructors who post their syllabus on publically accessible websites may wish to redact certain information that is not related to the core instruction of the class (e.g. personal contact information, names and contact information for teaching assistants, material protected under copyright, etc.).

1.1 Content of the syllabus

Instructors shall review the contents of the class syllabus with their students at the beginning of the class. The syllabus shall include the following:

- type and schedule of class activities;
- if the class is offered online, through distance learning, or off-campus, any additional or different expectations around any class activities and requirements;
- expected learning outcomes or objectives for the class;
- **method of evaluation, specifically final grade mode (eg. Numeric, Pass/Fail, or Completed Requirements)**
- the type and schedule of term assignments;
- the type and schedule of mid-term or like examinations;
- notice if any mid-term examinations or other required class activities are scheduled outside of usual class times, with college permission;
- the length of the final examination in hours as well as its mode of delivery;
- relative marking weight of all assignments and examinations;
- consequences related to missed or late assignments or examinations;
- whether any or all of the work assigned in a class including any assignment and examination, or final examination, is mandatory for passing the class, or whether there are any other college-level regulations that specify requirements for passing the class
- attendance expectations if applicable, the means by which attendance will be monitored, the consequences of not meeting attendance expectations, and their contribution to the assessment process;
- participation expectations if applicable, the means by which participation will be monitored and evaluated, the consequences of not meeting participation expectations, and their contribution to the assessment process;
- **whether there are mandatory or optional excursions and the fees associated with these activities**
- experiential learning expectations if applicable, the means by which experiential learning will be monitored and evaluated, the consequences of not meeting experiential learning expectations, and their contribution to the assessment process;
- contact information and consultation availability;
- course or class website URL, if used;
- notice of whether the instructor intends to record lectures and whether students are permitted to record lectures
- explanation of copyright where it relates to class materials prepared and distributed by the instructor
- location of the *Academic Courses Policy* as well as the regulations and guidelines for both academic and non-academic misconduct and appeal procedure;
- information regarding support services that are available to students through the Vice-Provost Teaching and Learning portfolio, Student Learning Services at the university library, and colleges.

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

1.2 Changes to the syllabus after distribution

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

1.3 Change of final examination date

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

2. Contact Hours and Availability of Instructors

As per [*Nomenclature*](#), a “traditional” three credit unit lecture course involves approximately 33-39 direct lecture hours, and a course can involve a further equivalent contact time in student consultations and/or tutorial or laboratory sessions.

2.1 Availability of instructor

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

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

3. Student Attendance

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

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

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

3.1 Permission to attend and participate in classes

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

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

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

3.2 No credit unless registered

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

4. Class evaluation by students

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

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

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

5. Class Recordings

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

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

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

5.1 Privacy, permission, and consent

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

5.2 Intellectual property and copyright

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

5.3 Accommodation for students with disabilities

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

5.4 Definitions

Definition of “presenter”

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

Definition of “classroom”

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

Definition of “learning activities”

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

5.5 Responsibilities of instructors and presenters

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

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

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

5.6 Responsibilities of students

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

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

5.7 Restrictions on use of classroom recordings

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

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

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

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

5.8 Storage, archiving, and permission to use

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

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

5.9 Special circumstances: clinics, training, art classes

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

Section II. Assessment of Students

6. Grading System

6.1 Fairness

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

University

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

College

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

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

Department

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

Appeal

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

6.2 Weighting in class grades

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

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

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

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

6.3 Grade descriptors

The university's implementation of the percentage system for reporting final grades was approved by University Council in 1986. University grade descriptors and the percentage system apply unless separate approved college regulations exist. **Exceptions to the grade descriptors below require council approval:**

Definitions

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

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

90-100 Exceptional

A superior performance with consistent strong evidence of

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

80-89 Excellent

An excellent performance with strong evidence of

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

70-79 Good

A good performance with evidence of

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

60-69 Satisfactory

A generally satisfactory and intellectually adequate performance with evidence of

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

50-59 Minimal Pass

A barely acceptable performance with evidence of

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

<50 Failure

An unacceptable performance.

College of Dentistry

In January 2017, separate literal descriptors were approved by University Council for the grading of classes in the Doctor of Dental Medicine (D.M.D.) program in the College of Dentistry.

College of Graduate and Postdoctoral Studies

In May 1996, separate literal descriptors were approved by University Council for the grading of classes in the College of Graduate and Postdoctoral Studies.

College of Medicine

In January 2017, separate literal descriptors were approved by University Council for the grading of classes in the Doctor of Medicine (M.D.) program in the College of Medicine.

University

The registrar will record and report final grades in all classes ~~on a percentage system~~, according to the ~~grade descriptors outlined above~~, unless an exception has been approved by University Council.

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

College

Each college has the responsibility for ensuring, at the beginning of each class, that students are familiar with the assessment procedures and their application to the literal descriptors. **Grade modes must not change once registration in a particular class has begun.**

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

Exceptions

University Council will receive and evaluate requests from colleges desiring exceptions to the above grade descriptors. ~~and percentage system of assessment. such as pass/fail, to the percentage system of assessment. The use of the P/F (pass/fail) and CR (completed requirements) grade modes is permitted for courses that are non-credit bearing and/or do not involve formal examinations, including, but not~~

~~limited to: required non-credit seminar courses, orientation courses, honours or graduate seminar courses, and work experience courses. These courses need not be referred for exemption, but will be noted on the class syllabus. Grading exceptions will need to be approved and noted before registration into a class has opened. Required non-credit seminar courses need not be referred for exemption. Examples are orientation courses, honours or graduate seminar courses, fourth year and graduate thesis courses, etc. Normally, formal examinations are not held in such courses and they may be reported on a P/F (pass/fail) or CR (completed requirements) basis.~~

6.4 Academic grading standards

College

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

6.5 Average calculations

Each college is responsible for assigning credit values to courses within its academic jurisdiction, in consultation with the registrar, to ensure that consistency is maintained across the program catalogue.

Calculation

To distinguish whether these averages have been computed for the work performed by the student in a session, or in a year, or for his/her total program, the terms sessional weighted average, annual weighted average, and cumulative weighted average are frequently used.

Sessional weighted averages are calculated from classes taken in Fall Term and Winter Term, annual weighted averages are calculated from all classes taken in a year, and cumulative weighted averages are calculated from all classes taken at the University of Saskatchewan.

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

Example of calculation of a student average:

<i>Class</i>	<i>Grade</i>	<i>Credit Units</i>	<i>Weighted Marks</i>
ENG 110.6	83	6	498.00
PSY 120.3	78	3	234.00
PSY 121.3	79	3	237.00
POLS 111.3	89	3	267.00

POLS 112.3	92	3	276.00
BIOL 120.3	71	3	213.00
BIOL 121.3	73	3	219.00
CREE 101.6	80	6	480.00
TOTAL		30	2424.00

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

6.6 Grading deadlines

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

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

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

- no later than the end of the final examination period for standard term classes in a given term with no final examination, and for mid-year examinations in 100-level, two-term classes offered over the Fall Term and Winter Term; or
- within five business days after the date of the final examination (not including weekends or holidays), for those classes with final examinations including final grades resulting from deferred, special deferred, supplemental, and special supplemental final examinations; or
- five days after the end of the class for open learning classes without a final examination.

If for any reason the above deadlines cannot be met, the instructor should discuss the reason for the delay with their department head, or dean in non-departmentalized colleges. The instructor will also notify both registrar and the students in the class as to the anticipated date of submission.

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

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

Students shall be notified of delays related to grade changes related to any other process involving grades, including those delays related to grade disputes between a student and an instructor or between an instructor and a department head, or dean in non-departmentalized college.

University

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

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

Department

Responsibility for submission of the final grade report is shared between the instructor, who submits the final grades, and the department head, or dean in non-departmentalized colleges, who approves the final grades.

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

When final grades are approved by the department head, or dean in non-departmentalized colleges, they will be submitted electronically according to procedures established by the registrar.

Once submitted and approved, final grades may still be changed by the instructor. Grade changes are also approved by the department head, or dean in non-departmentalized colleges.

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

7. Examinations

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

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

7.1 Methods and types of examinations**College**

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

Department

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

Cross-college and interdisciplinary courses

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

7.2 Mid-term examinations and assignments

Scheduling

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

Any scheduling of mid-term examinations and other required class activities outside of regularly scheduled class times needs to be noted in the class syllabus so that students have fair warning of such scheduling.

Any resultant conflicts with other mid-term examinations, other required class activities, or any other scheduled university related business a student may be involved in will be accommodated at an alternative time through consultation between an instructor and a student. Denials of such accommodation may be appealed to the dean's office of the college authorizing such scheduling, in consultation with the student's college (if in a different college from that of the class) if necessary.

Number of examinations

Students who have more than three mid-term examinations on the same day will be dealt with as special cases by their college. Colleges may establish additional regulations regarding the number of mid-term examinations a student can sit in any given period to time.

7.3 Final examinations

a. Modification of requirement to hold a final examination

Colleges determine whether students will be permitted to pass a class if they have not written the final examination. Colleges may allow instructors to determine whether students can pass a class if they have not written the final examination. Any requirement that a student must write the final examination in order to pass the class must be stipulated in the class syllabus.

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

b. Final examination period and scheduling of final examinations

Scheduling

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

The registrar may delegate authority to schedule final examinations to colleges where classes do not conform to the university's [Academic Calendar](#), or **for deferred and supplemental examinations**, in such cases where colleges want to schedule and invigilate their own. ~~Deferred and supplemental examinations.~~

Change of final examination date

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

Examination period

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

Final examinations in evening classes will normally occur **in a night examination slot** one or two weeks from the last day of lectures in that class except in the event of common examinations between two or more evening classes. **Common examinations between day and night classes can only be accommodated in a night examination slot.**

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

Final examinations must be scheduled during the final examination period for final examinations scheduled by the registrar in that term. In very unusual circumstances, the registrar may schedule a final examination outside the examination period on the recommendation of the instructor and department head, or dean in a non-departmentalized college.

Duration

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

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

Weekends and evenings

Final examinations may be scheduled during the day or evening on any day during the final examination period except Sundays or holidays. **No final examinations are scheduled on the Saturday following Good Friday.**

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

24-hour rule

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

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

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

Conflicts for common examinations

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

Warning about other commitments

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

Warning about withdrawal

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

7.4 Conduct and invigilation of examinations

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

Invigilation

Normally, the class instructor of record is expected to invigilate their examinations. If the instructor is not available, in so much that it is possible it is the responsibility of the instructor and the department

head, or dean in non-departmentalized colleges, to ensure the examination is invigilated by a qualified replacement that is familiar with the subject of the examination. The process by which backup or additional invigilation is provided should be established by the department head or dean.

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

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

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

30-minute rule

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

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

Identification

Students sitting for examinations are required to confirm their identities by providing their student ID numbers and names on their examination papers, and by presenting their university-issued student ID cards during the examination and upon signing the tally sheet when leaving the examination, or both.

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

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

within two working days will result in an academic misconduct charge under the [Regulations on Student Academic Misconduct](#).

If a student refuses to produce a student ID, or other acceptable photographic identification, and refuses to complete and sign the *Failure to Produce Proper Identification at an Examination* form, the invigilator will permit them to continue writing. However, the student shall be informed that charges will be laid under the [Regulations on Student Academic Misconduct](#) and that there is no guarantee that the examination paper will be graded if any discrepancies in identification are discovered upon investigation

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

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

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

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

7.5 Access to materials in the examination room

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

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

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

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

No unauthorized assistance

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

7.6 Permission to leave the examination room

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

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

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

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

Emergency evacuation of an examination

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

7.7 Food and beverages

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

7.8 Protocols for an academic misconduct breach

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

- remove anything on the desk or table not authorized for use in the examination.
- ask to examine any book bags or handbags, purses, laptop cases, dictionaries (print or electronic), instruments, calculators, electronic devices capable of data storage and retrieval or photography (computers, tablets, cell phones, personal music devices, etc.), and any other personal belongings if there is a reasonable suspicion that they contain evidence of academic misconduct. If allowed by the student, any such searches must be done in the presence of the student; the presence of another invigilator as a witness is recommended but not necessary.
- once examined, any personal belongings (e.g. cell phones, text books, and book bags) shall be returned to the student to be put back under the student's desk, with, in so much as it is possible, the evidence retained by the invigilator. Notes or similar unauthorized materials will be

confiscated and attached to the incident report to be evaluated by the instructor for possible academic misconduct procedures. If the student requires a photocopy of any evidence discovered, a copy will be provided as soon as is reasonably possible with the original to be retained by the invigilator.

- the invigilator may also take photographs or video recordings of any evidence. Photographs or video recordings will only be used in support of a charge under the [*Regulations on Student Academic Misconduct*](#) and will not be used or disclosed for any other purposes, and will be retained in a secure manner for a limited period of time period.
- require the student to move to a seat where the invigilator can more easily monitor the student.
- ask a student to produce evidence where the invigilator believes that student has hidden it on their person. If the student refuses, respect the refusal but note it when reporting. Under no circumstances can the student be touched or physically searched.
- if thought reasonably necessary, invigilators may take a photograph of the student.
- if the student refuses to cooperate with any request of the invigilator, note the refusal when reporting.

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

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

- make a note of the time and details of the violation, the student's behaviour, and, if a student's identity is in question, their appearance (age, height, weight, hair and eye colour, eyeglasses, identifying features, etc.)
- explain to the student that the status of their examination is in question, that the incident will be reported, and that possible charges under the [*Regulations on Student Academic Misconduct*](#) could be forthcoming
- identify the student's examination paper, examination booklets, and any other examination materials and set them aside
- inform the instructor (if the invigilator is not same) of the circumstances and turn over all of the evidence available. In the event that the instructor is not available, the invigilator will inform the appropriate dean.

7.9 Retention and accessibility of examination materials and class syllabus

All marked final examination papers, together with the university tally sheets, shall be retained in the department, or college in non-departmentalized colleges, for a period of at least one year following the examination period in which the final examination was held in case of student appeals under university policy.

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

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

7.10 Retention of examination materials during the examination

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

7.11 Additional invigilation standards

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

8. Student Assessment Issues and Special Circumstances

8.1 Final grade alternatives and comments

Definition:

Course Grade Modes

- Pass/Fail/**In Progress** (P/F/**IP**)
- Percentage/Numeric/**In Progress** (0-100/**IP**)
- Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)

The following final grading alternatives within certain grade modes also exist:

- Audit (AU)
- No Credit (N)
- Not Applicable (NA)
- Withdrawal (W)
- Withdrawal from Audit (WAU)
- Aegrotat Standing (AEG)
- **In Progress (IP)**

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

- Incomplete Failure (INF)
- Deferred Final Examination Granted (DEFG)
- Special Deferred Final Examination Granted (SPECDEFG)
- Supplemental Final Examination Granted (SUPPG)
- Supplemental Final Examination Written (SUPP)
- Special Supplemental Final Examination Granted (SPECSPG)

- Special Supplemental Final Examination Written (SPECSUP)

8.2 Withdrawal

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

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

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

8.3 Retroactive withdrawal

A retroactive withdrawal from a class can be granted when a student has received a failing grade in a class due to serious personal circumstances. It does not matter whether or not the student completed class work, including the final examination, for the class in such situations. As well, a retroactive withdrawal can be granted in situations where the student, or the university, has made a verifiable error in registration.

A retroactive withdrawal from a class can be placed on an academic record by the registrar, provided the student has applied for this change to the college in which they are registered, and the college approves this appeal. Changing a failing mark to a withdrawal removes these failures from the student's average.

Such a change in an academic record can be justified only on serious personal circumstances (such as a mental or physical illness or condition, death of someone close, or similar reasons beyond the student's control which prevented successful completion of the class) rather than academic grounds.

Other procedures already exist for academic appeals, as described in the University Council policy on [*Student Appeals of Evaluation, Grading and Academic Standing*](#) and the [*Procedures for Student Appeals in Academic Matters*](#).

8.4 Incomplete class work (assignments and/or examinations) and Incomplete Failure (INF)

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

Extensions past the final-~~grade submission~~examination date for the completion of assignments must be approved by the department head, or dean in non-departmentalized colleges, and may exceed thirty days only in unusual circumstances. The student must apply to the instructor for such an extension and furnish satisfactory reasons for the deficiency. Deferred final examinations are granted as per college policy.

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

In the case where the student has a passing percentage but the instructor has indicated in the class syllabus that incomplete required class work will result in failure in the class, a final grade of 49% will be submitted along with a grade comment of INF (Incomplete Failure).

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

A student can pass a class on the basis of work completed in the class provided that any incomplete class work has not been deemed mandatory by the instructor in the class syllabus as per college regulations for achieving a passing grade.

College of Graduate and Postdoctoral Studies

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

8.5 No credit (N) grade alternative and grade comment

The No Credit (N) or “N-Grade” can be listed on a student’s transcript as a grade alternative. The No Credit (N) is listed to show that a student has a passing grade, but has not earned credit. N-Grades must be distinguished from failing grades in that a student will not have failed the class for which the N-Grade has been issued. For example, a college may issue an N-Grade when a student has not mastered an “essential component” in a class. In the event that an essential component is failed, but the computed final grade results in a passing mark, a No Credit (N) will be added to the computed percentage grade on the transcript (eg. 72N). The student must successfully repeat the class in order to progress through the program. Essential components must always be identified as such on course syllabi. College promotion standards determine whether or not a student must successfully repeat the course.

8.6 Deferred final examinations

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

Examination period

The deferred and supplemental examination periods are as follows:

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

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

Students granted a deferred, special deferred, or supplemental examination will be assessed the approved fee for such an examination.

College

The college must consider all requests for deferred examinations and notify the student, the instructor, and, in the case of approval, the registrar of its decision within ten business days of the close of the final examination period, and within ten business days of receipt of the application for special deferred examinations. The college, in consultation with the student and the instructor, is responsible for arrangements for special deferred examinations.

A student who has sat for and handed in a final examination for marking and signed the tally sheet will not be granted a deferred examination but may apply for a retroactive withdrawal or a supplemental examination, subject to individual college policy and procedures.

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

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

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

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

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

Exceptions

With the approval of the department head, or dean in non-departmentalized colleges, and the consent of the student, the instructor of a class is allowed some flexibility about the nature of the examination to accommodate the particular circumstances which created the need for the deferred examination. The registrar must be notified of any departures from the regular form of examination.

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

Appeal

In the case of a disputed final grade, a student is entitled to an Informal Consultation on a deferred or

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

8.7 Supplemental final examinations

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

Examination period

The supplemental examination periods coincide with the deferred examination periods. Supplemental examinations resulting from deferred examinations will be specially accommodated.

College

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

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

Once the examination is written, the instructor will assign a revised final percentage grade. The grade comment of SUPPG (Supplemental Final Examination Granted) or SPECSPG (Special Supplemental Final Examination Granted) will be replaced with a grade comment of SUPP (Supplemental Final Examination Written) or SPECSUP (Special Supplemental Final Examination Written) on a student's

official record. If the supplemental examination is not written, the original grade submitted by the instructor will stand.

Supplemental examinations shall be accorded the same weight as the original final examination in the computation of the student's final grade. However, college regulations may affect how grades based on supplemental examinations are calculated.

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

Exceptions

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

Appeal

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

8.8 Aegrotat standing

In exceptional circumstances, in consultation with the registrar, a student may be offered Aegrotat Standing (AEG) in lieu of writing the deferred or special deferred final examination, or in lieu of a final grade.

Aegrotat standing can be considered provided the student has obtained a grade of at least 65 percent in term work in the class(es) in question (where such assessment is possible); or, if there is no means of assessing term work, the student's overall academic performance has otherwise been satisfactory; the instructor of the class, along with the department head, or dean in a non-departmentalized college, recommends offering Aegrotat standing, and the student's college approves the award.

8.9 Special accommodation for disability, pregnancy, religious, and other reasons

a. Students registered with Disability Services for Students may be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations) as per the [Academic Accommodation and Access for Students with Disabilities policy](#).

Students must arrange such special accommodations according to stated procedures and deadlines established by Disability Services for Students. Instructors must provide mid-term and final examinations for students who are being specially accommodated according to the processes and deadlines established by Disability Services for Students.

b. Students may also request special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations) for reasons related to pregnancy.

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

c. Students may also request special accommodation with regard to attendance, availability of study materials, and assessment requirements (including of mid-term and final examinations) for religious reasons.

Students must arrange such special accommodations according to stated procedures and deadlines established by the registrar. Instructors must provide mid-term and final examinations for students who are being specially accommodated for religious reasons according to the processes and deadlines established by the registrar.

d. Students who are reservists in the Canadian Armed Forces and are required to attend training courses or military exercises, or deploy for full-time service either domestically or internationally, may be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations).

Student must arrange such special accommodations in consultation with their instructor. A signed [*Student Permission to Travel for University Business*](#) form shall be presented in support of any request for special accommodation. Denials of special accommodation may be appealed to the dean's office of the instructor's college.

e. Students shall be granted special accommodation due to participation in activities deemed to be official university business. Such activities are considered an important part of student development and include participation in Huskie Athletics, university fine or performing arts groups, participation at academic conferences, workshops or seminars related to the student's academic work, or like activities. Travel time to and from such activities is also considered official university business.

In the event that such activities create a conflict with class work students shall be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations).

Student must arrange such special accommodations in consultation with their instructor. A signed [*Student Permission to Travel for University Business*](#) form shall be presented in support of any

request for special accommodation. Denials of special accommodation may be appealed to the dean's office of the instructor's college.

9. Procedures for Grade Disputes

9.1 Grade dispute between instructor and department head or dean

In the absence of any other approved mechanism to resolve grade disputes between an instructor and department head, or dean in a non-departmentalized college, the following steps, to be completed in a maximum of twelve business days, shall be followed.

- a. Members of each department or college shall agree ahead of time on a conciliation mechanism that the department or non-departmentalized college will follow in the event of a grade dispute.
- b. If five business days following the last day of examinations pass and the department head or dean has not approved the grade report for a class due to a dispute with the instructor, the department or non-departmentalized college shall immediately commence the conciliation procedure. The department or college has five business days to complete this conciliation process.
- c. If, after five business days the conciliation procedure does not resolve the dispute, the matter shall be immediately referred to the dean, or the provost and vice president (academic) in the case of non-departmentalized colleges, who will set up an arbitration committee within two business days. The committee shall consist of three members: one member nominated by the instructor, one member nominated by the department head, or dean in non-departmentalized colleges, and a chairperson. In the event that one of the parties does not nominate a member, the dean or provost and vice-president (academic) shall do so. All appointees to the arbitration committee should be members of the General Academic Assembly. The chairperson shall be appointed by the mutual agreement of the nominees for the instructor and the department head or, if the two nominees cannot agree, by the dean. In non-departmentalized colleges, the chair will be appointed by the provost and vice-president (academic) if the dean and the instructor cannot agree.
- d. Also within two business days of the failure of the conciliation process, the department head, or dean in a non-departmentalized college, must list in writing what material was considered in conciliation. A copy of this list shall be sent to the instructor who must immediately report in writing to the dean, or provost and vice-president (academic) for non-departmentalized colleges, as to the accuracy of the list. Within the same two business days, the department head, or dean in non-departmentalized colleges, and the instructor shall forward written submissions with supporting documents to the dean, or provost and vice-president (academic) in non-departmentalized colleges.
- e. Written submissions and all supporting documentation considered in the conciliation (including the list drawn up by the department head, or dean in non-departmentalized colleges), and the response of the instructor, are to be forwarded to the arbitration committee. The committee shall consider only written submissions and all supporting documentation forwarded during their deliberations. To the extent possible, the arbitration committee will use the same relative weighting of final examination and class work as was used by the instructor in arriving at the final grades.

f. The arbitration committee shall be given a maximum of three business days to complete its deliberations and reach a final decision about the disputed marks. The committee can either uphold the disputed marks or assign new marks. Once the committee reaches a final decision a written report which explicitly outlines the rationale for the decision shall immediately be submitted to the registrar, with copies to the dean, department head (if applicable), and instructor. Any grade changes required by the decision shall be submitted by the instructor and approved by the department head, or dean in a non-departmentalized college.

g. If after three business days the arbitration committee has not submitted a final decision about the disputed marks, the dean or provost and vice-president (academic) will be notified as to the reasons for the impasse and the arbitration committee will be have two business days to resolve their differences and come to a final decision.

h. If, after two additional business days, an arbitration committee cannot come to a final decision, the dean, or the provost and vice president (academic) in the case of non-departmentalized colleges, will reach a final decision about the disputed marks based upon the written submissions and supporting documents. The dean, or the provost and vice-president (academic) shall immediately submit a written report which explicitly outlines the rationale for the decision to the registrar, with copies to the dean, department head (if applicable) and instructor. Any grade changes required by the decision shall be submitted by the instructor and approved by the department head, or dean in a non-departmentalized college

i. Once this process is completed, affected students who previously ordered a transcript can contact the registrar whereupon corrected transcripts will be issued free of charge.

9.2 Grade dispute between instructor and student

Students who are dissatisfied with the assessment of their class work or performance in any aspect of class work, including a midterm or final examination, should consult the University Council policy titled [*Student Appeals or Evaluation, Grading and Academic Standing*](#) and the [*Procedures for Student Appeals in Academic Matters*](#).

The policies describe the process to be followed in appealing the assessment. Appeals based on academic judgment follow a step-by-step process including consultation with the instructor and re-reading of written work or re-assessment of non-written work.

Contact Information

Contact Person: University Registrar

Phone: 306-966-6723

UNIVERSITY COUNCIL
ACADEMIC PROGRAM COMMITTEE
REQUEST FOR INPUT

PRESENTED BY: Kevin Flynn, Chair, Academic Programs Committee

DATE OF MEETING: May 18, 2017

SUBJECT: Nomenclature Report

COUNCIL ACTION: For input only

DISCUSSION SUMMARY:

The Nomenclature Report aims to provide consistent and cohesive language and framework for students, instructors, and administrators to discuss academic programming at all levels throughout the institution. Last revised with Council approval in June 2016, revisions are now being introduced to include a number of definitions for new academic programming options, as well as to refine some existing definitions. The following sections and definitions have been added or changed in the Nomenclature report:

New Definitions

- Postdoctoral Fellow (PDF)

Adjustments

- Dual Degree Policy to include cotutelle programs
- Academic Credit Units to provide clarification

For reference, the existing Nomenclature Report can be found here:

<http://www.usask.ca/secretariat/documents/nomenclature.php>

Comments or questions on the Nomenclature Report can be directed to Russell Isinger at registrar@usask.ca.

CONSULTATION TO DATE

The proposed changes were discussed at APC at its May 3, 2017 meeting.

ATTACHMENTS:

- Nomenclature Report (revised)



Academic and Curricular Nomenclature

Responsibility: University Registrar

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Supplementary Material: [Academic Programs Committee at the University of Saskatchewan](#)

Purpose

The purpose of the University of Saskatchewan Academic and Curricular Nomenclature is to provide a consistent and cohesive language and framework for students, instructors, and administrators to discuss academic programming at all levels throughout the university. Nomenclature defines terms contained in other duly approved University of Saskatchewan policies and procedures and commonly used administrative practices and processes.

Principles

Shared language makes collaboration possible and our nomenclature needs to evolve and be flexible enough to encourage the changes in academic programming that are developing throughout campus. In particular, there is a need to offer compelling, engaging, and challenging academic programs which are creatively designed, are grounded in both global and Indigenous perspectives, utilize new methodologies and approaches, provide future-oriented professional education, and address areas of societal need. Therefore, the terminology in this document has been developed with a focus on facilitating change and creativity in curricular development, providing structure only to ensure quality and fairness. The guiding philosophy of nomenclature is that we can improve our academic programs by clarifying and revising the language we use to communicate across campus.

Authority and Responsibility

Under the bylaws of university council, council prescribes curricula, programs of study, and courses of instruction, and authorizes the establishment of colleges and departments. This responsibility includes the authorization of policies related to curriculum, programs, courses, and academic administrative structures. The [Academic Programs Committee of Council](#) is responsible for recommending to council classifications and conventions for instructional programs.

The registrar is responsible for management of registration and student information systems so that academic programs may be administered in an orderly manner. This responsibility includes the development and implementation of definitions for academic and curricular terminology, including coordinating with other university offices to establish common terminology.

Additional definitions relating to university governance and the administration of nomenclature, students and faculty can be found in [The University of Saskatchewan Act \(1995\)](#), the [University Council bylaws](#), and the USFA [Collective Agreement](#).

ORGANIZATIONAL DEFINITIONS

Academic Unit

The term "academic unit" is used to describe authority over academic programs and student progression. Primarily, ~~these refer to academic units are~~ departments, schools, and colleges, but for specific programs the academic authority could be an academic division, a research centre or an interdisciplinary administrative committee. Regardless of the ~~name that describes the type of academic unit~~, it is the structure and purpose of the academic or administrative unit that determines the nomenclature that applies.

Affiliated College

An educational institution recognized by the University of Saskatchewan as carrying on work of a university level. As described in the bylaws of council, the aim of affiliation is to associate with the university for the purposes of promoting the general advancement of higher education in the province, those institutions which are carrying on work recognized by council as of university grade, where such association is of mutual benefit to the university and the institution seeking affiliation. The colleges affiliated with the University of Saskatchewan are Horizon College and Seminary, Saskatoon; College of Emmanuel and St. Chad, Saskatoon; Gabriel Dumont College, Saskatoon and Prince Albert; Lutheran Theological Seminary, Saskatoon; St. Andrew's College, Saskatoon; St. Peter's College, Muenster; and Briercrest College and Seminary, Caronport, SK.

Board of Governors

A governing unit of the university, with duties and authority described in The University of Saskatchewan Act 1995. The board is responsible for overseeing and directing all matters involving the management, administration and control of the university's property, revenues and financial affairs.

Centre

The university currently hosts a variety of centres, variously known as centres, institutes, units, organizations, networks, or programs, including incorporated entities. For purposes of this policy, a centre is a formally structured organization which is not a division, department, school or college, but which is established within or in conjunction with the university, for the pursuit or support of: scholarly, artistic, scientific, or technological objectives; teaching; or outreach.

- **Type A Centres** are those that are organizationally part of one college, and report to a dean. These centres involve activities that complement and enhance the work of primarily one college, and could involve multi-disciplinary and multi-faculty work. The activities of the centre should be congruent with approved college plans and would be established with the dean's endorsement and council approval. Responsibility for funding of these centres rests with the college.

- **Type B Centres** are those that involve activities beyond the scope of a single college and/or involve significant resources and will require the endorsement of the deans involved, the appropriate vice-president (usually the vice-president research) and Provost's Committee on Integrated Planning (PCIP) before seeking the approval of council. These centres are organizationally part of the university and are subject to university management and control, reporting to a designated dean, an executive director that reports to the vice-provost, or an appropriate vice-president (usually the vice-president research).
- **Type C Centres** are incorporated and legally distinct from the university, and which have academic/research implications for the university. These centres must have the authorization of the vice-presidents and secure council approval before being recommended to the Board of Governors. These centres may be either a cooperative relationship involving the sharing of resources, or a landlord-tenant relationship, reflecting the academic interest of the university in the centre's activities and recognizing the university's community obligation to promote the greatest community use of its faculties and resources. These centres will report on their academic and research activities to a dean to the extent possible, and/or to an appropriate vice-president. A financial report must also be provided to the vice-president (finance and resources) for the board, and all legal requirements of incorporated entities met.
- **Type D Centres** are legally incorporated entities, established to support the activities of the university, but which have no academic focus. Such centres may be proposed by a college or administrative unit, and their establishment would require the approval of the vice-president finance and resources, PCIP, and the Board of Governors. Type D centres would report on an annual basis to the vice-president finance and resources and through that office to the board.

Chancellor and Senate

The duties and authority of the chancellor and senate are described in The University of Saskatchewan Act 1995. In general, the chancellor presides at meetings of convocation and senate, and confers degrees. In general, senate is responsible for non-academic student discipline, examination for professional societies, grants honorary degrees, and confirms the decisions of council in the areas of admission requirements, quotas, the disestablishment of departments and colleges, and the dissolution of affiliations.

College

An organizational unit of the university, the faculty council of which is assigned the general responsibility for the development and delivery of programs and courses leading to degrees, certificates, diplomas and other forms of recognition approved by the university and for matters of scholarship and discipline relating to the students enrolled therein.

The dean of a college is an officer of the university with duties and authority described in The University of Saskatchewan Act (1995). The dean is responsible for general supervision over and direction of the work of the college and of the teaching and training of the students of the college.

In a non-departmentalized college, the college is also responsible for instruction, research and scholarly work, as described for departments.

Department

An organizational unit of a college, the faculty of which is responsible for the development and delivery of instruction and for carrying out research and scholarly work in a particular subject and/or related subjects.

The head of a department is an officer of the university with duties and authority described in The University of Saskatchewan Act (1995). The department head has general supervision over and direction of the work of the department and shall assign teaching duties to the members of the department following consultation with the department as a whole. The head is also responsible to the dean for the satisfactory performance of the work of the department.

Division

A division may be an academic division or an administrative division. **Academic divisions** are under the authority of University Council, Senate, and the Board of Governors, and operate much like departments, defining the unit's disciplinary or interdisciplinary approach towards program delivery and research, scholarly and artistic work. Examples of academic divisions include the Division of Nutrition in the College of Pharmacy and Nutrition and the Biomedical Engineering Division in the College of Graduate Studies and Research. Academic divisions operate under the direction of a dean and are often governed by an interdisciplinary committee of faculty members. In contrast to academic divisions, **administrative divisions** do not require oversight by University Council, Senate, or the Board of Governors. These units are organized to facilitate administration of a group of departments, programs, or other specific activity in order to achieve administrative efficiencies.

Faculty

A faculty member is defined in The University of Saskatchewan Act (1995) as a person who serves as a professor, associate professor, assistant professor, lecturer, special lecturer, instructor, or librarian. The act requires full-time employment. However, the bylaws of university council defines as members of a college or school faculty, those professors, associate professors, assistant professors, and full-time lecturers, who are members of departments which, for administrative purposes, are assigned to the dean of that college or the head of that school.

Federated College

An educational institution authorized by the university to offer for university credit, courses in certain subject areas. As described in the bylaws of university council, a federated college must be authorized by the university to give courses recognized for credit toward a Bachelor of Arts degree in the subjects of at least four departments of the College of Arts and Science. The members of the federated college teaching staff, must possess qualifications sufficiently high to be recognized as members of the Faculty of Arts and Science and shall be so recognized, and the college must be situated on or adjacent to the campus at Saskatoon. St. Thomas More College, Saskatoon, is the university's only federated college.

Off-Campus

- **Off-Campus Site** – a regional college or other educational institution where students may be admitted to the University of Saskatchewan for one or more years of study. Sites designated are reviewed at regular intervals under a policy that requires, among other things that the site offer classes in humanities, social sciences and sciences so that students can complete at least the first year of studies.
- **Off-Campus Class** – the administration of the class is not through the main university campus (e.g. through a regional college), if the class is not taught in Saskatoon, or if permitted by the registrar. This definition is used in the determination of student fees.
- **Off-Campus Activity** – refers to university-affiliated activities involving faculty, staff, or students which occurs off of the main university campus. This includes academic activities, including fieldwork and all off-campus modes of instruction, and non-academic activities, such as ratified student group events.
- **Off-Campus Graduate Student** – students completing thesis and project requirements are considered to be on-campus unless specifically designated by the registrar for program purposes.

See also "Off-Campus Class" under Course Definitions.


Officers of the University

The authority and duties of the following are described in The University of Saskatchewan Act 1995: president, vice-president and acting president, deans, heads of departments, secretary, and controller. The president is responsible for supervising and directing the academic work of the university, its faculty and student body, and the business affairs of the university.

School

A school may be a university-level or a college-level school. Differences between colleges and university-level schools exist relative to representation on University Council, the appointment of faculty, and the collegial review processes and career progression of faculty within the school.

The university-level school is governed by a faculty council and carries a status that is similar to a college, with the head of the school having a status similar to a Dean. The head of the university-level school is responsible for the school's curriculum, financial affairs and human resource requirements and reports to the Provost and vice-president academic. Faculty associated with the school are assigned through a variety of appointments and are responsible for the general responsibilities assigned to colleges, which include outreach activity, service, research, and the delivery of programs. These programs are most often graduate programs that are interdisciplinary in nature. Examples include: the Johnson-Shoyama Graduate School of Public Policy, the School of Environment and Sustainability, and the School of Public Health.



The **college-level school** is an academic unit focused on the delivery of programs and courses within a college. These programs may be accredited and prepare their students for particular professional designations. The college-level school carries a status that is similar to a department, with the head of the school reporting to the dean of the associated college. The college-level school may be governed by a faculty council. Examples of college-level schools are the School of Physical Therapy in the College of Medicine, which offers the Master of Physical Therapy and the School of Professional Development in the College of Engineering, which offers the Certificate in Professional Communication.

University Council

A governing unit of the university, with duties and authority described in The University of Saskatchewan Act 1995. In general, council is responsible for overseeing and directing the university's academic affairs. This includes establishment of departments, colleges and programs; affiliations; student discipline for academic offences; admission standards and quotas; scholarships and bursaries; examinations; library policies; and advising the board on physical and budgetary plans.

ADMISSION DEFINITIONS**Admission Category**

A way to differentiate and compare applicants with similar qualifications (i.e. regular admission, special admission).

Admission Qualifications

These are the credentials that an applicant must present in order to establish eligibility for admission. They include but are not restricted to objective qualifications such as high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests. Qualifications may vary for some admission categories. Colleges may make recommendations to University Council concerning the qualifications for admission to programs offered by the college.

Admission Requirements

These consist of all admission qualifications, selection criteria and administrative processes (such as completion of application form, payment of application fee, adhering to application deadlines) that an applicant must present or complete to be considered.

Provisional Admission

Available to applicants who have attempted less than 18 credit units and are currently in grade 12 or wish to take a course for interest only.

Regular Admission

Applicants who have completed grade 12 and those who are in attendance at, or have attended, other post-secondary institutions.

- **Early Admission** – applicants currently completing high school considered based on preliminary high school marks and are admitted with conditions that must be fulfilled by a specified date.
- **Conditional Admission** – applicants who have completed grade 12 and those who are in attendance at, or have attended, other post-secondary institutions are considered for admission with partial or incomplete documentation. All conditions must be fulfilled by a specified date.

Residency Regulations for Admission

The required length of residency in Saskatchewan and/or Canada is program specific and is determined by each college, with final approval being conferred by University Senate.

Selection Criteria

These are the means by which a college assesses and ranks its applicants for admission. They include but are not restricted to admission test scores, cut-off averages, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, definitions of essential abilities for professional practice, and the relative weighting to be given to the various requirements. Selection criteria may vary for some admission categories. Colleges may establish specific selection criteria for admission to programs administered by the college, subject to the general qualifications for admission to the university.

Special (Mature) Admission

Available to applicants who do not qualify for regular admission. Most direct-entry colleges consider applicants for special (mature) admission. Applicants must be 21 years of age or older.

STUDENT DEFINITIONS

Audit Student

An individual who is admitted to the University of Saskatchewan in order to sit in a particular course but do not wish to take the course for credit. Audit students are not entitled to have assignments corrected or to write any examinations.

Continuing Student

An individual who is currently registered and not yet graduating in a college or program at the University of Saskatchewan.

Exchange Student

- **Inbound exchange student:** an individual who is admitted to the University of Saskatchewan on the basis of an exchange agreement which enables the student to pay tuition to their home institution, and to register and study at the University of Saskatchewan, with credit transferred back to their home institution.
- **Outbound exchange student:** an individual who is admitted to a host partner institution on the basis of an exchange agreement which enables to student to pay tuition to the University of Saskatchewan, and to register and study at the host institution, with credit transferred back to the University of Saskatchewan.



Full Time Student

A student is defined as being full time if:

- An undergraduate student who registers for 9 or more CUs (Operational and/or Academic CUs) during a regular term or 4 or more CUs in a spring or summer term.
- A graduate student who registers for 6 or more CUs (Operational and/or Academic CUs) during a regular term or spring and summer term; or who is designated as having full time status by the College of Graduate Studies and Research.
- A student who does not meet the above requirements but is deemed to be full time by the university secretary or registrar. Examples include certain DSS students, elected USSU representatives or the editor of the Sheaf.

Graduate Student

An individual who has been admitted to the College of Graduate Studies and Research.

Internal Transfer Student

An individual who is currently studying or who most recently attended the University of Saskatchewan and wants to apply to a different college or program within the University of Saskatchewan. An internal transfer student may apply part way through their studies or they may have already graduated.

Applicants who have attended another post-secondary institution after the University of Saskatchewan would then be designated as transfer students.

New Student

An individual that has never attended any post-secondary institution prior to attending the University of Saskatchewan.

Non-Degree Certificate/Diploma Student

An individual who is enrolled in courses not accepted for credit in a degree program. The topics covered by these students may be similar to topics covered by degree students but the distinguishing features are normally differences in the breadth and depth of understanding required for successful completion.

Part-Time Student

Any student who does not meet the criteria of full time student as defined above.

Postdoctoral Fellow (PDF)

An individual with a doctoral degree (PhD or equivalent) completing defined research mentored by a faculty member over a specified time period.

Probationary Student

An individual who has not met the required minimum admission average or has been required to discontinue multiple times. Admission is at the discretion of the college.

**Provisional Student**

An individual who has attempted less than 18 credit units and is currently in grade 12 or wishes to take a course for interest only. Provisional admission is valid for one academic year and allows the completion of a maximum of 12 credit units.

Returning Student

An individual who has previously studied at the University of Saskatchewan and is applying to return to the same college they last attended, without having attending another recognized post-secondary institution during that time. Students may re-apply after an absence from their studies or they may have already graduated.

Special (Mature) Student

An individual who is 21 years of age or older, has attempted less than 18 credit units of post-secondary studies and does not meet the requirements for regular admission.

Transfer Student

An individual who has studied at another post-secondary institution prior to studying at the University of Saskatchewan. A transfer student may apply part way through studies at a post-secondary institution, or they may have already graduated.

Undergraduate Student

An individual who is registered in a degree level course(s) offered by a school or college other than the College of Graduate Studies and Research.

Visiting Student

An individual who is admitted to the University of Saskatchewan, with the purpose of receiving credit at their home institute. Visiting students may be undergraduate or graduate, and they may be here through an established agreement or through a letter of permission.

Visiting Research Student

An individual who has been admitted to the University of Saskatchewan as an undergraduate or graduate student for the purpose of engaging in an approved plan of research with a faculty supervisor. Visiting research students are not assessed tuition, will not be enrolled in any credit course work, and are registered at the university for a period not exceeding six months in any 12 month period.

Year in Program

This designation is attached to a student record for individuals working toward a degree-level certification. It signifies the progress a student has made towards the program requirements and has an effect on administrative process (e.g. assigned registration windows).



PROGRAM DEFINITIONS

Academic Program Type

A prescribed set of requirements related to fields of study within a program.

Certificates and Diplomas

The terminology of "certificate" and "diploma" is used both for degree-level (undergraduate and graduate) programs and for non-degree-level programs.

- ***Certificates of Proficiency*** Under the authority of council and the Academic Programs Committee, these certificates signify the completion of a recognized program of degree-level courses and imply the attainment of a degree-level standard of proficiency, achievement, or promotion. Undergraduate programs in this category include certificates, post-degree certificates, post-degree specialization certificates; graduate programs in this category include certificates, and postgraduate specialization certificates. These programs may be completed alongside a degree program, or as a stand-alone program.

Undergraduate Programs

- Certificates
- Post-Degree Certificates
- Post-Degree Specialization Certificates

Graduate Programs

- Certificates
- Postgraduate Specialization Certificates

- ***Diplomas of Proficiency*** Under the authority of council and the Academic Programs Committee, these programs include degree-level courses, and completion implies the attainment of a university-level standard of achievement which is fully transferable into certain undergraduate degree-level programs.
- ***Certificate of Successful Completion*** These programs are approved by the vice-president academic & provost following consultation with the registrar and the Academic Programs Committee. This term is used to signify the successful completion of a course or program of courses appropriate for post-secondary training but not classified as degree-level courses. The topics covered in these courses may be similar to topics covered in degree-level courses, but the distinguishing features are normally differences in the breadth and depth of understanding required for successful completion. Implies the attainment of a standard of proficiency, achievement or promotion appropriate for post-secondary training. Certificates of successful completion not under the authority of a college shall fall under the authority of an identified administrative unit.

- **Certificate of Attendance** These programs are approved by the vice-provost, teaching and learning or the dean of a college, after consultation with the provost & vice-president (academic). This term is used to certify satisfactory attendance at a community-level, non-academic course or program of courses sponsored by vice-provost, teaching and learning or a college at the university. It does not imply attainment of a standard of proficiency, achievement or promotion, and is comprised of non-academic courses numbered 001-009.

Combined Degree

The terms "combined degree" or "second degree" are used by colleges to describe two degree programs containing courses which may be counted toward the requirements of both degrees, so that a student can achieve both degrees in less time than if the programs were taken separately. This can involve the awarding of more than one degree or the creation of a new degree entity.

Community Level Program

These programs lead to certificates of attendance which are available to the general public. They are comprised of a single course or program of courses, usually numbered 001 to 009, which are non-academic, not accepted for credit toward any certificate or degree, and not listed on transcripts.

Degree Program

Approved by council, these programs lead to a specific academic credential, such as a degree, diploma, or certificate of proficiency at this university.

- **Undergraduate Level Program** – a program of courses numbered 100 to 699 and other educational experiences intended for students at the university undergraduate level (bachelor degree).
 - **Direct-Entry:** undergraduate programs which admit students with high-school level preparation.
 - **Non-Direct Entry:** undergraduate programs which admit students only after one or more years of university-level preparation.
 - **Professional:** programs which are designed to ensure that students will qualify to receive professional certification from a professional body or association in addition to their degree. Professional certification bodies usually specify course requirements and graduation standards expected.
- **Graduate Level Program** – a program of courses numbered 700 to 999 and educational experiences intended for students at the graduate level (post-graduate diploma, master's degree and Ph.D. degree).
 - **Direct-Entry:** direct-entry Ph.D. programs at the graduate level allow students to be admitted to a Ph.D. program without having been admitted to a master's program.



Depth of Study

In undergraduate programs, several depths of study in a field of study are recognized.

- **Minor** – (18-24 CUs) is a depth of study which prescribes a minimum number of courses in one or more related fields of study and which may require the student to maintain a specific scholastic standing in these courses. In contrast to degree-level certificates, a minor may or may not include the completion of a capstone course. Cross-college minors are governed by policies and procedures outlined in the “Adoption and Oversight of Cross College Minors” document, approved by University Council in 2007. Cross-college minors are comprised of courses from more than one college. Authority for cross-college minors is distributed as follows:
 - **Adopting College** - the college responsible for the degree program to which the minor is attached.
 - **Resource Unit** - may be a college, department, school or interdisciplinary group, which provides the majority of resources for the cross-college minor and is the academic unit with primary expertise for a field of study.
 - **Resource College** - the resource unit, in the event that it is a department or interdisciplinary group, will reside within an identified resource college.
- **Major** (>24CUs) is a depth of study which prescribes a significant number of courses in one or more related fields of study and usually requires the student to maintain a specific scholastic standing in these courses. Colleges offering majors with less than 24 credit units must complete the Consultation with the Registrar Form and obtain Academic Programs Committee approval. Exceptions outside of the credit unit values can be approved only by the Academic Programs Committee.
- **Honours** (>42CUs) is a depth of study which prescribes a high number of courses in one or more related fields of study and which always requires the student to maintain a high scholastic standing in these courses (double honours is also permitted as a type of honours program.)
- **Concentration** is a depth of study which prescribes a suite of courses that provides students additional expertise and specialized training in one aspect of their major. Typically, a concentration will be similar in requirement to a minor, but the majority of coursework will occur within the student’s major field of study rather than outside of it. A concentration cannot be completed as a stand-alone program, independent of the student’s major field of study. Other formats of concentration are possible such as, for example, the Business Cooperative Education Program.



Colleges have developed a variety of terms for concentrations (*option, specialization within a major, themes, streams, focus*, etc.). It is possible (within technical limitations) to have the concentrations appear on the transcript, but these terms collectively are referred to and displayed as "concentrations". While the connotation of "option" varies across academic units, it is necessary to have a single term to describe this level of study, and concentration is the simplest and most descriptive at the university/information systems level.

The first three depths of study within a field of study always appear on university transcripts. Concentrations may also appear on the transcript, provided that the proposed concentration is consistent with Canadian university general practices and/or acknowledged and desirable for professional organizations and accreditation and is feasible within the technical limitations of the transcript's reporting system. Consultation with the registrar and Academic Programs Committee must be performed for new concentrations to appear on transcripts.

Discipline

Academic areas of study, research and scholarly work are described at many universities as "disciplines" and terms like "disciplinary", "interdisciplinary" and so forth are used worldwide. In considering descriptive terminology for programs and curriculum at the U of S, however, the term "field of study", as defined below, is a more inclusive term to describe student programs.

Dual Degree Program

A program where a student pursues a degree both at the University of Saskatchewan and another post-secondary institution with whom an agreement is established, with the student receiving two degrees at the end of the program, one from the U of S and one from the partner institution. The U of S parchment and transcript reflect the dual nature of the program. The degree can be at the undergraduate or graduate level.

- [Cotutelle Program: A Cotutelle program is a type of dual degree program, where a doctoral student is jointly supervised by two supervisors, each from a different university, and, the student alternates time between the two universities. The student writes one thesis, under the supervision of an advisory committee comprised of members from both universities, and if successful, the student receives two degrees, each recognized by both universities. However, while the dual degree program is an agreement between two programs at two institutions, a Cotutelle program is an agreement tailored to an individual student studying at two institutions.](#)

Field of Study

A field of study requires completion of a number of prescribed courses in a specific subject or discipline. Programs may permit several fields of study. The number of fields of study identified for a student may be limited by policy or practical considerations. In colleges with many fields of study, it is often convenient to group them by program type. For example, the College of Arts and Science defines three program types within the Bachelor of Arts programs and one program type within the Bachelor of Science program; the College of Education types its programs as secondary, and elementary/middle years. Within a program or program type, the student usually is required to complete a particular field of study. See also "Teaching Areas".

**Interdisciplinary Program**

An interdisciplinary program is a field of study which permits students to study beyond the boundaries of traditional disciplines, to explore the relationships among disciplines in depth, and to integrate knowledge gained into a central theme. It may be cross-departmental or cross-college in nature.

Joint Degree Program

A student pursues a degree at both the University of Saskatchewan and another post-secondary institution with whom an agreement is established. The student will receive only one degree at the end of the program jointly awarded by both institutions, with the parchment issued either from the University of Saskatchewan or from the partner institution. The parchment and transcript reflect the joint nature of the program. The degree can be at the undergraduate or graduate level.

Non-Degree Programs

These programs lead to a certificate of successful completion. A program consisting of courses which are generally numbered between 010 and 099. In some degree-level programs, these courses are treated as cognate courses or can be used towards the completion of a degree-level program

Program

A generally defined set of courses and other requirements described in the catalogue, which the student must successfully complete to obtain a specific degree, certificate or diploma or other recognized qualification. Programs are offered at four educational levels: community, non-degree level, undergraduate, and graduate levels. See also Appendix: Course level numbering.

Program Options

Within the general requirements of a particular program, many colleges provide one or more program options, which identify a specific set of courses and other requirements. Program options may be identified by program type, field of study, depth of study, thesis/non-thesis, and work experience. In graduate programs, a program may have a research option (thesis or project) or a non-research option (course based). Work experience is a program option used to identify a prescribed course or group of courses and associated requirements that provide university-recognized work experience (e.g. Business Co-operative Education Program, internship) in a program.

Residency Regulations for Degree Completion

Residency regulations for degree completion are determined by each college. In some cases, residency refers to a certain number of University of Saskatchewan credit units to be completed toward a program of study. These credit units may be completed online, by distance, or in-person, but must be awarded by the University of Saskatchewan. In other cases, residency refers specifically to the length of time a student must be physically present at the University of Saskatchewan while completing his/her program of study.

Teaching Areas

Similar to fields of study, teaching areas require the completion of a number of prescribed courses in a specific subject or discipline. Teaching areas, however, are specific to the Bachelor of Education (B.Ed.) and the Bachelor of Music (B.Mus.(Mus.Ed.)) degree programs. As defined by University Course Challenge (September 2011), teaching areas represent disciplinary fields developed by the Saskatchewan Ministry of Education in order to align with the Saskatchewan pre-kindergarten to grade twelve curriculum areas.

Work Experience Program Options

- **Professional Internship Program** is a supervised, practical training period for a student, usually endorsed by a professional association or accreditation body.
- **Cooperative Education Program** is a program which allows a student to combine academic study with work experience by combining terms on campus with terms working full-time in a job related to the field of study.

COURSE DEFINITIONS

Course

A unit of study in a subject area defined by a course description, title, and number in the Course and Program Catalogue. This unit of subject material is normally presented over a term to students in one or more registered classes. The smallest formally recognized academic unit of the curriculum is the course – a unit of study in a subject area identified by a description of activities.

Course Authority

Each course label is normally under the administrative authority of one academic unit. Control and management of course labels are delegated to the registrar, but authority for label association with specific courses remains with APC/council. Three types of authority can be defined for each course:

- **Resource authority:** provision of teaching resources for the course
- **Content authority:** determining what should be taught in the course. This is the authority that will be listed in the student information system. It is often referred to as academic authority. This authority includes such areas as grade approval.
- **Administrative authority:** administration of the course when it is taught, including such areas as times and location of classes, class maintenance and dealing with student complaints.

For most courses, all three types of authority are held within a single department or college (in the case of non-departmentalized colleges). For interdisciplinary courses the three types of authority can be spread over several departments, colleges, or other units.



A course label is a subject area identifier (four alphabetic characters) and the course number (numeric). An academic department or college or interdisciplinary program may offer courses titled with several course labels. Each course label should be under the administrative authority of one academic unit or an identified administrative unit for courses in certificates of successful completion not under the authority of a college.

Cognate Courses

The practice of allowing students credit for a course from another department. For example, biology allows students to take several agriculture courses for credit towards a major in biology.

Corequisite Courses

A course or other requirement that must be taken at the same time as the course being described.

Course and Class Titles

Effective communication should be the primary consideration when determining appropriate titles. Course titles appear in the Course and Program Catalogue and class titles are listed on transcripts. As such, titles should reflect educational content and should not include administrative details like credit units, etc. Short titles must be limited to 30 characters in length so they can reasonably appear on transcripts and in the student information system and long titles should be no longer than 100 characters.

Course Numbers

Course numbers are used according to the conventional practices established by the university for course numbering, as adapted by each college within the academic structure of its programs.

Consistent with the usual university practice, colleges and departments may develop their own numbering schemes in consultation with the registrar for new and revised courses, based on numbers available and on the order in which they want to have their courses appear in the catalogue. Please see [Appendix: Course Level Numbering](#).

Course numbering will usually follow the conventional practice as described below and shown in the course levels chart.

- ***Community level courses***: The numbers 01-09 are used for tracking membership in community-level classes and are not used for university credit towards a degree, diploma, or certificate.
- ***Non-Degree courses***: The numbers 010-099 are used for courses developed for non-degree level programs.
- ***Undergraduate courses***: The numbers 100-109 are used for general introductory courses which are not usually acceptable as a preparation for more advanced work in the subject area. In some specialized cases, 200-level courses may be considered introductory courses.



The numbers 110-199 are used for courses that introduce a subject area and which could serve as prerequisite to senior-level courses in that subject. These are often referred to as junior undergraduate courses. Usually these are taught in direct-entry programs.

Courses numbered 200-699 are also referred to as senior undergraduate courses, including courses in the first year of a non-direct-entry program. **These numbers are used for courses that offer advanced study in a subject area.** Some post-baccalaureate certificates requirements are comprised of 500 level courses (e.g. Special Education Certificate). 200-level courses usually have 100-level prerequisites, while 300-level and 400-level courses often have 200-level prerequisites. ~~The~~While 300- and 400-level courses are usually ~~senior level courses~~ taken in the third and fourth years of a program, **they need not be numbered according to the year-in-program in which the student completes them.**

- **Graduate courses:** The numbers from 700 to 999 are used for graduate-level courses. The 800 series is usually for senior graduate courses which require undergraduate degree completion. The 900 series has been reserved for graduate research and seminar courses.

Consistent with the above scheme, colleges and departments may develop their own numbering schemes in consultation with the registrar for new and revised courses, based on numbers available and on the order in which they want to have their courses appear in the catalogue. The numbers x98 and x99 are reserved by the university for special topics courses, 990 for graduate level seminar requirements, 992 for masters level project-based program requirements, 994 for masters level thesis-based program requirements, and 996 for PhD level thesis requirements. After a course is deleted, that course number cannot be reused for a different course for a minimum of ten years. This avoids confusion for students in registration and transcripts.

Double-Counting or Multiple-Counting of Courses

Applying credit from one course toward more than one degree requirement.

Double-Listing or Cross-Listing of Courses in the Catalogue

The terms "double-listing" and "cross-listing" have been used to describe a variety of academic course delivery methods, but in this document, they are defined as following:

- **Academic Cross-Listing**
Components of two different courses of different levels (often 400 and 800) which are taught by the same instructor in the same location at the same time. For example, sometimes two courses will be scheduled to share lectures, laboratories, or seminars. In this circumstance, the course requirements for completion of each course are different.
- **Administrative Cross-Listing**
Refers to the practice of creating multiple sections for one class in order to facilitate reserved seating for two or more groups of students or other administrative purposes. For example, a class may require a certain number of seats to be allocated to students in several different colleges. This can be accomplished by creating several different sections and administratively cross-listing the sections back into a single class.

- **Double-Listing**

The practice of offering a single course under two different course labels with the course requirements for successful completion being the same for all enrolled students. Typically, double listing is reserved for circumstances involving professional accreditation. The practice relies upon the coordination of multiple offices and is therefore more complex and time-consuming to administer. Historically, double-listing has hindered registration and it should continue to be used as a last resort. Please refer to the policy section for guidelines in the use of double-listing of courses. Proposed double-listings should be circulated through the Course Challenge Process and submitted to Academic Programs Committee for approval.

The following guidelines apply to double listings:

- Once a student has completed the course then that course label is the one for which they receive credit. However, equivalencies for double listed courses would apply in the event of program changes.
- The course must be delivered with the same credit units and level for both course labels. Double-listing of an undergraduate-level course with a graduate-level course is not allowed.
- It must be explicitly stated in the Course and Program Catalogue and on the syllabus that it is a double listed course.
- Content resource and administrative authority for the double listed course should be clearly explained and each authority must track back to a single unit. By default these authorities would reside with the unit of the faculty member who is delivering that section of the course.

Elective Courses

An elective course is one chosen by a student from a number of courses in a curriculum, as opposed to a required course which the student must take.

Equivalent Courses

Courses that are deemed to possess equivalent content such that they are considered to be interchangeable across all programs, and students may receive credit for only one of the courses. Equivalent status must be honoured by both or all colleges involved.

Moribund Courses

A moribund course is one that has not been taught in the previous 48 months. Moribund courses will be retained in the course archive for an additional 48 months and then will be deleted. A moribund course does not appear in the catalogue but can still be activated for registration.

Moribund/Closed Subject Codes

~~A moribund or closed subject code is one that is no longer in use but historically has been used at the University of Saskatchewan. Repurposing of historic or expired subject codes is not feasible due to detrimental effects it would have upon historic academic history records.~~

Commented [WS1]: We do not apply the Moribund Course Archive Policy to our subject codes, so this is misleading. A course number can be re-used after a period of time, but a subject code cannot. The re-use of subject codes would compromise academic history. This practice has been added to the "Subject Code" definition below.

Mutually-Exclusive Course

Courses that are not entirely equivalent to each other, but possess similar or overlapping content. Students may receive credit for only one of the courses deemed to be mutually-exclusive. However, in contrast to the status of equivalent courses, the mutually-exclusive status is program-dependent and therefore does not automatically apply across all programs. Mutually-exclusive status must be honoured by both or all colleges involved.

Placeholder Course

Placeholder courses are created for administrative purposes, normally to allow students access to university services such as the library and the Physical Activity Complex. These courses may be listed on transcripts, but they do not signify the attainment of academic credit. Placeholder subject codes normally begin with the letter "X." Final authority for the technical setup or adjustment of placeholder courses rests with the Registrar.

Practicum Courses

At the University of Saskatchewan, a practicum is usually a course in which a student works part-time in a workplace for a specified number of hours per week. However, the term is used widely in undergraduate and graduate education to describe all kinds of work-based learning experiences from single courses to lengthy clinical practice experience

Prerequisite Courses

A course or other requirement that must be satisfactorily completed before enrolment will be permitted into an advanced or succeeding course.

Required Courses

A course that all students following a particular program of studies are required to take.

Selected Topics Courses

Regular course offerings approved by University Course Challenge that allow for the subject of offering to change at the discretion of the Instructor. Typically, these courses are approved with a general topic area, for example, "Topics in Literary and Cultural Theory".

Special Topics Courses

These courses are offered on a special case basis, to allow colleges and schools some latitude in course offerings in special circumstances. These courses must be approved by the faculty of the college responsible for the course, forwarded to APC and the Registrar's Office for information, and should be numbered 298, 398, 498, 598, 898 or 299, 399, 499, 599, or 899. Special Topics courses are not normally used to substitute for required courses in a program. Please see the Special Topics Policy for further information.



Subject Codes

A code that most accurately and comprehensively represents the subject matter being taught in the course(s). Most subject codes consist of 4 characters. Courses are identified on transcripts and the Course and Program Catalogue by subject codes, so effective communication should be the primary consideration when determining subject codes. [After a subject code has been expired, it cannot be repurposed for different subject matter. This ensures the integrity of academic history records.](#)

Interdisciplinary use of Subject Codes

New subject codes are initiated by colleges and approved by the registrar. Approval involves assigning authority for each subject code to a specific department or academic unit within the college of ownership. After approval by the registrar, the college and academic unit/departmental ownership is recorded in the student information system. A college may permit the use of a subject code under its authority by another academic unit for a specific course or courses, with the secondary unit then having administrative, content and/or resource authority for this specific course. This arrangement requires the agreement of the college authority and is contingent upon consultation with the registrar and the approval of APC via the course challenge process. This arrangement would allow for specific classes to be delivered and administered by faculty from another academic unit (a different resource authority), which is important and desirable for both inter- and multi-disciplinary programs. This would mirror the cross-college minor system where both colleges must agree to the minor for it to be delivered.

CLASS DEFINITIONS

Class

While "course" is used to identify subject matter, "class" is used to refer to the offering of a course to one or more students within a term.

Class Scheduling for Common Components

Components of two different courses can be taught in common – for example, sometimes two courses will be scheduled to share lectures, laboratories, or seminars. In this circumstance, the course requirements for completion of each course are different.

Registered Class

When a group of one or more students register in a course under the general direction of a particular instructor(s) at a given time. Each class requires an assigned academic instructor. A registered class may consist of one or more instructional units. Registered classes are defined by the label of the course under study and a registered class section number or by the term and course reference number attached to the class.

Off-Campus Class

Classes are defined as on-campus or off-campus for various reasons, including assessment of fees. An off-campus class is usually a class offered through a Regional College, at a Saskatchewan Polytechnic campus, or by an affiliated college such as Gabriel Dumont College. All web-based classes are considered off-campus. Occasionally, if an affiliated college is offering a class at the Saskatoon campus,



these would still be considered as "off-campus" classes for the purposes of student fee assessment. Such classes are offered at a number of locations throughout the province. They are taught by instructors approved by the university's academic departments. See also "Off-campus" under organizational definitions.

Open Learning Class – A class with start and end dates that follow non-standard term dates, add/drop deadlines, and refund rule deadlines. Open learning classes that are offered over two or more terms may need to have multiple open learning sections created, each attached to a different term. For example, a class that starts 15 March and ends 25 September will require 4 open learning sections to be set up, one for each of Winter, Spring, Summer and Fall terms.

Section Numbers

Classes are identified by section numbers which may contain a prefix indicating the delivery mode or other information. Prefix codes are as follows:

A	Taught as a mixture of delivery modes at off-campus sites (multi-mode)
C	Taught in person at off-campus sites
E	Taught through or for a contracting agency
G	Sponsored by a government agency
L	Laboratory
N	College of Nursing class
P	Practicum
R	Taught in Regina (used by JSGS)
S	Seminar
T	Tutorial
U	University sponsored classes not taught through U of S
V	Television deliver mode at off-campus sites
W	Online or web-based deliver mode
X	Independent Studies deliver mode

Section number without delivery mode codes are 2 characters in length (eg: Section 21 or Section 03). Section number with embedded delivery mode codes are 3 characters in length (eg: Section L01 or Section W21). Certain number ranges also are reserved to help identify various administrative functions of the class:

01-29	General Use – On Campus
30-49	General Use – Off Campus
50-59	*Reserved
60-67	STM Classes
68-69	NORTEP
70-75	Outbound Exchange
76-79	USLC Classes
80-83	SUNTEP (Saskatoon)

84-85	SUNTEP (PA)
86-87	ITEP (Elementary)
88-89	ITEP (Secondary)
90	*Reserved
91-95	Aboriginal Student Achievement Program
96-99	St Peter's College

MODES OF INSTRUCTION

Schedule Types

The following types of instruction are offered in various classes (all schedule types are gradable unless otherwise noted).

- **Clinical Service (CL) and Teacher Supervision (SUP)** an instructional unit in which the students are required to meet with instructors for scheduled instructional periods to perform a professional service while receiving instruction. Examples are clinical classes in the Health Sciences and Student Teaching in Education. Instruction is typically provided on a one-to-one basis or to very small groups of students.
- **Co-op Work Experience/Internship (COO, IN1, IN2, IN3)** the portion of an instructional unit which comprises the counseling and on-going monitoring contact in a paid work experience class. Only the number of instructor hours for the scheduled supervision by a campus instructor should be reported.
- **Field Study (FST)** Field study/fieldwork refers to activities conducted for the purpose of research, teaching, or study, and are undertaken by students of the university at any "off-campus" workplace where the standard operating procedures of the university would not apply.
- **Independent Studies (IND)** A class offered by a department utilizing non-face to face and non-web based methods of instruction.
- **Individual Research/Reading (RES or RDG)** included in this category are individual research, reading and other studies or projects in which each student works independently under the direction and supervision of an assigned instructor(s). The student and instructor usually meet on an "as required" basis. Since the number of hours spent by the student and the number of hours of instruction given by the instructor cannot be determined, only the number of students enrolled in the activity are recorded.
- **Laboratory (LAB)** an instructional unit in which the instructor is responsible for instructing, preparing and supervising student investigations, experiments, practicum experiences, etc., usually requiring the use of special equipment or facilities (non-gradable).
- **Lecture (LEC)** an instructional unit in which the instructor is responsible for preparing and presenting the course material.

- **Multimode (MM)** an instructional unit in which the instructor uses a combination of instruction types in a way which makes a breakdown by specific instruction type difficult.
- **Practicum (PRA)** an instructional unit in which the instructor is responsible for instructing, preparing and supervising student investigations, experiments, practicum experiences, etc., usually requiring the use of special equipment or facilities.
- **Seminar (SEM)** an instructional unit in which the students usually share some of the responsibility for preparing and presenting course topics. It may include more discussion types of interaction between instructor and students.
- **Supervised Self-Instruction (SSI)** an instructional unit in which instructors are scheduled to be available for instruction and supervision of a group of students engaged in solving problem assignments; in using programmed or automated instructional materials; or in other supervised activities. A room or facility may be scheduled for this activity. However, the extent to which the individual student takes advantage of the facility or opportunity to meet with the instructor is not known. Problem labs are an example of SSI. The number of students attending each class may vary; therefore assign maximum enrolment limits as an average number in attendance (can be both gradable and non-gradable).
- **Tutorial (TUT)** a mechanism to review in class materials and content with greater student interaction between instructor and students outside of the central lecture (non-gradable).
- **Web-Based (WEB)** A class where either the entire class or a majority of the class is presented to students with a web tool.

Instructional Activity Codes

Abbreviations are used to describe instruction type and modes of delivery.

IND	Independent Studies
LIVE	Live Face to Face
MULTI	Multimode
PRINT	Print Based
TELE	Televised
WEB	Web Based
XHIGH	High School (Admin Only)
XINA	Instructional Mode Not Applicable

CREDIT UNITS AND BILLING HOURS

Academic Credit Units

Academic credit units (CU) define the amount of credit awarded for successful completion of a course and is displayed on the transcript or, in the case of transfer credit, of study elsewhere. A frequent criterion used in judging credit units would be the expected student effort in the course. Hours of instruction are also a component of this value with a course requiring approximately 33-39 instructional course hours of lecture per 3 credit units. Courses may be offered with any whole number of credit units.

Courses offered to meet requirements for a non-degree level diploma or certificate will have courses with credit units at the non-degree level, in contrast to degree-level classes with degree-level credit units, attached to them. Non-degree level credit units are attached to courses appropriate for post-secondary training but not classified as degree-level courses. Non-degree level courses are numbered 010 – 099. The value of these non-degree level credit units compared to degree-level credit units is established by the college concerned in consultation with the registrar.

Operational Credit Units

For administrative purposes, courses often carry “operational” credit units, rather than academic credit units. While the course may be listed on transcripts with 0 credit units, the operational credit unit weight of the class are used to determine a student’s full or part time status; control the number of classes a student may register in for a term (maximum credit units); determine a student’s loan eligibility; determine eligibility for full or part time months for T2202A processing.

Billing Hour Units

The billing hour (BH) unit applied to a class is used in the calculation of tuition and student fees.

TRANSFER CREDIT DEFINITIONS

Articulation

A process by which institutions assess learning acquired elsewhere in order that credit toward their own credential may be provided. Articulation is based on faculty decisions and established institutional principles, policies and procedures. It acknowledges the missions of different types of institutions and the quality and integrity of their programs. Transfer credit is the result of the articulation process.

Block Transfer

The process of granting of credit for a group of completed courses from one institution to another without requiring course-by-course assessment. An example would be granting a block of 30 to 60 transfer credits for a completed postsecondary diploma at a recognized institution. Block transfer credit assessments establish and recognize that certificate, diploma, and other program graduates possess the knowledge, skills and abilities necessary to succeed in upper-year courses at the receiving institution.

Course-by-Course Transfer

The process of granting credit for a course (or courses) from one institution to another by completing a comparison of course content and learning outcomes for each individual course. Credit may be awarded for a specific U of S course (or courses), non-specific credit for a subject area, or an elective at the junior-level, senior-level, or unspecified-level.

Laddering

Seamless movement of a student between certificate, diploma, and degree studies with no or limited loss of coursework. Typically a student would complete two years in a diploma program and then move into a degree program, completing their studies in an additional two years.

Learning Outcomes

The knowledge, skills, competencies, and abilities that a student has attained and is able to demonstrate as a result of successfully completing a particular set of educational experiences.

Learning Pathways

Different routes that individuals choose to progress into, within, and out of the post-secondary education system. Learning pathways are used to describe the recognized mobility options available to different learners.

Mobility

The ability to move freely from one jurisdiction to another and to gain entry into an academic institution, trade or profession or to participate in a learning experience without undue obstacles or hindrances.

Recognized Post-Secondary Institution

A public or private institution that has been given authority to grant degrees, diplomas, certificates, and other formal credentials by competent authorities within the country or that is widely accepted by other institutions and organizations inside and/or outside the country. Examples that designate an institution as such include a public or private act of the provincial/territorial legislature, a government-mandated quality assurance mechanism, or a national accrediting body.

Transfer Credit (Credit Transfer)

Transfer credit refers to a course or courses taken at one post-secondary institution (the sending institution) that are transferred to another postsecondary institution for credit (the receiving institution). Transfer credit is sometimes also called credit transfer or advanced standing. The U of S accepts, for transfer of credit, courses from accredited institutions in Canada and internationally. The purpose of transfer credit is to give students fair and reasonable credit for academic work which has been completed at another institution and to reduce the likelihood of a student repeating academic work for which there has already been a demonstrated competence.

STUDY ABROAD DEFINITIONS**Cotutelle Agreement**

The agreement required to establish a Cotutelle program. Please see “Cotutelle program” under program definitions.

Dual Degree Program

Please see “dual degree program” under program definitions.



Independent Study Abroad

A credit-based education abroad activity initiated and arranged by the student with the home institution, and recognized by establishing an independent learning course or the granting of transfer credit.

Internship Abroad Program

A supervised work-placement abroad where the primary motivation is educational. Internships may be credit or non-credit, and paid or unpaid.

Joint Degree Program

The agreement required to establish a joint degree program. Please see “joint degree program” under program definitions.

Student Exchange Program

A Student Exchange is a program of study whereby partner institutions establish a reciprocal agreement which enables students to pay tuition at their home institution and to register and study at the host partner institution, with credit transferred back to the home institution. The typical duration of an exchange is one or two terms.

Taught Abroad Course/Program

A short-term credit-based activity, involving a group of students taking one or two University of Saskatchewan courses abroad, under the supervision of a University of Saskatchewan faculty member.

Term Abroad Program

A one term group program abroad with a prescribed course of study offered by an institution such that the student obtains home-institution credit.

Visiting Student Program

A program of study either formally established through an agreement or through a letter of permission, enabling a student to attend the University of Saskatchewan, with credit transferred back to their home institution. Tuition is paid to the University of Saskatchewan.

Visiting Research Student Program

A program of study whereby an undergraduate or graduate student is admitted to the University of Saskatchewan for the purpose of engaging in an approved plan of research with a faculty supervisor. Visiting research students are not assessed tuition, and are registered at the university for a period not exceeding six months.

MOBILITY AGREEMENT DEFINITIONS

Block Transfer Agreements

A type of block transfer credit agreement between the U of S and another academic institution which allows a student to complete 1, 2 or 3 years at the sending institution and the balance of coursework at

the U of S. This type of agreement goes beyond a basic transfer credit agreement because it specifies that the completion of specific courses, or completion of a specific credential, will fulfill the requirements of a particular program at the U of S. Students would receive their final credential from the U of S. Some examples of these agreements include, but are not limited to: 2+2, 1+3 and 3+1.

Consortium

A network to which the university is a member, along with other universities or institutions with the objective of facilitating student mobility (eg. TASSEP, CALDO, MICEFA).

Dual Degree Agreement

The agreement required to establish a dual degree program. The agreement required to establish a Dual Degree Program.

Home Institution

The institution in which a student is formally enrolled and is expected to graduate from.

Host Institution

The institution which has agreed to accept a student from the home institution for a limited period of study.

Joint Degree Agreement

The agreement required to establish a Joint Degree Program.

MOU (Memorandum of Understanding)

A non-legally binding umbrella agreement that provides a framework for collaborative activities between international partners. This agreement has also commonly been referred to as a “handshake agreement” or “parent agreement.” This agreement is often the beginning of a formal relationship between two institutions.

Student Exchange Agreement

A reciprocal agreement which allows for the exchange of students where students pay tuition at their home institution and study at the host partner institution, with credit transferred back to the home institution. These agreements can be university wide or restricted to specific colleges, departments or levels of study.

Transfer Credit Agreement (Articulation Agreement)

An agreement between two institutions that authorizes studies completed at one institution to be credited toward studies taken at another institution. Transfer credit agreements can be bilateral (with each institution agreeing to recognize the other’s courses) or unilateral. Transfer credit can be recognized course-by-course or as a block transfer credit.

Visiting Student Agreement



An agreement established between two universities that allows students from the home institution to attend the host institution as a visiting student.

STUDENT RECORD DEFINITIONS

Student Record

The student record holds the program and course information related to a specific student. It will typically contain information related to the specific classes, sections, and sessions.

Qualification

The qualification is the degree, diploma, or certificate awarded to the student, which may be accompanied by an indication of distinction (Distinction, Great Distinction, Honors, or High Honours).

Transcript

The transcript is the official and unabridged version of a student's educational record at the University of Saskatchewan provided to the student and at the student's request to third parties. The transcript shows the label, title, class, term and result for each course in which a student was registered past the add/drop deadline. It also records such information as faculty actions, suspensions, expulsions, transfer credits, and qualifications and distinctions. The nature, extent and format of information that appears on the transcript are determined by the registrar in accordance with national and international professional standards, normal practice in higher education, and practical systems. An official transcript is one issued directly to another agency or institution and bearing the seal of the University of Saskatchewan and the signature of the registrar. The seal and the signature may be in electronic form in accordance with the university's signing policy.

Parchment

The parchment is a legal document issued by the University of Saskatchewan, that confirms the recipient has successfully completed a specific program and confers an academic qualification. The parchment displays the University of Saskatchewan seal, at minimum the signatures of the university president, university chancellor, university secretary, dean of the college, and the date, degree, and major (or program in the case of the College of Graduate Studies and Research) where appropriate. The nature, extent and format of information that appears on the transcript are determined by the registrar and university secretary in accordance with national and international professional standards, normal practice in higher education, and practical systems.

TIME-PERIOD DEFINITIONS

Academic Calendar

A listing of the dates of major academic events or deadlines for the academic calendar year.

Academic Calendar Year

A twelve month time period beginning May 1st of each year around which admission procedures and curricular changes are organized. Students are generally expected to complete the program requirements approved for the academic calendar year in which they were admitted. As such, program changes and new programs are typically implemented with an effective date of May 1st. The degree audit system evaluates each student's progress toward program completion based upon his/her designated academic calendar year.

Academic Year

A twelve-month period beginning on July 1st of each year. This is the usual time period used for academic appointments in the hiring and promotion of faculty.

Final Exam Period Definitions

Fall term: The examination period begins on the first day following the last day of instruction and goes no later than December 23rd.

Winter term: The examination period begins the first day following the last day of instruction and goes no later than April 30th.

Spring & summer: The examination periods for spring and summer include the two days following the last day of instruction after each quarter and the 3 days following the last day of instruction after each term.

- **Deferred examinations:** A deferred examination is the sitting of a final examination at a time other than the scheduled time and date. A deferred examination may be granted to a student who is not able to complete a final examination through no fault of his/her own, for medical, compassionate, or other valid reasons. These examinations are granted under regulations established by the college and subject to the Academic Courses Policy.
- **Supplemental examinations:** A supplemental examination is the re-writing of a final examination. A student may be granted a supplemental examination under regulations established by the college and subject to the Academic Courses Policy.
- **Special deferred and special supplemental examinations:** the college may, under extenuating circumstances, grant a special deferred or supplemental examination to a student who submits satisfactory evidence of inability to be present at the deferred or supplemental examination under regulations established the Academic Courses Policy and the college.

Fiscal Year

The fiscal year for the university runs from May 1 to April 30 as defined in [The University Act \(1995\)](#).

Instructional cycle and instructional periods

For fall and winter term standard day period lecture classes:

- 50 minute instructional periods starting half-past the hour, on the instructional cycle every Monday, Wednesday and Friday; or 75 minute instructional periods starting at 0830, 1000, 1130, 1300 or 1430, on the instructional cycle every Tuesday and Thursday;
- Edwards School of Business (ESB) offers Monday/Wednesday classes on a 75 minute instructional period AND the current instruction period and instruction cycle does not capture the delivery of MBA and MPAcc classes

For fall and winter term standard evening period lecture classes:

- 150 minute instructional periods, on the instructional cycle of one evening per week;

For spring and summer terms lecture classes:

- Presently these are usually taught for about two instructional hours per day (110 minutes), five days per week, but this can vary depending on the course requirements.

Classes can be offered in any day or night standard instructional period except Sundays.

Instructional period

A scheduled period of time in which a group of students participate in a particular type of instructional activity (laboratory, lecture, discussion, etc.) related to a specific subject.

- **Day period** – an instructional period currently between 0730 and 1730 hours.
- **Evening period** – an instructional period currently between 1730 and 2200 hours.

Classes on campus can be held from 0730 – 2230 using standard time blocks as defined by the registrar. Colleges using non-standard time blocks need the approval of the registrar.

Term

A period of time defined in the Academic Calendar, for which a course for credit may be offered. Terms are identified by the year and the month of when they occur (e.g. 201609 is September of 2016). Each term usually allows for a minimum of 33 instructional period hours of instruction per term. For graduate students, the year is divided into graduate term one, graduate term two and graduate term three.

- **Fall and winter (fall term 1 and winter term 2)** - each term usually allows for 13 weeks of instruction followed by the examination period. Fall term 1 runs from September to December and term 2 runs January to April. Some professional colleges have longer fall and/or winter terms, and different start and end times.
- **Spring and summer (spring term 1 and summer term 2)** – these two terms begin in mid-May and end in mid-August. Instructional periods and times differ from those in the fall and winter. Spring term 1 runs through May and June and is split into quarter 1 and quarter 2. Summer term 2 runs through July and August and is split into quarter 3 and quarter 4.
- **Irregular terms** – some programs have longer terms, and different start and end times. Several colleges deviate from this terminology – for example, for graduate students, the year is divided into graduate term 1, graduate term 2, and graduate term 3, while Veterinary Medicine divides its instructional sessions into "Quarters".

Quarter

A division of the university academic year composed of half a term.

UNIVERSITY CATALOGUE DEFINITIONS AND STANDARDS**University Catalogue**

Formerly known as the University Calendar, the University Catalogue is an online document that at a minimum consists of the Course & Program Catalogue and the Academic Calendar as well as any other online content pertaining to tuition & fees and registration and admissions policies and requirements. The nature, extent and format of information contained in the catalogue are determined by the registrar in accordance with national and international professional standards, normal practice in higher education, and practical systems.

Catalogue Format for Programs

All programs shown in the catalogue should list all degree requirements, including specified and elective courses, required averages for graduation, and any other requirements.

Catalogue Format for Courses

The format for presenting consistent course information in all formats includes:


- 1) the course label (consisting of a subject code of 4 characters and a 3 digit numeric code)
- 2) the full title of the course (in English)
- 3) the course academic credit unit value
- 4) prerequisites (course(s) that must be completed prior to the start of the course for which registration is occurring), corequisites (course(s) that must be taken at the same time as the course for which registration is occurring), permissions and restrictions if any
- 5) course description of 150 words or less
- 6) additional information about transferability, duplication, or loss of credit

Title, label, and credit unit value identify the courses used to meet requirements for graduate and undergraduate degrees. Typically credit units are attached to these courses. Courses offered to meet either degree or certificate requirements follow the same identification system as degree-level courses.

Appendix One: Course Level Numbering

Educational Level		Course Level	General Description of Courses Numbered in this Range
Community		001-009	Courses or groups of courses intended for the general public
Non-Degree Non-University		010-089	Courses intended primarily for Non-university level programs. These are appropriate for post-secondary training and may have content similar to degree-level courses, but do not have the breadth or depth of understanding.
Upper Level Non-Degree		090-099	Courses which do not require the matriculation level preparation generally required by most Universities as a necessary prerequisite for a first year undergraduate level course in the subject. In particular, this series of course numbers are used when a department also offers a junior level course in a subject for students with matriculation level 30 preparation (identified by a 100 series number). Students should be advised that courses numbered in the 90 series <u>may not</u> be accepted for credit toward a degree in some programs at this or another University and therefore should check course descriptions and program requirements carefully.

University Degree-Level	Undergraduate Junior Level	100-109	General introductory courses usually not intended as preparation for more advanced study in the subject but are designed to acquaint the student with a field of knowledge in which they do not propose to concentrate. Students should be advised that these courses may not be accepted as prerequisites for advanced undergraduate study in the subject or as adequate preparation for entry into some programs and should therefore check course descriptions and program requirements carefully.
Educational Level		Course Level	General Description of Courses Numbered in this Range
University Degree-Level	Undergraduate Junior Level	110-199	All other courses offered for junior undergraduate level credit. These courses are usually accepted toward meeting introductory-level program requirements and are usually used as prerequisites to senior-level courses.
University Degree-Level	Undergraduate Senior Level	200-699	Courses intended for an advanced level of study. upper years of direct entry College undergraduate programs or for all years of non-direct entry College programs. In many (but not all) direct entry College programs, some non-direct entry programs, the first digit will indicate the year of the program for which the course has been designed. For example, non-direct entry College programs first year program courses will usually be numbered 200-299, second year program courses 300-399, etc. Post-Baccalaureate Certificate programs would typically use 500-699 course numbers.
University Degree-Level	Graduate Junior Level	700-799	A graduate course which has a significant amount of content on the undergraduate level should be numbered on the 700 level. A 700-level designation does not suggest that students taking the course are unprepared for the program in which they are registered; it only indicates that they lack the normally expected undergraduate preparation in the subject area of the course itself.



University Degree-Level	Graduate Senior Level	800-899	A course which may be taken only by students who have completed the undergraduate level preparation generally expected for a graduate level course in the subject.
		990-999	Graduate Seminars, Projects, Theses, Exhibitions

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Kevin Flynn, Chair, Academic Programs Committee

DATE OF MEETING: May 18, 2017

SUBJECT: Graduate Programs Reviews 2014/15 and 2015/16

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The graduate program review process assesses the quality of University of Saskatchewan graduate programs with respect to (i) teaching and learning and (ii) research and scholarly accomplishments. The College of Graduate and Postdoctoral Studies (CGPS) is committed to this process and established the graduate program review process to assess the quality of graduate program activities and outcomes.

The terms of reference for the Academic Programs Committee requires that the committee report to Council the processes and outcomes of academic program reviews.

DISCUSSION SUMMARY:

The university's [*Framework for Assessment*](#) was approved by Council and the Board in 2008 and established the Graduate Program Review Process as the primary instrument to assess the quality of our graduate program activities and outcomes. The College of Graduate and Postdoctoral Studies had developed a process of review for all graduate programs. Two external reviewers, one from Canada and one international, as well as an internal reviewer from the U of S, conduct a review to determine if departments offering graduate degree program meet the quality standards for that discipline by conducting site visits and engaging in interviews with faculty and students.

The Graduate Program Review for 2014-15 was presented to APC at its October 6, 2016 meeting and a good discussion occurred around how to best report a program that was not successful when reviewed. The committee expressed a desire that the information be provided in a clearer way before taking it to Council for information. CGPS revised that report to ensure that it was clearly represented which program needed improvement and

what changes needed to be made. APC also asked CGPS to develop a process for following up with programs to address deficiencies identified in the review.

As CGPS was revising the 2014-15 report, work was completed on the 2015-16 Graduate Program Review. APC reviewed the 2015-16 Graduate Program Review at its May 3, 2017 meeting, alongside the revised 2014-15 report. The committee appreciated the newly formatting and discussed the possible steps that could be taken if a program that was unsuccessful did not make efforts to remediate the deficiencies outlined in the report.

ATTACHMENTS:

1. Graduate Programs Review 2014-15
2. Graduate Programs Review 2015-16



UNIVERSITY OF
SASKATCHEWAN

Graduate Program Review – Outcome Synthesis Report 2014-15



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Background

Renewing the Dream (2002) committed the University of Saskatchewan to be a major presence in graduate education in Canada and to adhere to international standards in all that we do. Therefore, we expect our graduate programs to meet or exceed the quality standards demonstrated in similar programs at medical-doctoral and research-intensive universities across Canada and around the world.

The academic review of graduate programs is one of the priorities for assessment at the University of Saskatchewan. The university's *Framework for Assessment* (2008) established the Graduate Program Review process as the primary instrument to assess the quality of our graduate program activities and outcomes. A graduate program review is not an end in itself but a means by which information, data and analyses are used to improve all aspects of the program.

The quality of University of Saskatchewan graduate programs will be assessed in the domains of teaching and learning, research, and scholarly accomplishments. Review results will indicate whether programs **meet** or **do not meet** the standards of quality expected of other similar programs at comparable medical/doctoral and major research universities in Canada and internationally.



Process Summary

Quality Assessment Categories and Criteria

Graduate Program Review utilizes the following six quality assessment criteria as guidance for the review. The criteria are derived from the detailed degree level standards for graduate programs, articulated by the **Council of Ministers of Education, Canada**.

- 1 **Program Objectives and Curriculum** - A quality program has clearly stated objectives that are appropriate to: the level of degree offered, the academic context of the discipline and/or the expectations of the profession.

The program curriculum meets the program objectives at the level of degree offered, is current and includes opportunities for specialization, cultivating further conceptual depth or breadth of knowledge. Student learning success is assessed through written and oral examinations of knowledge and skills in all aspects of the discipline. Interdisciplinary collaborations provide opportunities for the acquisition, synthesis, application and integration of knowledge, cultivating the intellectual development of graduate students.

- 2 **Program Enrolment and Student Funding** - A quality graduate program has the profile and reputation to attract a viable number of high caliber students, who will have local, national and/or international backgrounds. The students entering the program have the capacity and preparation necessary to meet the challenges of the program and to successfully complete their degree.

Graduate student research grants, scholarships and awards contribute to the completion of the program.

- 3 **Student Outcomes** - Graduate students acquire a systematic knowledge of the discipline and are being suitably prepared for professional practice and for research and inquiry. Masters students engage in independent research, or practice, in a supervised context and demonstrate critical thinking and analytical skills. Doctoral students show a high degree of intellectual autonomy, an ability to conceptualize, design and complete projects, and generate knowledge through original research or creative activity.

Students participate in seminars and conferences; they present their research findings through posters and published papers; and have opportunities to develop professional skills. Graduate students are credited with a suitable number and quality achievement awards and conference invitations.

A quality graduate program demonstrates that its graduate students successfully complete their degree requirements on time, and that students can access a variety of career paths post-graduation. Students express a high level of satisfaction with their program.

- 4 **Learning Environment** - A quality student experience at the graduate level is built on strong interactions with faculty. Students are regularly advised, informed and guided by meetings with their graduate supervisor. The learning environment provides a range of opportunities for students to participate in intellectually and professionally challenging activities. Graduate course instruction uses state of the art modalities and processes that enhance the student learning experience.



Students have access to appropriate learning and information resources (such as library, databases, computers, classroom equipment, and laboratory facilities) and to an appropriate range of academic support services.

- 5 **Faculty Profile** - The quality of a graduate program is defined by the extent of the scholarly activities of its program's faculty, as well as by a high degree of faculty involvement in the graduate program as supervisors and teachers.

In doctoral and research-oriented masters programs, faculty members are credited with a suitable number and quality of discipline-specific publications, awards, research grants and conference invitations, all indicative of the breadth and level of their engagement in scholarly work.

- 6 **Administration** – A quality graduate program incorporates effective systems and procedures in the areas of recruitment and admissions, program management, and in the allocation of awards and scholarships to graduate students.

Program leadership anticipates the ongoing evolution of their discipline, which is reflected in evolving program delivery and program planning activities. There is an anticipation and analysis of how future trends in the discipline may impact on the recruitment and selection of students, on the content and quality of program delivery, and ultimately, on the student experience. The strategic vision of the program is aligned with the broader integrated planning environment at the university.



Steps in Graduate Program Review Process

There are four major steps in the Graduate Program Review process. Described below, these steps are completed during a 10 month period (July 1st to April 30th).

1. Appointment of Reviewers

A team of three senior academics will provide a peer assessment of the program under review. The academic unit will be asked to submit three nominations for each of the following reviewer types:

- Internal (from an academic unit at the University of Saskatchewan)
- External – Canadian
- External – International

Reviewers must have no conflicts of interest with the academic unit and its graduate program, so that any perception of a conflict of interest is avoided. Potential conflicts must be declared at the time of nomination and will be taken into consideration in appointing the reviewers.

Possible conflicts of interest include:

- Personal or professional relationship with a faculty member or student in the program under review
- Current or recent research collaborations with a faculty member
- Being a recent graduate of the program
- Being a recent supervisor of a student in the program
- Being a former faculty member of the unit under review

2. Program Self-Study

A graduate program self-study document will be prepared and submitted by the graduate program chair or designates from the program under review.

The self-study document will provide data for the graduate program under review. The data will be a combination of historic and current graduate program attributes related to the six Quality Assessment Criteria. The period under review for each program begins five years prior to the last academic year completed before a review is undertaken. For example, a program review starting in July 2016 will include historic program data from the 2011-12 to the 2015-16 academic year.

The self-study document will be largely completed by the academic unit responsible for the graduate program. The unit will be assisted in its self-study by the Graduate Program Review Coordinator, the College of Graduate and Postdoctoral Studies and Institutional Planning and Assessment. Much of the self-study data is retrieved from the University's centralized information systems and entered in the self-study templates in advance.

Typically the graduate program under review will begin completing the self-study in **October of the review year**. The completed self-study document will be submitted to the Graduate Program Review Coordinator no later than **4 weeks prior to the review team site visit**.



3. Reviewer Site Visit

The review team will conduct a two-day site visit of the program, between February 1 and April 30. During the site visit, the review panel should meet with:

- Dean of the College or Director of the School or Centre responsible for the program
- Dean of the College of Graduate and Postdoctoral Studies
- Head of the Department (for departmentalized colleges)
- Graduate Chair and members of the graduate/research committee associated with the program
- Faculty associated with the program
- Graduate students
- Other members of the university community as appropriate

Costs associated with the site visit will be covered by a fund managed by Institutional Planning and Assessment.

4. Review Outcomes

The review team will submit a review report within 30 days of the site visit. The review report will indicate whether the program **meets or does not meet** the standards of quality expected of other similar programs at comparable medical/doctoral and major research universities in Canada and internationally. The reviewers are asked to provide a rationale for their assessment.

The review report will also identify the strengths and the opportunities for improvement for the program, overall and in each of the assessment categories.

The report will be shared with the Dean or Director, Department Head and Graduate Chair responsible for the program under review. The Dean, Director, etc. will be invited to submit written comments about the review report to the provost and to the Dean of Graduate Studies and Research.

The Dean of CGPS, in consultation with the Provost, will issue a **written response to the review**. This response may include recommendations for action and reference to resources that are available to help with program improvements.



Summary of 2014-15 Reviews

List of Programs Reviewed

Twelve programs were reviewed in 2014-15.

Program	Degree		
Biology		M.Sc.	Ph.D.
Chemistry		M.Sc.	Ph.D.
Computer Science		M.Sc.	Ph.D.
Geological Sciences		M.Sc.	Ph.D.
Mathematics and Statistics	M.Math	M.Sc.	Ph.D.
Physics & Engineering Physics		M.Sc.	Ph.D.
Biological Engineering	M. Eng.	M.Sc.	Ph.D.
Biomedical Engineering	M. Eng.	M.Sc.	Ph.D.
Chemical Engineering	M. Eng.	M.Sc.	Ph.D.
Civil and Geological Engineering	M. Eng.	M.Sc.	Ph.D.
Electrical & Computer Engineering	M. Eng.	M.Sc.	Ph.D.
Mechanical Engineering	M. Eng.	M.Sc.	Ph.D.



Review Team Members

Program	Internal	Canadian	International
Biology	Gillian Muir Veterinary Biomedical Sciences	Claire Cupples Simon Fraser University	Daniel Blumstein University of California Los Angeles
Chemistry	Kevin Ansdell Geology	Adrian Schwan University of Guelph	John Spencer Victoria University of Wellington
Computer Science	Tom Steele Physics and Engineering Physics	Robert Mercer University of Western Ontario	Nalini Venkatasubramanian University of California, Irvine
Geological Sciences	Chary Rangacharyulu Physics and Engineering Physics	Bill Arnott University of Ottawa	Nicholas Butterfield University of Cambridge
Mathematics and Statistics	Kevin Schneider Computer Science	Thomas Hillen University of Alberta Mary Thompson University of Waterloo	Thomas Scanlon University of California, Berkeley
Physics & Engineering Physics	Raj Srinivasan Mathematics & Statistics	John Preston McMaster University	Marcelo Loewe Pontificia Universidad Católica de Chile
Biological Engineering	Bernard Laarveld Animal & Poultry Science	Digvir Jayas University of Manitoba	Kumar Mallikarjunan Virginia Tech
Biomedical Engineering	Susan Whiting Pharmacy & Nutrition	Alan Wilman University of Alberta	Anthony Bull Imperial College London
Chemical Engineering	Dale Ward Chemistry	Phillip Choi University of Alberta	Stanley I. Sandler University of Delaware
Civil and Geological Engineering	Fran Walley Soil Science	John Newhook Dalhousie University	Christopher Leung Hong Kong University of Science and Technology
Electrical & Computer Engineering	Rainer Dick Physics and Engineering Physics	Udaya Annakkage University of Manitoba	Saeid Nooshabadi Michigan Tech
Mechanical Engineering	Julita Vassileva Computer Science	Jean Zu University of Toronto	Arend L. Schwab Delft University

Review Results

Review teams are asked to evaluate whether a program meets or does not meet quality standards in each of the six Quality Assessment Categories. Through this evaluation, review teams provide an overall statement about program quality. The following is a summary of each review team's statements on overall program quality.

Biology

Program Strengths

- Strong student outcomes with respect to journal publications and conference presentations

Areas for Improvement

- Create opportunities for more graduate student interactions and involvement in the Department; including the development of a core Biology course, a student retreat, leadership development departmental seminars and events.
- Streamline student progress through the graduate program by (1) the creation of a single graduate student affairs officer to manage administrative tasks relating to the graduate program and (2) develop an effective graduate student manual which serves the needs of the graduate students.

QUALITY STANDARDS

- ☒ Meets
☐ Does Not Meet

Chemistry

Program Strengths

- Strong group of faculty that a) demonstrates a unified commitment to the research enterprise; b) sustains a good publication rate in international journals; and c) pursues broad interests with ties to mining/agriculture and local scientific infrastructure.
- Successfully integrates and manages a graduate student population that arrives with a very diverse mix of backgrounds

Areas for Improvement

- In conjunction with the College of Arts and Science and CGPS make adjustments to improve the funding mechanism for international students
- Develop a coherent faculty renewal plan that is well understood by the faculty, which includes a strategy for attracting high quality female applicants and for resourcing new faculty at a level which will make them competitive in their research careers

QUALITY STANDARDS

- ☒ Meets
☐ Does Not Meet



Computer Science

Program Strengths

- Marketability of the program is high, provides very good training to students in both hands-on and theoretical aspects of Computer Science generating value to industry and the workforce
- The department is structured into cohesive research groups that work in a collegial environment with good involvement from faculty, MSc and PhD students

Areas for Improvement

- Filling in research area gaps that build connections both within and outside of unit. Recruitment of faculty in the area of data management/big data
- Reassess the scope and expectations of the MSc degree and provide an effective shift of resources to the PhD program

QUALITY STANDARDS

- ☒ Meets
☐ Does Not Meet

Geological Sciences

Program Strengths

- High quality faculty and graduate students
- Excellent research facilities

Areas for Improvement

- Enhance learning atmosphere by better structuring course offerings
- Develop a fairer distribution of graduate student funding and TA assignments

QUALITY STANDARDS

- ☒ Meets
☐ Does Not Meet

Mathematics and Statistics

Program Strengths

- High quality of supervision by the faculty members
- High quality of administration of the graduate program

Areas for Improvement

- Increase faculty complement to strengthen internal and interdisciplinary research activities
- Increase student funding to compensate for recently increased housing expenses and general inflation

QUALITY STANDARDS

- ☒ Meets
☐ Does Not Meet



Physics and Engineering Physics

Program Strengths

- High quality of the research programs and the students' research projects
- Access to unique facilities: Canadian Light Source (CLS), Tokamak, Atmospheric & Space Physics

Areas for Improvement

- Guarantee a minimum, stable funding levels for graduate students
- Increased interactions with existing facilities, especially the Canadian Light Source (CLS)

QUALITY STANDARDS

- ☒ Meets
☐ Does Not Meet

Biological Engineering

Program Strengths

- Excellent research facilities and resources
- Faculty members are productive and are qualified to offer the program

Areas for Improvement

- Streamline program administration and develop learning expectations for students
- Restructure the delivery and focus of the programs through the Division of Agricultural and Bio-Resource Engineering

QUALITY STANDARDS

- ☒ Meets
☐ Does Not Meet

Biomedical Engineering

Program Strengths

- Student enrollment indicative of interest in BME from International students who find positive student experience in lab settings
- Potential to be well known for opportunities in BME related to imaging methodologies

Areas for Improvement

- Increase administrative support and formalize a "home" that will support this program
- Support a targeted growth strategy

QUALITY STANDARDS

- ☒ Meets
☐ Does Not Meet



Chemical Engineering

QUALITY STANDARDS

- ☐ Meets
☒ Does Not Meet

Program Strengths

- Graduate laboratories are well equipped for teaching the core concepts in chemical engineering and for carrying out research projects in the theme areas as defined by the department
- Department appears to be a very cohesive one in which individual faculty members communicating very well with each other, collaborate extensively, and share equipment

Areas for Improvement

- Develop and invest in more graduate course offerings
 - Comment related to Quality Assessment Category 1 – **Program Objectives and Curriculum**
- Redesign the seminar series to provide appropriate learning outcomes
 - Comment related to Quality Assessment Category 4 – **Learning Environment**

Issues that precluded an overall assessment of “meets quality standards”

- Insufficient number of courses to meet students’ requirements
- Some courses on essential core topics are absent
- Variable quality of courses within and outside the department
- Need clearly articulated objectives for the seminar series (e.g., students need sufficient feedback on content and quality of presentations; better faculty attendance needed, increase number of seminars by external experts).

Civil & Geological Engineering

QUALITY STANDARDS

- ☒ Meets
☐ Does Not Meet

Program Strengths

- Strong industrial links and relevance to Saskatchewan and western Canada
- Flexibility and interdisciplinarity

Areas for Improvement

- Enhance planning to improve time to completion
- Promote program to enhance recruitment



Electrical & Computer Engineering

Program Strengths

- Excellent state of the art research facilities available to students
- High number of publications and strong conference attendance of students

Areas for Improvement

- Allow students to take inter-disciplinary (eg. Mathematics, Computer Science, Engineering Physics) courses
- Allocate more U of S Devolved or similar funding to graduate students.

QUALITY STANDARDS

- ☒ Meets
☐ Does Not Meet

Mechanical Engineering

Program Strengths

- High quality faculty members
- Mature and well established graduate program, with high output

Areas for Improvement

- Reduce course load in in MSc program and increase the number in PhD program; allow for inclusion of sources of broader selection of graduate courses from other units and colleges.
- Enforce progress report procedure for both MSC and PhD studies

QUALITY STANDARDS

- ☒ Meets
☐ Does Not Meet



Next Steps

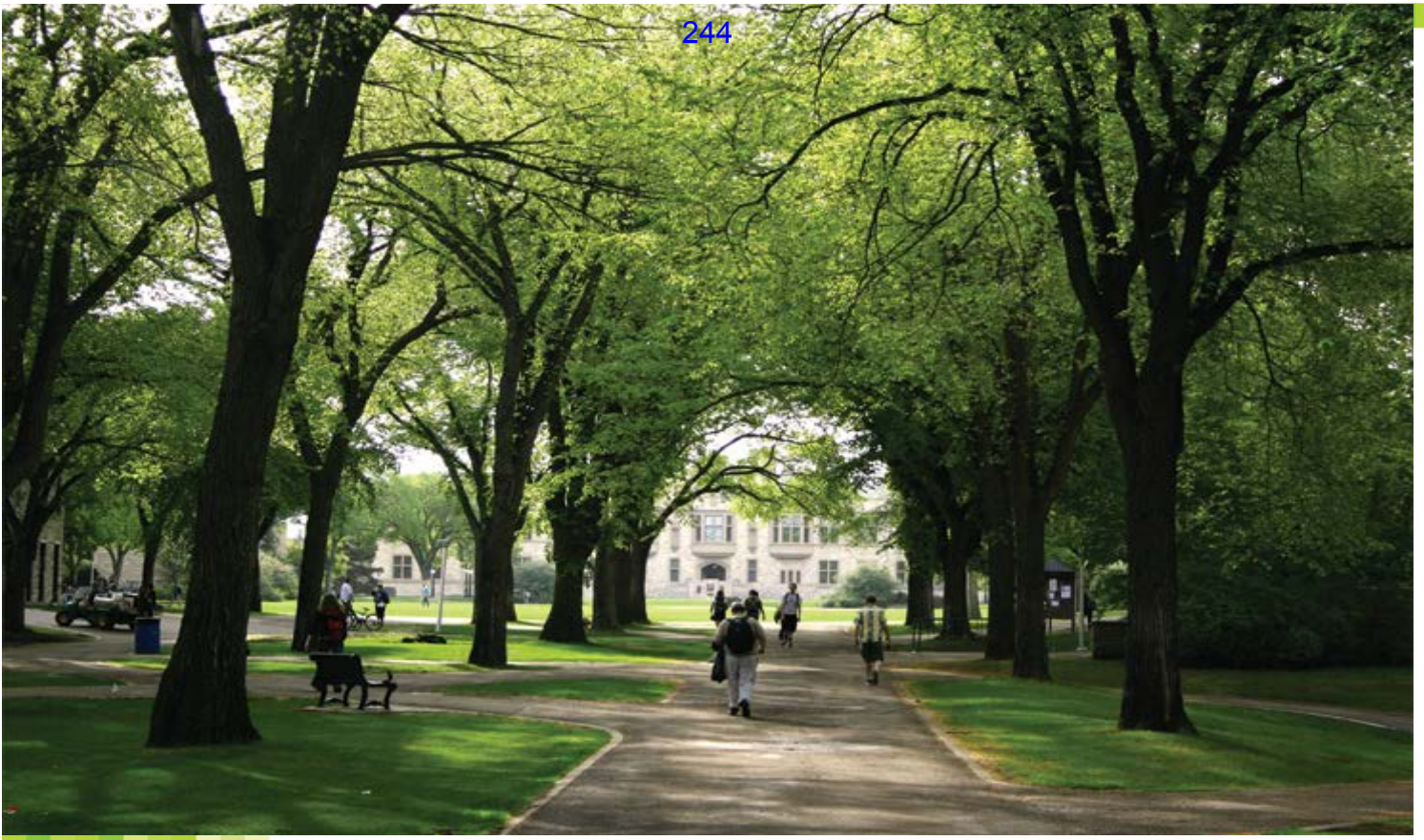
Follow Up on 2014-15 Review Reports

The Interim Dean of CGPS and the Interim Provost have issued a joint response to each program's review report. They have encouraged program leaders to consider follow-up actions that address the areas for improvement identified in each report. The Interim Dean has met with program leaders where necessary and has offered CGPS's assistance in designing and implementing follow-up actions.

Program Reviews for 2015-16

The following programs completed Graduate Program Reviews in 2015-16

Program	Degree		
Archaeology & Anthropology	M.A		
Economics	M.A		
Geography & Planning	M.A	M.Sc.	Ph.D.
Indigenous Studies	M.A		Ph.D. (Special Case)
Political Studies	M.A		
Psychology	M.A		Ph.D.
Sociology	M.A		Ph.D.
Large Animal Clinical Science	M. Vet. Sc.	M.Sc.	Ph.D.
Small Animal Clinical Science	M. Vet. Sc.	M.Sc.	Ph.D.
Veterinary Biomedical Science		M.Sc.	Ph.D.
Veterinary Microbiology		M.Sc.	Ph.D.
Veterinary Pathology	M. Vet. Sc.	M.Sc.	Ph.D.



Graduate Program Review – Outcome Synthesis Report 2015-16



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Background

Renewing the Dream (2002) committed the University of Saskatchewan to be a major presence in graduate education in Canada and to adhere to international standards in all that we do. Therefore, we expect our graduate programs to meet or exceed the quality standards demonstrated in similar programs at medical-doctoral and research-intensive universities across Canada and around the world.

The academic review of graduate programs is one of the priorities for assessment at the University of Saskatchewan. The university's *Framework for Assessment* (2008) established the Graduate Program Review process as the primary instrument to assess the quality of our graduate program activities and outcomes. A graduate program review is not an end in itself but a means by which information, data and analyses are used to improve all aspects of the program.

The quality of University of Saskatchewan graduate programs will be assessed in the domains of teaching and learning, research, and scholarly accomplishments. Review results will indicate whether programs **meet** or **do not meet** the standards of quality expected of other similar programs at comparable medical/doctoral and major research universities in Canada and internationally.

Process Summary

Quality Assessment Categories and Criteria

Graduate Program Review utilizes the following six quality assessment criteria as guidance for the review. The criteria are derived from the detailed degree level standards for graduate programs, articulated by the **Council of Ministers of Education, Canada**.

- 1 **Program Objectives and Curriculum** - A quality program has clearly stated objectives that are appropriate to: the level of degree offered, the academic context of the discipline and/or the expectations of the profession.

The program curriculum meets the program objectives at the level of degree offered, is current and includes opportunities for specialization, cultivating further conceptual depth or breadth of knowledge. Student learning success is assessed through written and oral examinations of knowledge and skills in all aspects of the discipline. Interdisciplinary collaborations provide opportunities for the acquisition, synthesis, application and integration of knowledge, cultivating the intellectual development of graduate students.

- 2 **Program Enrolment and Student Funding** - A quality graduate program has the profile and reputation to attract a viable number of high caliber students, who will have local, national and/or international backgrounds. The students entering the program have the capacity and preparation necessary to meet the challenges of the program and to successfully complete their degree.

Graduate student research grants, scholarships and awards contribute to the completion of the program.

- 3 **Student Outcomes** - Graduate students acquire a systematic knowledge of the discipline and are being suitably prepared for professional practice and for research and inquiry. Masters students engage in independent research, or practice, in a supervised context and demonstrate critical thinking and analytical skills. Doctoral students show a high degree of intellectual autonomy, an ability to conceptualize, design and complete projects, and generate knowledge through original research or creative activity.

Students participate in seminars and conferences; they present their research findings through posters and published papers; and have opportunities to develop professional skills. Graduate students are credited with a suitable number and quality achievement awards and conference invitations.

A quality graduate program demonstrates that its graduate students successfully complete their degree requirements on time, and that students can access a variety of career paths post-graduation. Students express a high level of satisfaction with their program.

- 4 **Learning Environment** - A quality student experience at the graduate level is built on strong interactions with faculty. Students are regularly advised, informed and guided by meetings with their graduate supervisor. The learning environment provides a range of opportunities for students to participate in intellectually and professionally challenging activities. Graduate course instruction uses state of the art modalities and processes that enhance the student learning experience.



Students have access to appropriate learning and information resources (such as library, databases, computers, classroom equipment, and laboratory facilities) and to an appropriate range of academic support services.

- 5 **Faculty Profile** - The quality of a graduate program is defined by the extent of the scholarly activities of its program's faculty, as well as by a high degree of faculty involvement in the graduate program as supervisors and teachers.

In doctoral and research-oriented masters programs, faculty members are credited with a suitable number and quality of discipline-specific publications, awards, research grants and conference invitations, all indicative of the breadth and level of their engagement in scholarly work.

- 6 **Administration** – A quality graduate program incorporates effective systems and procedures in the areas of recruitment and admissions, program management, and in the allocation of awards and scholarships to graduate students.

Program leadership anticipates the ongoing evolution of their discipline, which is reflected in evolving program delivery and program planning activities. There is an anticipation and analysis of how future trends in the discipline may impact on the recruitment and selection of students, on the content and quality of program delivery, and ultimately, on the student experience. The strategic vision of the program is aligned with the broader integrated planning environment at the university.



Steps in Graduate Program Review Process

There are four major steps in the Graduate Program Review process. Described below, these steps are completed during a 10 month period (July 1st to April 30th).

1. Appointment of Reviewers

A team of three senior academics will provide a peer assessment of the program under review. The academic unit will be asked to submit three nominations for each of the following reviewer types:

- Internal (from an academic unit at the University of Saskatchewan)
- External – Canadian
- External – International

Reviewers must have no conflicts of interest with the academic unit and its graduate program, so that any perception of a conflict of interest is avoided. Potential conflicts must be declared at the time of nomination and will be taken into consideration in appointing the reviewers.

Possible conflicts of interest include:

- Personal or professional relationship with a faculty member or student in the program under review
- Current or recent (within five years) research collaborations with a faculty member
- Being a recent (within five years) graduate of the program
- Being a recent (within five years) supervisor of a student in the program
- Being a former faculty member of the unit under review

2. Program Self-Study

A graduate program self-study document will be prepared and submitted by the graduate program chair or designates from the program under review.

The self-study document will provide data for the graduate program under review. The data will be a combination of historic and current graduate program attributes related to the six Quality Assessment Criteria. The period under review for each program begins five years prior to the last academic year completed before a review is undertaken. For example, a program review starting in July 2016 will include historic program data from the 2011-12 to the 2015-16 academic year.

The self-study document will be largely completed by the academic unit responsible for the graduate program. The unit will be assisted in its self-study by the Graduate Program Review Coordinator, the College of Graduate and Postdoctoral Studies and Institutional Planning and Assessment. Much of the self-study data is retrieved from the University's centralized information systems and entered in the self-study templates in advance.

Typically the graduate program under review will begin completing the self-study in **October of the review year**. The completed self-study document will be submitted to the Graduate Program Review Coordinator no later than **4 weeks prior to the review team site visit**.



3. Reviewer Site Visit

The review team will conduct a two-day site visit of the program, between February 1 and April 30. During the site visit, the review panel should meet with:

- Dean of the College or Director of the School or Centre responsible for the program
- Dean of the College of Graduate and Postdoctoral Studies
- Head of the Department (for departmentalized colleges)
- Graduate Chair and members of the graduate/research committee associated with the program
- Faculty associated with the program
- Graduate students
- Other members of the university community as appropriate

Costs associated with the site visit will be covered by a fund managed by Institutional Planning and Assessment.

4. Review Outcomes

The review team will submit a review report within 30 days of the site visit. The review report will indicate whether the program **meets or does not meet** the standards of quality expected of other similar programs at comparable medical/doctoral and major research universities in Canada and internationally. The reviewers are asked to provide a rationale for their assessment.

The review report will also identify the strengths and the opportunities for improvement for the program, overall and in each of the assessment categories.

The report will be shared with the Dean or Director, Department Head and Graduate Chair responsible for the program under review. The Dean, Director, etc. will be invited to submit written comments about the review report to the provost and to the Dean of Graduate Studies and Research.

The Dean of CGPS, in consultation with the Provost, will issue a **written response to the review**. This response may include recommendations for action and reference to resources that are available to help with program improvements.



Summary of 2015-16 Reviews

List of Programs Reviewed

Twelve programs were reviewed in 2015-16.

Program	Degree		
Archaeology & Anthropology	M.A.		
Economics	M.A.		
Geography	M.A.	M.Sc.	Ph.D.
Indigenous Studies	M.A.		Ph.D. (Special Case)
Political Studies	M.A.		
Psychology	M.A.		Ph.D.
Sociology	M.A.		Ph.D.
Large Animal Clinical Science	M. Vet. Sc.	M.Sc.	Ph.D.
Small Animal Clinical Science	M. Vet. Sc.	M.Sc.	Ph.D.
Veterinary Biomedical Science		M.Sc.	Ph.D.
Veterinary Microbiology		M.Sc.	Ph.D.
Veterinary Pathology	M. Vet. Sc.	M.Sc.	Ph.D.



Review Team Members

Program	Internal	Canadian	International
Archaeology & Anthropology	Linda McMullen Psychology	Michel Bouchard University of Northern British Columbia	Douglas Bamforth University of Colorado
Economics	Michael Atkinson Johnson-Shoyama Graduate School of Public Policy	Beverly Dahlby University of Calgary	Martin Boileau University of Colorado, Boulder
Geography	Jim Kells Civil & Geological Engineering	Brian Klinkenberg University of British Columbia	Mark Williams University of Colorado, Boulder
Indigenous Studies	Terry Wotherspoon Sociology	Daniel Justice University of British Columbia	Jean O'Brien University of Minnesota
Political Studies	Keith Walker Educational Administration	Stephen McBride McMaster University	Munroe Eagles State University of New York
Psychology	Jack Gray Biology	Murray Singer University of Manitoba	Stanley Brodsky University of Alabama
Sociology	Lisa Vargo English	Jerry White University of Western Ontario	Min Zhou UCLA
Large Animal Clinical Science	Graham Scoles Plant Sciences	David Kelton University of Guelph	David Renter Kansas State University
Small Animal Clinical Science	Catherine Arnold Physical Therapy	Carolyn Kerr University of Guelph	Andrew Mackin Mississippi State University
Veterinary Biomedical Science	Thomas Fisher Physiology	Allan King University of Guelph	Robert Burghardt Texas A&M University
Veterinary Microbiology	Peter Howard Microbiology and Immunology	John Prescott University of Guelph	Sandra Quackenbush Colorado State University
Veterinary Pathology	Andrew Van Kessel Animal and Poultry Science	Jeff Caswell University of Guelph	Susan Tornquist Oregon State University



Review Results

Review teams are asked to evaluate whether a program meets or does not meet quality standards in each of the six Quality Assessment Categories. Through this evaluation, review teams provide an overall statement about program quality. The following is a summary of each review team's statements on overall program quality.

Archaeology & Anthropology

Program Strengths

- Quality and dedication of faculty members
- High level of camaraderie among the graduate students

Areas for Improvement

- The addition of one new faculty position
- Additional funding for graduate students

QUALITY STANDARDS

- ☒ Meets
☐ Does Not Meet

Economics

Program Strengths

- The program places students very well in either Ph.D. programs or the job market
- The program attracts a truly international and diversified student body

Areas for Improvement

- We wished that the program could admit more students, but this may require more faculty
- We wished that the program could graduate more students inside of a year

QUALITY STANDARDS

- ☒ Meets
☐ Does Not Meet



Geography

QUALITY STANDARDS

- ☒ Meets
☐ Does Not Meet

Program Strengths

- The student population is highly productive in terms of journal publications and funding awards received
- Both the faculty and students interviewed are passionate about their work in the department. With the faculty, we sensed a high level of collegiality and spirit of cooperation. The students expressed active interest and engagement in their research and in participating in their discussion with us

Areas for Improvement

- Provide and/or encourage more opportunity for student interaction and collaboration. There is some feeling of isolation from other units on campus and even from each other within the department.
- There is need for the addition of new junior faculty (FTE) to increase the breadth of coverage and to address top-heavy nature of the current faculty complement. This addition should be strategically selected so as to better differentiate the Geography program from that offered in SENS.

Indigenous Studies

QUALITY STANDARDS

- ☒ Meets
☐ Does Not Meet

Program Strengths

- High level of expertise in the discipline and commitment to the program.
- Highly competent students with strong critical thinking and analytical skills

Areas for Improvement

- Increase in faculty resources devoted to graduate supervision.
- Development of a vision to integrate graduate programming with future planning for Department programming and activities.



Political Studies

QUALITY STANDARDS

- ☒ Meets
☐ Does Not Meet

Program Strengths

- This department has a strong, dedicated and engaged Department leadership team who work with a relatively small team of capable scholar-colleagues and who, together, have demonstrated the necessary capabilities for re-visioning and delivering a high quality set of graduate programs (in keeping with other excellent North American political studies departments)
- Students are well served by highly personable, welcoming, rigorous and supportive Department culture, excellent teaching and learning experiences and commendable supervision practices

Areas for Improvement

- Strive to develop the highly productive MRP, as a 12 month graduate program (producing exceptional student scholarship), and from which qualified 24 month MA students are drawn. All graduate students would receive signature professional development and research skill development through the 990 redesign
- Continue to work on refinement of Department identity, focus of research themes, and find way to leverage the competitive advantages that this department has given its faculty, facilities, legacy and synergies with other campus units and University as a whole

Psychology

QUALITY STANDARDS

- ☒ Meets
☐ Does Not Meet

Program Strengths

- The program is outstanding in providing preparation for meaningful specialization. The four streams function well, and, with the possible exception of CHHD, provides excellent depth of experience
- The department provides excellent learning experiences for most students within and outside the University, extending into public and private agencies and organizations. The lab experiences are varied and yield intense exposures to meaningful methodological approaches to important behavioural problems. With good reason the students were enthused about their placements, supervision, and acquired knowledge
- Dedication to graduate training according to the highest standards

Areas for Improvement

- Ensure the presentation of adequate numbers of graduate courses relevant to each of the four Areas.
- Recruit new faculty members with specialties in (1) human development and (2) quantitative/statistical analysis. These individuals could be affiliated with various of the existing Areas, depending on their precise research fields.
- Program-wide quality control in ensuring that graduate students have regular and full information about the program and in monitoring students' access to their advisors.



Sociology

QUALITY STANDARDS

- ☒ Meets
☐ Does Not Meet

Program Strengths

- Training and Facilities: SSRL /CUISR /community engagement and research / International partnerships
- Enthusiasm, commitment, and collegiality of faculty, staff, and students

Areas for Improvement

- Improved recruitment processes including earlier offers, particularly for domestic students, with firm financial packages guaranteed over the normal degree length (1-2 years for M.A. and 4-year Ph.D.). This problem will increasingly make Sociology non-competitive among G15 graduate programs.
- That the Department engages in a systematic review of their “990 Course” with the aim of using this vehicle to achieve greater interaction between students and faculty; teaching skills around scholarship applications, ethics protocols and non-academic jobs; and general professional development

Large Animal Clinical Science

QUALITY STANDARDS

- ☒ Meets
☐ Does Not Meet

Program Strengths

- Facilities – including equipment and housing/handling facilities provide a tremendous opportunity to grow the graduate program for both clinical and non-clinical students
- Unique funding opportunities, such as the Interprovincial Student funds, that offer a tremendous foundation on which to continue to build the graduate program

Areas for Improvement

- There needs to be a continued commitment by faculty and department leadership to increase the communication with/and mentorship of both clinical and non-clinical students, especially with respect to expectations around the research programs.
- To evaluate the opportunities for growth in the graduate program based on employment opportunities for students completing the program(s), the strengths of the department faculty members (areas with a critical mass of faculty to support the students) and opportunities to access funding and develop outside collaborations.



Small Animal Clinical Science

QUALITY STANDARDS

- ☒ Meets
☐ Does Not Meet

Program Strengths

- Commitment to the continued advancement of research and the Graduate Programs at the Department, College and University level
- Department Chair, Graduate Chair, faculty and trainees commitment to advanced clinical training

Areas for Improvement

- Graduate curricular redesign
- Differential alignment of Faculty member's duties to support research and training programs

Veterinary Biomedical Science

QUALITY STANDARDS

- ☒ Meets
☐ Does Not Meet

Program Strengths

- Students and faculty were uniformly satisfied with the breadth of opportunities and exposure to high quality research and training within the comparative biomedical sciences research focus of the department.
- There is a high level of collegiality among the faculty within the department along with high enthusiasm about the research and graduate training programs despite relatively high teaching loads in undergraduate veterinary teaching programs

Areas for Improvement

- The Departmental minimums for student stipends should be increased and the Department should lobby the College of Graduate Studies to do the same. The Department should encourage student to seek outside funding by topping up the stipends of students who have outside funding
- The Department should consider a common student progress and outcomes tracking system with outcomes that are observable and measurable and that could be used to regularly monitor progress and provide a basis for identification of areas in the program which may require periodic adjustment. Similarly, tracking of students' subsequent career paths and performance is encouraged for evaluation of the program and for recruitment



Veterinary Microbiology

QUALITY STANDARDS

- ☒ Meets
☐ Does Not Meet

Program Strengths

- The high quality of the management of the program by the Graduate Chair and Graduate Secretary.
- The quality, breadth and depth of the total graduate faculty (Graduate, Adjunct, Associate) of the Department

Areas for Improvement

- Separation of the responsibility of Department Head from that of Graduate Chair. Having both roles is too much for one person, and the consistency and quality of management is now sufficiently entrenched that it can and should be shared with others committed to the quality of the graduate program
- Division of some of the roles of the Graduate Chair should be established through the creation of a rotating three or four member Graduate Program committee

Veterinary Pathology

QUALITY STANDARDS

- ☒ Meets
☐ Does Not Meet

Program Strengths

- Department faculty demonstrated a uniformly high level of commitment and pride in training of highly qualified students in veterinary diagnostics specialty.
- Department faculty have demonstrated responsiveness to College and University call for increased research intensity as evidenced by development of new MSc (Diagnostics) program and commitment to hiring faculty with emphasis on research.

Areas for Improvement

- Central processes should be established to better communicate program expectations and monitor student progress, especially in research thesis programs, to ensure consistency and permit corrective action where required



Next Steps

Follow Up on 2015-16 Review Reports

The Interim Dean of CGPS and the Interim Provost have issued a joint response to each program's review report. They have encouraged program leaders to consider follow-up actions that address the areas for improvement identified in each report. The Interim Dean has met with program leaders where necessary and has offered CGPS's assistance in designing and implementing follow-up actions.

Program Reviews for 2016-17

The following programs completed Graduate Program Reviews in 2016-17

Program	Degree		
English	M.A.		Ph.D.
History	M.A.		Ph.D.
Philosophy	M.A.		
Religion and Culture	M.A.		
Writing	M.F.A.		
Kinesiology		M.Sc.	Ph.D.
Physical Therapy	M.P.T.		

AGENDA ITEM NO: 11.4

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Kevin Flynn, Chair, Academic Programs Committee

DATE OF MEETING: May 18, 2017

SUBJECT: **Deletion of the Vaccinology and Immunotherapeutics field of study for the Master of Arts (M.A.) program**

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The Academic Programs Committee (APC) approved the deletion of the Vaccinology and Immunotherapeutics field of study for the Master of Arts (M.A.) program at its April 12, 2017 meeting.

As per the Academic and Curricular Change Authority Chart approved by Council at its June 23, 2016 meeting, APC has the authority to approve the deletions of a field of study unless it has significant academic or financial implications.

DISCUSSION SUMMARY:

The College of Graduate and Postdoctoral Studies proposed the deletion of the Vaccinology and Immunotherapeutics field of study on the recommendation from the School of Public Health. There has been no enrolment in this field of study since its inception in 2006. This field of study was proposed when the School of Public Health was created with the intent of it being an interdisciplinary option for students. Students have not opted to pursue this option, taking the Master of Science (M.Sc.) program instead.

ATTACHMENTS:

- 1. Proposal for the Deletion of the Vaccinology and Immunotherapeutics field of Study for the Master of Arts (M.A.) program**



Memorandum

To: Kevin Flynn, Chair, Academic Programs Committee of University Council

CC: George Mutwiri, Interim Executive Director, School of Public Health
Suresh Tikoo, Director of thesis-based programs, School of Public Health

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

Date: April 5, 2017

Re: Deleting Vaccinology & Immunotherapeutics field of study for Master of Arts degree

In March 2017, the Graduate Programs Committee and the Executive Committee of the College of Graduate and Postdoctoral Studies considered the request to delete the Vaccinology & Immunotherapeutics major for the Master of Arts degree program.

The School of Public Health made the recommendation as there has been no enrolment since inception. The School of Public Health will continue to deliver Master of Science and Doctor of Philosophy programs in Vaccinology & Immunotherapeutics.

Consistent with the Academic and Curricular Changes Authority Chart, the College of Graduate and Postdoctoral Studies is seeking to have APC approve the termination of the Vaccinology & Immunotherapeutics field of study for the Master of Arts degree.

Attached please find:

- A copy of the memo from the Executive Committee of CGPS recommending the deletion
- A copy of the memo from the Graduate Programs Committee of CGPS recommending the deletion
- The completed Report form for Program Termination
- The Consultation with the Registrar Form

If you have any questions, please contact Kelly.clement@usask.ca (306-966-2229).

:kc



Memorandum

To: Academic Programs Committee (APC)

CC: Dr. Martha Smith-Norris, Chair, Graduate Programs Committee, CGPS

From: Dr. Adam Baxter-Jones, Chair, Executive Committee, CGPS

Date: March 22, 2017

Re: Termination of the MA Degree field of specialization in Vaccinology and Immunotherapeutics

On March 22, 2017 the Executive Committee of CGPS reviewed the M.A. (Vaccinology & Immunotherapeutics) program termination report provided by the Graduate Programs Committee.

Background:

In 11 years since the inception of the program, registration has been zero. The original intent was as an interdisciplinary program; however students opt to take the M.Sc. instead. There is no rationale to keep this program on the books.

By unanimous vote, The Executive Committee recommends the termination of the Master of Arts degree option in the field of Vaccinology and Immunotherapeutics (Scoles/Muhajarine).

The attached appendix provides additional background for consideration. If you have any questions, please contact Dean Adam Baxter-Jones at adam.baxter-jones@usask.ca, or, 966-5759.

Respectfully Submitted to APC 170403

:ll



Memorandum

To: Dr. Adam Baxter-Jones, Chair, CGPS Executive Committee

From: Graduate Programs Committee, CGPS

Date: March 10, 2017

Re: Proposal to terminate the Master of Arts Degree field of specialization in Vaccinology and Immunotherapeutics

On March 1, 2017, the Graduate Programs Committee (GPC) considered a request to terminate the Master of Arts degree field of specialization in Vaccinology and Immunotherapeutics.

Graduate programming in the field of Vaccinology and Immunotherapeutics was proposed in 2006 to offer Master of Arts, Master of Science, and Doctor of Philosophy degree options. As an interdisciplinary field, proposing both the Master of Arts and Master of Science options was consistent with the degree options available in the field of Interdisciplinary Studies.

The Master of Arts degree option in Vaccinology and Immunotherapeutics has not been utilized, and the School of Public Health is seeking to terminate the option. Students seeking a master's degree in the field can be accommodated through the Master of Science degree option.


The Graduate Programs Committee passed the following motion:

To recommend approval of the termination of the Master of Arts degree field of specialization in Vaccinology and Immunotherapeutics. Eglington/Kulshreshtha CARRIED Unanimous

The GPC is now asking the Executive Committee to support the program termination and provide a recommendation to the Academic Programs Committee of University Council.

If you have any questions, please contact Kelly Clement at Kelly.clement@usask.ca or 306-966-2229.

:kc

 UNIVERSITY OF SASKATCHEWAN	Report Form for Program Termination
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Program(s) to be deleted: Master of Arts (M.A.) under Vaccinology & Immunotherapeutics

Effective date of termination: At the earliest

1. List reasons for termination and describe the background leading to this decision.

- a) Since the start of the graduate program, not a single student has been registered in MA stream of V&I program.
- b) Moreover, we do not even have the expertise and necessary funding (Student stipend\scholarships) available

2. Technical information.

- 2.1 Courses offered in the program and faculty resources required for these courses.
Nil
- 2.2 Other resources (staff, technology, physical resources, etc) used for this program.
Nil
- 2.3 Courses to be deleted, if any.
Nil
- 2.4 Number of students presently enrolled.
Zero
- 2.5 Number of students enrolled and graduated over the last five years.
Zero

3. Impact of the termination.

Internal

- 3.1 What if any impact will this termination have on undergraduate and graduate students?
How will they be advised to complete their programs?
Nil
- 3.2 What impact will this termination have on faculty and teaching assignments?
Nil
- 3.3 Will this termination affect other programs, departments or colleges?
No
- 3.4 If courses are also to be deleted, will these deletions affect any other programs?
Not applicable
- 3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?
No
- 3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?
Nil

3.7 Describe any impact on research projects.

Nil

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

Nil

3.9 Describe the budgetary implications of this deletion.

Nil

External

3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

Nil

3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

Do not know

Other

3.12 Are there any other relevant impacts or considerations?

Not to my knowledge

3.13 Please provide any statements or opinions received about this termination.

(Optional)

4. Additional information. *Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.*

Because of low demand, we cannot offer only the MA degree in V&I program. We are still offering MSc and PhD in V&I program.

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Kevin Flynn, Chair

DATE OF MEETING: May 18, 2017

SUBJECT: Annual Report to Council for 2016-17

COUNCIL ACTION: For information only

**ANNUAL REPORT OF THE
ACADEMIC PROGRAMS COMMITTEE OF COUNCIL
2016-17**

The terms of reference for the Academic Programs Committee are as follows:

1. Recommending to Council policies and procedures related to academic programs and sustaining program quality.
2. Recommending to Council new programs, major program revisions, and program deletions, including their budgetary implications.
3. Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses, and reporting them to Council
4. Considering outreach and engagement aspects of programs.
5. Reporting to Council processes and outcomes of academic program review, following consultation with Planning and Priorities and other Council committees as appropriate.
6. Undertaking the academic and budgetary review of proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program, and forwarding recommendations to the Planning and Priorities Committee.
7. Undertaking the academic and budgetary review of the proposed or continuing affiliation or federation of other institutions with the University and forwarding recommendations to the Planning and Priorities Committee.
8. Reporting to Council on the academic implications of quotas and admission standards.
9. Approving the annual academic schedule and reporting the schedule to Council for information, and recommending to Council substantive changes in policy governing dates for the academic sessions.
10. Approving minor changes (such as wording and renumbering) to rules governing examinations, and reviewing and recommending to Council substantive changes in this regard.
11. Recommending to Council classifications and conventions for instructional programs.
12. 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.
13. Carrying out all the above in the spirit of a 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, as well as intercultural engagement among faculty, staff, and students.

The Academic Programs Committee of Council held 14 meetings this year (compared to 11 last year.) The Committee has dealt with 30 proposals for new programs, program revisions, and policy revisions to date (compared to 22 last year.)

Curricular Changes

Council's curricular approval process. As indicated in the Terms of Reference, the Academic Programs Committee has responsibility for oversight of curricular changes at the University of Saskatchewan. Before 1995, the U of S system required that every change, even so much as a course title, had to be approved by a university-level committee. The resulting complexity and gridlock were disincentives for curricular renewal. Approval authority has been devolved so that colleges are now in substantial control of their own curriculum.

University-level approval procedures now focus on major curricular changes or changes that may affect the students or programs in other colleges. Many curricular changes can be approved quickly and, for the most part, automatically through the Course Challenge. This allows the Academic Programs Committee to focus on the major curricular innovations and improvements that colleges propose. The Committee also deals with wider academic and curricular policy issues, and acts as a reference and approval body for various academic policies and policy exemptions for the Student and Enrolment Services Division.

New programs, major program revisions, and program terminations. The Academic Programs Committee reviews major curricular innovations and improvements and makes recommendations to Council regarding approval. The Academic Programs Committee has also been delegated the authority to approve several types of program changes from colleges, including new Options and Minors in new fields of specialization. This improves Council's ability to handle these types of program changes more quickly and efficiently, while still maintaining a university-level review of the changes to maintain quality and resolve any conflicts with other colleges.

The following proposals and policies were dealt with by APC this year and forwarded to Council for decision or for information:

October 2016

Request for Decision: Changes to Admissions Qualifications for the Bachelor of Education (B.Ed.) Program

Item for Information: Program Revision: Revision of Bachelor of Music (B. Mus) in Music Education Programs in the College of Arts and Science

November 2016

Item for Information: 2017-18 Admissions Templates
Nunavut Offering of the Juris Doctor (J.D.) Program
Recent Approvals by the Academic Programs Committee

- Project-Option in the Master of Science (M.Sc.) in Large Animal Clinical Science program
- Changes to the Nurse Practitioner Graduate Programs – Master of Nursing (M.N.) and Postgraduate Degree Specialization Certificate (PGDSC)
- Deletion of the Soil Science field of study for the Master of Agriculture (M.Ag.) and Postgraduate Diploma (P.G.D.)

December 2016

Items for Information: 2017-18 Academic Calendar

Curricular changes – Bachelor of Education (B.Ed.) direct-entry program

January 2017

Request for Decision: Retroactive approval of changes to the approved grading system in the College of Dentistry

College of Medicine – changes to approved grading system

Doctor of Philosophy (Ph.D.) program in Indigenous Studies

February 2017

Item for Information: Terminations in the College of Arts and Science

-Northern Studies field of study

-Public Administration

Second Degree Option of the Bachelor of Science (B.Sc.) in Kinesiology (Exercise and Sport Studies)

Credit Reduction of the Master of Arts (M.A.) in Sociology, project-based program

Changes to the Master of Nursing (M.N.) course-based program in Educational Leadership

March 2017

Request for Decision: Changes to the Admissions Qualifications of the College of Education ITEP and SUNTEP programs

Changes to the Admissions Qualifications of the College of Medicine

Changes to College of Graduate and Postdoctoral Studies Dual Degree policy to include cotutelle agreements

Direct-entry Doctor of Philosophy (Ph.D.) program in Kinesiology with 85% admissions average

Item for Information: Project-option in the Master of Science (M.Sc.) in Small Animal Clinical Science program

May 2016

Item for Input: Changes to the Academic Courses Policy

Changes to the Nomenclature Report

Item for Information: Graduate Programs Review 2014/15 and 205/16 (*anticipated*)

Deletion of the Vaccinology and Immunotherapeutics Field of Study for the Master of Arts (M.A.) program

Annual Report from Academic Program Committee

June 2016

Request for Decision: Doctor of Philosophy (Ph.D.) in Applied Economics (*anticipated*)
 Changes to the Academic Courses Policy (*anticipated*)
 Changes to the Nomenclature Report (*anticipated*)

Item for Information: Admissions Templates 2018-19 (*anticipated*)
 Recommendations on Certificates (*anticipated*)

University Course Challenge. The University Course Challenge is a process mandated by University Council that allows for efficient collegial review and approval of curricular revisions. University Course Challenge documents are posted on the UCC website at http://www.usask.ca/secretariat/governing-bodies/council/committee/academic_programs/index.php

During the 2016-17 year, a total of 11 Course Challenge documents will have been posted. These included new courses, prerequisite changes, course deletions, and program revisions for programs in Agriculture & Bioresources, Arts & Science, Education, Edwards School of Business, Engineering, Graduate and Postdoctoral Studies, Nursing, Pharmacy and Nutrition, and the Western College of Veterinary Medicine.

The University Course Challenge is posted on a regular schedule, so that items posted on approximately the 15th of each month are considered to be approved by the end of the month. No proposed curricular changes were challenged this year.

Other curricular changes, Council has delegated authority for approval of many other curricular changes, such as course titles and descriptions, to colleges. In some cases, such as changes of course labels, this should be done in consultation with SESD. Changes of this type, which affect the Catalogue listings of other colleges, can be posted for information in a course challenge posting.

Under the approval authority delegated by Council, the appropriate Dean and/or the Provost can approve changes to non-university-level programs, such as certificates of successful completion and certificates of attendance. There were no new certificates of successful completion or certificates of attendance this year. There were also no new certificates of proficiency in 2016/17.

Policies and Procedures

There are a number of areas of Council policy and procedures that are reviewed on a regular basis by the Academic Programs Committee. These include issues around implementation of the enrolment plan, exam regulations, admission policies and procedures, and other areas of interest to students and faculty. This year, the Academic Programs Committee dealt with the following:

- Academic Courses Policy
- Nomenclature Report

Student Enrolment and Services Division

The following item was presented to Council for information, as shown above:

- 2017-18 Admissions Templates
- 2018-19 Admissions Templates (anticipated)

Academic calendar

The APC reviewed and approved the 2017-18 Academic Calendar. This was reported at the December 2016 meeting of Council.

Members of the Academic Programs Committee

I am grateful to Committee members for their willingness to undertake detailed and comprehensive reviews of program proposals. Their commitment to excellence and high standards resulted in improved programs for the University of Saskatchewan.

Council Members

Kevin Flynn (Chair)	English	2018
Nathaniel Osgood	Computer Science	2017
Tammy Marche	Psychology, STM	2018
Darrell Mousseau	Psychiatry	2017
Kathleen Solose	Music	2019

General Academic Assembly Members

Longhai Li	Mathematics and Statistics	2019
Sina Adl	Soil Science	2018
Jeff Park	Curriculum Studies	2018
Susan Shantz	Art and Art History	2017
Som Niyogi	Biology	2017
Matthew Paige	Chemistry	2017
Ganesh Vaidyanathan	Accounting	2017
(Vice-Chair)		

Sessional Lecturer

Clayton Beish	Linguistics and Religious Studies	2017
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Other members

Patti McDougall	[Provost designate] Vice-Provost, Teaching and Learning (<i>ex officio</i>)
Russ Isinger	University Registrar and Director of Student Services (<i>ex officio</i>)
Lucy Vuong	[VP Finance designate]
Brooke Malinoski	USSU designate
Nafisa Absher	GSA designate

Resource members

Alison Pickrell	Director of Enrolment and Student Affairs
John Rigby	Interim Associate Provost, Institutional Planning and Assessment
CeCe Baptiste	Director, Resource Allocation and Planning

Secretary: Amanda Storey, Committee Coordinator, Office of the University Secretary

I extend additional heartfelt thanks to the many proponents (and their administrative support) who appeared at meetings of APC over the past academic year. Special thanks in this regard are due to Kelly Clement, John Farthing, Martha Smith-Norris, Doug Surtees, and Barry Ziola.

Finally, much gratitude to the committee secretary, Amanda Storey, who has been a wonderful teammate to the committee, program proponents, and of course myself. She is an indispensable resource for APC, as have been other members of the secretary's office when called upon to assist in our work.

Respectfully submitted on behalf of the Committee,

Kevin Flynn, Chair

**UNIVERSITY COUNCIL
TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE
FOR INFORMATION ONLY**

PRESENTED BY: Jay Wilson, Chair, Teaching and Learning Committee of Council
DATE OF MEETING: May 18, 2016
SUBJECT: **Teaching, Learning and Academic Resources Committee
Annual Report**
COUNCIL ACTION: For Discussion Only

**ANNUAL REPORT OF THE
TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE OF
COUNCIL
2016-17**

The Teaching, Learning and Academic Resources Committee deals with a range of teaching and learning issues at the university. This committee was formed by merging the former Teaching and Learning Committee and the former Academic Support Committee.

The committee is composed primarily of faculty from Colleges and Departments across the campus who share their experience and expertise in many areas. The number of university staff officially on the committee is small but it is important to have input from administrative and technical staff; as was the case on the previous committees. To address this need the TLARC Executive has developed a category of “associate member” of the Teaching, Learning and Academic Resources Committee. These individuals receive meeting agendas, and have access to the TLARC meeting website, and can attend meetings on request of the TLARC Executive, or on their own initiative, whenever there are relevant items on an agenda.

Terms of Reference

- 1) Commissioning, receiving and reviewing scholarship and 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 priority areas of the University of Saskatchewan Integrated Plans.
- 4) Designating individuals to act as representatives of the committee on any other bodies where such representation is deemed by the committee to be beneficial.
- 5) Carrying out all the above in the spirit of a 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.

Membership

Council Members

Tamara Larre	Law	2018
Alec Aitken	Geography and Planning	2018
Jay Wilson (Chair)	Curriculum Studies	2017
Len Findlay	English	2019
John Gjevre	Medicine	2019

General Academic Assembly Members

Michel Gravel	Chemistry	2018
Randy Kutcher	Crop Development Centre	2017
Takuji Tanaka	Food and Bio-product Sciences	2017
Lachlan McWilliams	Psychology	2017
Ken Van Rees	Soil Science	2017
Marie Battiste	Educational Foundations	2019

Sessional Lecturer

Bill Robertson	Computer Science	2016
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Other members

Patti McDougall	Vice-Provost, Teaching and Learning
Shari Baraniuk	Chief Information Officer and Associate Vice President Information and Communications Technology
Charlene Sorensen	Interim Dean, University Library [Rachel Sarjeant-Jenkins, dean designate as required]
Nancy Turner	Gwenna Moss Centre for Teaching Effectiveness
Brooke Malinoski	[USSU designate] VP Academic, USSU
Carolyn Gaspar	[GSA designate] VP External
Candace Wasacase-Lafferty	Director, Aboriginal Initiatives
Secretary: Amanda Storey,	Committee Coordinator, Office of the University Secretary

Associate Members

Frank Bulk, University Learning Centre
Margret Asmuss, Facilities Management Division
Maxine Kinakin, Disability Services for Students
Kate Langrell, Copyright Coordinator

Issues and discussions

The Teaching, Learning, and Academic Resources committee of Council met 10 times during the 2016/17 year and addressed many issues that have an impact on teaching and learning activities at the University of Saskatchewan.

Working groups

At its September 2016 meeting, the committee identified four general priorities for committee development, and determined that three of the former working groups established previously, still represent priorities. These working groups are:

Evaluation of Teaching (Chair: Patti McDougall)

The Evaluation of Teaching working group has been active since 2013/14, crafting procedural and policy language around student-based evaluations. Work in 2016/17 focused on selection of a new tools for student-based evaluations. The working group began by considering a review of the literature and from this developed a set of principles to guide the selection of a new question set and system for these evaluations. The working group has also shifted to using the language of Student Experience of Teaching and Learning Questionnaire (SETLQ) as it better represents what the tool will help students provide to inform quality teaching at the institution. One supplier has been selected for more in-depth consideration and will be presentation to stakeholder groups, including TLARC, in mid May.

Experiential Learning (Chair: Patti McDougall)

The Experiential Learning working group worked began its work in 2014/15, with the goal of increasing the experiential learning opportunities for students. In 2015/16, this working group focussed their efforts on the flagging experiential learning opportunities in the registration system to increase the visibility of experiential learning opportunities and to refine the definition of experiential learning. The work on the definition of experiential learning wrapped up in 2016/17 and with it the work of this working group. The flagging process continues as an operational activity lead by the Gwenna Moss Centre.

Future Learning Technologies (Chair: Randy Kutcher)

The Future Learning Technologies working group was struck in 2014/15 to discuss the use of new and current technologies available to faculty to facilitate teaching. The highlight of the Future Learning Technologies working group was the completion of the Project report: 'Engagement with learning technologies at the University of Saskatchewan', which was initiated in 2015-2016. The report identified U of S instructors' needs and aspirations for learning technologies to facilitate teaching with the goal of improving and increasing use of the technologies identified as beneficial by instructors. From the report an Action Plan has been developed that will guide implementation of the outcomes of the report.

Profile of Teaching (Chair: Patti McDougall)

The Profile of Teaching working group commenced its work in 2016/17 to address mechanisms for ensuring that teaching is highlighted in key ways as a core part of the academic mission of the University. A key part of this work was to ensure good representation of teaching on the university's website. This work dovetailed with the development of the teaching.usask.ca website in the office of the vice-provost teaching and learning, which was launched in March 2017 and helps guide members of the university community to teaching resources, answer questions, and celebrate successes.

Learning Charter (Chair: Nancy Turner)

After discussion of changes needed to the Learning Charter, including a thought-provoking and meaningful summit in October 2016, work on changing the Learning Charter began in earnest in early 2017. Nancy Turner and Stryker Calvez are leading a working group of TLARC members and Indigenous staff and faculty to look at what meaningful changes can be incorporated into the Learning Charter to help meet the University's goal of incorporating Indigenous content and ways of knowing into every academic program. This work is ongoing.

Reports received

TLARC received a report on Teaching Quality Framework which looked at how teaching quality is described in various institutional documents, like university, college, and department-level standards for promotion and tenure and other institutional documents like the Learning Charter. The report highlighted the lack of alignment between our values and aspirations in teaching (from Foundational Documents, the Learning Charter) and the way in which we evaluate and reward teaching. This work is intended to inform development of a shared understanding of what we mean by teaching quality and act as a common point of reference for processes that relate to quality teaching across the institution.

TLARC heard from the University Library both on the Master Planning process and on work being done to develop an academic integrity module that could be developed through Blackboard as either a stand-alone educational tool or as part of a course.

Other activities

TLARC received a definition of Indigenizing that was developed by Indigenous faculty. There was a strong sense of the importance of ensuring that Indigenizing be seen as a process, not an endpoint, and that it be considered as an active process. TLARC was very supportive of this definition, and brought it forward to Council for information in February 2017.

With respect to its ongoing work relating to Indigenous knowledge and experiences grounded in Indigenous worldviews being part of every degree-level program at the U of S, the committee heard about a landscape review lead by the vice-provost, teaching and learning to gather information on current and promising practices in these endeavours being undertaken by programs, departments and colleges at the U of S. This information will facilitate faculty and colleges learning from each other and help us determine what resources may be needed to support achievement of Indigenous knowledge and experiences grounded in Indigenous worldviews being part of every degree-level program at the U of S.

TLARC participated in consultations related to the next integrated plan throughout the spring of 2017 and look forward to seeing the next integrated plan's implementation in 2017/18.

Acknowledgements

As the Chair I would like to recognize the efforts of those individuals who supported the work of TLARC: The executive committee of Ken Van Rees (who served as vice chair), Patti McDougall, Shari Baraniuk, and Nancy Turner. They provided both guidance and leadership to all aspects of TLARC. I would also like to recognize the administrative support of Amanda Storey.

Respectfully submitted,



Jay Wilson, Chair, Teaching & Learning Committee of Council

AGENDA ITEM NO: 13.1

**UNIVERSITY COUNCIL
SCHOLARSHIP AND AWARDS COMMITTEE
FOR INFORMATION ONLY**

PRESENTED BY: Dr. Donna Goodridge
Chair, Scholarship and Awards Committee

DATE OF MEETING: May 18, 2017

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

COUNCIL ACTION: For information only

ORIGIN OF REQUEST AND ADVANCED CONSULTATION:

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

- | | |
|--------------|---|
| 1) 2016-2017 | Annual summary of centrally administered and college administered awards distributed to students |
| 2) 2016 | Calendar year description of Committee Activities |

The Committee has four responsibilities and this report outlines the Committee's activities with respect to undergraduate scholarships and awards within the framework of the four areas of responsibility.

The Student Finance and Awards Office disbursed approximately \$12.5 million in undergraduate student awards in 2016-2017 on behalf of the Scholarships and Awards Committee of University Council, the college deans, and Huskie Athletics. The majority of this funding is awarded as Guaranteed Entrance Scholarships, Competitive Entrance Awards, Transfer Scholarships, and Continuing Awards (both scholarships and bursaries). This annual report also includes information regarding the distribution of graduate awards for the 2016-2017 year, as this is the reporting vehicle upon which graduate scholarships and awards can be reported to Council.

DISCUSSION SUMMARY:**Part A – Undergraduate**

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

This Committee last reported to University Council on June 23, 2016.¹ Since that time, the Committee had four regular meetings during the 2016 calendar year and various subcommittee meetings to select undergraduate recipients for awards with subjective criteria.

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

Development officers within University Relations and the colleges work with donors to establish new scholarships, bursaries and awards and revise Terms of Reference for previously existing awards. During the 2016-2017 fiscal year, the University of Saskatchewan signed contracts to accept donations establishing 76 new awards for undergraduate students and 13 new awards for graduate students. Of the 76 undergraduate awards, 29 are merit-based, 5 are need-based, and 42 are a combination of merit and need. Of the 13 graduate awards, 11 are merit-based and 2 are a combination of merit and need. Five of the undergraduate awards and two of the graduate awards are for Aboriginal students; one award was created for Aboriginal females.

New Awards (Graduate and Undergraduate) by College	
Agriculture and Bioresources	9
Arts and Science	15
Dentistry	3
Education	7
Engineering	12
Edwards School of Business	11
Huskie Athletics	8
Kinesiology	-
Law	4
Medicine	7
Nursing	3
Pharmacy and Nutrition	1
Veterinary Medicine	5
Multi-College Awards	3
Total New Awards	88

¹The June 23, 2016 Report to Council was based on data compiled May 12, 2016. \$271,405 in undergraduate student awards was disbursed as part of the 2015-2016 academic year after that date.

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

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

Entrance Awards

Entrance Awards are available to students who are entering the University of Saskatchewan with no previous post-secondary experience.² There were two components to the Entrance Awards cycle in 2016-2017: Guaranteed Entrance Scholarships and Competitive Entrance Awards. The Guaranteed Entrance Scholarships are distributed to students upon applying for admission and are guaranteed to students, so long as they meet the average requirements outlined in Table 1.

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

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

Table 1 - Guaranteed Entrance Scholarship Distribution for 2016-2017³

Award Tier		Number of Recipients Paid	Total Value
\$3,000 Guaranteed Entrance Scholarship (95% +)			
	Agriculture and Bioresources	31	\$93,000
	Arts and Science ⁴	201	\$601,500
	Education	8	24,000
	Engineering	69	\$207,000
	Edwards School of Business	34	\$102,000
	Kinesiology	25	\$75,000
Total \$3,000 Guaranteed Entrance Scholarships		367	\$1,102,500
\$2,000 Guaranteed Entrance Scholarships (93 - 94.9%)			
	Agriculture and Bioresources	17	\$34,000
	Arts and Science	142	\$284,000
	Education	10	\$20,000
	Engineering	49	\$98,000
	Edwards School of Business	28	\$56,000
	Kinesiology	28	\$56,000
Total \$2,000 Guaranteed Entrance Scholarships		274	\$548,000
\$1,000 Guaranteed Entrance Scholarships (90 – 92.9%)			
	Agriculture and Bioresources	46	\$46,000
	Arts and Science	232	\$232,000
	Education	20	\$20,000
	Engineering	68	\$68,000
	Edwards School of Business	62	\$62,000
	Kinesiology	40	\$40,000
Total \$1,000 Guaranteed Entrance Scholarships		468	\$468,000
\$500 Guaranteed Entrance Scholarships (85 – 89.9%)			
	Agriculture and Bioresources	53	\$31,000
	Arts and Science	352	\$176,500
	Education	39	\$1,500
	Engineering	82	\$49,000
	Edwards School of Business	97	\$,000
	Kinesiology	2618	\$13,000
Total \$500 Guaranteed Entrance Scholarships		641	\$320,500
Total Guaranteed Entrance Scholarships		1,750	\$2,439,000

The Competitive Entrance Awards Program requires a separate application, and includes both centrally and donor-funded scholarships, bursaries and prizes. The majority of the awards are one-time, but there are several awards which are renewable if certain criteria are met each year. Prestigious

³ Data as of April 17, 2017.

⁴ This value includes one recipient who only received half the allotted value.

renewable entrance awards include the George and Marsha Ivany - President's First and Best Scholarships, valued at \$40,000 over four years, and the Dallas and Sandra Howe Entrance Award, valued at \$32,000 over four years.

Based on a policy exception approved by University Council in 2012, entering students were eligible to receive both a Guaranteed Entrance Scholarship and a Competitive Entrance Award in 2016-2017. There are also a few very specific awards which are also listed as an exception in the *Limits on Receiving Awards* section of the Undergraduate Awards Policies approved by University Council. Because of their very specific nature, these awards with subjective criteria may be distributed to students who have won another Competitive Entrance Award. Also, most college-specific awards⁵ may be received in addition to the Guaranteed Entrance Scholarship and Competitive Entrance Awards governed by the Scholarships and Awards Committee.

Table 2 - Competitive Entrance Awards Distribution for 2016-2017⁶

	Number of Recipients ⁷	Total Value
University of Saskatchewan Funded Competitive Entrance Awards		
Agriculture and Bioresources	4	\$22,500
Arts and Science	32	\$238,656
Education	1	\$3,000
Engineering	14	\$87,000
Edwards School of Business	2	\$12,000
Kinesiology	2	\$10,500
Total U of S Funded	54	\$371,656
Donor Funded Competitive Entrance Awards		
Agriculture and Bioresources	19	\$106,501
Arts and Science	77	\$290,339
Education	8	\$50,381
Engineering	32	\$161,573
Edwards School of Business	21	\$57,953
Kinesiology	7	\$17,500
Total Donor Funded	164	\$684,247
Total Competitive Entrance Awards	218	\$1,055,903

⁵ College-specific entrance award recipients are selected by the Student Finance and Awards Office but are reported in Table 8 - College Administered University of Saskatchewan Undergraduate Awards.

⁶ Rounded to the nearest dollar.

⁷ Here and elsewhere in this document, each recipient is only counted once on a given table, regardless of the number of awards they received relevant to the table in question.

Transfer Scholarships

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

Table 3 - Transfer Scholarship Distribution for 2016-2017

Transfer Average	Scholarship Amount	Number of Recipients Paid	Total Distributed
Incentive Institution ⁸	\$2,500	0	\$0
85% +	\$2,000	19	\$38,000
80-84.9%	\$1,500	22	\$33,000
78-79.9%	\$1,000	13	\$8,000
TOTAL		54	\$87,000

Continuing Awards

Continuing students are defined as students who attended the University of Saskatchewan in the previous fall and winter terms (September to April) as full-time students. Students who completed 18 credit units⁹ or more in 2015-2016 were eligible for the 2016-2017 continuing scholarships and continuing bursaries. Awards are offered to these students both centrally (because the awards are open to students from multiple colleges) and from their individual colleges (because the awards are restricted to students from that specific college). Table 4 outlines the **centrally-administered awards** (excluding the Transfer Scholarships) distributed to continuing students in 2016-2017.

⁸ Incentive institutions include: Athabasca University; Beijing Institute of Technology (BIT), China (Dual degree program, flagship partner institution); Briercrest College; Camosun College; Columbia College; Coquitlam College; Douglas College; Grand Prairie Regional College; Huazhong Agricultural University (HZAU), China (Dual degree program, flagship partner institution); INTI College, Malaysia; Lakeland College; Langara College; Lethbridge Community College; Medicine Hat College; Red Deer College, Saskatchewan Polytechnic; Taylor's College, Malaysia; Xi'an Jiaotong University (XJTU), China (Dual degree program, flagship partner institution). The list of institutions is reviewed annually.

⁹ Students registered with Disability Services for Students (DSS) and approved to study on a Reduced Course Load (RCL) are required to complete 12 credit units in the previous fall and winter terms.

Table 4 – Centrally-Administered¹⁰ Continuing Awards Distribution for 2016-2017

	Number	Total Value
University of Saskatchewan Funded Continuing Awards		
Agriculture and Bioresources	36	\$88,916
Arts and Science	481	\$775,701
Dentistry	22	\$41,500
Education	221	\$238,638
Edwards School of Business	68	\$162,465
Engineering	74	\$209,850
Kinesiology	33	\$74,500
Law	55	\$98,999
Medicine	97	\$163,066
Nursing	153	\$204,775
Pharmacy and Nutrition	49	\$101,500
Western College of Veterinary Medicine	37	\$71,500
Graduate Studies and Research ¹¹	16	\$13,248
Total University of Saskatchewan Funded	1,342	\$2,244,568
Donor Funded Continuing Awards		
Agriculture and Bioresources	11	\$48,054
Arts and Science	103	\$396,300
Dentistry	12	\$17,000
Education	45	\$131,582
Edwards School of Business	16	\$35,850
Engineering	34	\$180,574
Kinesiology	9	\$36,300
Law	21	\$42,550
Medicine	19	\$35,700
Nursing	30	\$73,200
Pharmacy & Nutrition	53	\$116,000
Western College of Veterinary Medicine	19	\$32,000
Graduate Studies and Research ¹²	4	\$10,100
Total Donor Funded	376	\$1,155,210
Total Continuing Awards	1,718	\$3,399,868

¹⁰ Some continuing awards are funded from U of S funds but selected by the college/department (e.g., U of S Scholarships, U of S Undergraduate Scholarships, etc.). Also, the Aboriginal Achievement Book Prizes and Aboriginal Students with Dependent Children Bursaries are paid in two installments and counted as such.

¹¹ There are a few select Continuing Awards administered by the Student Finance and Awards Office that are open to both undergraduate and graduate students.

¹² There are a few select Continuing Awards administered by the Student Finance and Awards Office that are open to both undergraduate and graduate students.

Saskatchewan Innovation and Opportunity Scholarship (SIOS)

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

Table 5 – Saskatchewan Innovation and Opportunity Scholarships (SIOS)¹³ to support undergraduate students in 2016-2017¹⁴

College	Total Payouts	Total Value
Agriculture and Bioresources	11	\$19,750
Arts and Science	27	\$63,750
Education	12	\$12,000
Edwards School of Business	22	\$50,750
Engineering	8	\$12,000
Kinesiology	8	\$10,750
Law	6	\$35,000
Nursing	5	\$2,500
Pharmacy and Nutrition	1	\$500
Graduate Studies ¹⁵	37	\$44,255
TOTAL	81	\$251,255

University of Saskatchewan Faculty Association (USFA) Scholarship Fund Program

Each year \$250,000 is contributed to the USFA Scholarship Fund. The amount in the fund is divided by the number of credit units eligible applicants have successfully completed. In 2015-2016, 186 applications were received. Fourteen of the applicants were considered ineligible for consideration. The total paid out for the credit units completed during the 2015-2016 academic year, was \$250,200. Eligible applicants received \$50 per credit unit they successfully completed. The 2016-2017 USFA Scholarships have not been awarded yet.

Table 6 – University of Saskatchewan Faculty Association (USFA) Scholarship Fund 2015-2016 Distribution¹⁶

	Number of Recipients
Undergraduate	151
Graduate	21
Total	172

¹³ Saskatchewan Innovation and Opportunity Scholarships (SIOS) administered by SEDS (including ISSAC). Additional scholarships are administered by Graduate Awards and Scholarships.

¹⁴ Rounded to the nearest dollar.

¹⁵ Includes the Saskatchewan Innovation and Opportunity Scholarships, which are also open to graduate students, awarded by the ISSAC Office.

¹⁶ The funding source for the USFA Scholarship Fund is the University of Saskatchewan, as negotiated in the USFA Collective Agreement. The USFA Scholarship Fund awards are based on credit units completed in the 2015-2016 academic year.

Administrative and Supervisory Personnel Association (ASPA) Tuition Reimbursement Fund

In 2015-2016, there were 142 applications for the ASPA Tuition Reimbursement Fund. One applicant was considered ineligible. Eligible applicants received partial tuition reimbursement for the credit units completed during the academic year of May 1, 2015-April 30, 2016. There was \$183,019 available for allocation and it was divided among the number of eligible credit units the applicants successfully completed. Given the number of completed credit units, eligible applicants received \$45 per credit unit they successfully completed. The total payout for tuition reimbursements in 2015-2016 was \$177,705.00. The 2015-2016 ASPA Tuition Reimbursements have not been awarded yet.

Table 7 – ASPA Tuition Reimbursement Fund 2015-2016 Distribution¹⁷

Number of Recipients	
Undergraduate	127
Graduate	14
TOTAL	141

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

In 2010, Policy #45 *Student Appeals of Revoked Awards* was implemented. As such, the Awards and Financial Aid Office, on behalf of the Scholarships and Awards Committee of University Council, adjudicates the student appeals of revoked awards. There were eight student appeals submitted to the Student Finance and Awards Office during the 2016 calendar year.

Five appeals of decisions regarding awards were initiated as a result of a successful fee appeal made on compassionate or medical grounds. Four of these appeals were based on medical grounds, and one appeal was based on compassionate grounds. In each case, the appellant was allowed to retain his or her award.

One appeal was of a decision regarding a renewable award for which the appellant had not met the renewal criteria, and was an appeal based on medical grounds. Student Finance and Awards staff developed modified renewal criteria consistent with the aims of the awards in question, but that took into consideration the specific circumstances of the appellant, in order to allow the appellant to continue receiving the award. The appellant was additionally unable to meet the requirements for the appellant's award that had been received, due to the appellant having to leave their studies part way through the academic year. The appellant was allowed to keep a portion of the award that had already been used by the appellant to pay for tuition and other university expenses.

¹⁷ According to Article 12.4 of the new Collective Agreement (May 1, 2011 – April 30, 2014), "Effective 1 May 2012, the university will provide an annual allotment of \$180,000 to the TRF." Based on this agreement, two allotments are anticipated one on May 1, 2012 and the second on May 1, 2013 for a total of \$360,000. The ASPA executive agreed to divide the \$360,000 over three years in order to provide tuition reimbursement to applicants for the 2011/12, 2012/13 and 2013/14 academic years. In May 2016, \$180,000 was received. The ASPA TRF is based on credit units completed in the 2015-2016 academic year.

Two appeals were of decisions regarding Guaranteed Entrance Scholarships for which the appellants were no longer able to meet the eligibility criteria for the awards, and were based on medical grounds. In each case, Student Finance and Awards staff provided conditions consistent with the aims of the award in question under which the award could be retained, should the appellant choose to continue studies at the U of S. One appellant was allowed to keep a portion of the award that had already been used.

Additional Section: 2016-2017 Total Distribution of College Administered University of Saskatchewan Undergraduate Awards

Although awards distributed by the colleges are not within the purview of the Committee except the requirement that they are created and disbursed in compliance with the Undergrad Awards Policy, the members felt it appropriate to include them in order to give an accurate picture of the total state of awards on campus. The following table indicates how many college-specific awards were given to undergraduate students in each college.

*Table 8 – College-specific Awards at the University of Saskatchewan 2016-2017*¹⁸

College	Total Payouts	Total Value
Agriculture and Bioresources ¹⁹	213	\$339,647
Arts and Science ²⁰	208	\$349,785
Dentistry	21	\$31,200
Education	152	\$144,676
Edwards School of Business ²¹	405	\$762,057
Engineering ²²	333	\$654,504
Kinesiology	23	\$27,675
Law	249	\$656,800
Medicine	110	\$385,127
Nursing	67	\$174,591
Pharmacy and Nutrition	77	\$69,010
Veterinary Medicine	140	\$248,336
Huskie Athletics	578	\$857,126
International Student and Study Abroad Centre ²³	439	\$146,395
TOTAL	3,015	\$4,846,929

¹⁸ Number and values reported as of April 17, 2017. Totals are rounded to the nearest dollar.

¹⁹ Numbers include awards and values for College of Agriculture and Bioresources entrance awards administered by Student Finance and Awards.

²⁰ Number does not include Aboriginal Student Learning Community Award, as the fund is under the University Registrar Organization.

²¹ Numbers reported include the Edwards Undergraduate Scholarships and other Edwards-specific entrance awards administered by Student Finance and Awards.

²² Numbers include awards and values for College of Engineering entering and continuing awards administered by Student Finance and Awards.

²³ Numbers do not include Study Abroad awards and values that are under the Arts and Science organization fund number. Numbers include University of Saskatchewan Student Travel Awards and International Student Bursaries.

Part B – Graduate

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

Funding Programs

More than \$4 million is available to support students through the Devolved and Non-Devolved funding arrangements. The amount of funding available through each pool is determined on the basis of the number of scholarship-eligible students to be funded.

Devolved Funding Program

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

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

Allocations for Devolved Graduate Programs for 2016-2017

Graduate Program	Allocation
College of Agriculture & Bioresources	
Agricultural Economics	\$67,968
Animal and Poultry Science	\$97,913
Plant Sciences	\$122,048
Food and Bioproduct Sciences	\$76,560
Soil Science	\$103,377
College of Arts and Science	
Archaeology	\$31,827
Biology	\$146,668
Chemistry	\$151,083
Computer Science	\$176,908
Economics	\$53,424
English	\$73,271
Geography and Planning	\$97,033
Geological Sciences	\$87,163
History	\$105,295
Mathematics & Statistics	\$47,084

Physics and Engineering Physics	\$110,719
Political Studies	\$47,616
Psychology	\$138,723
Sociology	\$72,506
Edward School of Business	
Finance & Management Science	\$27,660
College of Education	
Educational Administration	\$91,017
Educational Foundations	\$38,788
Educational Psychology and Spec. Ed.	\$91,025
College of Engineering	
Biomedical Engineering	\$83,167
Chemical and Biological Engineering (Chemical)	\$69,418
Chemical and Biological Engineering (Biological)	\$48,340
Civil and Geological Engineering	\$100,439
Electrical and Computer Engineering	\$144,090
Mechanical Engineering	\$175,143
Interdisciplinary Studies	
Interdisciplinary Studies	\$48,391
College of Kinesiology	
Kinesiology	\$74,007
College of Law	
Law	\$25,524
College of Medicine	
Anatomy and Cell Biology	\$39,615
Biochemistry	\$73,753
Community Health and Epidemiology	\$93,493
Microbiology and Immunology	\$39,614
College of Nursing	
Nursing	\$60,548
College of Pharmacy and Nutrition	
Pharmacy and Nutrition	\$106,189
College of Veterinary Medicine	
Veterinary Biomedical Sciences	\$70,849
Veterinary Microbiology	\$54,921
Schools	
School of Environment and Sustainability	\$97,675
School of Public Health	\$50,567
School of Public Policy	\$63,924
Toxicology	
Toxicology	\$70,278
TOTAL	\$3,651,961

Non-Devolved Funding Program

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

The following awards of new and continuing awards in 2016/2017, as part of the Non-Devolved Funding Program.

Table 9 – Number and Value of Non-Devolved Funding in 2016-2017

Anthropology	2 Master's	\$32,000
Art & Art History	3 Master's	\$48,000
Curriculum Studies	1 Doctoral	\$20,000
Education Dean's Office	1 Doctoral	\$20,000
Environmental Engineering	1 Doctoral	\$20,000
ICCC	5 Master's	\$80,000
Health Sciences	3 Doctoral	\$60,000
Linguistics & Religious Studies	1 Master's	\$16,000
Marketing & Management	1 Master's	\$16,000
Pharmacology	1 Master's	\$16,000
Philosophy	1 Master's	\$16,000
Physiology	2 Doctoral	\$40,000
Veterinary Pathology	2 Master's /1 Doctoral	\$52,000
		\$436,000.00

Teacher-Scholar Doctoral Fellowships

The Teacher-Scholar Doctoral Fellowships provide an annual stipend of approximately \$20,000 and a mentored teaching experience, which is made possible by partnerships with other graduate units and the Gwenna Moss Centre for Teaching Effectiveness. Sixteen doctoral students across campus received this Fellowship in 2016/2017.

Graduate Teaching Fellowships Program

The College of Graduate and Postdoctoral Studies allocates 47 Graduate Teaching Fellowships (GTF's) in 2016/2017 valued at approximately \$17,100 each for a total of approximately \$828,000. The GTF's are allocated to the 12 colleges with graduate programs based on a formula which takes into account the number of undergraduate course credits, and the number of graduate students registered, in each college.

Graduate Research Fellowships

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

Dean's Scholarship Program

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

In 2015, the value of the Dean's PhD Scholarship increased from \$20,000 to \$22,000 and at the Masters from \$16,000 to \$18,000. Additional funds were provided centrally and increased Deans to \$12 million. An additional 650k was used to create Dean's scholarships for international students.

In 2016/2017, there were one-time additional funds to allocate to the base budget for Dean's scholarships. At the time of this report, 21 Master's (10 Canadian and 11 International) and 53 PhD (20 Canadian and 33 International) students were awarded Dean's and International Dean's Scholarships in 2016/2017. The PhD Dean's Scholarship is valued at \$22,000 per year for three years and the Dean's Master award is valued at \$18,000 per year for two years. This program requires one year of funding (either \$18,000 or \$22,000 for Master or PhD students, respectively) from the departments for the final year of funding of these awards.

3.12 The Saskatchewan Innovation and Opportunity Scholarship (SIOS) program (in partnership with the province of Saskatchewan)

The SIOS was established to provide support for students in emerging fields of study where innovative work is being done. The scholarship includes two components: innovation and academic/research excellence, and targets disciplines as diverse as, but not limited to, mining, biotechnology, environment, engineering, medicine and science programs. Furthermore, the projects must align with one of the six Signature Areas of the U of S, which are (a) Aboriginal Peoples (Engagement and Scholarship); (b) Agriculture (Foods and Bioproducts for a Sustainable Future); (c) Energy and Mineral Resources (Technology and Public Policy for a Sustainable Future); (d) One Health (Solutions at the Animal-Human-Environment Interface); (e) Synchrotron Science (Innovation in Health, Environment, and Advanced Technologies); and, (f) Water Security (Stewardship of the World's Freshwater Resources).

This year, the CGPS offered 47 awards (i.e. 6 at the Master's level; 41 at the PhD level), with a value of Master's set at \$16,000 for one year and value of PhD set at \$20,000 for one year. Almost, \$500,000 of this year's SIOS funding envelope was used for top-ups for national award holders (again, recognizing excellence and innovation).

New Faculty Graduate Student Support Program

The College of Graduate and Postdoctoral Studies administers the New Faculty Graduate Student Support Program to provide start-up funds to new tenure-track faculty to help establish their graduate education and research programs. In 2016/2017, \$140,000 was allocated to eight new tenure-track faculty across campus.

Graduate Teaching Assistantships

In 2016/2017, the College of Graduate and Postdoctoral Studies allocated approximately \$300,000 graduate teaching assistant support to colleges with graduate programs across campus. The annual distribution is based on relative enrollment of full-time graduate students in thesis-based programs, using annual Census data. This fund was established for providing support to Colleges for teaching or duties specifically related to teaching (e.g. marking, lab demonstrations, and tutorials).

Graduate Service Fellowships

The College of Graduate and Postdoctoral Studies created the Graduate Service Fellowship Program to provide fellowships to graduate students who will carry out projects or initiatives that will enhance services and the quality of graduate programs for a broad base of graduate students. In addition to the financial support, each Graduate Service Fellow receives valuable work experience and learns skills related to project organization, delivery, and reporting. In 2016/2017, approximately \$183,000 was allocated for various projects across campus.

Sponsored Student Agreements

The College of Graduate and Postdoctoral Studies has several key agreements with foreign governments to facilitate the recruitment of international students to study at the University on scholarships provided by their own governments. Notable among these are:

- China Scholarship Council (CSC) is a government agency in China, which provides scholarships to Chinese citizens for doctoral and postdoctoral studies abroad. The requirement from the CSC for any student studying abroad is that the host institution must provide a tuition bursary or tuition waiver.
- Vietnam International Education Development (VIED), an arm of the Vietnamese Ministry of Education which provides funding to junior faculty in public universities in Vietnam to go abroad for masters and doctoral programs;
- Secretaría Nacional de Educación Superior, Ciencia, Tecnología e Innovación (SENESCYT), an agency within the Ecuadorian government's Ministry of Education, which provides scholarships to Ecuadorian citizens to complete graduate programs overseas.

Through graduate partnership agreements, the CGPS offers various incentives to these students such as a top-up scholarship program for CSC holders, or, a new initiative to provide a language tuition bursary program for VIED holders who attend the USLC U-Prep courses. Over the past five years, there has been over 80 graduate students recruited through these means. There is strong competition among western universities for these students, and, partnership agreements with targeted incentives for qualified students, helps the University of Saskatchewan attract top quality applicants. For 2016/2017, approximately \$55,000 was allocated to these international scholarship programs from CGPS.