

AGENDA

2:30 p.m. Thursday, March 21, 2019
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 2018/19 academic year marks the 24th 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 February 14, 2019
4. Business Arising 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. Academic Programs Committee
 - 8.1 Request for Decision: Admission Qualification change – English proficiency requirement for the Doctor of Veterinary Medicine (DVM) program

It is recommended that Council approve the proposed changes to the English proficiency requirements for the Doctor of Veterinary Medicine (DVM) program, effective the 2021-22 admissions cycle.
9. Governance Committee
 - 9.1 Notice of Motion: Amend Council Bylaws to include the joint committee on chairs and professorships

It is recommended that Council approve the amendment of Council Bylaws by adding the following terms of reference for the Joint Committee on Chairs and Professorships (JCCP) as Part Two, X, effective immediately.

9.2 Report for Information: Effective date for the revised *Procedures for Student Appeals in Academic Matters*

10. Other business
11. Question period
12. Adjournment

Minutes of University Council
2:30 p.m., Thursday, February 14, 2019
Arts Building Room 241 Neatby-Timlin Theatre

Attendance: See item 3 Appendix A for the listing of members in attendance.

The chair of Council, Dr. Jay Wilson, called the meeting to order at 2:45 noting that quorum had been reached.

1. Adoption of the agenda

Downe/Urquhart: *That the agenda be adopted as circulated.*

CARRIED

2. Chair's remarks

The chair acknowledged that Council meets on Treaty 6 territory and the homeland of the Métis. Dr. Wilson reminded those in attendance of the usual protocols for discussion and debate.

The chair reported to Council on two items. First, at its meeting on January 30, 2019, the coordinating committee considered Dr. Findlay's request for clarity on the redactions to a document requested through a freedom of information (FOI) submission to the university and the privacy commissioner on the symposium called "Research Management and the Right to Know," which he presented to Council at the January 17, 2019 meeting. Dr. Wilson noted that the committee invited the university's privacy officer to the meeting to explain the process and to answer questions, and that the FOI request is still in front of courts. Dr. Wilson reported that the committee was satisfied that the president's response at the January 17, 2019 Council meeting addressed the matter.

Second, the chair reported on the monthly breakfast meeting of Council chairs and the president's executive committee. The vice-president of university relations, Dr. Debra Pozega-Osburn presented on the new campaign and brand. The associate vice-president, services, Wade Epp provided an update on labour relations and potential job action by CUPE 1975.

3. Approval of minutes of the meeting of January 17, 2019

Lemisko/Smith: *That the minutes of the January 17, 2019 meeting be approved as circulated.*

CARRIED

4. Business Arising from the Minutes

A Council member requested further discussion on the matter of the symposium on “Research Management and the Right to Know.” The chair indicated that, as he had indicated in his chair’s remarks, the co-ordinating committee had concluded that this issue should not be placed on the Council agenda for further discussion at this time, in part because it is still in front of the courts..

The member stated her opinion that Council should be concerned about the lack of public scrutiny of events such as the symposium to which the FOI request referred, at which industry representatives, researchers and university administrative staff were present.. She showed Council the redacted transcripts of the symposium and posed the question of whether research has to be managed. She recalled the principles of openness, transparency and accountability, and ethical behaviour and respect from the university’s *Mission, Vision, and Values*.

Another question was posed to the provost regarding the meaning of “restructuring” of the health sciences and what will it mean. The question was deferred to the provost’s report.

The chair read a response from Dr. Karen Chad, vice-president research regarding a question posed by Dr. Stephen Urquhart at the November 2018 meeting of Council. The chair read the response to Council, as follows.

At the November Council meeting, Dr. Stephen Urquhart asked the following questions: Has investment in our signature areas led to growth in research productivity in these areas, where productivity is measurable quantity? Does the growth in our signature areas reflect a suitable return on investment for the resources – including scholarships – that have been expended in this direction?

Given that our signature areas were identified a decade ago, and the commitments articulated in the new University Plan and Strategic Research Plan, our Vice-President Research has already initiated the development of a report which will comprehensively address Dr. Urquhart’s questions, and more.

In collaboration with RSAW, vice-president Chad (with the assistance of an advisory group) will return to university Council in the fall with a report comprising four parts:

Background behind the University of Saskatchewan’s decision to identify areas of strength; The process that was undertaken; Facts, data and stories that show the reality of the progress, including an examination of the growth in research productivity and return on the investment for the resources made; Lessons learned and a reflection of our new environment, internally and externally 10 years later.

This report will assist the university, helping to inform dialogue and action, as we move forward to implement the Strategic Research Plan, “Discovery the World Needs” which includes a specific commitment to emboldening our

strengths, while cultivating areas of emerging strength and potential. (Dr. Chad, email correspondence Feb. 14, 2019)

The chair also indicated for Council that Dr. Chad has reset the original timeframe of this work being completed, being mindful of the almost certain CUPE strike.

Another member inquired as to the president's remarks from the minutes of January 17, 2019 indicating a connection between academic freedom, and the ability of members of the university community to enter into discussions on a "without attribution basis." He questioned whether these two concepts were being conflated.

The president replied that he would take the question away and respond at a future Council meeting.

5. Report of the President

President Peter Stoicheff presented his report to Council and spoke to two items specifically: the U15 and Universities Canada's work with the federal Ministry of Innovation, Science, and Economic Development's regarding a variety of issues concerning Canada-China relations; and a question posed at the last meeting on USask's sustainability record.

The president responded to a question from a previous Council meeting about how USask was going to respond to the government of Canada's travel advisory on China. The China travel advisory is on a list with 55 other countries at the same level, including Belgium, Mexico, France and the UK. There are 21 other countries have a higher level of travel risk. We have not called attention to the 55 travel advisories, and therefore have no plans to call attention to the travel advisory to China exclusively.

As he had mentioned previously, U15 and Universities Canada have created an ad-hoc group which has met only once in Ottawa regarding swiftly evolving relationship issues between Canada and China. That ad hoc group has considered how government actions in areas including trade, business competition, and national security might affect universities. He pointed out that USask does not have any research partnerships with Huawei.

The president remarked that universities' relationships with other countries are important for more than one discipline, more than one country, and more than one university. The president offered that in considering which countries and universities to partner with internationally, that we should keep in mind that we can do what governments cannot; that is to say that universities can sustain dialogue on a deep cultural and intellectual level. For instance, President Stoicheff was honoured to receive an invitation to speak at Minzu University in China, a university which is dedicated to the study of ethnic minorities.

President Stoicheff addressed the question about the university's efforts and progress in reducing our carbon footprint. He reported that the data available dates back to 2016. Capital

infrastructure has grown significantly since then, and if actions had not been taken we would have seen an increase to our carbon footprint. Instead, a modest reduction of 1.1% from 2006/07 baseline was reported. Actions to achieve this included, for example: an LED lighting retrofit, an annual reduction of 300 tons of CO², building retrofits, reduction of 68 tons of landfill to compost at a cost of \$150,000, replacement of old transformers, and the potential for a co-gen plant that will generate steam from natural gas not from coal. The latter would be costly and the university has applied for a federal grant.

The chair recognized Dr. Len Findlay. Dr. Findlay suggested that the president take the remarks about and history of the university's ongoing productive relationship to China and hold them in the same frame as Dr. D'Eon's question about academic freedom – academic freedom being about disclosure. He recalled the non-disclosure clause in the university's agreement with the Confucius Institute that was signed under President Peter MacKinnon. He reiterated President Stoicheff's comment that universities can do what governments cannot, and added that that is because universities are not the creatures of government.

6. Report of the Provost

Dr. Tony Vannelli presented the provost's report to Council. He informed Council that on January 24, 2019, the senior leadership forum, i.e. the college and school deans and executive directors, vice-presidents, vice-provosts, and AVPs met at a day-long retreat to share and discuss the alignment of their college and unit plans with the *University Plan: 2025*. A clear and collective vision is coming together. Dr. Vannelli noted the key themes that emerged at the retreat that were outlined in his written report. He expressed hope for a continued strong partnership with the provincial government.

Dr. Vannelli responded to the question posed at the January 17, 2019 Council [in his absence] that was raised again at this meeting regarding the meaning of "restructuring" of the health sciences council. He conveyed that the restructuring will provide mechanisms to support collaboration and interdisciplinarity. In 2009 the health sciences deans' council was created with the purpose of effectively operating the academic, interprofessional, and research mission of the health sciences, and stewarding the investment of \$400M into the health sciences building. The council will be strengthened to achieve ongoing success. Three new positions have been created to move in that direction, and Dr. Steven Jones has been appointed as the lead of the council.

He reported that at the November 7, 2019 meeting of PPC, health sciences restructuring was discussed. On March 14, 2019, further discussions on fostering interdisciplinarity in the health sciences will take place at the governance committee.

A Council member observed that we still seem to be at the stage of realizing that mechanisms are needed to enhance interdisciplinarity and interprofessional education in the health sciences rather than discussing what those mechanisms should be.

Another Council member inquired as to the appropriate balance between “putting students first” and enabling research strength.

A question was posed about how interdisciplinarity is being conceived. Perhaps the discourse should change to “transdisciplinarity”. This would ensure appropriate emphasis on the impact of collaboration between the disciplines, and with disciplines and the community.

A member requested a report to Council on the progress toward achieving the guideposts articulated in the university plan. The provost indicated that there would be a report provided to Council in the fall of 2019.

7. Student Societies

7.1 Report from the USSU

Mr. Rollin Baldhead, president of the USSU presented the USSU’s report to Council. He provided introductory remarks in Cree, noting the importance of the land acknowledgement at the beginning of the Council meetings. He suggested that the acknowledgement would be even more meaningful if it was also communicated in Cree.

Mr. Baldhead reported on the activities of each of the vice presidents of the USSU over the past month. He noted the seventh annual symposium on undergraduate research; the “Know Your Rights and Responsibilities” event; speed friending; the monthly farmers’ market; hot chocolate by the rink; and women in leadership. The semi-annual meeting with constituency presidents took place where an update was provided on insurance fees. The USSU is also undertaking a retrofit program to replace inadequate appliances. Efforts are underway to modernize the UPass. An in-house elder has been welcomed by the student and campus community. A campaign will be starting on tuition, to be called “Invest in US” to signal that investing in students is investing in our economy.

Mr. Baldhead responded to the question posed at the January 17, 2019 meeting regarding what strategies made the USSU successful on the campus FOI index. He indicated that the strategies adhere to USSU policies.

Mr. Baldhead provided a translation for his remarks at the beginning of the USSU report. He said “when I stand up here I miss my language. I miss it so much I would like to hear it in our land acknowledgement. I introduced myself to you by my name which was given to me by my great, great family members. Hiy hiy.”

7.2 Report from the GSA

Naheda Sahtout, the GSA president, presented the GSA’s report to Council. She congratulated Dr. Wilson on his election to the chair of Council. The GSA’s current focus is on tuition, and participating in the tuition consultations. Although graduate students appreciate the thoughtful

approach to consultation about tuition, there are still concerns. The GSA understands the need to balance accessibility with high quality. Graduate thesis-based programs should be seen as distinctive, however, as they train graduate students to be future academics and future leaders.

Ms. Sahtout reported that last year the GSA distributed a survey that asked about tuition and international differential fees. Responses conveyed a lack of understanding about the meaning and purpose of differential fees. Several respondents felt that they were discriminatory. The survey found that 50% of graduate students work to fund their education. 40% will graduate in debt. 70% are stressed due to finances. 15% might leave the program due to financial hardship. 70% didn't feel the increase in tuition was reflected in program quality. One of the main factors in mental health and wellbeing was also financial hardship.

Students need to understand where their tuition dollars are spent. Graduate students rely on funding packages. If tuition is increased the university should also look at increasing funding packages. Saskatoon also has a high cost of living and we have one of the lowest research and teaching assistant rates. International students have added cost of maintaining their Canadian residency. Also, if a student is working outside the university then their productivity inside the university decreases.

8. Academic Programs Committee

Dr. Chelsea Willness, vice-chair of Council took over chairing the meeting in Dr. Wilson's place for the APC report given he was a proponent of the request for decision.

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

8.1 Request for Decision: Degree-level Certificate in Teaching English as a Second Language (CERTESL)

Dobson/Brooke: *That Council approve the degree-level Certificate in Teaching English as a Second Language (CERTESL), effective May 2019.*

CARRIED

8.1 Report for Information: 2019-2020 Academic Calendar

Dr. Wilson resumed chairing the Council meeting. He reported that the academic calendar was provided in the Council package.

9. Planning and Priorities Committee

Ken Wilson, vice-chair of the planning and priorities committee, presented the request for decision to Council.

9.1 Request for Decision: Name change for the Department of Linguistics and Religious Studies

Wilson/Racine: *That Council approve the name change of the Department of Linguistics and Religious Studies to the Department of Linguistics effective July 1, 2019, with student records to be updated for May, 2020.*

CARRIED

10. Joint Committee on Chairs and Professorships

Jim Basinger, interim vice-provost faculty relations presented the report to Council.

10.1 Request for Decision: Chair in Wetland and Waterfowl Conservation

Basinger/Soltan: *It is recommended that Council approve the Chair in Wetland and Waterfowl Conservation and recommend to the Board of Governors that the Board authorize the establishment of this chair.*

There was a call for quorum. Quorum was maintained. The motion was voted on.

CARRIED

11. Other business

There was no other business.

12. Question period

The chair opened the floor for questions.

A question was posed to the provost regarding the split of recognition in TABBS for co-investigators on research grants. The provost reported that currently it is awarded to the principal investigator but that work is underway to improve tracking of collaborative grants and to share credit across teams.

A Council member expressed concern with the report of the GSA on perceptions of international differential fee. Other universities waive the differential fee for funded students. The provost indicated that the question will be brought to the interim dean of CGPS and to deans' council for discussion.

13. Adjournment

Dobson: The meeting was adjourned by motion at 4:00pm.

Table 1. University Council action items

Page and note	Date	Item	Responsible
p.2 s.4	02/12/2019	In the fall 2019 a report on progress on the research signature areas will be provided for Council	Dr. Chad
p.4 s.6	02/12/2019	In the fall of 2019 a report on progress toward guideposts in the <i>University Plan: 2025</i> will be provided for Council	Dr. Vannelli
p.7 s.12	02/12/2019	The results of the GSA survey on tuition and the international differential will be discussed at a future deans' council meeting and provided to the interim dean of CGPS	Dr. Vannelli
p.2 s.4	02/12/2019	The president will respond to the question on the relationship between academic freedom and discussions that take place "without attribution bias"	Dr. Stoicheff

Voting Participants

Name	Sept 20	Oct 25	Nov 22	Dec 20	Jan 17	Feb 14	Mar 21	Apr 18	May 23	June 20
Andraos, John	R	A	A	A	A	A				
Albert, Mike	P	A	A	A	A	A				
Basinger, Jim	P	A	P	P	P	P				
Bell, Scott	R	R	R	R	R	R				
Blakley, Jill	R	P	R	P	R	P				
Bonham-Smith, Peta	A	P	P	P	P	P				
Brook, Ryan	P	P	A	P	R	P				
Brothwell, Doug	P	P	P	P	P	P				
Bruni-Bossio, Vince	P	P	P	R	P	R				
Buhr, Mary	P	P	R	P	R	P				
Card, Claire	P	A	A	P	P	P				
Carter, Mark	P	A	P	P	P	A				
Chernoff, Egan	P	P	P	P	R	R				
Chibbar, Ravindra	P	P	P	P	A	R				
Crowe, Trevor	P	P	P	P	P	P				
De Boer, Dirk	P	P	P	P	P	R				
D'Eon, Marcel	R	P	P	P	P	P				
Deters, Ralph	P	P	P	A	P	P				
Detmer, Susan	R	R	R	R	P	A				
Dick, Rainer	P	R	P	P	P	P				
Dierker, Meaghan	A	A	A	A	A	A				
Dobson, Roy	P	P	R	P	P	P				
Downe, Pamela	P	P	R	P	P	P				
Elias, Lorin	P	P	P	P	A	R				
Engler-Stringer, Rachel	P	P	R	P	P	P				
Eskiw, Christopher	P	P	A	P	P	A				
Flynn, Kevin	R	R	R	R	R	R				
Fotouhi, Reza	P	A	P	P	P	A				
Freeman, Douglas	R	P	R	R	R	P				
Gabriel, Andrew	P	A	A	P	A	A				
Gillis, Glen	R	P	P	P	P	R				
Gjevre, John	P	P	P	P	P	A				
Goodridge, Donna	A	P	R	R	P	P				
Grosvenor, Andrew	P	P	P	P	P	P				
Gyurcsik, Nancy	P	P	P	R	P	R				
Han, Yifan	P	R	R	P	A	P				
Harrison, William	A	A	A	A	A	A				
Henry, Carol	P	R	P	P	R	P				
Jamali, Nadeem	P	P	P	P	P	P				
Jensen, Gordon	P	R	P	P	R	A				
Jones, Paul	R	R	A	R	P	P				
Just, Melissa	P	P	P	P	P	A				
Kalra, Jay	P	P	P	P	P	R				
Kelly, Timothy	P	P	P	R	R	R				
Khandelwal, Ramji	P	P	P	P	P	P				
Klassen, Lauren	A	A	A	P	P	P				
Ko, Seok-Bum	R	R	P	P	P	P				
Koh-Steadman, Noah	A	A	A	A	A	A				
Kresta, Suzanne	A	P	P	R	P	R				
Krol, Ed	P	P	R	P	P	P				
Kumaran, Arul	A	P	P	A	A	P				
Lamb, Eric	R	P	R	P	P	P				
Lane, Jeffrey	P	A	P	R	P	R				
Langhorst, Barbara	P	R	R	R	P	R				
Lemisko, Lynn	R	R	R	P	P	P				
London, Chad	P	P	P	R	P	P				
Luke, Iain	R	A	A	R	R	R				
Macfarlane, Cal	A	A	A	A	A	A				

Name	Sept 20	Oct 25	Nov 22	Dec 20	Jan 17	Feb 14	Mar 21	Apr 18	May 23	June 20
MacLean, Jason	P	R	R	A	P	A				
Manley-Tannis, Richard	A	P	P	P	P	P				
Martinez-Soberanes, Edgar	P	P	P	R	P	P				
Mousseau, Darrell	P	A	P	P	A	A				
Munoz, Carlos	P	P	R	R	A	P				
Murphy, JoAnn	P	P	R	P	P	P				
Newman, Kagen	A	A	A	A	A	A				
Papagerakis, Petros	P	P	P	A	P	R				
Phillips, Peter	R	A	P	P	R	P				
Phillipson, Martin	P	R	P	P	P	P				
Pocha, Sheila	A	P	P	A	A	R				
Poettcker, Grant	A	A	A	A	A	A				
Prytula, Michelle	R	A	R	P	P	R				
Racine, Louise	P	R	P	R	P	P				
Risling, Tracie	P	P	P	P	P	R				
Sarty, Gordon	P	P	P	P	P	P				
Saxena, Anurag	R	R	R	R	P	A				
Shevyakov, Alexey	R	R	R	R	P	R				
Simons, Gabe	R	A	R	A	A	P				
Smith, Charles	P	P	R	P	R	A				
Smith, Preston	P	P	A	P	A	P				
Smith, Martha	P	P	P	P	P	P				
Solose, Kathleen	P	P	P	R	P	P				
Soltan, Jafar	R	P	P	P	P	P				
Spurr, Shelley	P	P	R	P	P	P				
Stoicheff, Peter	P	P	P	P	P	P				
Squires, Vicki	P	R	P	P	P	P				
Swidrovich, Jaris	P	P	P	R	P	R				
Thompson, Emma	A	A	A	A	A	A				
Tzeng, Huey-Ming	A	A	A	A	A	A				
Urquhart, Stephen	P	P	P	P	P	P				
Vannelli, Tony	P	P	P	P	R	P				
Vassileva, Julita	P	P	P	P	P	P				
Waldner, Cheryl	P	P	P	P	R	A				
Walker, Keith	P	R	P	P	P	A				
Walker, Ryan	R	R	R	P	P	R				
Wallace, Alexa	A	A	A	A	A	A				
Wasan, Kishor	P	P	P	P	R	P				
Willenborg, Christian	P	P	R	P	P	P				
Willness, Chelsea	P	P	P	P	P	P				
Willoughby, Keith	R	P	R	P	P	R				
Wilson, Jay	P	P	P	P	P	P				
Wilson, Ken	P	P	P	P	P	P				
Wilson, Lee	P	R	P	P	P	P				
Woods, Phil	P	P	P	P	P	P				
Wotherspoon, Terry	R	R	P	P	P	P				
Wurzer, Greg	P	P	P	P	P	R				
Zello, Gordon	P	P	P	P	P	P				
Zhang, Chris	R	P	A	P	P	R				

COUNCIL ATTENDANCE 2018-19

Non-voting participants

Name	Sept 20	Oct 25	Nov 22	Dec 20	Jan 17	Feb 14	Mar 21	Apr 18	May 23	June 20
Baldhead, Rollin	N/A	P	P	P	P	P				
Bilson, Beth	P	P	P	P	P	P				
Chad, Karen	P	P	P	R	P	P				
Fowler, Greg	A	A	A	A	A	P				
Gough, Rhonda	P	P	P	P	P	R				
Isinger, Russell	P	P	P	P	P	P				
Kobes, Brent	R	P	A	A	A	A				
McDougall, Patricia	P	P	P	P	P	P				
Moellenbeck, Sheldon	P	A	P	P	R	P				
Morrison, Karen	P	P	P	P	R	P				
Ottmann, Jacqueline	R	R	R	P	P	A				
Pozega Osburn, Debra	R	R	R	P	P	R				
Sahtout, Naheda	P	P	R	P	R	P				
Still, Carl	P	A	P	R	R	A				

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL March 2019**FSIN Assembly**

I had the honour of addressing the assembly of the Federation of Sovereign Indigenous Nations (FSIN) last month. My address was part of our memorandum of understanding (MOU) with the FSIN signed in 2017. The MOU calls for the President of the university to address the assembly at least once a year, and for the FSIN Chief to meet with governing bodies at USask. Chief Cameron is slated to meet with our board of governors this June.

I took the opportunity to address the 74 Chiefs and community members on Treaty 4 territory to discuss our student successes and our efforts towards Indigenization and Reconciliation. I believe this was the first time a university president has addressed the assembly and, by all accounts, it was well received.

In addition to the address, Provost Vannelli and I had a chance to interact with and personally thank those Chiefs and representatives with whom we have direct relationships including: Chief Mark Arcand from the Saskatoon Tribal Council, Chief Evan Taypotat of the Kahkewistahaw First Nation, and President of First Nations University of Canada, Mark Dockstator. I look forward to future opportunities to work with the Assembly and will report back on Chief Cameron's meeting with the Board in June.

Enhancing our Government Relations

As of the writing of this report, Sara Daniels begins her new role as USask's associate vice-president (AVP) of government relations, in the office of the VP University Relations.

Our key constituencies include the governments with which we interact on a daily basis. The associate vice-president government relations position will allow us to work across the university and throughout our communities to help ensure productive, beneficial relationships with our government partners and stakeholders

Sara Daniels brings with her more than twenty years of experience working at Canadian universities and in Indigenous and provincial government positions. Born in Saskatchewan and having grown up on Fishing Lake Métis Settlement in Alberta, Sara also has extensive experience working with Indigenous communities. Sara will work closely with me, the senior executive team, as well as deans and directors and other senior administrators throughout the university, to develop and advance government relations at all levels of the institution.

Huskies Performance

This past month I had the opportunity to attend the Canada West championship games for our women's basketball team and men's hockey.

The women's basketball team fought successfully to overcome Regina to take home a sixth Canada West banner; the men's hockey team lost a close best-of-three contest to the University of Alberta Golden Bears. Both teams have qualified for the national championship games which will have concluded by the time Council meets – I know I'll have more good news to report then.

Our men's and women's track and field teams won the western conference – the first time any university has swept the conference in fifteen years. The women's wrestling team won the western conference and went on to finish second in the country – their best result in the history of their program. The men's wrestling team finished second in the west.

It's important to point out that at the heart of the Huskie Athletics program are our students. Hundreds of students from fifteen athletic teams dedicate themselves to an elite level athletic experience while simultaneously pursuing their academics at a high level. Huskie Athletes are from all academic disciplines – we have teachers who play volleyball, doctors who play soccer, and engineers who run track.

Governed by the national USPORTS organization, all university athletes must maintain academic enrolment and performance to be eligible to compete. This past October, we honoured 175 athletes who achieved the status of "all-academic first", an honoured bestowed annually on student-athletes who maintain excellence in their academics while pursuing their full-time studies.

Provost's Report to Council

March 2019

GENERAL REMARKS

Since my last report to Council in February 2019, the major activities in the colleges, schools and support centres have focussed on budget finalization of 2018-19 and planning for 2019-2020 budget cycle. Colleges and schools, in addition, have been engaged with consultations with students on tuition levels to be set for 2019-2020. In fact, tuition and fees were discussed at the last Priorities and Planning Committee (PPC) meeting on March 13. The Board of Governors will review tuition and fees for the university at its next meeting on March 18 and 19.

PPC also discussed the new Academic Program Review (APR) guidelines prepared by Institutional Planning and Assessment. The intent of the new APR guidelines is to assure all academic programs (undergraduate and graduate) are reviewed to assure program quality and effectiveness as described below.

The week of March 18-22 will be a very busy week for the university with major meetings and announcements having impact on the university. The Board of Governors meeting on March 18 and 19, the Federal Budget is presented on March 19, and the provincial budget is presented on March 20. The Vice-President, Finance and Resources, Greg Fowler and I will address Council with a look at the 2019-2020 University of Saskatchewan budget at the next April Council meeting.

At this key time, I want to again commend the entire university and its collective leadership that remain focussed on delivering the highest quality programs and scholarship as we move towards implementing the new University Plan 2025.

INSTITUTIONAL PLANNING AND ASSESSMENT

Ongoing consultations for the Academic Program Review (APR) continued throughout January and February. Beginning in 2019-20, APR will systematically review all undergraduate and graduate programs over an 8-year period to facilitate quality enhancement. APR was developed through a partnership with Institutional Planning and Assessment (IPA), the College of Graduate and Postdoctoral Studies, and the Vice-Provost Teaching, Learning, and Student Experience. A U15 benchmark study and an external review of our academic program review practices were conducted to inform the design of APR. Past program review processes have been summative in nature, focusing primarily on current quality and effectiveness. APR will be a formative assessment focusing on:

- Teaching and learning quality enhancement
- Alignment with ongoing College/School planning processes
- Demonstrating accountability for program quality to key stakeholders, including Governments, the University's governing bodies and the general public



On behalf of the office of the provost and vice-president academic, IPA will be lead the APR process providing a range of benefits to the university, including:

- Predictable intervals to examine the quality of all programs offered by the university
- Improved student learning experiences through a focus on the quality enhancement of teaching and learning
- Accessible program information, including student and alumni feedback, available to departments for internal decision making and planning
- Critical assessment tools for program teams and leaders
- Feedback and quality improvement recommendations from external academic leaders
- Identification of areas of strength in each program
- Opportunities for deans/directors to address resource and planning needs related to academic programs
- Tangible evidence of program quality for governments and other stakeholders

COLLEGE AND SCHOOL UPDATES

Pharmacy and Nutrition

The 2018 AFPC Benchmark Data* has been released and Pharmacy and Nutrition has done very well. They are #1 in Canada in Self-Declared Indigenous Pharmacy Students and #2 in both Total Research Income and Fundraising:

- 22 Self-Declared Indigenous Pharmacy Students
- \$7.36 M Total Research Income
- \$1.22 M Realized donations

**Source: 2017-2018 Association of Faculties of Pharmacy of Canada Benchmark Data*

Edwards School of Business

As part of the larger entrepreneurship strategy at the Edwards School of Business, the 12th Annual Haddock Entrepreneurial Speaker Series was held in January 2019. A hallmark of the event was the unveiling of the inaugural *Get a Bigger Wagon Young Entrepreneur Awards*. Young entrepreneurs aged 7 to 15 with an existing business were encouraged to enter for a chance to win a cash prize. USask alumnus, Duane Smith also shared lessons with students, faculty and community members from his early days as an entrepreneur to selling his award-winning company, JayDee AgTech, to the Jim Pattison Group. To view the full story and list of the inaugural recipients of the *Get a Bigger Wagon Young Entrepreneur Awards*, please visit www.edwards.usask.ca.

USSU Report

Vice President Operations and Finance Brent Kobes presented the USSU's budget for the 2019-2020 year. This year's budget is balanced with much thanks to the management teams at the Union. Additionally VP Kobes is happy to report in the over 68,000 dollars of in-kind services the USSU provides for campus groups and reminds campus groups to get in their receipts to his office before year end and to submit their CCR's . Finally VP Kobes is happy to report that preparations for the USSU's Student Tax Clinic is well underway.

Vice President Student Affairs Rose Wu has been busy planning March events. The third annual Women in Leadership happened on March 8th. The event included a panel discussion, networking workshop presented by the SECC, and free professional headshots sponsored by the Alumni Association. Farmers Market, Clothing Swap, and Zero waste workshop will be taking place on March 15 in North Concourse, Place Riel. The Sustainability Committee have been meeting regularly and have approved many innovative projects.

Vice President Academic Affairs Sheldon Moellenbeck is keeping busy with his many committees. Additionally, he is working with the USSU's Academic and Governance Assistant to organize the USSU's annual Experience in Excellence Awards. This event is taking place on March 31, where ten instructors and one teaching assistant will be recognized with a prestigious Teaching Excellence Award. Further, many students will be recognized for their contributions to the campus community. A list of the winners will be made available after March 31.

The USSU Is launching a campaign to pressure the provincial government, it is called Invest in Us. We are out in different colleges to get testimonies and stories of how program funding cuts, and tuition raised affects students in there personal/educational journeys. We are excited to begin our elections for a new executive, as well as seeing our projects coming to a end with great success and turnouts.

Thank you,

Rollin Baldhead



University of Saskatchewan Graduate Students' Association

University Council Report – March 2019

As we near the end of our elected terms, the GSA Executive continue to work on supports and resources for both our graduate students and faculty advisors. We will continue working on finding new ways in which we can engage our graduate students so as to prepare them for a successful academic career and future. Our collaborative partnerships have helped pave the path for several new and promising initiatives.

In this report, we will highlight the following:

(1) Graduate Student Tuition Setting for 2019-2020

The GSA would like to encourage our University and faculty members to consider any increases in tuition in parallel with graduate student funding levels to ensure affordability and accessibility of graduate education at the University of Saskatchewan. With many of our students struggling to balance tuition and living costs, it is important to ensure that we do not add further to their financial stress. We would also like to remind the University community that the international differential rate increased substantially last year, adding a significant financial burden onto our international graduate students. We are hopeful that we will continue to maintain our position as one of the most accessible universities for international students in Canada.

(2) Graduate Student Research Conference

On February 27 and 28, the GSA organized the Graduate Student Research Conference. This conference saw graduate students from various disciplines, including Environment, Engineering, Medicine and Humanities, present their research to a general audience. This opportunity provided students with a chance to practice communicating their research. The level of engagement of students and faculty showcased the true nature of the impressive research that is conducted here at the University.

(3) Three-Minute Thesis Competition

On March 27, we will be hosting the 3MT Competition. This is a fun and exciting opportunity for both new graduate students and those in their later years. It is also another chance for us to showcase and celebrate the diversity of research that is happening at the University, as several of the judges will be members of the community. We encourage faculty and members of the University to join us to celebrate with us the research and scholarly activity of our graduate students.

(4) Awards Gala

On April 6, the GSA will host the Annual Awards Gala. At this event, we will honour students who have demonstrated community engagement, academic excellence and leadership. We will also celebrate graduate faculty who have supported student success, engaged in mentorship and have provided their students with a superior academic journey. We are hopeful that members of the campus community will join us on this day to celebrate our graduate students and their successes.

We continue to look forward to working with senior administrators, faculty and staff on new initiatives that are for the betterment of graduate students and graduate education at this University.

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

PRESENTED BY: Roy Dobson; Chair, Academic Programs Committee

DATE OF MEETING: March 21, 2019

SUBJECT: **Admissions Qualifications change – English proficiency requirements for the Doctor of Veterinary Medicine (DVM) Program**

DECISION REQUESTED:

*It is recommended:
That Council approve the proposed changes to the
English proficiency requirements for the Doctor of
Veterinary Medicine (DVM) program, effective for
admissions for 2020/21.*

PURPOSE:

Changes to admissions qualifications require approval by University Council and confirmation by University Senate.

The English Proficiency Policy and associated procedures allow for colleges to approve higher than minimum standards through their faculty councils, APC, and University Council.

CONTEXT AND BACKGROUND:

With the withdrawal of Alberta's partnership with the Western College of Veterinary Medicine (WCVN), the college is proposing to permit international students to apply for admission to the DVM program, starting for fall 2021 entry. With the expansion to an international pool of non-English speaking applicants, the college has reviewed its English proficiency requirements and has determined that higher standards are necessary to ensure student success in the program, as well as safe client care in clinical practice.

WCVN is seeking a minimum overall IELTS score of 7.0, whereas the current U of S minimum overall score is 6.5. Notably, WCVN will require a minimum 7.0 for both the speaking and the writing components of the test. IELTS is used as the base test at the U of S, and therefore the minimum required scores for TOEFL, CanTest, and CAEL were raised as well. WCVN also considers a mark of at least 80% in the speaking and writing components of U of S's ESL program to demonstrate English proficiency.

The proposed change to the minimum English proficiency requirements would put the WCVM in line with other Canadian veterinary schools that accept international students.

FURTHER ACTION REQUIRED:

University Senate was asked to confirm this decision at its April 2019 meeting.

ATTACHMENTS:

1. Proposal for WCVM Admissions English Proficiency Requirement Change.



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: **WCVM Admission English Proficiency Requirement Change**

Degree(s): **Doctor of Veterinary Medicine - DVM**

Field(s) of Specialization:

Level(s) of Concentration:

Option(s):

Degree College: **Western College of Veterinary Medicine - WCVM**

Contact person(s): **Chris Clark**, WCVM Associate Dean Academic

Ph: 7409, chris.clark@usask.ca

Heather Mandeville, WCVM Manager Admissions & Recruitment

Ph: 7413, heather.mandeville@usask.ca

Proposed date of implementation: **First Year DVM Students entering fall 2021**

Proposal Document

Due to the withdrawal of Alberta's partnership with the Western College of Veterinary Medicine (WCVM), it is anticipated that international students will be permitted to apply for admission to the Doctor of Veterinary Medicine (DVM) Program to enter fall 2021 entry (fall 2020 application deadline). With the expansion to an international pool of non-English speaking applicants, the WCVM has reviewed its current English proficiency requirement which is the current U of S standard. Note: This requirement has almost never been utilized, since all applicants must be Canadian Citizens or Permanent Residents of Canada, as well as residents of one of the four western Canadian provinces or northern territories. Upon recommendation from the U of S International Transfer Credit Office, the WCVM considered the higher level standards required by the College of Nursing (primarily in the speaking component). A proposal aligning with Nursing's minimum standards was taken forward to the WCVM Faculty Council for vote; however, after lengthy discussion an amendment was made and Faculty voted unanimously to support that the WCVM minimum English requirements be the same as the Atlantic Veterinary College's. After consultation with Sanae Ko, Assistant Director at the U of S Language Centre, the overall TOEFL value was changed from 100 to 94 to align with the bottom range with the IELTS band score 7.0.

WCVM ENGLISH LANGUAGE PROFICIENCY REQUIREMENT CHANGE – Effective Fall 2021 Entrants

Test	WCVM Proposal
	A high-level understanding and functionality in English is essential for successful completion of the DVM Program and for safe client care in the veterinary profession. Applicants who have not completed a minimum of two years of full-time study in a degree program from a recognized post-secondary institution (as recognized by USASK) where English is the official language of instruction and examination must present evidence of meeting the minimum scores in one of the English Proficiency Examinations listed below.
IELTS	Overall: 7.0 Reading: 6.5 Listening: 6.5 Speaking: 7.0 Writing: 7.0
TOEFL IBT	Overall: 94 Reading: 22 Listening: 22 Speaking: 25 Writing: 25
CanTest	Overall: n/a Reading: 4.5 Listening: 4.5 Speaking: 5.0 Writing: 5.0
CAEL	Overall: 70 Reading: 60 Listening: 60 Speaking: 70 Writing: 70
ESL	Overall: 80% Speaking: 80% Writing: 80%

Notes:

- Test scores must be available at the time of application.
- All scores must be from one exam date, not to be combined with other exam dates.
- Tests are valid for 24 months after the testing date and must be valid at the beginning of the student's first term of registration in the DVM Program.
- If a student defers admission to a future term, the test score must be valid at the time of the new start date, or a new test must be completed successfully.

The rationale behind this amendment for higher English requirements expressed by WCVM Faculty was based on faculty who have extensive experience with graduate-level students from non-English speaking backgrounds, as well as knowledge of the demands of the DVM curriculum and examinations.

Note a score of 7 in IELTS relates to “Has good command of English but also has occasional inaccuracies, misunderstandings or inappropriate words. Can use complex language quite well and understands detailed argumentation quite well.” This would appear to be the minimum required for completion of the early years and a “bare minimum” for entry into the Veterinary Medical Centre.

Please also note that the test requirements are waived if 2 years of undergraduate education have taken place in a college where English is the language of instruction and examination.

1. Academic justification:

- An increase to the English proficiency requirement is necessary to ensure academic success of all students entering the WCVM's DVM Program.*
- International/non-English students would be entering through non-IPA (non-Interprovincial Agreement) seats with a significantly higher tuition, e.g., \$50,000/year more than provincially-subsidized seats. Ensuring success in the program is of utmost importance to the WCVM.*
- Minimum requirements recommended are based on requirements from Atlantic Veterinary College – a comparable academic program/course load to the WCVM's DVM Program that has several decades experience admitting international students.*

2. Admissions

- Admission requirements for the DVM Program are outlined on the WCVM website: <https://admissions.usask.ca/veterinary-medicine.php>. Requirements are posted the year prior to application allowing fair time to meet them.*
- International applicants would be required to apply through VMCAS (Veterinary Medical College Application Service) based out of the U.S. Deadlines for application through this service are one year prior to date of anticipated entry, e.g., Sept 15/2020 for fall 2021 entry.*

Required for all submissions:

- Consultation with the Registrar form – see attached.
- In addition, consultation with Karen Gauthier, Alison Pickrell and Sanae Ko (Language Centre) was sought to ensure recommended scores were appropriate and consistent across exams.

For Comparison:

Test	U of S Current	U of S Nursing	WCVM Proposal	Atlantic Vet Coll - UPEI	ON Vet Coll - Guelph	California Davis	Cornell
IELTS	Overall: 6.5 Reading: 6.0 Listening: 6.0 Speaking: 6.0 Writing: 6.0	Overall: 6.5 Reading: 6.0 Listening: 6.0 Speaking: 7.0 Writing: 6.0	Overall: 7.0 Reading: 6.5 Listening: 6.5 Speaking: 7.0 Writing: 7.0	Overall: 7.0 Reading: 6.5 Listening: 6.5 Speaking: 7.0 Writing: 7.0	Overall: 6.5 Reading: 6.0 Listening: 6.0 Speaking: 6.0 Writing: 6.0		
TOEFL IBT	Overall: 86 Reading: 19 Listening: 19 Speaking: 19 Writing: 19	Overall: 90 Reading: 20 Listening: 22 Speaking: 26 Writing: 20	Overall: 94 Reading: 22 Listening: 22 Speaking: 25 Writing: 25	Overall: 100 Reading: 22 Listening: 22 Speaking: 25 Writing: 25	Overall: 89 Reading: 21 Listening: 21 Speaking: 21 Writing: 21	Minimum: 105	Minimum: 100
CanTest	Overall: 4.5 Reading: 4.5 Listening: 4.5 Speaking: 4.0 Writing: 4.0	Overall: n/a Reading: 4.5 Listening: 4.5 Speaking: 5.0 Writing: 4.5	Overall: n/a Reading: 4.5 Listening: 4.5 Speaking: 5.0 Writing: 5.0	Overall: 5.0 Reading: Listening: Speaking: Writing:	Overall: n/a Reading: Listening: Speaking: Writing:		
CAEL	Overall: 70 Reading: 60 Listening: 60 Speaking: 60 Writing: 60	Overall: 70 Reading: 60 Listening: 60 Speaking: 70 Writing: 60	Overall: 70 Reading: 60 Listening: 60 Speaking: 70 Writing: 70	Overall: 70 Reading: Listening: Speaking: Writing:	Overall: 70 Reading: Listening: Speaking: Writing:		
ESL	Overall: 75%	Overall: 75% Speaking: 80%	Overall: 80% Speaking: 80% Writing: 80%	ESL Program	Their ESL		

Consultation with the Registrar Form

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

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

1 Is this a new degree, diploma, or certificate?

Yes	No
<input type="checkbox"/>	<input checked="" type="checkbox"/>
Yes	No
<input type="checkbox"/>	<input checked="" type="checkbox"/>

Is an existing degree, diploma, or certificate being renamed?

If you've answered NO to each of the previous two questions, please continue on to the next section.

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

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

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

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

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

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

9 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

10 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

One major is required on all programs [4 characters for code and 30 characters for description]

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

Yes		No	X
Yes		No	X

If you've answered NO to each of the previous two questions, please continue on to the next section.

3 What is the name of this new/ revised program?

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

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

[The following section contains a large number of small, illegible text fragments, likely bleed-through from the reverse side of the page.]

Yes ☐ No ☐

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

- 1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?
If yes, choose one of the following?

Yes	No
<input type="checkbox"/>	<input checked="" type="checkbox"/>

- Domestic Mobility (both jurisdictions are within Canada)
International Mobility (one jurisdiction is outside of Canada)

Joint Program
Joint Degree
Dual Degree
Professional Internship Program

- ### Faculty-Led Course Abroad Term Abroad Program

- 3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?
- 4 Please state the full name of the agreement that the U of S is entering into.

Yes ☐ No ☐

- 5 What is the name of the external partner?

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- 6 What is the jurisdiction for the external partner?

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

If you've answered NO, please continue on to the next section.

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

Yes ☐ No ☒ Revised ☐

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

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

5

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

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

If you've answered NO, please continue on to the next section.

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

Yes ☐ No ☒ Revised ☐

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which multiple Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the multiple Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

Of the multiple Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

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

Section 6: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department?

Is an existing college, school, center, or department being renamed?

Is an existing college, school, center, or department being deleted?

If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

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

--

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

--

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

--

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

--

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

--

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

--

Section 7: Course Information - same as current set-up

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

2

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

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

4 Does the program timetable use standard class time slots, terms, and sessions?

If NO, please describe.

Yes ☐ No ☐

5 Does this program, due to pedagogical reasons, require any special space or type of rooms?

If YES, please describe.

Yes ☐ No ☐

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

Section 8: Admissions, Recruitment, and Quota Information

1	Will students apply on-line? If not, how will they apply?	
	As per current set-up	
2	What term(s) can students be admitted to?	
	As per current set-up	
3	Does this impact enrollment?	
	As per current set-up	
4	How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?	
	As per current set-up	
5	Can classes towards this program be taken at the same time as another program?	
	As per current set-up	
6	What is the application deadline?	
	As per current set-up	
7	What are the admission qualifications? (I.E. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)	
	New English proficiency requirements (documented in detail on page 2 in "Form Proposal for Curricular Change - WCVMA English Proficiency Requirement Change - Feb 26 2019")	
8	What is the selection criteria? (I.E. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)	
	As per current set-up	
9	What are the admission categories and admit types? (I.E. High school students and transfer students or one group? Special admission? Aboriginal equity program?)	
	As per current set-up	
10	What is the application process? (I.E. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)	
	As per current set-up	
11	Who makes the admission decision? (I.E. Admissions Office or College/Department/Other?)	
	As per current set-up	
12	Letter of acceptance - are there any special requirements for communication to newly admitted students?	
	As per current set-up	
13	Will the standard application fee apply?	
	As per current set-up	
14	Will all applicants be charged the fee or will current, active students be exempt?	
	As per current set-up	
15	Are international students admissible to this program?	
	Yes	

Section 9: Government Loan Information - same as current set-up

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

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

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

Section 10: Convocation Information (only for new degrees) - not applicable

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

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

3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information

1 What is the start term?

202109 [September 2021]

2 Are students required to do anything prior to the above date (in addition to applying for admission)?

If YES, what and by what date?

Yes ☐ No ☒

Section 12: Registration Information - same as current set-up

1 What year in program is appropriate for this program (NA or a numeric year)?
(General rule = NA for programs and categories of students not working toward a degree level qualification.)

2 Will students register themselves?

If YES, what priority group should they be in?

Yes ☐ No ☐

Section 13: Academic History Information - same as current set-up

1 Will instructors submit grades through self-serve?

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

Yes ☐ No ☐

Section 14: T2202 Information (tax form) - same as current set-up

1 Should classes count towards T2202s?

Yes ☐ No ☐

Section 15: Awards Information - same as current set-up

1 Will terms of reference for existing awards need to be amended?

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

Yes ☐ No ☐

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - same as current set-up

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Yes ☐ No ☐

Section 17: Program Termination

1 Is this a program termination?

If yes, what is the name of the program?

Yes ☐ No ☒

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination?

If yes, what courses?

Yes ☐ No ☐

4 Are there currently any students enrolled in the program?

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

Yes ☐ No ☐

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

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

7 Is there mobility associated with this program termination?

If yes, please select one of the following mobility activity types.

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes ☐ No ☐

Section 18: Proposed Tuition and Student Fees Information - same as current set-up

1 How will tuition be assessed?

	Standard Undergraduate per credit	Standard Graduate per credit	Standard Graduate per term	Non standard per credit*	Non standard per term*	Other *	Program Based*
2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?							
3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?							

* See attached documents for further details

4 Does proponent's proposal contain detailed information regarding requested tuition? If NO, please describe.

Yes ☐ No ☐

5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

6 IPA Additional comments?

7 Will students outside the program be allowed to take the classes?

8 If YES, what should they be assessed? (This is especially important for program based.)

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

10 Do standard cancellation fee rules apply?

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

12 Are you moving from one tuition code (TC) to another tuition code? If YES, from which tuition code to which tuition code?

Yes ☐ No ☐

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

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

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2 Has TLSE, Admissions, been informed about this new / revised program?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
4 Has CGPS been informed about this new / revised program?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
5 Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
7 Has the Library been informed about this new / revised program?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
8 Has ISA been informed of the CIP code for new degree / program / major?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
10 Has the Convocation Coordinator been notified of a new degree?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
11 What is the highest level of financial approval required for this submission? Check all that apply.		
a. None - as it has no financial implications	<input type="checkbox"/>	

OR

- b. Fee Review Committee ☐
- c. Institutional Planning and Assessment (IPA) ☐
- d. Provost's Committee on Integrated Planning (PCIP) ☐
- e. Board of Governors ☐
- f. Other ☐

SIGNED

Date:

February 26, 2019

Registrar (Russell Isinger):

Russell Isinger

College / Department Representative(s):

C. Isinger

IPA Representative(s):

C. Isinger

UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
NOTICE OF MOTION

PRESENTED BY: Stephen Urquhart, chair, governance committee

DATE OF MEETING: March 21, 2019

SUBJECT: Amend Council Bylaws to include the joint committee on chairs and professorships

COUNCIL ACTION: Notice of Motion – Request for Decision

It is recommended: That Council approve the amendment of Council Bylaws by adding the following terms of reference for the Joint Committee on Chairs and Professorships (JCCP) as Part Two, X, effective immediately.

SUMMARY:

On March 14, 2019 the governance committee of Council considered a proposal to change the University Council Bylaws to add JCCP as a standing committee of Council. The rationale is that the committee is jointly established by Council and the Board, but the terms of reference for JCCP have not yet been incorporated into Council's bylaws. The Board of Governors bylaws will similarly be amended to include JCCP's terms of reference.

The committee is currently constituted under the university policy on [*Establishing Chairs and Professorships*](#) (June 28, 2001, updated July 8, 2005). The role of the committee, in accordance with the policy, is to ensure that "chairs and professorships supported by donated funds are established in accordance with *The University of Saskatchewan Act, 1995*, Section 61(1)(e), and that they contribute to the academic mission of the University and are financially viable based on the scope and objectives of the initiative" (2005). The committee's procedures are governed by the [*Guidelines for the Establishment of Chairs and Professorships*](#).

ATTACHMENTS:

1. Terms of reference for JCCP
2. Guidelines for the establishment of chairs and professorships

X. JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS

Membership

The provost and vice-president academic or designate – chair;
One member of Council appointed by Council;
One member of the Board of Governors appointed by the Board;
One member of the research, scholarly, and artistic work committee of Council appointed by Council;
The university secretary or designate;
The vice-president research or designate;
The vice-president, University Relations or designate;
The vice – president Finance and Resources or designate
~~The associate vice-president, Financial Services or designate.~~

The Joint Committee on Chairs and Professorships is responsible for:

- 1) Developing and reviewing procedures and guidelines relating to the establishment, funding, and on-going administration of chairs at the University of Saskatchewan.
- 2) Receiving and reviewing proposals for the establishment of all chairs and professorships, assessing compliance with university aims and objectives, administrative processes, and financial integrity.
- 3) Recommending to Council approval of proposed chairs, and subsequently to recommend to the Board of Governors that the Board authorize the establishment of chairs and changes to the structure of chairs as may be required from time to time.
- 4) Receiving notice of proposed changes to the names of chairs in accordance with the university's policy on *Naming of University Assets*.
- 5) Submitting an annual report to Council and the Board on the activities of the joint committee on chairs and professorships.

GUIDELINES FOR CHAIRS AND PROFESSORSHIPS

- 1.0** The University of Saskatchewan encourages the establishment of chairs and professorships in order to develop and enhance specific areas of teaching, research and service, including outreach and engagement activity. The areas of development and enhancement must support the overarching goals and objectives of the university, the college or school, and the department and contribute to their achievement.

Purposes:

- to promote scholarship and research in a particular area of interest;
- to promote the exchange of ideas with outstanding scholars from other institutions and locations;
- to recognize the accomplishments of an individual.

Application:

These guidelines are intended to provide guidance to the university community in its acceptance and administration and fiduciary oversight of chairs. Accordingly, these guidelines will not apply to chairs supported by Tri-agency funding or similar agencies, e.g. Canada Research Chairs, which are covered by other policies and procedures. In those situations, where it is not clear whether the guidelines will apply, the provost and vice-president academic, or designate, will determine the application of the guidelines.

2.0 Chairs

- 2.1** Chairs and professorships may be funded via an endowed trust fund, a contract/agreement, or internally designated funds. Regardless of the source, there must be sufficient funding provided to attain and maintain the proposed purpose and tenability of the chair. Funding requirements will vary significantly depending upon the nature of expenditures associated with the chair and its anticipated tenability. As a result, funding requirements for individual chairs must be determined on a case-by-case basis.

The dollar amount of an endowment created to support a Chair position shall take into account the identified financial requirements of the initiative and must reflect, and be consistent with, the university's Spending Policy.

Expenditures that must be considered and addressed include:

- Chair salary
- Benefits
- Research and other support
- Related infrastructure and equipment
- Protection of the fund value

To confirm the most current funding requirements for a chair position, contact the director of finance and trusts, University Relations.

Chairs may be of the following types:

2.1.1 *Tenure-Track or Continuing Status Chair*

The objective of the chair is to establish and maintain an emphasis in a particular academic area or field of study, for an extended period of time. Normally this would be a distinguished scholar appointed to a tenure-track, who would contribute to academic programs through teaching, research and service;

Typically, it is expected that the chair would be primarily supported through an endowed trust fund such that sufficient funding is available to financially support the ongoing costs of the chair, including salary, benefits, research activities and other potential support and infrastructure requirements of the chair holder.

(The following chair types may be funded through either an endowed trust and/or an agreement/contract as outlined in 2.1 above)

2.1.2 *Defined /Limited Term Chair*

The objective of the chair is to develop and enhance a specific area of teaching, research, or service for a defined or limited period. The appointment would be for a fixed term, with possible renewal; it may also be a development position for base-budget tenure-track positions. It is expected that funds provided will support the annual costs of the chair, including salaries, benefits and research activities of the chair holder, for a specified term, usually one to 10 years.

2.1.3 *Visiting Chair*

The objective of the chair is to bring to the university outstanding individuals for a limited period of time, generally three months to two years.

The chair holder would be expected to have a national or international reputation in their field. They would be expected to interact with staff and students, and to stimulate activity in their area of expertise during their period of residence. There should be sufficient funds to accommodate any required travel, salary, benefits, and related expenditures, and also to provide support for the research activities of the chair holder.

2.1.4 *Enhancement Chair*

The objective of the chair is to enhance the activities of an outstanding individual currently employed at the University of Saskatchewan.

The appointment may be for a period of one to five years. Sufficient funding may be available to allow the incumbent to be relieved of other duties and to focus on a specific area of teaching, research or service; and/or to provide funding in support of the appointee's research.

2.1.5 *Honorary Chair/Professorship*

The objective of the chair is to recognize the contributions of an outstanding staff member or colleague.

Normally the designation is entirely honorary; however, in those instances where a nominal contribution is provided, it would provide financial support to enhance the incumbent's research, teaching or service activities. External sponsorship of these types of chairs could provide financial support for the incumbent's research and academic endeavors.

Eligible persons would include current faculty or research staff, retired colleagues, and professional colleagues from the public or private sector.

2.2 Direct costs of all chairs must be totally self-financing and must not impose any financial commitment on the university unless otherwise authorized by the Board of Governors. Externally sponsored chairs or professorships must have adequate financial resources to ensure maintenance of the value of the fund, or have provisions allowing for the use of contributed capital to support the program.

2.3 At a minimum, fully endowed chairs will provide for the full salary and benefit costs of the chair holder, and provide for adequate capital growth to protect the value of the fund. In addition, the fund should also provide an allowance to support the chair holder's research activities, general administrative and clerical support, appointment-related travel expenses, and other potential support and infrastructure requirements.

2.4 In the case of a faculty secondment to a chair, the incumbent may be relieved of other duties to focus on the purpose and objectives of the chair. Provision must be made for resources to offset the duties of the seconded faculty member, and for the resumption by the individual of a normal range of duties on completion of his or her term.

- 2.5 To confirm the most current funding requirements contact the director of finance and trusts, University Relations.

3.0 Procedures for the Establishment of a Chair

- 3.1 Chairs will be attached from their inception to a department, college, or school of the university.
- 3.2 The initiative for the establishment of a chair must come from a department, college, school, institute or centre, from the president, or from a prospective funder.
- 3.3 Early in the process, the dean or executive director or their designates should communicate their intent to establish a chair to the vice-provost faculty relations and to the director of finance and trusts so that discussions of the chair funding and chair purpose can occur together at the outset.
- 3.4 A formal proposal for the establishment of a chair will be prepared as outlined in these guidelines and submitted to the vice-provost faculty relations and director of finance and trusts for review and feedback.

The proposal must address:

- the type of chair;
 - the objectives of the chair;
 - the terms and conditions of the chair;
 - the responsible college or school and department;
 - the sources of funding;
 - the proposed management; and
 - an indication of how the chair will enhance the goals and objectives of the university, college or school, and department
 - the process for disestablishment of the chair.
- 3.5 All formal proposals for the establishment of chairs will be considered by the Joint Committee on Chairs and Professorships and approved by Council and subsequently authorized by the Board of Governors. See Appendix A for the joint committee roles and responsibilities, as approved by Council and the Board of Governors.
- 3.6 Externally funded chairs, in addition to the teaching/research/service components, carry with them legal and financial obligations and responsibilities. To address the legal and financial components, a formal trust deed (chair *terms of reference*) between the sponsor and the university will be required. The trust deed outlines the financial commitment and expectations of the funder, and the commitment of the university. At an early stage in the discussions with the funder, the department and/or college or school should seek the advice and assistance of the director of finance and trusts to ensure all the legal, financial and chair program requirements are addressed. The trust deed would be processed and signed according to the normal university procedure relating to contracts of this nature.

Finalization of the trust deed and approval of the chair shall be coordinated.

4.0 Responsibilities – Selection

For all chair appointments:

- 4.1 The provost and vice-president academic, or designate, and the dean or executive director, in consultation with the department or faculty in the school or college, shall appoint a selection committee for selection of an appropriate candidate. The selection committee will consist of the provost and vice-president academic or designate, the dean or executive director, and the department head, and may include other members, including a representative of the funder(s) (where the funder has requested that opportunity), appointed by the provost and vice-president academic or designate and the dean. The dean will act as chair.

- 4.2 The dean or executive director shall ensure that members of the department or school are advised of the existence of the chair.
- 4.3 Selection of the incumbent and a recommendation of appointment will be made in accordance with standard university policies and practices and in consultation with the department;
- 4.4 The scope of the appointee shall be in accordance with standard university policies and practices, which recognize the Faculty Association Collective Agreement.
- 4.5 The dean and department head will ensure that the activities of the incumbent are integrated with the college or school and department activities.
- 4.6 The specific duties of each incumbent of a chair will be stated in the formal letter of offer.

5.0 Chair Oversight – Operational and Fiduciary Responsibilities [Refer to Appendix B]

For all chair appointments:

- 5.1 To oversee the activities of each chair, the provost and vice-president academic or designate, in consultation with the dean, shall determine if a management committee will be struck. If a management committee is determined to be necessary, it shall consist of the dean, the department head, the director of finance and trusts, (or respective designates) and others, including a representative of the funder(s), as may be deemed beneficial to achieving the objectives of the chair. The dean will act as chair of the management committee.
- 5.2 Where there is no management committee, the dean will assume the responsibilities outlined in 5.3 below, as appropriate.
- 5.3 The management committee will:
 - oversee the activities of the chair or professorship;
 - oversee management of the fund to ensure compliance with the terms of the trust deed and the on-going financial integrity of the initiative;
 - approve annual budgets;
 - receive annual financial statements of the trust fund;
 - receive and review the annual report and financial report on the activities of the chair;
 - provide a copy of the annual report and financial report with commentary as appropriate to the provost and vice-president academic or designate.
- 5.4 The holder of the chair will submit an annual report of activities in accordance with university practices to the department head and to the dean or executive director, as appropriate, and to the provost and vice-president academic or designate. The report will outline accomplishments of the chair in keeping with the chair's purpose and objectives.
- 5.5 The department head or dean or executive director as appropriate will conduct an annual review of the performance of the incumbent in accordance with the university's practices for the review of equivalent positions.
- 5.6 The department head or dean or executive director as appropriate will ensure that the activities of the incumbent are integrated with college and department activities.
- 5.7 Maintaining the on-going financial integrity of the chair will be the responsibility of the dean or executive director and the department head.
- 5.8 The dean will submit a copy of the annual report and financial report to the provost and vice-president academic or designate and to the funder as requested.
- 5.9 The provost and vice-president academic or designate will receive a report of the administrative and financial arrangements pertaining to each chair, and the performance of the chair in keeping with its purpose and

objectives at least every five years, or more frequently if so determined by the dean, unit head, or by an external agency.

6.0 Naming of Chairs

In accordance with the university's policy on the *Naming of University Assets*, the naming of chairs is a joint responsibility of Council and the Board of Governors where the naming reflects both the academic intent for the chair and a naming opportunity related to donor recognition. The academic purpose of the name is approved by Council when it recommends that the Board authorize the establishment of the chair, and the honorary designation of the chair name is approved by the Board when it authorizes the establishment of the chair.

Changes to the names of chairs that follow subsequently are handled as follows:

When the change in the name clarifies the academic purpose of the chair and is not a substantive change to the academic purpose and activities of the chair, or is a minor editorial change to the honorary designation of a chair, the joint committee approves the new name of the chair and reports on the name change to Council and to the Board;

When the change of name reflects the re-purposing of the chair, the joint committee recommends that Council approve the new academic purpose of the chair and the chair name and reports on the name change to the Board;

When the change of name reflects a new honorary designation associated with the chair, the joint committee recommends that the naming committee of the Board of Governors approve the new name of the chair in accordance with the procedures of that committee and reports on the name change to Council.

7.0 Other

7.1 These guidelines are also applicable in the establishment of chairs that are held jointly with another university or with a hospital or research institute or other entity. Such chairs shall follow the same process and procedures, will be considered by the joint committee on chairs and professorships and approved by Council and subsequently authorized by the Board of Governors.

7.2 Joint committee on chairs and professorships terms of reference [refer to Appendix A].

JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS TERMS OF REFERENCE

Preamble:

Specific provision for Council's role is provided within the *The University of Saskatchewan Act*, 1995, Section 61, which describes the powers of Council. Section 61.1 states that Council may "... where it considers it appropriate on academic grounds, authorize the Board to provide for (i) the establishment of any college, school, department, chair, endowed chair or institute." As the establishment of a chair or professorship has a financial consequence, the board's role in approving the establishment of a chair is required.

Purpose:

The purpose of establishing a joint Board/Council committee on chairs and professorships is to bring both approving bodies to the table, thus ensuring that academic and financial concerns are considered in conjunction with one another.

1.0 Membership:

- the provost and vice-president academic or designate – chair;
- one member of Council appointed by Council;
- one member of the Board of Governors appointed by the Board;
- one member of the research, scholarly, and artistic work committee of Council appointed by Council;
- the university secretary or designate;
- the vice-president research or designate;
- the vice-president, University Relations or designate;
- the associate vice-president, Financial Services or designate.

2.0 Responsibilities:

- to develop and review procedures and guidelines relating to the establishment, funding, and on-going administration of chairs at the University of Saskatchewan;
- to receive and review proposals for the establishment of all chairs and professorships, assessing compliance with university aims and objectives, administrative processes, and financial integrity;
- to recommend to Council approval of proposed chairs, and subsequently to recommend to the Board of Governors that the Board authorize the establishment of chairs and changes to the structure of chairs as may be required from time to time;
- to receive notice of proposed changes to the names of chairs in accordance with the university's policy on *Naming of University Assets*; and
- to submit an annual report to Council and the Board on the activities of the joint committee on chairs and professorships.

APPENDIX B

Template for Proposal to Establish a Chair/Professorship

Date:	Name & contact information:		
Name of Chair:			
1. Name of responsible college, school, or department:		2. Proposed type of chair/professorship:	
3. Objective of chair/professorship:			
3a. Briefly describe how the concept of this chair/professorship fits the university and college strategic plans:			
4. Proposed terms and conditions of chair/professorship and related funding:			
5. Potential sources and level of funding:			
6. Proposed management of chair/professorship:			
7. How will this chair/professorship enhance the goals and objectives of the university, college or school and department:			
8. What considerations apply to the disestablishment of the chair in the future:			
9. Other relevant information:			
Recommended:			
Head: _____ <div style="text-align: center;">(Please Print Name & Sign)</div>		Dean: _____ <div style="text-align: center;">(Please Print Name & Sign)</div>	

APPENDIX C

Template for Annual Report on Chairs/Professorship
to be submitted to the vice-provost faculty relations and director of finance and trusts
after June 30th each year

Part I: To be completed by chairholder

NAME OF CHAIR:																								
Reporting Year:	Name of Chairholder:																							
College / School:			Department:																					
Dean /Executive Director:			Department Head:																					
Summary of Research Results / Impact:																								
<p>Indicate the number of publications, technical papers and other contributions where you were the primary author, co-author or lead researcher.</p> <p> Books: Peer-reviewed Publications: Technical and Presented Papers: Invited presenter at Conferences: Patent applications submitted: <i>(national)</i> <i>(international)</i> </p> <p><i>Comments:</i></p>																								
<p>Training of Highly Qualified People (HQP) Indicate the numbers below.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 20%;">Masters Students</th> <th style="width: 20%;">Doctoral Students</th> <th style="width: 20%;">Postdoctoral Students</th> <th style="width: 20%;">Other (R.A & T.A.)</th> </tr> </thead> <tbody> <tr> <td>Supervised</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Co-Supervised</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Graduated</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						Masters Students	Doctoral Students	Postdoctoral Students	Other (R.A & T.A.)	Supervised					Co-Supervised					Graduated				
	Masters Students	Doctoral Students	Postdoctoral Students	Other (R.A & T.A.)																				
Supervised																								
Co-Supervised																								
Graduated																								
<p>External Research Funding: Indicate the type and amount of funding acquired during the reporting period and whether it came to this or another institution.</p>																								
Other relevant information (courses/lectures/seminars)																								
<p>Signature: _____ Date: _____</p>																								

Part II: To be completed by Chair, Management Committee or Dean

Oversight of Chair/Professorship: Management Committee: ☐ Dean: ☐

If by Management Committee, please list current members:

How has this chair/professorship enhanced the goals and objectives of the university, college and department:

▪

What collaborative relationships have been developed by the activities of this chair/professorship:

▪

Are there other sources of funding supporting this chair/professorship? If so, please list source and amount.

▪

Has the funding associated with this chair helped you to leverage new funding from other sources (e.g. granting agencies, provincial sources, private sector, CFI or any other source) If yes, state the value of the funding and identify the source.

▪

Have you completed an annual review of the performance of the current incumbent? Date:

Comments Optional:

Briefly describe how the activities of the incumbent are consistent with the approved mandate of the chair.

Please attach Part III - Financial Report

I have reviewed the Annual Report and conclude the information is accurate and timely. The financial sustainability of the chair has been reviewed and there are adequate funds to ensure the financial integrity for:

☐ 5 years ☐ 10 years ☐ More than 10 years

If less than ten years of sustainability, outline the nature and scope of potential exposure to the College and to the Institution.

Dean or Chair of Management Committee: _____

(Name)

(Signature)

(Date)

This report covers a one-year period from July 1st through to June 30th.

Part III: Financial Report

**For the fiscal
year ending
April 30, 20__**

	Spendable Fund Fund #	Endowment Fund * Fund #	TOTAL
REVENUE			
Donations			
Investment Income			
EXPENDITURES			
Salary & Benefits			
Operational Supplies & Expenses			
Travel			
TOTAL - Revenue less Expenditures			
Fund Balance, beginning of year			
Fund Balance, end of year			

* This amount is not available to be spent

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Stephen Urquart, chair, Governance Committee

DATE OF MEETING: March 21, 2019

SUBJECT: ***Effective date for the revised Procedures for Student Appeals in Academic Matters***

COUNCIL ACTION: **For Information Only**

SUMMARY:

The revised *Procedures for Student Appeals in Academic Matters* were approved by Council on January 17, 2019, but an effective date was, inadvertently, not included in the report or motion at that time.

The revised procedures will go into effect on **July 1, 2019**. This will allow time for the university secretary to notify colleges and schools of the important changes in the revised procedures, to make them available on the university website, and to provide support as required prior to the effective date.

The revised *Procedures for Student Appeals in Academic Matters* can be found in the January 17, 2019 Council agenda package as item 9.1.