

AGENDA

2:30 p.m. Thursday, September 21, 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 2017/18 academic year marks the 23rd 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. Approval of minutes of the meeting of June 22, 2017
4. Business from the minutes
5. Report of the President
6. Report of the Provost
7. Student societies

7.1 Report from the USSU

7.2 Report from the GSA

8. Nominations Committee

8.1 Request for Decision – Governance Committee Member Nomination

It is recommended that Council approve the nomination of Pamela Downe, Department of Archaeology and Anthropology and to serve on the governance committee effective immediately and continuing until June 30, 2020.

8.2 Request for Decision – Teaching, Learning and Academic Resources Committee Member Nomination

It is recommended that Council approve the nomination of Darrell Bueckert, Department of Music, as the sessional member representative on the teaching, learning and academic resources committee effective immediately and continuing until June 30, 2018.

9. Joint Committee on Chairs and Professorships

9.1 Request for decision: The Allard Foundation Chair in Veterinary Oncology

It is recommended that Council approve the Allard Foundation Chair in Veterinary Oncology and recommend to the Board of Governors that the Board authorize the establishment of the chair.

10. Planning and Priorities Committee

10.1 Report for Information – 2018/19 Operations Forecast

11. Governance Committee

11.1 Request for input: Procedures for Student Appeals in Academic Matters

12. Other business

13. Question period

14. Adjournment

*Next meeting October 19, 2017 – Please send regrets to barb.welland@usask.ca
Deadline for submission of motions to the coordinating committee: October 1, 2017.*



Minutes of University Council
2:30 p.m., Thursday, June 22, 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 2:32 p.m., observing that quorum had been attained.

Kishor Wasan, dean, College of Pharmacy and Nutrition delivered a memorial tribute to honour Adil Nazarali, professor in the College of Pharmacy and Nutrition. Professor Nazarali passed away on April 27, 2017. Karen Chad, vice-president research, also delivered remarks about Dr. Nazarali noting his many research accomplishments.

1. Adoption of the agenda

DE BOER/FLYNN: *To adopt the agenda as amended with revisions to the Research Report and item 9.2.*
CARRIED

2. Opening remarks

The chair offered brief remarks, welcoming Tony Vannelli, incoming provost and vice-president academic to Council. She expressed best wishes to incoming Council chair, Kevin Flynn, and thanked Council for the opportunity to serve as chair over the past year.

3. Minutes of the meeting of May 18, 2017

GJEVRE/GOODRIDGE: *That the May 18, 2017 Council minutes be approved as circulated.*
CARRIED

4. Business from the minutes

The chair noted two items of business arising from the previous meeting:

Under item 10.2 Report on Input Received in Response to the Policy for Medical Faculty, two memos from the coordinating committee were copied to Council for information. Dr. Kalynchuk indicated it was clear to members of the coordinating committee that the policy continues to be an issue of concern. The memos signal to the Board of Governors and the dean of the College of Medicine that Council continues to support the college, but also expects that the policy and associated procedures will result in the required academic outcomes from the medical faculty. Dean Preston Smith will report to Council once the procedures have been approved by the college so that Council is assured that what is being done will lead to a stronger college and university. There were no questions or comments.

Dr. Kalynchuk noted the second item was a question under item 6 Provost's Report about the number of Indigenous students by year in program. Patti McDougall, vice-provost teaching and learning, responded to the question, presenting a slide to show the number of Indigenous undergraduate students in 2016-17 by year in program relative to the undergraduate student population as a whole: 33% of Indigenous undergraduate students are in first year, 27% in second

year, 20% in third year and 20% in fourth year. Dr. McDougall noted that year of study is defined somewhat differently across the university's programs. However, the figures support the interpretation that there are more Indigenous students registered in first year relative to other years than would be expected simply on the basis of more students self declaring their Indigenous status.

5. Report of the President

President Peter Stoicheff recognized Lisa Kalynchuk and her contributions as chair of Council and a member of the university community. President Stoicheff also recognized Tony Vannelli, provost in attendance and acknowledged the service provided by Michael Atkinson, interim provost and vice-president academic over a particularly challenging year. He reflected that part of the president's role is to serve Council and that Council experienced articulate and collegial debate about difficult issues over the past year.

President Stoicheff thanked all who attending the convocation ceremonies earlier in the month. The president also recognized the efforts put into interpreting and enacting what will be a long process of Indigenization. He noted the university is seen by others as a participant in the country's reconciliations efforts, and not as a bystander, as acknowledged in the recent article in *The New York Times* on how the university envisions an Indigenous future.

President Stoicheff noted the university did receive a tough budget which creates significant challenges and requires the university to be creative and open to change. Reconciliation also means the university must change, relearn, and reimagine—the things that universities do best. He reiterated that in a post-truth era, universities are more important than they have ever been. The university is a place for open discussion and debate about what truth looks like.

In closing, the president encouraged Council not to let the budget lead to withdrawal, rather to stay connected, to increase diversity and efforts at being inclusive; to serve the public good, support internationalization, and improve the student experience.

6. Report of the Provost

Interim Provost Michael Atkinson presented the Provost's report to Council, focusing his remarks on the 2018-19 Operations Forecast. A frank discussion about the Operations Forecast and the budget in general occurred at a meeting on June 9 with officials from the Ministry of Advanced Education. The document makes critical points about the role of the university in a pointed manner. At the June 9th meeting, ministry officials responded positively to many of the points made about the importance of the university.

The Board of Governors recently approved the Operations Forecast, and the document will soon be posted on the university's website. The planning and priorities committee reviewed the document in advance and provided feedback, which will be reported to Council in the fall.

Provost Atkinson expressed that he also was impressed with the quality of debate, leadership and discussion at Council and enjoyed discussions with Council chairs. He closing his remarks by expressing confidence in Tony Vannelli as the incoming provost and thanking Council members for their engagement.

7. Student Societies

7.1 Report from the USSU

David D'Eon, president of the University of Saskatchewan Students' Union (USSU) presented the USSU report. He acknowledged Council chair elect Kevin Flynn and his father and Council member Marcel D'Eon.

Mr. David D'Eon spoke of the theme of accessibility in relation to the USSU's activities and the desire to have a student union with accessibility as its core mandate. This calls for a relationship with university administration and faculty that is open, honest, and accessible. Insisting on transparency from the provincial government with respect to student interests is also essential. Students must constructively engage the province to put student interests on the agenda. Mr. D'Eon expressed that the USSU is interested exploring the support that the USSU and Council can offer one another in moving forward.

In response to a request about whether a fall reading week might be added to the academic calendar of the professional health science colleges, Mr. D'Eon indicated that he would be meeting with the president of the medical students' society to discuss this topic.

7.2 Report from the GSA

Ziad Ghaith, president of the Graduate Students' Association presented the GSA report to Council. Mr. Ghaith noted the GSA annual work plan will be presented to Graduate Council in June for approval. This spring the new graduate student/supervisor agreement template was approved and will be modelled in several departments in the coming year.

The provincial government new 6% PST tax on group insurance premiums as announced in the 2017 provincial budget means the GSA will need to increase its medical and dental insurance rates this year to cover this additional cost. Mr. Ghaith noted the graduate student teaching assistant rate is unchanged from the rate set four years ago. The GSA wishes to work with the university to alleviate the increasing financial stress on graduate students, signified by the increased numbers of graduate students coming to the GSA and asking for emergency help.

8. Governance Committee

Louise Racine, chair of the governance committee presented the committee reports to Council.

8.1 Request for Decision – Changes to Council Bylaws Part III, section V.1.B. (p) Membership of the Faculty Councils

Professor Racine noted the change to the general membership of all faculty councils was first presented as a notice of motion the previous month. The change is to remove the category of extension specialist as this employment category is no longer in use at the university. Once approved, colleges and schools will be informed of the change so as to make the change in their own faculty council bylaws.

RACINE/De BOER: 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.

CARRIED

8.2 Request for Decision – School of Physical Therapy Faculty Council Membership

Professor Racine reported the proposed membership changes were approved by the faculty council of the School of Physical Therapy. The changes were initiated to update the membership and rebalance the number of clinical faculty and full-time faculty members.

RACINE/DE BOER: *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.*

CARRIED

8.3 Request for Decision – College of Kinesiology Faculty Council Membership

Professor Racine indicated the proposed membership changes were approved by the faculty council of the College of Kinesiology following consultation with the governance committee.

RACINE/DE BOER: *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.*

CARRIED

8.4 Request for Decision – Nominations to the Nominations Committee of Council for 2017/18

Professor Racine explained that the terms of reference of the governance committee call for it to nominate the members of the nominations committee.

RACINE/DE BOER: *It is recommended that Council approve the nominations to the nominations committee as outlined in the attachment for three-year terms effective July 1, 2017 to June 30, 2020, and that Jim Greer be appointed as chair for a one-year term effective July 1, 2017 to June 30, 2018.*

CARRIED

8.5 Request for Input – Attendance at Council Meetings

Professor Racine reported that the request for input arose from the concern of the governance committee that many Council members seldom attended meetings.

In response, a Council member spoke of the perfunctory reporting that occurred at Council meetings, leaving little time to debate the business of Council and decisions that matter. Although he attended Council meetings diligently, he questioned the value of meetings. A suggestion was made as a first step in addressing the problem to contact those who seldom attend to find out why their attendance is sporadic. In response to a question about difficulty meeting quorum, Professor Racine clarified the committee's concern was not about the ability to meet quorum, as Council regularly meets quorum for meetings, but about the participation and contribution of Council members.

Professor Racine invited members to provide additional comments and suggestions in writing to Jay Wilson, incoming chair, by email to jay.wilson@usask.ca.

8.6 Report for Information – Number of Student Appeals from 2016-17

In response to the report on the number of students appeals over the past year, a Council member asked for a comparison of the number of cases this year compared to the previous year, and the number of cases under the new academic misconduct regulations compared to the previous regulations.

Beth Bilson, university secretary indicated that her office was compiling statistics of hearings and appeals under the academic, academic misconduct, and non-academic misconduct regulations and these will be analyzed. She noted that overall, the number of hearings and appeals at the university level is increasing.

8.7 Report for Information – Annual Report of the Governance Committee for 2016-17

Professor Racine invited questions about the committee's annual report. There being none, she concluded her remarks by acknowledging the dedicated work of members of the committee and the support provided by the university secretariat.

9. Nominations Committee

Tamara Larre, chair of the nominations committee presented the reports to Council. Due to the number of items on the agenda, the motions were presented without introductory remarks.

9.1 Request for Decision – Nomination for the Vice-Chair of Council

LARRE/BINDLE: *It is recommended that Council approve the nomination of Chelsea Willness as vice-chair of Council for a two-year term effective July 1, 2017 and ending June 30, 2019.*

CARRIED

9.2 Request for Decision – Nominations to the Academic Programs Committee

LARRE/BINDLE: *It is recommended that Council approve the nomination of Angela Kalinowski, Department of History to the academic programs committee as outlined in the attachment for a three-year term effective July 1, 2017 and ending on June 30, 2020; and that Terry Wotherspoon be appointed as chair for a one-year term effective July 1, 2017 and ending on June 30, 2018.*

CARRIED

9.3 Request for Decision – Nominations to the Promotion Appeals Panel

LARRE/BINDLE: *It is recommended that Council approve the nominations to the promotions appeal panel with member terms as outlined in the attachment.*

CARRIED

10. Academic Programs Committee

Kevin Flynn, chair of the academic programs committee presented the report to Council.

10.1 Request for Decision– Revisions to the Academic Courses Policy

Professor Flynn explained that the revisions submitted are the result of the determination to undertake more frequent updates to the Academic Courses Policy.

An editorial correction was proposed and accepted to capitalize University Library in the policy document. Clarification was sought on the purpose of using the notation No Credit (N) rather than Incomplete Fail (INF). Professor Flynn explained that N grades are commonly seen in the Health Sciences where the grade indicates that the student has failed a required component of the course and therefore failed the course, even if the numeric grade is above the pass grade. A notation on the transcript identifies the meaning and purpose of the N grade.

Clarification was provided that college policies determine what grading approach is used by a college, and therefore colleges are not required to use the N-grade notation. However, the N-grade notation is required if the course falls within the definition stated in the Academic Courses Policy.

Other discussion focused on the five business day deadline to submit exam marks to the Registrar's Office, including supplemental and deferred exams. The deadline was objected to as a considerable burden, depending on individual circumstances. Patti McDougall, vice-provost teaching and learning noted that the five-day rule is an imperative due to the negative effect on students if the deadline is not met for decisions about admissions, selection of majors, scholarships, and graduation. There are exceptions to the five-day rule that are approved by the university registrar upon request.

FLYNN/ZELLO: *It is recommended that Council approve the revisions to the Academic Courses Policy, effective September 1, 2017.*

CARRIED

10.2 Request for Decision – Revisions to the Nomenclature Report

Kevin Flynn explained that substantive changes were presented last year to the Nomenclature Report. This year, the changes are substantially fewer and comprise a few changes to the definition of postdoctoral fellow students and the addition of the Cotutelle program. A minor editorial correction was noted by a member and acknowledged by Professor Flynn.

FLYNN/ZELLO: *It is recommended that Council approve the revisions to the Nomenclature Report with the grammatical change noted, effective immediately.*

CARRIED

10.3 Request for Decision – Doctor of Philosophy (Ph. D.) in Applied Economics

The Ph.D. in Applied Economics applies economic concepts to topics such as labour, energy, and health care, and will be offered in cooperation with the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, and the Johnson-Shoyama Graduate School of Public Policy.

The faculty complement is in place with additional hiring foreseen in the future. There is strong interest in the program and between five to nine Ph.D. students are anticipated to enter the program each year.

FLYNN/ZELLO: *It is recommended that Council approve the Doctor of Philosophy (Ph.D.) in Applied Economics, effective September 1, 2018.*

CARRIED

10.4 Request for Decision – Admissions Qualifications Change for the Educational Administration Graduate Programs

Professor Flynn explained the change to lower the admissions qualification from 73% to 70% for students applying to graduate programs in Educational Administration is intended to open the program to Indigenous and mature students who completed their degree some years ago.

FLYNN/ZELLO: *It is recommended that Council approve the changes to admissions qualifications for Educational Administration graduate programs, effective September 1, 2018.*

CARRIED

10.5 Request for Decision – Deletion of the Sequential Program for the Bachelor of Education (B. Ed.)

The College of Education presently offers a direct-entry and a sequential program entry to its B.Ed. program. The term sequential refers to years three and four of the B.Ed. program, which the student enters after having completed two years of prerequisites in Arts and Science to build their disciplinary teaching area. With the approval of the direct-entry program in 2015, the sequential program is no longer necessary.

A Council member recalled that when the change to the sequential program was made years ago there was little or no discussion at the Council meeting, and observed the same lack of discussion at this time. He noted there are serious financial implications resulting from the decision to disestablish the sequential program, but did not elaborate on what these might be.

FLYNN/ZELLO: *It is recommended that Council approve the deletion of the Sequential Program for the Bachelor of Education (B. Ed.), effective May 1, 2018.*

CARRIED

10.6 Request for Decision – English Proficiency Policy - Minimum English Proficiency Requirements for the College of Graduate and Postdoctoral Studies

Professor Flynn explained the decision requested is to approve revisions to the minimum English proficiency standards for the College of Graduate and Postdoctoral Studies to align these with the undergraduate standards set out in the English Proficiency Policy approved by Council in 2015. The changes consist of the removal of the option for remedial admission and the lowering of the minimum requirements in the individual band scores, with the condition that an overall IELTS score of 6.5 be sustained. Individual programs are able to set their own standards as long as they are above the minimum standard required.

There was some discussion of the remedial option and clarification that the lowered individual band scores even at the lower level of 6.0 still indicate reasonable proficiency.

FLYNN/ZELLO: *It is recommended that Council approve the revisions to the minimum English proficiency standards for the College of Graduate and Postdoctoral Studies, as per the attached table, effective for the 2018-19 admissions cycle.*

CARRIED

10.7 Report for Information – Graduate Programs Review 2014-15 and 2015-16

The graduate program review reports are provided to Council in accordance with the terms of reference of the academic programs committee.

10.8 Report for Information – Deletion of the Vaccinology and Immunotherapeutics Field of Study for the Master of Arts (M.A.) Program

Professor Flynn indicated that with no enrolment in the field of study since 2006, deletion of the field was approved by the academic programs committee.

10.9 Report for Information – Annual Report of the Academic Programs Committee for 2016-17

Professor Flynn offered highlights of the work done by the committee over the year including the J.D. Nunavut offering, the inclusion of the Cotutelle in the Dual Degree Policy, and the many admissions requirements that were approved by Council and confirmed by Senate. Professor Flynn also offered thanks to numerous individuals who contributed to the committee's work over the course of the year.

11. Research, Scholarly and Artistic Work Committee

Paul Jones, chair of the research, scholarly and artistic work committee presented the report to Council.

11.1 Request for Decision – Dissolution of the University Committee for Ethics in Human Research (UCEHR)

Professor Jones explained that the University Committee on Ethics in Human Research (UCEHR) was created to develop the procedures and protocols for the Biomedical Ethics and Behavioural Ethics Research Boards and to hear appeals of decisions of these boards. Since the creation of the two boards in 2002, there has only been one appeal, and therefore establishing *ad hoc* committees as needed is proposed to hear any future appeals upon the dissolution of the UCEHR.

JONES/TYLER: *It is recommended that Council approve the dissolution of the University Committee on Ethics in Human Research, effective immediately, to be replaced with ad hoc committees that would be struck as needed by the research ethics board chairs with RSAW approval, as per the attached request.*

CARRIED

11.2 Report for Information – Annual Report of the Research, Scholarly and Artistic Work Committee for 2016-17

Professor Jones referred members to the committee's annual report and the annual reports of the vice-president research and the interim dean, College of Graduate and Postdoctoral Studies appended to the report.

12. Joint Committee on Chairs and Professorships

Jim Germida, chair of the joint committee on chairs and professorships presented the report to Council.

12.1 Request for Decision – Cameco Chair Terms of Reference

Dr. Germida reported the chair was first approved in 2009 by Council and the Board of Governors. After a series of unsuccessful searches, new chair terms of reference were developed in 2016. The chair is therefore resubmitted to Council for approval with the new terms of reference. The chair is created and will be delivered in partnership with the Royal University Hospital Foundation.

Discussion included a summary of the changes to the terms, the status of the position, and the range of academic duties the incumbent would fulfil. Preston Smith, dean of Medicine, answered the questions, indicating the original goal was to recruit an Indigenous physician with an established research program in Internal Medicine. However, due to the small number of Indigenous graduates, the college was unable to fill the chair as a traditional research chair. The scope of the position was then recast to focus on recruiting a champion for Indigenous Health. However, the terms do not preclude the successful candidate also having a research program. The chair was previously approved as a tenure-track appointment but is now an independent contract position in keeping with the changes to the college's appointment structure.

In response to a question about the use of Aboriginal, rather than Indigenous, in the name of the chair, Dean Smith indicated that as the Truth and Reconciliation recommendation on which the chair is based speaks to Aboriginal health, the word Aboriginal, rather than Indigenous, is used in the chair title. A member supported the change in name from Aboriginal to Indigenous in keeping with the adoption of National Indigenous Peoples Day. If the term Aboriginal is used, she noted it should be used in conjunction with the terms First Nations and Métis. She also suggested enhancing recruitment for the chair by removing Cameco from the name and using a more general descriptive name, such as "Chair in Indigenous Health." Dean Smith indicated that he would discuss the suggestion to change the name with the RUH Foundation.

CHIBBAR/SMITH: *It is recommended that Council approve the Cameco Chair in Aboriginal Health as re-envisioned under the new terms of reference and recommends to the Board of Governors that the Board authorize the approval of the new chair.*

CARRIED with 1 abstention

12.2 Report for Information – Annual Report of the Joint Committee on Chairs and Professorships for 2016-17

Dr. Germida referred members to the annual report of the joint committee and invited questions. There were none.

13. Planning and Priorities Committee

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

13.1 Request for Input – University Integrated Plan

Dirk de Boer introduced the draft university integrated plan and invited John Rigby, interim associate provost, Institutional Planning and Assessment to present the draft plan to Council.

Dr. Rigby reported that work on the integrated plan began in January, 2015. From the outset he indicated it was clear that the adoption of the responsibility centre management (RCM) model required a different type of plan than had been prepared in past. The themes of the plan are taken from the university's *Vision, Mission and Values* document, as are the six goals featured in the draft plan. Dr. Rigby made a distinction between the academic and foundational goals and the goals to “*partner in reconciliation*” and “*creatively embrace change*”, which are fundamental to being able to achieve the first four goals: to “*contribute to a sustainable future*”, “*prepare our students to be engaged citizens in tomorrow’s world*”, “*serve the public good*”, and “*connect and engage our local and global community*”.

Dr. Rigby outlined the consultation to date and that planned for the future and the membership of the advisory committee guiding the development of the plan. The intent is to present the plan to Council in October for consideration of approval.

There was some discussion about the change in placement of the word “*wahkohtowin*”, the Cree word for kinship which was featured prominently in the previous draft of the plan and which has been replaced with the phrase, “*taking our place*” as the new title of the draft plan. Professor Rigby clarified that the phrase “*taking our place*” is meant to reflect a sense of understanding our place as a university, and includes working through the Indigenization of the university.

Dr. Rigby invited comments and feedback by email to strategic_plan@usask.ca or directly to john.rigby@usask.ca.

13.2 Report for Information – Annual Report of the Planning and Priorities Committee for 2016-17

Dirk de Boer presented the report and invited comments. There being none, he expressed thanks to committee members and the committee secretary for their hard work over the year.

14. International Activities Committee

Gord Zello, chair of the international activities committee presented the committee report to Council.

14.1 Report for Information – Annual Report of the International Activities Committee for 2016-17

Professor Zello acknowledged the work of committee members and those who supported the committee over the year. In response to a question about when the *Blueprint for Internalization* might be presented to Council, Professor Zello indicated it would be reviewed by the committee in September and submitted to Council for information in October or November.

15. Teaching, Learning and Academic Programs Committee

Alec Aitken, chair elect presented the teaching, learning and academic programs committee presented the report to Council on behalf of Jay Wilson, committee chair.

15.1 Report for Information – Environmental Scan – Indigenous Teaching and Learning Experiences

Professor Aitken noted the substantive information on the item was before members in the Council package, specifically the methodology as to how the university will indigenize the curriculum within programs across the university. Professor Aitken drew attention to three aspects of the report: the best practices that have been identified across campus that instructors can reflect on and incorporate within their own pedagogy; the articulation that systematic change is required to shift from course-based to program-level indigenization; and the hopes and aspirations of the academic leaders who were interviewed to create the environmental scan.

16. Scholarships and Awards Committee

16.1 Report for Information – Annual Report to Council: Undergraduate and Graduate Scholarships and Awards

Donna Goodridge presented the report as committee chair, offering thanks to Wendy Klingenberg, the Student Finance and Awards Office and members of the committee.

17. Other business

Dr. Bilson announced that the recent Council election to fill a member at large vacancy resulted in the election of Gordon Sarty, Department of Psychology.

18. Question period

The chair invited questions. There were none.

19. Adjournment

The meeting was adjourned by motion (FLYNN/GJEVRE) at 4:55 pm.

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	P	A
Aitken, Alec	P	P	R	P	P	P	P	P	R	P
Allen, Andy	P	P	P	P	P	R	P	R	R	P
Atkinson, Michael	N/A	P	P	P	P	R	P	P	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	P	A
Bell, Scott	P	P	P	P	P	P	P	A	P	P
Bergstrom, Don	P	P	R	P	P	R	R	R	P	R
Bindle, David	R	A	P	R	P	P	P	P	R	P
Bonham-Smith, Peta	P	R	R	A	P	P	P	P	P	P
Bowen, Angela	R	P	P	P	A	R	P	P	P	P
Buhr, Mary	A	A	A	A	A	A	P	P	R	P
Calvert, Lorne	P	A	P	A	A	R	P	P	A	P
Cameron, Mason	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	A	A
Card, Claire	A	P	P	A	P	P	P	P	P	P
Chernoff, Egan	P	P	P	P	R	R	R	R	P	P
Chibbar, Ravindra	P	P	P	P	P	R	P	P	A	P
Crowe, Trever	A	P	P	A	P	R	P	P	P	P
De Boer, Dirk	P	P	P	P	P	P	R	P	P	P
D'Eon, David	N/A	N/A	A	P	P	P	R	P	N/A	N/A
D'Eon, Marcel	P	P	P	P	P	R	P	P	R	P
Deters, Ralph	P	P	P	P	P	P	P	P	P	A
DeWalt, Jordyn	A	A	A	A	A	A	A	A	N/A	N/A
Dick, Rainer	P	P	P	P	R	R	R	P	P	P
Dobson, Roy	P	P	P	P	P	R	P	P	P	R
Dumont, Darcy	N/A	N/A	A	R	P	P	R	A	A	A
Ervin, Alexander	P	P	A	A	P	A	P	A	P	P
Eskiw, Christopher	N/A	N/A	N/A	A	P	P	P	P	A	P
Findlay, Len	P	P	P	P	A	R	P	P	A	R
Flynn, Kevin	P	P	P	P	P	P	P	P	P	P
Freeman, Douglas	R	P	P	R	R	R	P	P	R	P
Gabriel, Andrew	R	A	A	P	A	A	A	A	A	A
Gill, Mankomal	A	A	A	A	A	A	A	A	N/A	N/A
Gjevre, John	P	P	P	P	P	P	P	P	P	P
Goodridge, Donna	P	P	P	P	P	P	P	P	P	P
Gordon, John	P	P	R	P	P	P	P	R	P	P
Gray, Richard	P	A	A	A	P	A	A	P	P	P
Greer, Jim	R	R	R	R	P	P	R	P	P	R
Grosvenor, Andrew	P	P	P	P	P	P	P	P	R	R
Gyurcsik, Nancy	P	R	P	R	P	P	P	P	P	P
Hamilton, Murray	P	P	A	P	P	R	P	A	P	P
Havele, Calliopi	P	R	P	P	R	P	R	P	R	R
Hayes, Alyssa	P	R	P	R	P	P	P	P	R	A
Heintz, Austin James	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	A	A
Honaramooz, Ali	A	P	P	P	P	R	R	P	R	P
Horsburgh, Beth	P	R	P	P	A	P	R	R	P	P
Jamali, Nadeem	R	R	P	P	P	P	P	P	P	R
Jones, Paul	P	P	P	P	P	R	P	R	R	P
Julien, Richard	A	A	A	A	A	A	A	A	A	A
Just, Melissa	N/A	N/A	N/A	N/A	N/A	P	P	P	R	P
Kalagnanam, Suresh	P	P	P	P	P	P	A	P	P	P
Kalra, Jay	P	P	P	P	P	P	P	A	P	P
Kalynchuk, Lisa	P	P	P	P	P	P	P	P	P	P
Kampman, Courtney	N/A	N/A	A	A	A	A	A	A	A	A
Khandelwal, Ramji	P	P	R	P	P	P	P	P	P	P
Kiani, Ali	P	P	P	P	A	A	A	A	A	R
Kobes, Brent	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	A	A
Koh-Steadman, Noah	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	A	A
Kumaran, Arul	P	R	A	P	P	P	P	P	P	A
Langhorst, Barbara	P	P	R	P	P	P	R	P	P	P
Larre, Tamara	P	P	P	P	R	P	P	P	P	P
Lemisko, Lynn	P	R	R	R	P	P	P	P	P	P

Name	Sept 22	Oct 20	Nov 17	Dec 15	Jan 19	Feb 16	Mar 23	Apr 20	May 18	June 22
Lindemann, Rob	A	P	P	A	R	A	A	A	A	A
London, Chad	N/A	N/A	P	P	P	P	P	P	P	P
Low, Nicholas	P	P	P	P	P	P	P	P	R	P
Luke, Iain	N/A	P	A	R	R	A	R	R	P	R
MacKay, Gail	P	P	R	P	R	R	A	A	A	A
Macnab, Sabrina	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	A	A
Marche, Tammy	P	R	R	P	P	P	P	P	P	R
Martz, Lawrence	P	R	P	P	P	P	P	R	R	R
Mathews, Rosemary	A	A	A	A	A	A	A	A	A	A
McMillan, Alexandria	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	A	A
McEwen, Alexa	P	R	R	P	P	P	P	P	N/A	N/A
McWilliams, Kathryn	R	R	R	R	R	P	R	P	P	R
Molesky, Mark	N/A	N/A	A	A	A	A	A	A	N/A	N/A
Mousseau, Darrell	P	P	P	A	P	R	P	P	P	P
Muri, Allison	P	P	P	P	P	P	P	P	P	P
Murphy, Aidan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	A	A
Nagel, Madison	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	A	A
Nel, Michael	A	A	A	A	A	A	A	A	A	A
Nickerson, Michael	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nicol, Jennifer	R	R	P	A	P	P	P	P	R	P
Orsak, Alanna	A	A	A	A	A	A	A	A	N/A	N/A
Osgood, Nathaniel	R	A	A	P	P	P	P	P	R	R
Pan, Henry	N/A	N/A	A	A	A	A	A	A	N/A	N/A
Phillips, Peter	P	P	P	P	P	R	P	P	P	A
Phillipson, Martin	P	P	P	P	R	P	P	P	R	P
Prytula, Michelle	R	P	R	R	P	P	P	P	P	R
Racine, Louise	R	R	P	P	P	P	R	R	P	A
Rangacharyulu, Chary	A	A	A	A	A	A	A	A	A	A
Rea, Jordan	R	P	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reimer, Serena	A	A	A	A	A	A	A	A	N/A	N/A
Rodgers, Carol	R	R	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Roesler, Bill	A	A	A	A	A	A	A	A	A	A
Roy, Wendy	P	P	P	P	P	R	P	P	R	P
Sarjeant-Jenkins, Rachel	P	P	P	P	P	P	P	P	R	P
Scoles, Graham	P	P	R	R	R	A	P	P	A	A
Shevchuk, Yvonne	A	P	R	R	P	P	P	P	P	R
Smith, Preston	P	R	P	P	R	R	P	P	P	P
Solose, Kathleen	P	P	P	P	P	P	P	P	P	P
Soltan, Jafar	P	P	P	P	P	P	P	P	P	P
Sorensen, Charlene	R	R	P	P	P	N/A	N/A	N/A	N/A	N/A
Stoicheff, Peter	R	P	P	P	P	P	P	P	P	P
Swidrovich, Jaris	N/A	N/A	R	P	P	P	P	P	R	P
Stone, Scot	P	R	P	R	P	P	R	A	P	R
Tait, Caroline	R	P	R	P	P	P	R	R	P	P
Thomson, Preston	A	A	A	A	A	A	A	A	A	A
Tyler, Robert	P	R	P	P	P	R	R	P	P	P
Uswak, Gerry	P	R	P	R	P	R	R	R	P	R
Vassileva, Julita	R	P	P	R	P	R	P	R	P	A
Walker, Ryan	P	P	P	R	P	R	P	R	P	R
Walley, Fran	P	P	P	P	R	P	P	P	R	R
Wasan, Kishor	P	P	R	R	P	P	P	R	P	P
Watson, Erin	P	R	P	R	P	P	P	P	P	R
Willness, Chelsea	P	A	R	P	R	P	R	P	P	P
Willoughby, Keith	P	R	R	R	P	P	P	R	R	P
Wilson, Jay	P	P	P	R	P	P	P	P	P	R
Wilson, Ken	P	P	R	P	P	P	P	P	P	P
Wilson, Lee	N/A	N/A	N/A	R	P	A	P	A	A	A
Wotherspoon, Terry	P	P	P	P	P	P	P	P	P	P
Wurzer, Greg	A	P	A	P	P	P	P	P	A	P
Yates, Thomas	R	P	R	P	R	A	A	R	A	R
Zello, Gordon	P	P	P	P	P	P	P	R	R	P

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	P	P
Chad, Karen	A	P	R	P	P	P	R	P	R	P
D'Eon, David	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	R	P
Downey, Terrence	R	P	P	P	R	R	P	A	P	R
Fowler, Greg	P	A	P	P	P	P	P	A	P	P
Fu, Kehan	P	P	R	A	P	P	P	P	N/A	N/A
Gary Gullickson	A	A	P	R	A	A	A	A	P	R
Ghaith, Ziad	P	P	P	P	P	P	R	P	R	P
Isinger, Russell	P	P	A	A	P	P	P	P	P	R
Malinoski, Brooke	A	P	R	P	P	A	P	A	N/A	N/A
Pozega Osburn, Debra	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	P	P
Pulfer, Jim	N/A	P	P	P	R	R	P	P	P	P
Quan, Jessica	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	A	P
Williamson, Elizabeth	P	P	P	P	P	N/A	N/A	N/A	N/A	N/A

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL September 2017

Mission/Vision/Values Visual Campaign

I am hopeful that you have seen the visual campaign created to educate the campus community on our mission, vision and values approved last year. The document containing the mission/vision/values was the culmination of numerous consultations with the campus community led by a visioning committee comprised of dedicated volunteers. Given the efforts to build the document, this visual campaign is part of a series of efforts to ensure the mission, vision and values are always top of mind for our campus decision-makers.

You will see these visuals below as well as highlights from the document all around campus. The entire document and select visuals are available for download at www.usask.ca/ourvision.



Canada 150 Project

What kind of Canada do you want in the next 50 years? That's an important question for all Canadians as we acknowledge the nation's 150th birthday and it's particularly important for leading research universities like ours that influence change in the country and the world.

The U of S Canada 150 project looks back over our university's 110-year history to see how the U of S has helped shape Canada. It looks to the present to recognize those at the university who are making a difference in our country. And it looks ahead by providing our community with an opportunity to reflect on what Canada means to them and what it means to be Canadian.

There are many events coming up in this fall that I would encourage you all to attend. A comprehensive list can be found at www.Canada150.usask.ca, but I'd like to highlight a few here:

Sept. 15th, Citizenship Ceremony – For the first time at the U of S, up to 50 new Canadians will take the Oath of Citizenship. Former Lieutenant Governor Lynda Haverstock will preside over the ceremony.

Sept. 18th, Forum on the Future of Health Care -- Keynote speaker Greg Marchildon will be joined by Daniel Béland (Canada Research Chair in Public Policy and JSGS Professor at the University of Saskatchewan), and JoLee Sasakamoose (Assistant Professor in Educational Psychology and Counselling, University of Regina) in a panel discussion emceed by Chancellor Romanow.

Conversations with Former Prime Ministers – Facilitated by Chancellor Romanow, the U of S will be have the honor of hosting three former Prime Ministers this fall talking about their experiences and hopes for Canada's Future.

- Sept. 27th, Conversation with Rt. Hon. Jean Chrétien
- Oct. 4th, Conversation with Rt. Hon. Kim Campbell
- Nov. 9th, Conversation with Rt. Hon. Paul Martin

President's Sustainability Council

In 2017 the President's Sustainability Council (PSC) was created with the primary purpose of advising and counseling the President on how to advance a sustainability agenda at the University of Saskatchewan. It was agreed that the PSC would work under the following definition of sustainability:

A sustainable future is one in which a healthy environment, economic prosperity and social justice are pursued simultaneously to ensure the well-being and quality of life of present and future generations. (Learning for a Sustainable Future - Teacher Centre)

Toddi Steelman, former Executive Director and Professor, School of Environment and Sustainability, was the Council's first chair. Carrying on her work as chair, as of Sept. 2017, is Chelsea Willness, Associate Dean, Research & Academic, Edwards School of Business. Other members of the Council are:

- Martin Phillipson, Dean, College of Law
- Marcia McKenzie, Professor, Director, Sustainability Education Research Institute (SERI) and Project Director, Sustainability and Education Policy Network (SEPN)
- Tony Chung, Professor of Electrical and Computer Engineering, SaskPower Research Chair in Power Systems Engineering and NSERC/SaskPower Senior Industrial Research Chair in Smart Grid Technologies, College of Engineering
- Alec Aitken, Professor, Department of Geography & Planning, College of Arts & Science
- Susan Shantz, Professor, Sculpture & Extended Media, Department of Art & Art History, College of Arts & Science
- Colin Laroque, Professor, Department of Soil Science, College of Agriculture and Bioresources and Professor, School of Environment and Sustainability
- Colin Tennent, Strategic Advisor, Master Planning & University Architect
- Crystal Lau, VP Student Affairs, University of Saskatchewan Students' Union (USSU)
- Jaylene Murray, PhD Student, President of the School of Environment and Sustainability Students' Association (SENSA), and Graduate Students' Association (GSA) Council Member
- Kara Leftley, Coordinator, Human Resources at Canpotex Limited, Alumni Representative

The PSC has been focussing its efforts this past year on sustainable investment strategies, organizing a possible U of S sustainability forum and providing me with counsel on how best to include sustainability in our next university plan. I look forward to working with them again in this coming academic year.

Chief Athletics Officer

Members of Council will recall the creation of a Board of Trustees to advise and guide our Huskie Athletics program. This board, reporting to the president, was created to raise Huskie Athletics to its rightful place as an institution-wide program with Board members providing expertise in student-athlete development, resource management, program planning and community and corporate engagement.

One of the first major acts of the Board was the creation of a new position to replace retiring Athletics Director Basil Hughton. The Board created a position with a broader mandate, a Chief Athletics Officer, whose responsibility is not only to manage an elite student-athlete program but to create strong connections with the community and to manage the brand that is Huskie Athletics.

On Sept. 1st, Shawn Burt was selected by the Board of Trustees to be the University of Saskatchewan's first Chief Athletics Officer. Shawn comes to us from Toronto where he was most recently the Chief Hockey Officer for the Princess Margaret Cancer Foundation. Shawn also worked with Ryerson University, IMG Canada Ltd. and Maple Leaf Sports and Entertainment Ltd.

Confederation Centre of the Arts

I have had the honor of being appointed to the board of the Confederation Center of the Arts. Based in Prince Edward Island, where the 1864 Charlottetown Conference discussions set the table for the creation of Canada, the centre is one of the country's cultural hubs, celebrating the best in visual and performing arts across the nation.

The centre's stated mandate is to inspire Canadians through heritage and the arts to celebrate the origins and evolution of Canada as a nation, through creativity, collaboration and dialogue. The facility hosts major live theatre, music and dance performances and features one of the country's leading collections of more than 15,000 historical, modern and contemporary works of art, as well as rare artifacts and archival records. The centre opened in 1964 and is a focal point of Canada 150 celebrations this year, of which the U of S is also a major supporter.

Visual and performing arts are an integral part of the fabric of our Canadian culture and important to many universities across the country, including the University of Saskatchewan. I am proud to represent our university and province on the board of the Confederation Centre of the Arts and it is an honour to contribute to such a prestigious organization.

PROVOST'S REPORT TO COUNCIL

September 2017

MESSAGE FROM THE PROVOST AND VICE-PRESIDENT ACADEMIC

I am pleased to be presenting to Council my first report as the provost and vice-president academic. During my first month and a half in this office, I have been engaged in many activities but first and foremost, I have enjoyed meeting students, faculty and staff of this great university. A key focus of the month of August (and as we enter the academic year) has been on the development of the University Plan that will shape and guide our university for the next years. I am looking forward to shaping this plan with the university community over the months ahead.

At the same time and along with other senior leaders, I am focusing on the university budget and maintaining appropriate resources for our university programs and initiatives. Along with our deans, executive directors and senior leaders, we will be looking at strengthening existing academic programs and planning for future programs. With the addition of our first Vice-Provost, Indigenous Engagement, Dr. Jacqueline Ottmann, I am looking forward to strengthening our existing strong relationship with indigenous students and leaders.

I want to extend a warm welcome all students, faculty, staff coming to Council this year and I look forward to working with Council on the many activities that shape this university.

INSTITUTIONAL PLANNING AND ASSESSMENT

University Plan

Work on the university plan continued over the summer.

In July, conversations took place with First Nations and Métis Elders, and Indigenous language keepers regarding the use of Indigenous languages in the plan. The process is rooted in ceremony and mutual partnership. The outcomes of these discussions provided draft language, which is being refined in consultation with the university's internal Indigenous language experts. The Vice-Provost, Indigenous Engagement, Dr. Jacqueline Ottmann will start her position at the U of S in October. In the meantime, we are working with her to ensure her perspectives and directives are incorporated into the process and the content, and that she is fully engaged in advance of her arrival to campus. We are working to ensure that the expression of university plan in Indigenous languages in the plan reflects the university's commitment to Indigenization, and we expect the process will be ongoing and iterative.

At the Senior Leadership Summit August 21-23, the next university plan was the main focus of conversation. The input from the campus community on the draft so far was most invaluable. The specific feedback from SLF was shared with the Planning Advisory Group (which includes the chairs of the committees of Council, a board member, an associate dean, Indigenous engagement advisors and resource persons from Communications and the IPA). A creative team has now been charged with shaping and framing the content that was developed through the extensive consultation process that was undertaken in the spring. We look forward to sharing the specific outcomes of these revised drafts

with council committees in October. It was agreed that the timeline for plan approval will shift modestly from October to late 2017 or early 2018. A revised draft of the next university plan will be presented to Council in the next few months.

Tuition Policy

The Tuition and Fees Authorization Policy was last updated in November 2004 and will be undergoing changes to incorporate current practices and principles that have occurred over time without the formal approval of the Board. It will also include new directives on tuition predictability and student consultation, both areas of significant interest for students. Research is currently underway in examining various multi-year tuition rate options and establishing guidelines on conducting effective student consultation on the setting of new tuition rates. This policy change requires consultation with students, deans/executive directors, and other relevant groups until it is submitted for Board approval in December 2017. Under the direction of the provost, the office of Institutional Planning and Assessment is working on the policy update, along with facilitating the consultation sessions. IPA will contact the stakeholders for consultation sessions starting in early September and will provide reporting of the updated tuition policy to University Council as required.

University Rankings

As we have mentioned in previous reports to Council, it is important that we continue to pay attention to university rankings because they allow us to track and compare our performance in various areas relative to our peers. We know that ranking results can have an impact on our ability to recruit students and faculty, attract investments from donors and maintain the confidence of our stakeholders. While there are numerous rankings that exist, we pay particular attention to Maclean's and Research Infosource nationally and the Times Higher Education (THE) World University Rankings, Quacquarelli Symonds (QS) World University Rankings and the Academic Ranking of World Universities (ARWU) internationally. Of these, results have been released for QS, ARWU and THE so far.

With respect to QS, we were ranked in the 451-460 category this year, moving up roughly 20 positions from last year. We saw a greater increase in our ARWU rank compared to last year, moving up roughly 100 positions (from the 401-500 to 301-400 category). We remained constant in the THE rankings, placing in the 401-500 category, same as last year. These results can be seen as promising in that our ranking trend has been upward or neutral so far. A further update will be provided to Council on the Maclean's and Research Infosource rankings when they are released and more information on our research and analysis of rankings can be obtained by contacting the office of Institutional Planning and Assessment.

COLLEGE AND SCHOOL UPDATES

College of Arts and Science

- Nine delegates from the college lent their expertise at an intensive summer workshop in India to help the next generation of researchers advance social justice: http://artsandscience.usask.ca/news/articles/1173/Summer_of_social_justice_in_India
- The Department of Indigenous Studies launched a PhD program: <https://news.usask.ca/articles/colleges/2017/indigenous-studies-launches-phd-program.php>
- The David Kaplan Chair will honor a legacy and adds capacity for research, scholarly, and artistic work in the Dept. of Music: <https://news.usask.ca/articles/colleges/2017/kaplan-chair-to-enhance-music-department.php>

College of Pharmacy and Nutrition

We have formally received accreditation of our Bachelor of Science in Pharmacy (BSP) and provisional accreditation of our Doctor of Pharmacy (Pharm D) programs until December 31, 2021. This is a major milestone for the college and the pharmacy programs.

Colleen Howard (née Zavislake) (BSP 1972) bequeathed approximately \$195,000 from her estate to the College of Pharmacy and Nutrition for continuing education and to establish the Colleen Howard Humanitarian Bursary.

Edwards School of Business

The Edwards School of Business is pleased to announce the official opening of the Allsopp Learning Lab. This is a major academic initiative that enhances our collaborative learning space. It offers exceptional experiential capabilities and is the first such lab in the world. The school acknowledges the tremendous support of the lead donor (a Commerce alumnus) and the University of Saskatchewan.

During the May council, we brought forward the ideas and projects which we intended to work on during the summer months. This council report will give an overview of the status of these projects, as well as other activities we picked up through the first four months of our term.

Crystal Lau, VP Student Affairs:

Projects that are fully planned and ready to roll includes Hike Bike and Roll (Sept 7th), Yoga in the bowl (Every Wednesday until Oct), Did You Know campaign (ongoing). I will be launching the Free Menstrual Products Project in the second week of September, to 18 main bathrooms all over campus. The Rink in the bowl is still in the planning stage, but hopefully once all the stakeholders, including Risk Management, FMD, Residence & ISSAC, are on board a rink in the bowl will help promote wellness for our students, staff, and faculty.

Jessica Quan, VP Academic

One of VP Academic Affairs, Jessica Quan's main focuses this year is on promoting open textbooks on campus. VP Quan plans on working closely with the Gwenna Moss Centre of Teaching and Learning as a student-advocate to help spread the word and celebrate the successes of open educational resources thus far. Additionally, VP Quan is piloting co-curricular records within the USSU's core services and governance structure to account for volunteers in the Food, Help Pride, Safewalk and Women's Centres, and for student councillors and committee members. VP Quan has also produced the Academic Rights Book which covers common academic-related questions and concerns that students have. This handbook is made accessible in both paper and digital form. VP Quan will also be working on the annual Undergraduate Project Symposium and the Last Lecture Speaker Series with student constituencies.

Deena Kapacila, VP Op/Fin

VP Kapacila has been working on improving the presentations to Campus Groups and constituents, in hopes of increasing awareness of the non-academic misconduct policy and general risk management. VP Kapacila is finalizing several projects that increase the accessibility of resources to student groups. Other projects are focused on the internal finance and operations of the Union, and are ongoing throughout the year.

David D'Eon, President

This summer, VP Kapacila and I spearheaded the reformation of the Saskatchewan Student Coalition. Member unions in this coalition represent well over 60,000 post-secondary students across the province, including both university and trade school unions. Our efforts for this year are to mobilize the student body in support of the increased funding of post-secondary institutions. This project has garnered positive media attention, along with other articles

interviewing myself, other student leaders, and students across the province. We see this as an encouraging step towards greater public support of Saskatchewan students. Throughout the rest of my term, I will be overseeing the operations of the coalition, with the objective being a reversal in the trend of cuts to PSE, and implementation of policies which encourage attendance of lower-income and marginalized youth.

Coterminous with this initiative, VP Quan and I have drafted a tuition consultation policy, which has been reviewed by multiple people within senior administration, with the objectives being (1) to provide an outline of the expected standard of tuition consultation in the coming year; and (2) to have the policy incorporated into the university's existing tuition policy. Any person who would like to view a copy may contact me via president@ussu.ca.

Parallel to these efforts, I have worked on improving our governance structure, engaging constituency groups (of the fourteen constituency groups, I have met with eleven of their Presidents personally, and held a summer meeting with all constituencies represented), and increasing the public profile of the USSU through meetings with municipal, provincial, and federal-level politicians, community leaders, community groups, unions, and university employees, administrators, and advocates. Our team has continued the USSU's work on engaging the Indigenous student body on topics of Indigenization and Reconciliation, and the direction that the USSU must take to remain an ally. Finally, I have worked with Innovation Enterprise on an initiative to encourage entrepreneurship on campus.

As a team, we attended the Student Union Development Summit in Vancouver and met with 129 other student leaders to discuss our ideas, projects, and concerns. It was remarkably constructive, and a report on our activities is being drafted. We took the opportunity to do an SECC career and teamwork strengths workshop, which was incredibly constructive, and which gave us a deep appreciation for the work they do. Finally, we are scheduled to attend a November conference in Winnipeg on the topic of reconciliation with Indigenous peoples.



University of Saskatchewan - Graduate Students' Association

GSA University Council Report – September, 2017

On behalf of the Graduate Students' Association, I would like to congratulate our campus community on the beginning of a new academic year. The GSA executives look forward to working with the University Council committees over the coming year. In my first report to Council, I would like to take this opportunity to introduce the major areas of focus for the GSA over the course of this academic year.

First: Graduate Student Representation

The GSA has been working on this initiative since last year and will continue to do so. The goal being to establish better representation of graduate students on the University of Saskatchewan's higher decision making bodies, so as to ensure that the graduate student perspective is well represented, as is currently being achieved in all other U15 universities in Canada. The rationale for this request is that there is great potential benefit for our University, being a research-intensive university and part of U15, to have graduate students on the University Board and to have the graduate students' perspectives in the University strategic planning. I would like to use this opportunity, to draw attention to the new University Council members, to the fact that the University of Saskatchewan is the only university among the U15 where graduate students are NOT represented on the University Board of Governors. The GSA strongly believes that our institution needs to be on the same page in terms of governance practice with other U15. To have better representation of graduate students on the University's decision making bodies will continue to be the GSA's top priority.

Second: Student Supervisor Agreement

The GSA will continue its efforts to promote the new Student Supervisor Agreement, which has been developed as a joint initiative between the GSA and CGPS and was adopted earlier this year by the CGPS Faculty Council. The GSA plans to run a campus-wide consultation so as to improve the agreement over the course of this year. The GSA would also like to invite all council and

faculty members to use this guideline and promote it in their units as this is an important tool that will improve the graduate student experience in the University of Saskatchewan.

Third: Building relationships with Student bodies / unions / associations on campus and in the community

One of the major GSA priorities this year is to build relationships with different student bodies / unions / associations at the domestic, provincial, and national levels so as to better advocate for the graduate students at the University of Saskatchewan. Part of this initiative includes working with the University of Saskatchewan Graduate Students Employees Union PSAC (40004), continuing our efforts to work closely with other GSA's in Canada to establish the ThinkGRAD, which will be a national body for graduate students to cooperate together, and to work closely with the USSU and other Saskatchewan student bodies to build a strong provincial network,

Ziad Ghaith,

President, Graduate Students' Association

AGENDA ITEM NO: 8.1

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Jim Greer, chair, nominations committee of Council

DATE OF MEETING: September 21, 2017

SUBJECT: **Governance Committee Member Nomination**

DECISION REQUESTED:

It is recommended:

That Council approve the appointment of Pamela Downe of the Department of Archaeology and Anthropology as a member of the governance committee effective immediately and continuing until June 30, 2020.

DISCUSSION SUMMARY

Due to the resignation of Chelsea Willness from the governance committee upon being appointed as vice-chair of Council, a new Council member is required on the committee.

ATTACHED:

Governance committee membership

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.

Nominee:

Council member: Pamela Downe, Department of Archaeology and Anthropology

Council Members

Jay Wilson (chair)	Curriculum Studies	2020
Trever Crowe	Interim dean, College of Graduate and Postdoctoral Studies	2019
TBD Chelsea Willness	Assoc. Dean Research and Academic	2020
	Edwards School of Business	

Ex officio members

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

Other members

Heather Heavin	President's designate	2018
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Student Guests

David D'Eon	USSU President
Robert Henderson	GSA Council Chair

Resource members

Secretary: Sandra Calver, Office of the University Secretary

AGENDA ITEM NO: 8.2

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Jim Greer, chair, nominations committee of Council

DATE OF MEETING: September 21, 2017

SUBJECT: **Teaching, Learning and Academic Resources Committee
Member Nomination**

DECISION REQUESTED:

It is recommended:

That Council approve the appointment of Darrell Bueckert of the Department of Music as the sessional member representative on the teaching, learning and academic resources committee effective immediately and continuing until June 30, 2018.

DISCUSSION SUMMARY

Due to the resignation of the sessional member on the teaching, learning and academic resources committee, a new sessional member is required.

ATTACHED:

Teaching, learning and academic resources committee membership

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.

Nominee:

Sessional Member: Darrell Bueckert, Department of Music

Council Members

Alec Aitken (chair)	Geography and Planning	2018
Tamara Larre	Law	2018
Len Findlay	English	2019
John Gjevre	Medicine	2019
Vince Bruni-Bossio	Management and Marketing	2020
Petros Papagerakis	Dentistry	2020

General Academic Assembly Members

Michel Gravel	Chemistry	2018
Marie Battiste	Educational Foundations	2019
Eric Micheels	Agricultural and Resource Economics	2020
Sean Maw	Ron and Jane Graham School of Professional Development	2020
Jo-Ann Murphy	Library	2020

Sessional

TBD Leslie Walter	Mathematics and Statistics	2018
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Other members

Patti McDougall	Vice Provost, Teaching and Learning
Shari Baraniuk	Associate Vice President Systems
Melissa Just	Dean, University Library
Cheri Spooner	Director, Distance Education Unit
Nancy Turner	Director, Gwenna Moss Centre for Teaching Effectiveness
Chad Coller	Director, ICT Academic, Research Technologies
Candace Wasacase-Lafferty	Director, Aboriginal Initiatives
Jessica Quan	[USSU designate]
Iloradan Efimoff	[GSA designate]
Secretary: Coral Sawchyn	Vice Provost Teaching and Learning Service Team

UNIVERSITY COUNCIL
Joint Committee on Chairs and Professorships
REQUEST FOR DECISION



PRESENTED BY:

Jim Germida, Vice-Provost, Faculty Relations
and Chair, Joint Board/Council Committee
on Chairs and Professorships

DATE OF MEETING: September 21, 2017

SUBJECT: **The Allard Foundation Chair in Veterinary Oncology**

DECISION REQUESTED: *It is recommended:*

That Council approves The Allard Foundation Chair in Veterinary Oncology and recommends to the Board of Governors that the Board authorize the establishment of this Chair.

PURPOSE:

The chair will provide leadership and research expertise to existing areas of excellence and emerging areas of strength in companion animal health at the Western College of Veterinary Medicine. The focus of this chair will be on veterinary oncology research, and the advancement of oncology within the Department of Small Animal Clinical Sciences. The Western College of Veterinary Medicine is currently developing the Centre for Comparative Oncology, a Type B Centre. The Allard Foundation Chair will work closely with the Centre's faculty and staff to forward its teaching and research mandate.

CONTEXT AND BACKGROUND:

The Allard Foundation is an organization committed to building strong communities, specifically through support of health, education, family and arts programs.

The Allard Foundation Chair in Veterinary Oncology will bring specialized, comprehensive knowledge in veterinary oncology to the WCVN. Specifically, the chair will:

- Accelerate veterinary oncology research at the Western College of Veterinary Medicine;
- Provide leadership and mentorship to graduate and graduate students and faculty engaged in veterinary oncology activities;

- Build relationships with the oncology research community and external stakeholders;
- Participate, develop and lead graduate and undergraduate courses in veterinary oncology as assigned.

CONSULTATION:

The Allard Foundation Chair in Veterinary Oncology has been examined and approved by the Dean, Western College of Veterinary Medicine; the Department Head, Small Animal Clinical Sciences, the donor; and the Joint Committee on Chairs and Professorships.

SUMMARY:

Veterinary oncology is a growing area of research focus for the Western College of Veterinary Medicine. The College is in the process of establishing the Centre for Comparative Oncology and the chair will create new opportunities for research and innovation within the Centre and in area of veterinary oncology. In addition, the chair will broaden the College's existing expertise in veterinary oncology. The establishment of this chair will work to enhance the College's relationships with external stakeholders, particularly the Allard Foundation, one of Canada's leading funding agencies.

ATTACHMENTS:

- Terms of Reference



UNIVERSITY OF SASKATCHEWAN

The Allard Foundation Chair in Veterinary Oncology

Terms of Reference

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Purpose:	The purpose of The Allard Foundation Chair in Veterinary Oncology is to provide education, mentorship and expertise in veterinary oncology.
Source and Amount of Funding:	The Chair will be funded by a donation from The Allard Foundation in the amount of \$649,796 for salary expenses, and the Western College of Veterinary Medicine in the amount of \$200,000 for startup and research support, in addition to the New Faculty Start-up package provided by the Western College of Veterinary Medicine and the University of Saskatchewan.
Tenability:	<p>The Allard Foundation Chair in Veterinary Oncology will be appointed to a tenure-track position within the Western College of Veterinary Medicine, Department of Small Animal Clinical Sciences. The chair title will be for a five year limited term.</p> <p>The establishment of the Limited Term Chair is subject to the approval of University Council and the Board of Governors of the University of Saskatchewan.</p>
Search Committee:	In accordance with the collective agreement established between the Faculty Association and the University, a search committee will be established and chaired by the Head of the Department of Small Animal Clinical Sciences. The selection and search committee will also operate in accordance with the relevant sections of the "Guidelines for the Establishment of Chairs and Professorships" as approved by University Council and the Board of Governors.
Chairholder Responsibilities:	The chairholder will contribute to the teaching and research program of the Western College of

	<p>Veterinary Medicine and the Department of Small Animal Clinical Sciences.</p> <p>The chairholder will:</p> <ol style="list-style-type: none"> 1. Accelerate veterinary oncology research at the Western College of Veterinary Medicine; 2. Provide leadership and mentorship to graduate and graduate students and faculty engaged in veterinary oncology activities; 3. Build relationships with the oncology research community and external stakeholders; 4. Participate, develop and lead graduate and undergraduate courses in veterinary oncology as assigned; 5. Provide the Dean of the Western College of Veterinary Medicine an annual report on the chairholder's teaching, research and other activities; 6. Fulfill all responsibilities as outlined in accordance with the university policies and regulations relative to Chairs and Professorships.
Term of Chair:	<p>The chair will be established as a tenure-track appointment within the Western College of Veterinary Medicine, within the Department of Small Animal Clinical Sciences.</p>
Management Committee:	<p>The Management Committee shall consist of at a minimum:</p> <ul style="list-style-type: none"> • Dean, Western College of Veterinary Medicine (Chair); • Associate Dean (Research), Western College of Veterinary Medicine; • Head, Department of Small Animal Clinical Sciences; • Chief Operations and Finance Officer, Western College of Veterinary Medicine; • Director of Development, Western College of Veterinary Medicine; and • Others, as may be deemed by the Committee to achieving the objectives of The Allard Chair in Veterinary Oncology.

Management Committee Mandate:	<p>The Management Committee's responsibilities shall include the following:</p> <ol style="list-style-type: none"> 1. Oversee the activities of the chair to ensure they are in keeping with the chairs purpose and are integrated with the college's priorities; 2. Approve annual budgets for the Chair's activities; 3. Receive and review the annual and financial report on the activities of the chair. 4. Provide an annual financial and activity report of the chairholder with commentary as appropriate to the Joint Committee on Chairs and Professorships.
Fund Administration:	<p>The University shall have the power to administer the fund as part of the University's general trust and endowment funds, in keeping with and under the University's investment and administrative guidelines and practices as may be established and changed from time to time. At the date of this agreement, and under the above guidelines and practices, provision shall be made for the investment of trust funds in common with other trust funds and the payment of administration fees with respect to the management of trust funds, such fees to be determined by the University acting reasonably.</p>

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

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

DATE OF MEETING: September 21, 2017

SUBJECT: 2018-2019 Operations Forecast

COUNCIL ACTION: For information only

DISCUSSION SUMMARY:

The planning and priorities committee is responsible for providing advice to the president on the budgetary implications of the Operations Forecast and for reporting to Council on the nature of its advice. The committee was consulted on the strategic messages to include in the 2018-19 Operations Forecast at its meetings on March 29 and May 3. On June 7 the committee viewed a draft version of the document. The committee's perspective on the draft version it reviewed is provided in the attached letter. The Board of Governors approved the final version at its meeting on June 20, 2017 for submission to the Saskatchewan Ministry of Advanced Education.

ATTACHMENTS:

1. Memorandum on the 2018-19 Operations Forecast.
2. [2018-19 Operations Forecast](http://www.usask.ca/ipa/resource-allocation-and-planning/operations-forecast.php) (submissions from prior years are posted at: <http://www.usask.ca/ipa/resource-allocation-and-planning/operations-forecast.php>)



MEMORANDUM

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

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

DATE: June 16, 2017

RE: **2018-19 Operations Forecast**

I am pleased to provide, as chair of the planning and priorities committee, the committee's perspective on the 2018-19 Operations Forecast. At its meeting on June 7, the committee was presented with a draft of the 2018-19 Operations Forecast and accompanying financial schedules. The comments in this memo are based on the review and discussion of the draft document. Earlier discussions on the 2018-19 Operations Forecast occurred at the committee's meetings on March 29 and May 3, and focused on possible strategies for the document.

Past operations forecasts have highlighted select opportunities for investment by the province, but a shift has occurred with the expectation that the university will first and foremost invest its own resources in those initiatives it deems of importance. The provincial government's focus is on the university's reserve funds, tuition rates, capital funds, and targeted funding.

This year, the scope of the document has been narrowed to focus on the university's fiscal constraints in the face of a reduced budget. The matter-of-fact tone of the document and the emphasis on the impacts of the funding reduction to the university and its activities were approaches supported by members. The committee acknowledges that the university is in a markedly different position in submitting its budgetary request to the province after the decrease in the provincial grant this year.

The strategies available to the institution are limited, given the recent budget reduction and the province's request that the university model a 0% increase and a -2% decrease in its operating budget. At the time that the committee reviewed the draft document on June 7, only the 0% increase was modelled. The committee supports that the university comply with the government's request to model the 0% increase and a -2% decrease, and saw no advantage to modelling only the 0% increase.

As the province's focus in the short term is on balancing the provincial budget, profiling the leveraging opportunities of the province's investment in the university as an immediate benefit is proposed. Likewise, emphasizing those effects that will occur almost immediately in response to the reduction to those areas held dear by the province was suggested as more effective than focusing on longer-term outcomes. Similarly, focusing on the essential

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services the university provides to the province was proposed, rather than describing the more generalized economic benefits the university provides to the province. An example would be emphasizing that the university is the backbone of the province's medical system and that without it, the province would not be able to recruit the medical specialists needed to provide a full range of health care services to the people of the province. Providing statistics on the number of M.D. graduates that remain in the province or return to practice after completing specialties elsewhere was proposed.

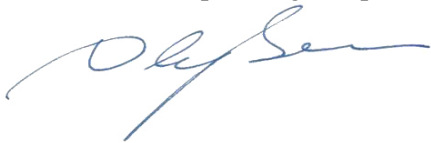
Knowledge of university rankings is increasingly important as a deciding factor for students and faculty members in choosing between post-secondary institutes. Highlighting in the document the research revenue and research grant success in NSERC and SSHRC this year and the effect of a budget reduction on the research productivity of faculty members over time is proposed. As faculty teaching loads increase in response to a budget reduction, research outputs and research funding will decrease. The university's position within the U15 group of research-intensive universities is already near the bottom. If research intensity declines, the university's status among the U15 group and its position in national and international rankings will fall.

Even though the university has begun to draw down its reserve funds, at the time of approval of the 2018-19 Operations Forecast, preliminary year-end results note that the university still holds \$49M in designated funds and \$57M in financial reserves in the general fund, for total fund balances of \$106M. The view of some of the members of the committee is that elected representatives will not take any concerns raised in the Operations Forecast as significant until the university begins to eliminate positions and lay off employees, and the university's reserve fund balances are depleted. The committee deemed the province's perspective on the fund balances short-sighted. As the university applies its reserves against the funding shortfall, lower rates of return on investment income are anticipated as fund balances decline.

The reality of a tuition increase in the face of a -5.6% budget adjustment and 2.5% inflation increase was discussed. Although the university's tuition is near the median of the U15 institutions, students are concerned about access to post-secondary education and take exception to the phrase "*the budget will not define us.*" Showing the effect of a -2% budget decrease on tuition rates compared to a 0% increase is suggested to highlight the direct effect on students of the two funding scenarios relative to tuition.

In closing, it is important to mention that the committee acknowledges that the reduction in the provincial funding has resulted in pressures across the university. The committee specifically acknowledges the difficulty of preparing an operations forecast where the most optimistic outcome is a 0% increase, at the same time that the Board of Governors is being asked to approve a \$17M deficit budget.

On behalf of the planning and priorities committee,



Dirk de Boer, chair

UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR INPUT

PRESENTED BY: Jay Wilson, chair
Governance committee

DATE OF MEETING: September, 2017

SUBJECT: *Student Appeals in Academic Matters*

COUNCIL ACTION: For input only

DISCUSSION SUMMARY:

Council's [*Procedures for Student Appeals in Academic Matters*](#) enact the [*Policy on Student Appeals of Evaluation, Grading and Academic Standing*](#). Although minor changes were made to the procedures in 2014 to modify the participation of the student in academic or clinical settings or other work placements pending final outcome of an appeal, a full review of the procedures has not been conducted since 2012.

In keeping with the general view that all policies and procedures should be reviewed every five years, on September 7, 2017, the governance committee met and determined that the review and revision of the *Procedures for Student Appeals in Academic Matters* would be a priority for the committee this year. Broad consultation will accompany the review, \ significantly with the academic associate and assistant deans and undergraduate and graduate students.

Council members are invited to submit input on the existing procedures and suggestions for revisions to Sandra Calver, committee secretary at sandra.calver@usask.ca by November 1, 2017.

Attachment:

Procedures for Student Appeals in Academic Matters

UNIVERSITY COUNCIL

Procedures for Student Appeals in Academic Matters

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

Approved by Council June 19, 2014

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Student Appeals in Academic Matters

- I Scope of Procedures
- II Availability of Written Work
- III Substantive Academic Judgment of Student Work: Undergraduates (including postgraduate trainees and students in diploma programs and certificate programs under the oversight of Council)
 - A. Instructor Level: Informal Consultation
 - B. Formal Appeals for Re-assessment at the level of department or non-departmentalized college
- IV Substantive Academic Judgment of Student Work: Graduate Students
 - A. Instructor Level: Informal Consultation
 - B. Formal Appeals for Re-assessment at the level of department or non-departmentalized college
- V Appeals Dealing with Matters other than Substantive Academic Judgment
 - A. College Level Appeals
 - 1. Appeals of Standing in Program
 - 2. Appeals of Assessment of Course Work
 - B. University Level Appeals
 - 1. Grounds for an Appeal
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 - 3. Appointment of an Appeal Board
 - 4. Appeal Procedure
 - 5. Disposition by the Appeal Board
 - 6. Copy of a Report
 - 7. No Further Appeal
 - 8. Student Records
- VI Rights and Responsibilities of Parties to a Hearing
- VII Assistance with Appeals and Procedural Matters

Appendices:

- | | |
|------------------------|--|
| Re-Assessment Form | Appeal at the level of Department or Non-departmentalized College: Request for and Report of Re-Assessment |
| University Appeal Form | University-Level Appeal of Matters Other than Substantive Academic Judgment |

PROCEDURES FOR STUDENT APPEALS IN ACADEMIC MATTERS

The following are approved by the University of Saskatchewan Council as regulations pursuant to Council's [*Policy on Student Appeals of Evaluation, Grading and Academic Standing*](#).

I. SCOPE OF PROCEDURES AND DEFINITIONS

These procedures apply to the following decisions that affect the academic record and/or standing of a student registered or in attendance in a program under the oversight of Council:

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

In these procedures,

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

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

III. SUBSTANTIVE ACADEMIC JUDGEMENT OF STUDENT WORK: UNDERGRADUATE STUDENTS¹

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

The University recognises that instructors may use alternative forms of evaluation either to meet specific circumstances of the student (e.g., oral examinations to accommodate students physically unable to write) or because of the nature of the course (e.g. performance in a verbal or artistic presentation, clinical or service activity or practica). The following procedures shall also apply (as much as possible) to such alternative forms of evaluation.

A. Instructor Level: Informal Consultation

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

The purpose of the informal consultation is

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

¹ Includes postgraduate trainees and students in diploma programs and certificate programs under the oversight of Council.

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

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

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

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

B. Formal Re-assessment (Re-read) at the level of Department or Non-departmentalized college

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

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

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

Process to be followed:

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

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

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

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

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

- (d) The student shall be notified in writing by the department head or dean or executive director of the determination of the mark or grade as soon as possible, but not later than 30 days after the results of the re-assessment are determined as provided in (c).
 - (e) A ruling of a department-level decision on a matter of substantive academic judgement will be final.
 - (f) A student who believes that the assessment of his or her work or performance has been negatively affected by a factor not involving academic judgement of the substance of the work or performance may appeal as provided in Part V.
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IV. SUBSTANTIVE ACADEMIC JUDGEMENT OF STUDENT WORK: GRADUATE STUDENTS

A. Instructor Level: Informal Consultation

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

B. Formal Appeals

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

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

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

V. APPEALS DEALING WITH MATTERS OTHER THAN SUBSTANTIVE ACADEMIC JUDGMENT

A. COLLEGE LEVEL APPEAL

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

1. Appeals of Standing in Program

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

2. Appeals of Assessment in Course Work

A student who alleges that assessment of her or his academic work or performance in course work has been negatively affected by a factor not involving academic judgment of the substance of the work or performance may appeal the assessment. Council delegates responsibility for investigating and, if the appeal is upheld, for determining an appropriate remedy, to the dean of the college responsible for the course or activity or to the provost for certificate programs offered through continuing and distance education as described below. The outcome of the appeal to the dean or provost is limited to a change in the student's grade in the course(s) under appeal, and is subject to university-level appeal as provided for in Section B below.

- (a) The student shall deliver to the dean or provost, not later than 30 days from the date the student is informed of the assessment, a written statement of the allegation and a request for a review of the matter. The dean or provost may extend the period of time to submit the written statement.
- (b) Subject to section (c) below, the dean or provost shall instruct the department head (if it is a departmentalized college) to arrange for an informal

investigation of the allegation. In a non-departmentalized college or the Centre for Continuing and Distance Education, the dean or provost respectively shall arrange for such an investigation. The investigation shall be carried out as expeditiously as possible and must include, wherever practical, consultation with the original instructor.

- (c) In a case where a student's allegation involves the dean or department head or provost, that individual should declare a conflict of interest and assign the case to an associate or assistant dean or another member of the department who has not been involved in the assessment.
- (d) The dean or provost (or delegate under section c) shall inform the student and the original instructor in writing as to the outcome of the investigation. If the student is not satisfied with the outcome, he or she may initiate an appeal as provided in Section B below, subject to the grounds specified in that section.

B. UNIVERSITY LEVEL APPEAL

1. Grounds for an Appeal

- (a) A student may appeal as hereinafter provided a decision affecting her or his academic standing on the following grounds only:
 - (i) alleged failure to follow procedural regulations of the relevant college or the university dealing with assessment of students' academic work or performance or administrative decisions or alleged misapplication of regulations governing program or degree requirements;
 - (ii) alleged differential treatment of the student as compared to the treatment of other students in the course or program, where the alleged differential treatment affected assessment of the student's academic work or performance;
 - (iii) alleged discrimination or harassment, as set out in the University's Policy on Discrimination and Harassment Prevention and procedures for addressing issues of discrimination and harassment, where the alleged violation affected assessment of the student's academic work or performance; or
 - (iv) alleged failure to implement the approved policy and procedures of the University dealing with accommodation of students with disabilities, when the alleged failure affected assessment of the student's academic work or performance.

- (b) A student has no right of appeal under these rules with respect to an academic judgment of the written or non-written work, performance or activities or with respect to a decision relating to the provision of deferred or special examinations or other extraordinary methods of assessment unless that judgment or decision is alleged to involve or be affected by a factor mentioned in clause 1(a).
- (c) A student has no right of appeal as hereinafter provided until all applicable steps set out in preceding rules have been taken and a final decision in relation to the matter has been made as provided in those rules. In particular, a university-level appeal hearing will not be held until a report of the college-level investigation as outlined in Section A has been rendered.

2. Initiation of the Appeal

- (a) A student initiates an appeal under these rules by delivering a notice of university-level appeal to the following persons:
 - (i) the university secretary;
 - (ii) the dean of the college offering the course to which the allegation relates or, if it is a program offered through continuing and distance education, the provost;
 - (iii) the faculty member responsible for the course to which the allegation relates; and
 - (iv) the dean of the college in which the student is registered, if different from the dean in (ii) above ; and
 - (v) the registrar.
- (b) The notice of appeal shall be delivered as soon as possible, but not later than 30 days from the date a final decision on the college-level appeal has been communicated in writing to the student. Thereafter no appeal may be brought.
- (c) In general, any assessment of student work and/or standing is considered valid until and unless it has been successfully overturned by an appeal. Reasonable and appropriate efforts should be made, however, to maintain a student's standing while an appeal is pending, subject to such considerations as safety or wellbeing of others. If any assessment of student work and/or standing pertains to conduct that may significantly impact the safety or wellbeing of others, including without limitation patients, students or clients, the dean of the college responsible for the course or activity, or the provost, for those certificate programs approved by the provost, may modify the participation of the student in academic or

clinical settings or other work placements, pending final outcome of an appeal under these procedures.

3. Appointment of an Appeal Board

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

4. Appeal Procedure

- (a) The appeal board shall convene to hear the appeal as soon as is practicable, but not later than 30 days after it is constituted or such later date as is acceptable to the student and the dean whose decision is being appealed. Under exceptional circumstances, the board may extend this period.
- (b) Written notice of the hearing, along with a copy of these Procedures and of the written statement of appeal, will be delivered by the university secretary to the appellant, to the individual whose decision is being appealed as respondent, and to members of the appeal board. Where possible and reasonable the secretary will accommodate the schedules of all parties and will provide at least seven (7) days' notice of the time and location of the hearing. Where there are special circumstances (as determined by the secretary), the matter may be heard on less than seven (7) days' notice.
- (c) If any party to these proceedings does not attend the hearing, the appeal board has the right to proceed with the hearing, and may accept the written statement of appeal and/or a written response in lieu of arguments made in person. An appellant who chooses to be absent from a hearing may appoint an advocate to present his/her case at the hearing.
- (d) The appeal board is not bound to observe strict legal procedures or rules of evidence but shall establish its own procedures subject to the following provisions and to the principles outlined in Section VI, *Rights and Responsibilities of the Parties to a Hearing*:
 - (i) The student shall be entitled to be represented by one other person, including legal counsel;
 - (ii) The dean or designate shall respond to the allegation and may be represented by one other person, including legal counsel;
 - (iii) Evidence supporting or rebutting the allegation may be given by witnesses, including, in cases where the appeal relates to a course,

the instructor(s) responsible for the course(s) to which the allegation relates;

- (iv) Witnesses may be questioned by a person mentioned in clauses (i) to (ii) or by the board;
- (v) The appellant and the respondent(s) shall appear before the appeal board at the same time;
- (vi) Both the appellant and the respondent(s) will have an opportunity to present their respective cases and to respond to questions from the other party and from members of the appeal board.
- (vii) It shall be the responsibility of the appellant to demonstrate that the appeal has merit;
- (viii) Hearings shall be restricted to persons who have a direct role in the hearing, except that either party may request the presence of up to three observers, not including witnesses. At the discretion of the chair, other persons may be admitted to the hearing for training purposes, or other reasonable considerations.
- (ix) Appeal boards may at their discretion request further evidence or ask for additional witnesses, including asking the instructor to give evidence.
- (x) The university secretary or a designate of the university secretary shall record the proceedings.

5. Disposition by the Appeal Board

The appeal board may, by majority:

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

- (c) The chairperson of the appeal board shall prepare a report of the board's deliberations and its conclusions. The report shall be delivered to the university secretary.

6. Copy of a Report

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

7. No Further Appeal

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

8. Student Records

- (a) Upon receipt of a notice of university-level appeal, the registrar shall endorse on the student's record as it relates to the academic work or performance alleged to have been affected the following statement: "This record is currently under appeal and may be affected by the decision of an appeal board." This endorsement shall be removed from the student's record upon receipt by the registrar of a copy of the decision of the appeal board.
- (b) Upon receipt of notice of a re-evaluation or reassessment pursuant to the order of an appeal board, the registrar shall amend the student's record accordingly and shall expunge all indication of the record that has been replaced.

VI. RIGHTS AND RESPONSIBILITIES OF PARTIES TO A HEARING

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

- (a) The parties have a right to a fair hearing before an impartial and unbiased decision-maker. This right includes the right for either party to challenge the suitability of any member of the hearing board based on a reasonable apprehension of bias against the complainant's or respondent's case. The hearing board will determine whether a reasonable apprehension of bias is warranted.
- (b) Reasonable written notice will be provided for hearings, and hearings will be held and decisions rendered within a reasonable period of time. It is the responsibility of all parties to ensure that the University has current contact information for them. Any notice not received because of a failure to meet this requirement will have no bearing on the proceedings.
- (c) All information provided to a hearing board in advance of a hearing by either party will be shared with both parties prior to the hearing.
- (d) Neither party will communicate with the hearing board without the knowledge and presence of the other party. This right is deemed to have been waived by a party who fails to appear at a scheduled hearing.
- (e) The appellant and the respondent have a right to bring or to send in his/her place an advocate (which may be a friend, advisor, or legal counsel) to a hearing, and to call witnesses, subject to the provisions below with respect to the rights of the hearing board. If possible, the names of any witnesses and/or advocates are to be provided to the secretary 7 days prior to the hearing so that the secretary may communicate the names to the appellant and respondent and to the hearing board.
- (f) Parties to these proceedings have a right to a reasonable level of privacy and confidentiality, subject to federal and provincial legislation on protection of privacy and freedom of information.
- (g) The hearing board has a right to determine its own procedures subject to the provisions of these procedures, and to rule on all matters of process including the acceptability of the evidence before it and the acceptability of witnesses called by either party. The secretary shall communicate to the appellant and respondent, as appropriate, the basis for the decision of the hearing board not to admit any evidence or witnesses. Hearing boards may at their discretion request further evidence or ask for additional witnesses to be called, subject to the requirement that all of the information before the hearing board be made available to both parties.

VII. ASSISTANCE WITH APPEALS AND PROCEDURAL MATTERS

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

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

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

Revisions approved by University Council on September 21, 2000.

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

Major revisions approved by University Council on January 26, 2012.

Minor revisions approved by University Council on June 19, 2014

Instructions

This application is to be completed only after informal consultation with the instructor(s) responsible for evaluation has taken place and the student remains unsatisfied with the results. The completed report of re-assessment should be returned to the department head, dean or executive director who will complete it.

This application must be submitted along with the required \$20 fee to the department, non-departmentalized college or school offering the class which is the subject of the request, as soon as possible, but no later than 30 days after the results of the assessment under review have been provided to the student. If the grade in the class or class component is increased at least 5 percentage points, or from a Fail to a Pass, as a result of the re-reading, the \$20 fee will be refunded.

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

Application for Re-Assessment

Last Name	First and Middle Name(s)	NSID	U of S Student Number	
Address		City/Town	Province	Postal Code
Telephone (Home)	Cell Number	Email		

Formal re-assessment requested in:	Class	Number	Section	Instructor(s)
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Formal re-assessment requested for:	Final Examination	Date Written	Midterm examination	Date Written
	Essay	Due Date	Term Work	Due Date
	Laboratory	Due Date	Other (specify)	

Date of informal consultation with the instructor(s)	OR	I was not able to consult with the instructor(s) (provide reason)
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The student must specify precisely the nature of the complaint, failing which this form may be returned for more information. Please attach separate sheets if additional space is required.	
Student Signature	Date

Report of Re-assessment (The re-assessor should not be aware of the original mark)

Please attach comments on separate sheets.

Re-assessor's Mark	Signature of Re-assessor	Date
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To be completed by department head, dean or executive director once the report from the re-assessor is received **and after consultation with the original instructor(s), where possible. Any grade changes resulting from a re-assessment should be made by the original instructor(s) electronically through PAWS.**

The signed form is to be retained by the department, college or school for one year.

Original Mark	Change to	No Change	Final Grade	Change to	No Change
Signature of dean, department head or executive director					

Questions may be directed to:

University Secretary ■ University of Saskatchewan ■ 212 Peter MacKinnon Building ■ 107 Administration Place ■ Saskatoon, SK S7N 5A2 Canada
Email: university.secretary@usask.ca ■ Tel: (306) 966-4632 ■ Fax: (306) 966-4538

University-Level Appeal of Matters Other than Substantive Academic Judgement

Instructions: To initiate an appeal, a student must deliver this form (with any supplementary written information attached) as soon as possible, but not later than thirty (30) days from the date the outcome of a college-level appeal has been communicated in writing to the student to all of the following:

- the university secretary
- the dean of the college responsible for the class (if a specific class is involved)
- the instructor(s) responsible for the class (if a specific class is involved)
- the dean of the college in which the student is registered

A written statement outlining the allegation must be attached to this form; additional supplementary written information may also be attached.

Student Information

Last Name	First and Middle Name(s)	NSID	U of S Student Number	
Address		City/Town	Province	Postal Code
Telephone (Home)	Cell Number	Email		

Appeal related to (please check where applicable)

Faculty action/Standing in Program	Program			Year of program
Class work/class grade	Class Name	Number	Section	Instructor(s) responsible for the class
Other (please specify):				
Date final college-level decision communicated in writing				

Grounds for Appeal (please check where applicable)

Failure to follow procedural regulations of the relevant college or University dealing with assessment of students' academic work or performance or administrative decisions and the application of regulations governing program or degree requirements.

Differential treatment compared to other students in the class or program, where the alleged differential treatment affected assessment of the student's academic work or performance.

Alleged discrimination or harassment as set out in the university's Policy on Discrimination and Harassment Prevention and associated procedures, where the alleged discrimination or harassment affected assessment of the student's academic work or performance.

Failure to implement the approved policy and procedures of the University concerning accommodation of students with disabilities, where the alleged failure affected assessment of the student's academic work or performance.

Supplementary written information attached:	Signature of Student	Date
Yes No		

Questions may be directed to:

University Secretary ■ University of Saskatchewan ■ 212 Peter MacKinnon Building ■ 107 Administration Place ■ Saskatoon, SK S7N 5A2 Canada
Email: university.secretary@usask.ca ■ Tel: (306) 966-4632 ■ Fax: (306) 966-4536



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

email to *university.secretary@usask.ca*

policies and forms are available at:

<http://www.usask.ca/secretariat/student-conduct-appeals/index.php>