AGENDA 2:30 p.m. Thursday, May 21, 2020

Please note the following steps for the May 21st meeting:

- Thursday May 21st from 2:30 4:30 pm: during this previously-scheduled Council meeting time, Council members will have the opportunity to ask questions about the agenda items, and make motions consistent with Council bylaws. These can be submitted via email to: <u>michelle.kjargaard@usask.ca</u>. The Council chair and University Secretary will be assisting with sending these questions to the appropriate committee chair or proponent for response, and handling motions through subsequent electronic discussion and vote.
- Between Thursday May 21st 4:30 pm Friday, May 22nd: An email with a link to an electronic ballot via survey monkey will be circulated to Council members for voting on decision items.
- Wednesday May 27th 5:00 pm: Electronic voting will close.
- Attendance and quorum will be determined by voting via the survey monkey electronic ballot.

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 2019/20 academic year marks the 25th 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.

niyanān onīkānēwak kā māmawi apiyāhk, nikiskēhtiyinān ōma nikotwāsik kihci tipahamātowin askiy ēkwa mīna ēta āpihtowikosānak kā wīkicik. nikihcēyimānānak kahkiyaw iyiniwak ēkwa āpihtawikosānak osci ōta askīhk ēkwa kāwi ta kiskēhtamahk kiwahkohtowiniwa.

Kaa maashakoonitoochik li koonsay, ni kishkayhtaynaan aen ayaahk sur li tayrayn di li traytii sis pi iita kaa wiikichik lii Michif. Li rispay ni miiyaanaanik lii Praamyayr Naasyoon pi ni waahkoomaakanuk lii Michif iita kaa maashakoonitooyaahk pi ni shoohkamoonihtaanaan ka ishi waakoohtooyaahk.

- 1. Call to Order at 2:30pm Thursday, May 21, 2020
- 2. Tributes (None)
- **3.** Adoption of the agenda by consensus (unless edits are received via email to <u>michelle.kjargaard@usask.ca</u> by 2:30pm Thursday, May 21, 2020)
- 4. Chair's Opening remarks
- 5. Approval of Minutes of the meeting of April 16, 2020 by consensus (unless edits are received via email to michelle.kjargaard@usask.ca by 2:30pm Thursday, May 21, 2020)
- 6. Business Arising from the Minutes items must be received via email to michelle.kjargaard@usask.ca by 8:30am Thursday, May 21, 2020
- 7. Report of the President
- 8. Report of the Provost

University Council Agenda May 21, 2020 Page 2

9. Student Societies

- 9.1 Report from the USSU
- 9.2 Report from the GSA

10. Governance Committee

10.1 Request for Decision: Nominations for the nominations committee of Council for 2020/21

(URQUHART/MOUSSEAU) It is recommended that Council approve the slate of nominations to the nominations committee of Council, and the chair, effective July 1, 2020, as attached.

10.2 Request for Decision: College of Nursing Faculty Council Membership

(URQUHART/MOUSSEAU) It is recommended that Council approve the membership changes to the Faculty Council of the College of Nursing as shown in attachment a, effective May 21, 2020.

10.3 Request for Decision: College of Dentistry Faculty Council Membership

(URQUHART/MOUSSEAU) It is recommended that Council approve the membership changes to the Faculty Council of the College of Dentistry as shown in attachments a and b, effective immediately.

10.4 Notice of Motion: Principles for federation and affiliation with the University of Saskatchewan (USask)

It is recommended that Council approve the principles for federation and affiliation with USask as Part III Section X.3 of the Council Bylaws as attached, effective June 30, 2020, and recommend to the Board of Governors and Senate the adoption of these principles.

10.5 Notice of Motion: Revisions to Council Bylaws

It is recommended that Council approve the changes to standing committees' terms of reference, the removal of gendered language, and typographical, formatting, and organizational refinements in the Council Bylaws as attached, effective June 30, 2020.

11. Nominations Committee

11.1 Request for Decision: Council and Collective Agreement Committee Nominations for 2020/21

(SQUIRES/JONES) It is recommended that Council approve the nominations to University Council committees, and Collective Agreement committees for 2020/21, as outlined in the attached list.

11.2 Request for Decision: Nomination of the Vice-Chair of University Council for 2020-2022

(SQUIRES/JONES) It is recommended that Council reappoint Dr. Pamela Downe to the position of Vice-Chair of University Council for 2020-22, effective July 1, 2020 to June 30, 2022.

12. Planning and Priorities Committee

12.1 Request for Decision: "Native" Law Centre name change

(MOUSSEAU/BEDARD-HAUGHN) It is recommended that Council approve the name change of the "Native" Law Centre in the College of Law to the "Indigenous" Law Centre effective immediately.

12.2 Notice of Motion: Acceptance of the Indigenous Engagement Strategy

(OTTMANN/MOUSSEAU) It is recommended that Council accept the "Indigenous Strategy: Honouring Seven Generations."

University Council Agenda May 21, 2020 Page 3

13. Academic Programs Committee

- 13.1 Request for Input: Revisions to Academic Courses Policy
- 13.2 Request for Input: Nomenclature Report
- 13.3 Report for Information: Annual Report to Council for 2019-20
- 13.4 Report for Information: Admissions Templates 2020-21

14. Teaching, Learning and Academic Resources Committee

14.1 Report for Information: Annual Report to Council - Teaching, Learning and Academic Resources Committee Annual Report

15. Scholarships and Awards Committee

- 15.1 Report for Information: Annual Report to Council Undergraduate and Graduate Scholarships and Awards
- 16. Other business
- **17. Question period** adjourned at 4:30pm
- 18. Adjournment by consensus as of close of voting at 5:00pm on Wednesday, May 27, 2020.

Next Council meeting is June 18, 2020 – Please send regrets to Michelle.Kjargaard@usask.ca. Deadline for submission of motions to the coordinating committee: May 25, 2020



Chair's Opening Remarks to University Council – May 21, 2020

We acknowledge that Council meets on Treaty 6 Territory and the Homeland of the Métis. We pay our respects to the First Nations and Métis ancestors of our gathering place and reaffirm our relationship with one another.

As we move toward the end of the year for University Council I am continually reminded of the dedication and hard work put in but all staff, students and faculty. I will continue to recognize members of University Council for the fine work they do.

I would like to thank the outgoing student representatives for dedication to their tasks over the last year. In particular, USSU President Regan Ratt-Misponis and GSA President Mery Mendoza have provided students with excellent representation and Council has benefitted from their leadership.

Next, I would like to extend on behalf of University Council, a warm welcome to the incoming student representatives. Welcome to USSU President Autumn LaRose-Smith and GSA President Humaira Inam and their respective teams to their year of student governance and engagement with Council. We all look forward to your input and support.

We are continuing with an electronic May meeting and plan to do so until the end of our meeting schedule this June. The success of our past electronic meetings was discussed at length at Council Coordinating Meeting and there is consensus amongst the chairs that the model is working. We will continue to explore options to make our future Council meetings engaging and continue to focus on the business of Council.

I am reporting to Council that the following motion was passed. Motion (DETMER/RISLING) – That the January Council Meeting will occur on the last Thursday of January for 2021. The change will allow more time to address pre-business of Council for a number of our committees.

The coordinating committee met this month through videoconference. Of note, we were able to put together a thorough agenda for our May meeting. I believe that the volume of business coming forward to this meeting is ample evidence of the continuing hard work of Council committees and I thank the Chairs and the committee members for their continued dedication to their tasks.

The May 13 PEC/Council Chairs "virtual" breakfast meeting addressed two issues. Vice-Provost Indigenous Engagement, Jackie Ottmann shared a draft of the Indigenous Strategy with our group. The second agenda item was an update to Council chairs on the continuing impact of COVID 19 on the University. All members of the PEC were present and provided an overview of the pandemic's impact on planning, finances, research, teaching, and our students. Questions and discussion followed each topic. The meeting was particularly engaging and a number of excellent points were provided by the Council Chairs to the PEC as we move from crisis mode to planning mode for the U of S.

In conclusion, I encourage Council members to continue to look out for your students, work colleagues, and the community in general. We have demonstrated great resilience by working together and will need that sprit as we move into the upcoming weeks and months.

Regards, Jay Wilson, Council Chair



MINUTES OF UNIVERSITY COUNCIL 2:30 p.m. Thursday, April 16, 2020 Electronic Meeting

Due to the COVID-19 pandemic, the April 16, 2020 Council meeting took place electronically.

Attendance and quorum were determined by voting. Voting took place through SurveyMonkey, which is also how the attendance list was generated (see appendix).

On March 26, 2020, the Coordinating Committee agreed that the University Council meeting would take place electronically using the same procedures at the March 19, 2020 meeting. The instructions to members for the Council meeting, and the agenda and materials were circulated on April 13, 2020. The following is a summary of the procedures that were used.

Council's March 2020 Electronic Meeting Procedures

The meeting was "opened" electronically at 2:30pm on April 16, 2020 for questions regarding any of the reports or motions provided in the agenda materials. Questions and comments could be directed to Michelle Kjargaard during the regularly scheduled meeting time, i.e. from 2:30-4:30pm, at <u>Michelle.Kjargaard@usask.ca</u>.

A working group was behind the scenes via WebEx and email during the Council meeting time, receiving questions and distributing to/receiving responses from the appropriate proponents. This group was comprised of the Council Chair, Jay Wilson; University Secretary and Chief Governance Officer, Chelsea Willness; Associate Secretary, Academic Governance, Jacquie Thomarat; Student Appeals/Academic Programs Coordinator, Amanda Storey; and OUS Administrative Assistant, Michelle Kjargaard. Council chairs were also on standby to receive questions or solicit responses from proponents of requests for decisions or items for information.

The Q&A proceedings were compiled and posted on the Secretariat website on May 1, 2020, and are available here: <u>https://secretariat.usask.ca/documents/council/agenda/2019-</u>2020/april-2020/council-meeting-q-and-a-april-16-2020.pdf.

Voting on decision items was opened just after 4:30pm on April 16, 2020 to April 22, 2020 at 5:00pm via Survey Monkey. Following the close of the vote, a memo was sent to Council members and non-member participants with a link to the Secretariat website to communicate the results: <u>https://secretariat.usask.ca/documents/council/agenda/2019-2020/april-2020/council-meeting-april-16-2020-decision-items-voting-results.pdf</u>.

Quorum was determined (42 members is 40% of 104) by the number of voters. 61 members voted. The meeting was "closed" by consensus at the close of voting at 5:00pm on April 22, 2020.

1. Call to Order

The meeting was "opened" electronically at 2:30pm for questions regarding any of the reports or motions provided in the agenda materials.

2. Tributes

There was a video tribute prepared by Jon Bath for Otto (Don) Rogers, Department of Art and Art History.

3. Adoption of the Agenda

The agenda was circulated electronically on April 13, 2020. No edits were received by Michelle Kjargaard prior to 2:30pm, Thursday, April 16, 2020.

The agenda was adopted by consensus.

CARRIED.

4. **Opening remarks**

Chair's remarks are available at this link, and were included with the agenda materials: <u>https://secretariat.usask.ca/documents/council/agenda/2019-2020/april-2020/4.0-2020-04-16-april-chairs-opening-remarks-to-university-council.pdf</u>. The chair updated members on the topics of the virtual meeting of the coordinating committee, as well as the meeting with the President's Executive Committee where an update on the COVID 19 situation was provided, with particular attention to the impacts on students, faculty and staff wellness as provided by Cheryl Carver, AVP People and Resources, and Patti McDougall, VP, Teaching Learning and Student Experience.

5. Approval of Minutes of the meeting of April 16, 2020

No edits were received by Michelle Kjargaard prior to 2:30pm Thursday, April 16, 2020.

The minutes of March 19, 2020 were adopted by consensus.

CARRIED.

6. Business Arising from the Minutes

A question was brought forward by a Council member from the March 19, 2020 Council meeting:

"The adoption of the UnivRS curriculum vitae system has been delayed for several years, but is still on track for adoption in the fall of 2020. However, the system remains cumbersome and inefficient to use. This system requires faculty and staff to spend excessive time on trivialities of the data management system, rather than the higher level teaching and scholarship work. The misallocation of effort is now more significant, as we turn our attention to addressing the global pandemic and a move to emergency modes of teaching. I ask the Vice Provost Faculty Relations to cancel the adoption of the UnivRS curriculum vitae system for this fall, and undertake a review this CV project, to ensure that the system's implementation is matched to the purpose it serves."

The Vice-Provost, Faculty Relations, Ken Wilson responded to the question: "The move to the new CV format is on track and will be required for all collegial processes in the fall of 2020. However, that does not mean that one must use the UnivRS CV system to generate a CV. A word document or pdf-based CV is sufficient for all university requirements. Guidelines and templates for the updated CV format can be obtained from the Vice-Provost Faculty Relations website (there is a link at the bottom right side of the page). Renumbering and reorganizing the word doc CV is not onerous and people have had several years to make this change.

The UnivRS CV system is admittedly cumbersome and inefficient. The output is also not always ideal. I have been assured that it is not as bad as some people (myself included) think. It is however necessary for some units to use online CV registries as part of their accreditation process. This is true for faculty in the College of Nursing, for example. The Research Office and Institutional Planning and Assessment also prefer that faculty use the UnivRS CV system because they can more easily access data contained within that system. Better data allows for better planning measures to be taken.

It may be possible to set up some online training sessions for faculty who want to use the UnivRS system for the CVs. We are examining how to set these up to run remotely. We could run them over the summer. It may not be as inefficient to complete the transfer to the online system if you had an expert to help guide you in real time.

I would be happy to supply any clarification that is needed."

7. Report of the President

A video report was provided by the President. There were no questions received for the President.

8. Report of the Provost

A video report was provided by the Provost. There were no questions received for the provost.

9. Student Societies

9.1 Report from the USSU

A written report was provided in the agenda and materials. There were no questions received on this agenda item.

9.2 Report from the GSA

A written report was provided in the agenda and materials. There were no questions received on this agenda item.

10. Planning and Priorities Committee

10.1 Request for Decision: Jane and Ron Graham School for the Scholarship of Teaching and Learning

(BRUNI-BOSSIO/BEDARD-HAUGHN) It is recommended that Council approve the establishment of a Type-A centre for the Scholarship of Teaching and Learning in the College of Education called the Jane and Ron Graham School for the Scholarship of Teaching and Learning, effective immediately.

There were no questions received on this agenda item.

Electronic ballot results:

| Yes | 56 |
|---------|----|
| No | 2 |
| Abstain | 3 |

CARRIED.

10.2 Notice of Motion: "Native" Law Centre name change

It is recommended that Council approve the name change of the "Native" Law Centre in the College of Law to the "Indigenous" Law Centre effective April 17, 2020.

There were no questions received on this agenda item.

11. Academic Programs Committee

11.1 Request for Decision: Arts and Science Program Template – Bachelor of Science [Biomedical Science]

(DETMER/BROOK) It is recommended that Council approve the new Arts and Science Program template for the Bachelor of Science [Biomedical Science], effective May 2021.

Electronic ballot results:

| Yes | 59 |
|---------|----|
| No | 1 |
| Abstain | 1 |

CARRIED.

11.2 Report for Information: Change to the 2019-20 Academic Calendar

There were no questions on this agenda item.

12. Governance Committee

12.1 Notice of Motion: College of Nursing Faculty Council Membership

It is recommended that Council approve the membership changes to the Faculty Council of the College of Nursing as shown in attachment a, effective May 21, 2020.

There were no questions received on this agenda item.

12.2 Notice of Motion: College of Dentistry Faculty Council Membership

It is recommended that Council approve the membership changes to the Faculty Council of the College of Dentistry as shown in attachments a and b, effective immediately.

There was a question: "On the side by side document Page 5 Part 1 point 14.vi. the elimination of "the six students to be selected by the Students Dental Society from among all full-time students registered in the college", and is replaced with the president of the Saskatchewan Dental Students Society or designate from the SDSS Executive. Was the Dental Students Society consulted? Did the Dental Students Society approve of this change?"

Doug Brothwell, Dean of the College of Dentistry responded: "Yes, College of Dentistry students were consulted in the development of the proposed bylaw and faculty council membership revisions, student representation was present at the Faculty Council meeting where the proposed bylaw and faculty council membership revisions were approved, and the student representation voted in favor of the proposed bylaw and faculty council membership revisions."

There was another question about the proposed changes: "Same side by side document Part Three 1. states that Sturgis Standard Code of Parliamentary Procedure 4th edition shall be applied. Is there a reason this Parliamentary Procedure is being kept rather than changing to Kerr and King?"

Stephen Urquhart, chair of the Governance Committee responded that the committee asked after this, but Council approves membership, not procedures.

13. Other business

13.1 Update on Student Wellness

Video presentation by Patti McDougall, Vice Provost Teaching, Learning, and Student Experience and Peter Hedley, Director Student Affairs and Services.

There were no questions received on this agenda item.

14. Question period

There was a question from a Council member about the research that has been put on hold since March 2020: "A lot of research was put on hold in March. Some have a limited amount time they can be put on hold (very expensive reagents going bad, vaccines that will expire, pending animal orders, samples/assays that can only be frozen for a few weeks before they degrade and cannot be read, etc.). While we realize that we can only look ahead 1- 2 weeks at a time, what is the overall plan for the university reopening and the stages of this? Will this follow the provincial reopen process or will it be more restrictive?"

The Office of the Vice-President Research responded: "When the University suspended most on-campus research activity on March 24, we provided an automatic exemption for any research related to COVID-19, research that is part of essential clinical care activities, and research that was already ongoing involving animals, plants and living organisms. We also invited researchers whose activities were not already exempt from the suspension and who thought they had exceptional circumstances requiring on-campus or field activity to seek special approval. We continue to review and approve such requests, on a case-by-case basis. Considerations include the consequences of suspending, delaying or modifying the work as well as the ability to limit potential exposure of research team members to COVID-19, as per provincial health orders. Any researchers requiring on-campus or field activity should complete the Exceptional Circumstances Request Form and submit it to their Dean or Executive Director, who will make a joint determination with the Vice-President Research. For specific direction regarding field work, please refer to the Field Work Decision Tree and Expectations.

Decisions about lifting restrictions on research activity more broadly will be heavily informed by government directives and will be done in a controlled and disciplined manner, with clear parameters and monitoring, and with resolve to ensure the health and well-being of our students, staff and faculty. We are already working closely with our U15 counterparts to coordinate planning for this."

There was another question about graduate student leaves of absence during the COVID-19 pandemic: "The policy is currently restrictive. We have thesis students who want to take UNPAID leaves of absence since they cannot do any of the research they need to complete remotely and can get well- paying work full-time right now (Most of our students have professional degrees and licenses). Can we make an exemption so that they don't have to run out their time to completion clock and get paid from our limited funds to do nothing...seems a win-win provided they return and finish.

Please note that we only have so much unused data sitting around for "do at home" projects and these we do have may require special skill sets."

Trever Crowe, Interim Dean of CGPR responded: "The possibility of some students preferring a leave was anticipated by the College of Graduate and Postdoctoral Studies, and the concept of considering compassionate leaves (section 13.1.1: https://cgps.usask.ca/policy-and-procedure/leaves-accommodations/Accommodations-and-

Supports.php#131LEAVESOFABSENCE) for students has been discussed with and endorsed by deans. Note that section 13.1.1 of the CGPS policies indicates "…The Head of the academic unit or Graduate Chair has the authority to approve a first-time leave request of up to 4 months for compassionate or medical reasons…".

During discussions with deans, they asked that a representative from the dean's office in the college where the student is studying would need to support (sign off) all requested compassionate leaves if the purpose was to support students who are inhibited from making progress in their graduate program because of not having access to research facilities.

I hope this is clear. If anyone has any other questions regarding graduate studies or questions involving greater detail on this topic, please encourage them to contact me or anyone else within CGPS. We would be happy to help."

There was a question about the processes for electronic University Council meetings: "The current process during the coronavirus pandemic involves posting UC agendas on a Monday with a meeting on Thursday. There is an opportunity to vote on decision items but there is no opportunity for debate.

In other organizations I have been involved in there is a moderated discussion period that is opened up ahead of the vote, which is all done electronically. In this manner a back and forth discussion may be held.

Would it be possible to adopt this format for decision items at Univ Council when required? And if not what are the barriers?"

The chair of Council, Jay Wilson responded: "We are doing our best to ensure the business of council takes place. I agree that an ideal process may involve more synchronous debate.

We are exploring options to extend the use of technology to permit real time debate. That being said we are fielding questions and sending them to the individuals best suited to answer them. This is a similar process to what we have in a face to face setting without the ability to observe. Those who have questions can ask them and those with the knowledge can respond. All questions and responses are then shared. It can be said that people actually have more time for debate as we do not move on to the next item.

We are planning a survey of council members to determine if they are prepared to take the next step to a synchronous meetings."

The Council member further inquired: "*My comment was that debate on decision items could be held in advance of the University Council meeting by opening a forum for discussion that everyone could see and comment on.*

My recommendation is that this should be considered as another possibility to a synchronous debate."

Jay Wilson responded that "We will bring your thoughts forward to the next coordinating meeting."

There was a question about tuition: "*My last question is when will University Council receive an update on the proposed tuition and fee increases for undergraduate and graduate students?*"

Tony Vannelli, Provost responded that there will be an update at the May Council meeting to the proposed tuition increases for undergraduate and graduate students."

15. Adjournment

Adjournment was by consensus as of close of voting at 5:00pm on April 22, 2020.

Table 1. Action items

| Section | Action item | Responsible |
|----------|--|--------------------------|
| p.5 s.14 | Coordinating committee to determine process for | Dr. Chelsea Willness and |
| | more synchronous meetings | Dr. Jay Wilson |
| p.6 s.14 | Update on tuition rates for 2020/21 at May Council | Dr. Tony Vannelli |

Attachments

1. Appendix A – Attendance from the meeting of April 16, 2020

Next Council meeting is May 21, 2020 – Please send regrets to michelle.kjargaard@usask.ca.

COUNCIL ATTENDANCE 2019-2020

| Namo | 1 | ts | | | | | | | | | 1 |
|---|---------------------|----------------|---------------|--------------|---------------|-----------------|----------------|---------------|----------------|-------------|--------------------------------|
| Name | Sept 19 | Oct 17 | Nov 21 | Dec 10 | lan 16 | Feb 20 | Mar 19 | Apr 16 | May 21 | June 18 | |
| Narch 19, 2020 - Due to the meeting bein | | | | | | | | | | | |
| perated as such to maintain integrity an | | | | | | | | | | | |
| April 16, 2020 - Due to the meeting being | held electronically | y, the attenda | nce and quoru | m were deter | mined by voti | ng. As a result | , we have note | ed who was pr | esent 'P' by w | no voted. | |
| | - | 1 | 1 | 1 | | 1 | 1 | | 1 | T | |
| Aitken, Alec | R | Р | Р | Р | Р | Р | | Р | | | |
| Alcorn, Jane | A | A | A | A | A | Р | | A | | | |
| Bell, Scott | n/a | n/a | n/a | Р | Р | Р | | Р | | | |
| Berry, Lois | R | Р | R | Р | Р | R | | Р | | | |
| Blakley, Jill | R | Р | R | Р | Р | A | | A | | | |
| Boland, Mark | Р | Р | Р | Р | Р | A | | A | | | |
| Bonham-Smith, Peta | Р | P | P | P | R | P | | P | | | |
| Brook, Ryan | P | P | P | R | A | P | - | P | | | |
| Brothwell, Doug | R | P | P | R | P | P | | P | | | |
| Bruni-Bossio,Vince | A | P | R | P P | P | Р | | P | | | |
| Buhr, Mary Burgess, David | P P | R P | R P | P P | A | P | | A P | | | |
| Card, Claire | P | P P | P | P | R P | R P | | A P | | | |
| Carter, Mark | P | P P | P P | A | A | A | | A | | | |
| Chernoff, Egan | A | A | P A | A | A | A | | A | | | |
| Chibbar, Ravindra | P | R | P P | P | P P | R | | P P | | | |
| Crowe, Trever | Р | P | Р | P | P | P | | P | | | |
| D'Eon, Marcel | P | P | A | P | A | P | | A | | | |
| Dawson, DeDe | P | P | P | R | P | P | | P | Sabbatica | al (Jan-Jun | She will attend if in the city |
| de Boer, Dirk | P | P | R | P | R | P | | P | | | |
| Delbaere, Marjorie | P | R | R | P | P | R | | A | | İ | |
| Deters, Ralph | Р | Р | P | P | A | Р | | A | | | 1 |
| Detmer, Susan | Р | Р | Р | Р | Р | R | | Р | | | |
| Dick, Rainer | Р | Р | Р | Р | Р | Р | | А | | | |
| Dobson, Roy | Р | R | Р | Р | Р | R | | Р | | | |
| Downe, Pamela | Р | Р | R | Р | R | Р | | Р | | | |
| Elias, Lorin | Р | Р | Р | R | Р | R | | Α | | | |
| Engler-Stringer, Rachel | Р | R | Р | Р | Р | R | | Р | | | |
| Eskiw, Christopher | А | А | A | А | Α | А | | Α | | | |
| Flynn, Kevin | Р | Р | R | Р | Р | Р | | Р | | | |
| Fonseca, Alejandra | Р | Р | Р | Р | Α | Р | | Р | | | |
| Foley, Sarah | Р | R | Р | Р | R | R | R | R | R | R | Regrets for Feb-Jun meeting |
| Fotohui, Reza | R | Р | R | Р | Р | Α | | Α | | | |
| Freeman, Doug | R | R | Р | Р | R | R | | A | | ļ | |
| Gabriel, Andrew | Α | Р | A | Р | P | Α | | Α | | | |
| Gillis, Glen | Р | Р | Р | Р | N/A | N/A | | P | | 1 | Sabbatical (Jan-Jun 2020) |
| Gjevre, John | P | R | R | P | P | P | | A | | | |
| Harrison, William | A | A | A | P | A | P | | A | | | |
| Henry, Carol | R | A | P | A | P | R | | A | | | |
| Illing, Kate | A | R | A | A | A | A | | A | | | |
| Jamali, Nadeem | Р | Р | P | P | R | R | | A | | | |
| Jensen, Gordon Jones, Paul | P | R P | A P | P P | R P | R | | P P | | | |
| Jones, Paul Just, Melissa | R | | P P | P P | P P | R | | P P | | | |
| Kalra, Jay | R P | R | P P | R | R P | R R | | P P | | | |
| Kalla, Jay Kelly, Timothy | P P | A P | P P | к Р | к Р | R P | | A | | | |
| Keny, Timothy Khandelwal, Ramji | P P | R | P P | P | R | P P | | P | | | |
| Klassen, Lauren | A | A | A | A | P | A | | A | | | |
| Klassen, Lauren Ko, Seok-Bum | P | P P | R | R | R | A | | P A | | | |
| Kresta, Suzanne | P | R | A | A | R | P P | | P P | | | |
| Kumaran, Arul | P | A | P | A | A | R | | A | | | |
| Lamb, Eric | P | P | P P | P | P | R | | P | | | |
| Lane, Jeffrey | P P | A | P P | P P | P P | R | | A | | | |
| Langhorst, Barbara | R | R | R | P P | R | R | | P | | | |

| Name | | | | | | | | | | |
|------------------------|---------|--------|-------------|--------------|--------------|-------------|-----------------|-------------|----------------|---------|
| | Sept 19 | Oct 17 | Nov 21 | Dec 19 | Jan 16 | Feb 20 | Mar 19 | Apr 16 | May 21 | June 18 |
| Lanovaz, Joel | Р | Р | Р | Р | Р | R | | А | | |
| Lindenschmidt, Karl | Р | Р | A | Р | Р | Р | | Р | | |
| London, Chad | Р | Р | Р | Р | R | Р | | Р | | |
| Luke, lain | R | Α | R | R | R | Α | | Α | | |
| Macfarlane, Cal | Α | R | А | А | А | Α | | А | | |
| MacLean, Jason | R | А | А | R | А | Α | | А | | |
| Manley-Tannis, Richard | Р | R | Р | А | Р | R | | Р | | |
| Markham, Taylor | Α | А | А | А | А | Α | | А | | |
| McEwen, Alexa | Α | R | R | Р | R | Α | | А | | |
| Mousseau, Darrell | Р | Р | Р | Р | Р | Р | | Р | | |
| Murphy, JoAnn | Р | Р | Р | Р | Р | R | | Р | | |
| Neufeld, Matthew | Р | Р | Р | Р | Р | Р | | Р | | |
| Papagerakis, Petros | Α | А | Р | Р | Р | Р | | Р | | |
| Phillipson, Martin | Р | P | P | P | A | P | | A | | |
| Pocha, Sheila | P | A | A | A | A | A | | P | | |
| Poettcker, Grant | A | A | A | A | A | A | | A | | |
| Power, Sarah | A | A | A | A | A | A | | A | | |
| Prytula, Michelle | P | R | P | P | R | R | | P | | |
| Racine, Louise | R | R | R | R | R | A | | P | | |
| Reaser, Isaac | A | A | | | | | este Robillar | | | |
| | P | P | R | R | P | P | | P | | |
| Risling, Tracie | - | - | | | - | | | Р Р | | |
| Robillard, Celeste | n/a | n/a | A | R | P | A | | | | |
| Sarty, Gordon | Р | P | P | P | P | R | | P | | |
| Saxena, Anurag | A | Р | Α | Р | R | A | | A | | |
| Shevyakov, Alexey | Р | Α | Р | R | Р | Р | | Р | | |
| Shin, Hyunjung | Р | Р | Р | R | Р | R | | Р | | |
| Singh, Jaswant | A | Р | Р | Р | Р | R | | Р | | |
| Smith, Charles | Р | A | A | A | A | A | | A | | |
| Smith, Preston | R | A | Р | R | Р | Р | | A | | |
| Smith, Martha | Р | Р | Р | Р | Р | Р | | Р | | |
| Soltan, Jafar | Р | Р | Р | Р | Р | Р | | Р | | |
| Somerville, Kara | Р | R | Р | R | Р | A | | A | | |
| Spurr, Shelley | Р | Р | Р | Р | R | R | | Р | | |
| Squires, Vicki | Р | Α | Р | Р | R | Р | | Р | | |
| Stoicheff, Peter | Р | R | Р | Р | Р | Р | | Р | | |
| Stuart, Glenn | Р | Р | А | Р | Р | Р | | Р | | |
| Swidrovich, Jaris | Р | R | Р | R | Р | R | | Р | | |
| Urquhart, Stephen | Р | Р | Р | Р | Р | Р | | Р | | |
| Vannelli, Tony | Р | Р | Р | Р | Р | Р | | Р | | |
| Waldner, Cheryl | Р | Р | Р | Р | R | R | | Р | | |
| Walker, Keith | Р | R | Р | Р | R | Р | | Р | | |
| Willenborg, Christian | Р | R | R | Р | Р | Р | | Р | | |
| Willness, Chelsea | Р | Р | n/ | a-resigned a | s of Oct 31, | 2019 and wi | ll be part of r | on-voting a | s of Jan 1, 20 | 20 |
| Willoughby, Keith | Р | Р | Р | Р | Р | R | | Р | | |
| Wilson, Jay | Р | Р | Р | Р | Р | R | | P | | |
| Wilson, Lee | P | A | P | P | P | P | | A | | |
| Woods, Phil | P | P | P | P | P | P | | P | | |
| Wotherspoon, Terry | P | P | P | P | P | R | | P | | |
| Yao, Yansun | | - | p-Dec 2019) | | A | P | | P | | |
| Zello, Gordon | R | R | R | Р | A | P | | A | | |
| Zhang, Chris | P | P | P | P | P | P | | P | | |
| Linding, Chills | г | r r | r | r r | r | г | | | I | I |

COUNCIL ATTENDANCE 2019-2020

Attendance Summary - Non-voting participants

| Name | | | | | | | | | | |
|--|------------------------|---------------|--------------|-------------|----------------|-----------------|--------------|---------------|-----------------|----------|
| | Sept 19 | Oct 17 | Nov 21 | Dec 19 | Jan 16 | Feb 20 | Mar 19 | Apr 16 | May 21 | June 18 |
| March 19, 2020 - Due to the meeting being held electronically, the attendance and quorum were determined by voting. Since our voting through the PAWS process is created and operated as such to maintain integrity and privacy of the voting process, we do not have access to the list of names of who attended. | | | | | | | | | | |
| April 16, 2020 - Due to the meeting being l | held electronically, t | he attendanc | e and quorum | were determ | ined by voting | g. As a result, | we have note | d who was pro | esent 'P' by wh | o voted. |
| Bilson, Beth | Р | Р | Р | Р | Jan 2020-B. | . Bilson has r | noved from | the OUS Dep | ot | |
| Chad, Karen | Р | Р | Р | Р | Р | А | | Α | | |
| Doig, Anne | n/a | n/a | Р | Р | Р | Р | | Р | | |
| Ezekwesili, Chiamaka | n/a | n/a | Α | Α | Α | А | | Α | | |
| Fowler, Greg | А | Р | Α | Α | Р | А | | Α | | |
| Isinger, Russell | Р | Р | Р | Р | Р | Α | | Α | | |
| McDougall, Patricia | Р | Α | Р | Р | R | А | | Р | | |
| Mendoza, Mery | Р | Р | Р | R | Р | Р | | Α | | |
| Morrison, Karen | R | Р | Р | Р | Р | Р | | А | | |
| Munoz Pimentel, Carlos | Р | Р | Р | R | Р | Р | | А | | |
| Osburn, Debra Pozega | Р | Р | R | Р | Р | Р | | А | | |
| Ottmann, Jacqueline | Р | Α | Α | Α | А | Р | | А | | |
| Ratt-Misponas, Regan | Р | А | Р | Р | R | Α | | А | | |
| Still, Carl | Р | R | R | Р | Р | R | | А | | |
| Willness, Chelsea | n/a-C. Willne | ess started w | ith OUS Jan | 1, 2020 | Р | Р | | Р | | |



PRESIDENT'S REPORT TO UNIVERSITY COUNCIL

MAY 2020

As I submit this May report to University Council, I note we are in our ninth week of working and delivering classes remotely. I want to acknowledge how thoughtful, responsive, and resilient members of our campus community – students, faculty, and staff - have been during these uncertain times. This is especially pertinent given the recent completion of remote exam delivery. I want to thank all members who both transitioned to remote course delivery and subsequently delivered exams in a remote setting. This is no easy feat and I truly commend you for your ability to pivot and adapt through this very trying period.

Since my last report in April, I would like to highlight a few important updates:

- **Tuition** The next several months are going to be challenging for many families facing difficult financial decisions as a result of the pandemic. Knowing that tuition is a significant investment for students, we have decided to freeze our tuition rates on the majority of our programs for the upcoming year. Our hope is that by maintaining tuition at the current rates for the fall and winter terms, we can reduce some financial pressures for many students and their families. Even with tuition rates remaining unchanged, we are staying focused on program and delivery enhancements to ensure that students continue to receive a world class education at the University of Saskatchewan. The method of program delivery this fall and winter whether in-class, remotely or a blend of both—will not change the high quality and value of a USask degree.
- Fall Planning The immense planning effort continues to determine how this upcoming academic year looks. This is a complex and multi-layered initiative, knowing that it will not be business as usual. Being thoughtful, deliberate and diligent will help us get this right, based on guidance from the provincial government and our healthcare professionals. A Pandemic Recovery Team (PRT) has recently been formed, consisting of cross-campus representatives, with the mandate to lead the planning for September, best positioning USask to deliver successfully on our academic and research missions for students during these extraordinary times. The spring term (already underway) and the upcoming summer term are both being delivered remotely. We are now planning for a primarily remote approach to program delivery this fall. The planned September delivery model will combine primarily remote online learning, with limited classroom, laboratory, clinical, and physical instruction only where warranted and where circumstances permit, in consultation with public health and Saskatchewan's Chief Medical Health Officer. This direction reflects comprehensive analysis and planning work done at the university over the months since the emergence of COVID-19, and is based on current pandemic knowledge and projections. The planned direction also provides the programming flexibility needed to manage the potential risks while ensuring the health and safety of our students, faculty and staff. We hope this will help our students and faculty in starting to plan their fall. The health and safety of our students and staff will be the priority as we remain focused on delivering our world class academic programming and research.



• **2020 Convocation** - For the Class of 2020, we have announced that our spring convocation ceremonies will be postponed. From the moment the postponement was officially announced, we have been working hard to make new plans to honour our graduating students. Although we are prevented from celebrating their achievements in person this June, they will be receiving their parchments and we will celebrate in other ways beginning later this month. At some point in the future, we do plan to invite all our Class of 2020 graduates back to campus to have the opportunity to cross the convocation stage in person, celebrating their accomplishments with their families and friends.

Once again, I am grateful for your continued support and flexibility during this most challenging time in our university's history. While COVID-19 has created tremendous operational and financial challenges for us in delivering on our academic and research mission, I have great confidence in the decisions we are making to emerge as an even stronger university in the post-pandemic period.

USask Indigenous health leader appointed to national COVID-19 Immunity Task Force

I would like to congratulate USask Indigenous health research leader, Dr. Carrie Bourassa, for her recent appointment to the federal COVID-19 Immunity Task Force as the Indigenous Engagement Lead. This national group, which brings together 15 prominent leaders with relevant university, hospital and public health expertise, will oversee efforts to measure the scope and scale of SARS-CoV-2 immunity across Canada. As part of a recently announced \$350 million dollar project to expand national testing and modelling, this two year initiative will aim to provide decision makers with the best information to manage the pandemic and assist with getting people back to work.

Welcoming Dr. Melissa Just to the role of Interim Provost and VP Academic

On May 1, Dr. Melissa Just began her tenure as Interim Provost and VP Academic. She will work closely with the current provost and vice-president academic, Tony Vannelli, until June 30th, at which time Tony will step down and Melissa will assume full responsibility in the interim role. Melissa joined USask as dean of the University Library in February 2017. She has demonstrated exceptional leadership in that time, realigning library resources to best meet the ever-evolving needs of faculty and students in an academic area that changes quickly and constantly, while also leading the development of the library's master plan. An international search for our next provost and vice-president academic has begun and I will provide more information on the progress of that search as it is available. Please join me in congratulating and welcoming Melissa to this new position.

Provost's Report to Council

May 2020

GENERAL REMARKS

First and foremost, I want to continue to wish the University of Saskatchewan community of students, faculty and staff the best of health as we continue to manage a historic pandemic that the entire world is fighting with courage, dignity and integrity. Again, I want to add to the global applause for health sector warriors – doctors, nurses, public health officials and more that are fighting this virus to protect each and every one of us as well as the entire worldwide population.

I want to especially thank the entire faculty and staff that delivered the end of the Winter term remotely and spectacularly with only a few days' notice along with huge efforts of our students and researchers that worked with this new mode of program delivery during a stressful and uncertain time. The stories of imagination and encouragement that allowed all of us to continue to teach and learn remains inspirational.

At this time, the emerging plans remain to deliver the majority of Spring, Summer and especially the large Fall terms remotely or online. More formal details will be announced by late May/early June. Remote delivery of programs is occurring across North America. Accredited health sciences' programs across the spectrum do require more "hands on" teaching and learning with patients. These programs will be monitored carefully by both academic and health officials to assure that everyone's health is protected. We will work with the Chief Medical Officer, Public Health and SHA officials to assure that our students, faculty and staff remain safe and healthy to a "slow" re-opening of the province, country and campus. The newly created university **Pandemic Response Team (PRT)** will be providing proper protocol that we will follow with government Health officials with the number one focus being to protect everyone's health in these times.

To help students at this time, we have maintained tuition for 2020-21 at the same levels as 2019-20 (except for a few programs that had tuition announced earlier). Please see the report from the Office of Institutional Planning and Assessment that follows. We realize the economic impact of the pandemic on students as well as their families during this crisis. We continue to provide critical Emergency funding to many students in need that has increased dramatically in the past two months. We will continue to provide additional support as we progress into the Fall term. Along with other fiscal supports provided by many levels of government, we will support undergraduate and graduate students that need this help to continue their education

I will provide additional updates as needed before my June Report to Council. Be strong and stay well for yourselves and others.



INSTITUTIONAL PLANNING AND ASSESSMENT

Tuition Update

The University of Saskatchewan has reviewed and revised its original tuition plans for the 2020/21 academic year. Due to the impacts of COVID-19 on students, USask is implementing a tuition freeze for 2020/21 for most of its programs. The tuition announcement was made on May 7, 2020.

International differential tuition multipliers will remain unchanged at 2.73 for undergraduate students and 1.58 for graduate students and are projected to remain below most U15 comparators. Tuition rates for three colleges—Western College of Veterinary Medicine, College of Dentistry, and College of Law—will see tuition increases ranging from 3 to 15%. These tuition increases have been previously announced following broad consultation and reflect the specific needs of these respective programs.

We know tuition is a significant investment for students, and we hope that by maintaining tuition levels at their current 2019/20 rates in most of our programs for the upcoming year, current financial pressures felt by students and their families may be reduced. Even as tuition rates remain unchanged, we remain focused on program and delivery enhancements to ensure that our students receive a rich and rigorous education that will set them up for success following graduation. The method of program delivery—whether in-class, remote, or a blend of both—does not change the high quality and exceptional value of a USask degree.

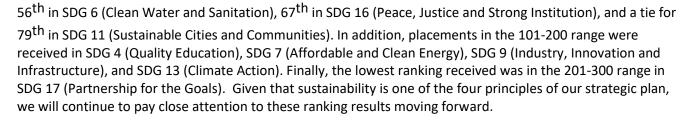
To assist with affordability and accessibility, the University of Saskatchewan will continue to provide over \$70 million annually in financial aid, through scholarships, bursaries, and tuition credits that remain in place. Additionally, as a further response to support students during the COVID-19 pandemic, we have already provided payments to students in excess of \$925,000 from the Emergency Student Fund, a fund that will continue to support students in crisis; have invested \$175,000 to support graduate students in assistantships; and suspended late fees for tuition payments until August.

We understand that there are also questions about fees for the upcoming year. Student fees are assessed to maintain important services and supports, most of which continue to be used by students regardless of how classes are delivered. Student fees for 2020/21 are still under consideration and will be announced at a later date. USask collects these fees on behalf of a variety of partners, including the USSU and GSA, and we are working with them to determine their services and fee levels for the upcoming year.

Update on University Rankings

As part of my regular updates to you on university rankings, I wanted to provide some information on the Times Higher Education (THE) Impact Rankings that were released on April 22, 2020. Like other university rankings, this initiative uses a set of criteria to provide a global ranking of universities. However, it is unique in that it measures the success of universities across the world in advancing the United Nations' 17 Sustainability Development Goals (SDGs). The University of Saskatchewan received an overall ranking of 96 in the world; a top 100 outcome among the 766 universities that were ranked overall.

In addition to the overall ranking, THE also provided rankings in each of the 17 SDGs. Universities had the option of participating in any of the SDGs in order to be ranked in the specific goal areas. Our university participated in 11 SDGs and received two top 20 rankings, 4th in SDG 2 (Zero Hunger) and 12th in SDG 3 (Good Health and Wellbeing). There were four other outcomes in the top 100 including 38th in SDG 14 (Life Below Water), a tie for



More information on the THE Impact Rankings is available on the IPA website: <u>https://www.usask.ca/ipa/Assessment-and-Analytics/university-rankings.php</u>.

COLLEGE AND SCHOOL UPDATES

University Library

On Monday, May 11, a digital archive was launched to document life in Saskatchewan during the COVID-19 pandemic. The COVID-19 Community Archive is a partnership between USask faculty in the Department of History and the University Library. As a community-driven initiative, the COVID-19 Community Archive invites submissions from Saskatchewan residents that chronicle individual or collective experiences during the global health crisis. The project team will also use web archiving, interviews, and other initiatives to gather other documentation, such as materials related to the local public discourse (e.g., news releases, policy changes, school closures) as well as science during COVID-19 (e.g., VIDO-InterVac response, strategic initiatives, research delays). This archive will provide valuable source material for researchers studying how the COVID-19 pandemic has transformed the university and the province at large. Content can be viewed and submitted online at https://covid19archive.usask.ca/.

Room 110, 1 Campus Drive University of Saskatchewan Saskatoon, Saskatchewan S7N 5A3



Telephone: (306) 966-6960 Fax: (306) 966-6978 E-mail: contactus@ussu.ca Website: www.ussu.ca

Thursday, May 21st 2020

During the final week of March, undergraduate students voted in the University of Saskatchewan Students' Union election for the 2020-2021 executive in the midst of moving to online learning and adapting to the changes brought on by COVID-19. In April the executive continued to advocate on behalf of students to ensure they were receiving support while finishing their classes and for some, their degrees. Our Executive team released an open letter to the University of Saskatchewan in regards to the concerns and asks that students had expressed during the final weeks of the winter term. These requests included

- No tuition increase for the 2020/2021 academic year.
- That all students be given a pass/fail option.
- Reimbursing students for forced withdrawals of classes they would have otherwise been able to complete before the closure of the university.
- Extension of tuition deadlines for Spring, Summer, and Fall terms to account for financial hardships that students may face due to loss of employment opportunities.
- Waiving late payment fees on tuition for Spring, Summer, and Fall terms.

We're pleased the university recognized our call to not increase tuition for the upcoming year and we will continue to work hard and advocate on behalf of students.

On the first of May we welcomed and began transitioning the newly elected executive who came into office. The student body has elected 2 returning executives as well as a new Vice-President of Student affairs and Vice-President of Academic. We are happy to introduce the following:

- Autumn LaRose-Smith (President), from the SUNTEP Program in the College of Education, made history by becoming the first Indigenous woman to be elected in the President's role and will be the 6th Indigenous President of the USSU. She previously had been elected as Vice President of Student Affairs for the USSU during the 2019-2020 term, through a byelection held in October. She has served as the President of the SUNTEP Student Representative Council as well as multiple student groups. She currently sits as a member on the Ness Creek Cultural and Recreational Society Board, and is a National Ambassador of Hope with We Matter.
- Jamie Bell (Vice President of Operations and Finance) is no stranger to university governance. The Edwards' School of Business Student was the incumbent VP Operations and Finance serving in the 2019-2020 USSU Executive Team where he worked diligently alongside our many campus groups to ensure success of their

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respective organizations. He was successfully elected for a second term with one other candidate in the running and is dedicated to supporting students on and off campus.

- Kiefer Roberts (Vice President Academic Affairs-Elect) is a member of the Lac La Ronge Indian Band and comes from Stanley Mission, located in Northern Saskatchewan. The Political Studies Major was successfully elected by students, running unopposed. He brings a wealth of knowledge having served as a Member of Students' Council representing the Indigenous Community in the 2017-2018 Academic year, and, again in 2019-2020.
- Jory McKay (Vice President Student Affairs) ran in an election that saw three candidates vying for the position, and was successfully elected into this role. Jory has been an effective advocate in his previous job as USSU Pride Centre Coordinator for 2 years and also sits as a board member for the Saskatoon Pride festival. He is dedicated to building a safe, accessible, and inclusive community and looks forward to working on sustainability initiatives on campus.

The new executives are getting used to their roles while staying up to date with changes regarding COVID-19 from all levels of government and the University of Saskatchewan. We recognize that these changes affect our entire community and beyond, signifying the importance of community, collaboration and adaptation. We are in the process of working on our strategic direction for the upcoming year and are excited to begin working with those on and off campus!

With respect, excitement, and kind regards, Jamie Bell Kiefer Roberts Jory Mckay Autumn LaRose-SMith



University of Saskatchewan Graduate Students' Association

University Council Report - May 2020

The Graduate Student's Association welcomes a new executive team who will be representing and advocating for the graduate students at the University of Saskatchewan from May 2020 to April 2021. The new executive team is made up as follows:

President: Humaira Inam

Vice-President Finance and Operations: Hadi Ramin

Vice-President Student Affairs: Carmen Marquez

Vice-President External: Qasim Gill

On behalf of the new executive team, we are deeply honored to represent graduate students at this institution and look forward to working with our partners around campus. We will continue to provide the necessary tools and resources to achieve the academic and professional excellence of our students. Concurrently, we will foster a diverse, supportive, and equitable environment so that they have a positive experience in our institution. Consequently, for this academic year, the representatives of the Graduate Students Association will focus on four main areas:

1. Requesting student representation on governance committee of council and crisis management teams

On behalf of the GSA executive, I would like to express my disappointment with the university decision of excluding graduate student leaders on both, the Governance Committee of Council and the Crisis Management Team. During this time, it is critical to have open lines of communication so that we can properly inform our members of the actions being taken as well as

directly advocate for their needs in these spaces. In an effort to request graduate representation, the GSA executive has forwarded a letter to senior administration which is found below as appendix 1. We will continue our efforts to make sure our graduate students are well represented on both committees.

2. Enhancing resources that support student mental health

Stress affects the lives of our graduate students and it is something that needs to be taken seriously, especially considering the difficult times that many students are facing during this pandemic. Being socially isolated for example can have detrimental effects on our mental health, and concurrently affect other aspects of our lives. At times, it can also become very difficult for us to recognize how dangerous stress can be to our mental health. In fact, our graduate students feel very overwhelmed by a combination of financial and professional pressures, resulting in lack of sleep and social life. Those pressures can vary from doing research, teaching classes, collecting data, taking courses, writing reports/theses/papers, concerns about visa status, tuition, etc. Furthermore, these pressures have now been exasperated due to Covid-19, and the preventative measures taken to contain this pandemic will be taking a toll on many. Therefore, it is very important for us to recognize and address signs of mental illness, to understand where to turn for help, and to work towards eliminating stigmatization while promoting wellness. The Graduate Student's Association will continue its efforts to promote positive mental health, increasing the available resources that can help to identify when students are at risk and helping them to get support from our university and community.

3. Enhancing and improving opportunities that already exist for a better student-supervisor relationship

The student-supervisor relationship is the core of the academic success of all graduate students and has been discussed previously. The Graduate Student's Association has previously initiated a student-supervisor agreement that specifies the roles and responsibilities of both student and supervisor, which will help students to communicate better, and recognize mutual responsibilities while increasing their chances of success at the university. The GSA executive will continue working towards the improvement of the student-supervisor relationship, promoting the resource

2

checklist that has critical information for all new graduate students and faculty, developing the graduate student handbook that will help our graduate students to navigate their programs. Overall, we aim at enhancing and improving availability of resources to support the unique relationship between students and their supervisors.

4. Enhancing activities to develop graduate student skills

Graduate student skills in academic writing, effective communication, leadership, independent work, time management, networking and relationships, etc. are essential in supporting career building for future roles within the work force. We hope to provide resources, workshops, events, and activities throughout the year that help graduate students in learning these necessary skills that can be transferable to real life jobs once they graduate. Overall, we will continue to strive for excellence in the resources and support our graduate students need to enhance their academic experience at our institution so that they become the leaders that the world needs.

We look forward to working with members of the University throughout our tenure this year. Together, we can improve the academic and community experience of our students on campus, as well as prepare them for a successful career.

Humaira Inam

President, Graduate Students' Association

Appendix 1:





April 29, 2020

RE: Student Membership on Governance Committee of Council and Student Engagement on COVID-19 Crisis Management Teams

To the Governance Committee and USask administration,

We are disappointed that the Governance Committee, on April 21, 2020, voted to not proceed forward with assigning voting membership for students on the Governance Committee of Council. This decision was made on the basis that the Governance Committee is different to other Council Committees, and therefore does not warrant voting membership for students. The basis of this decision is contrary to the values of our university, and therefore, is unacceptable.

Students have played integral roles in Council Committees and have shaped many of the discussions that have taken place. With this decision, we continue to build a wall between students, administration and faculty, and with this wall, we are pushing students away. We continue to be one of the few U15 institutions that attempts to legitimize a lack of student engagement on institutional governing bodies.

Furthermore, the university administration continues to exclude students, appointed by the USSU and GSA executive, on any of the COVID-19 Crisis Management Teams. Student leaders are at the forefront of addressing the needs and concerns of their membership and it is critical that we have open and direct lines of communication every step of the way so that we can properly inform our members of the actions taken as well as directly advocate for them.

As student leaders, we are disheartened to see these decisions move forward; as an institution it seems we are taking one step forward and two steps back. We can certainly do better to ensure students are part of the shared governance structure and part of the decision making process. In keeping with our university's mission, we again request the rightful inclusion of our student representatives on these committees.

USSU Executives and GSA Executives

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REQUEST FOR DECISION

| PRESENTED BY: | Stephen Urquhart, chair, Governance committee of Council |
|------------------|--|
| DATE OF MEETING: | May 21, 2020 |
| SUBJECT: | Nominations for the nominations committee of Council for 2020/21 |

DECISION REQUESTED:

It is recommended that Council approve the slate of nominations to the nominations committee of Council, and the chair, effective July 1, 2020, as attached.

DISCUSSION SUMMARY:

The Governance Committee recommends the 2020/21 membership of the Nominations Committee, and the nomination of Dr. Paul Jones, associate professor in the School of Environment and Sustainability, to the position of chair of the committee.

ATTACHMENT:

1. Nominations Committee recommended membership (new members in red).

Attachment 1

NOMINATIONS COMMITTEE 2019/20

Draft membership list

- Recommends nominations for Council committees and panels, search and review committees, some collective agreement committees and panels, and other vacancies.
- Membership restricted to members of Council (9 members), with no more than 3 members from the College of Arts and Science and no more than 2 members from any other college.

| Name | | |
|---------------------------------|----------------------|------|
| Paul Jones <mark>(chair)</mark> | SENS/Toxicology | 2022 |
| Tom Steele | Physics | 2023 |
| Eric Lamb | Plant Sciences | 2021 |
| Teresa Paslawski | College of Medicine | 2023 |
| Kara Somerville | Sociology | 2022 |
| Petros Papagerakis | Dentistry | 2023 |
| Yvonne Shevchuk | Pharmacy & Nutrition | 2023 |
| Greg Wurzer | Library | 2021 |
| Jaswant Singh | WCVM | 2022 |

Resource Members

| Jacquie Thomarat | Associate Secretary, Academic Governance |
|--------------------|--|
| Michelle Kjargaard | Administrative Assistant, Office of the University Secretary |

UNIVERSITY COUNCIL GOVERNANCE COMMITTEE REQUEST FOR DECISION

| PRESENTED BY: | Stephen Urquhart, chair, governance committee | |
|----------------------------|---|--|
| DATE OF MEETING: | May 21, 2020 | |
| SUBJECT: | College of Nursing Faculty Council Membership | |
| DECISION REQUESTED: | | |

It is recommended that Council approve the membership changes to the Faculty Council of the College of Nursing as shown in attachment a, effective May 21, 2020.

PURPOSE:

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

DISCUSSION SUMMARY:

On May 16, 2019, Dr. Louise Racine and members of the bylaws committee of the College of Nursing attended a meeting of the governance committee of Council to provide an overview and rationale for the proposed revisions to the college's Faculty Council membership. At its meeting on January 23, 2020 the College of Nursing Faculty Council passed a motion to adopt the new membership and voting privileges of its Faculty Council. On March 24, 2020, the governance committee voted electronically in favour of recommending to Council that the proposed changes to membership of the College of Nursing's Faculty Council be adopted. On April 16, 2020 a notice of motion to amend the University Council bylaws was duly presented to Council.

The entirety of the Constitution and Bylaws are provided only for context, not for approval. Only the Faculty Council membership is presented for approval.

ATTACHMENT(S):

- a. College of Nursing Faculty Council Membership revisions for approval
- b. College of Nursing Faculty Council Bylaws for information



College of Nursing Faculty Council Membership

Date: Approved by Faculty Council on January 23, 2020.

Subject: Proposed changes to the membership of the College of Nursing Faculty Council

| Old I | Membership of the Faculty Council of the College of Nursing | Nev | v Membership of Faculty Council of the College of Nursing |
|-------|--|-------|---|
| | | | |
| Facu | Ity Council of the College of Nursing | Facu | Ity Council of the College of Nursing |
| In ad | ldition to A above section (a) to (o) | In ac | dition to A above section (a) to (o) |
| (p) | Those professors, associate professors, assistant professors, extension specialists, full-time lecturers, instructors and special lecturers who for administrative purposes, are assigned to the Dean of the College of Nursing; | (p) | Those professors, associate professors, assistant professors, full-time lecturers, instructors, and special lecturers who for administrative purposes, are assigned to the Dean of the College of Nursing; |
| (q) | Microbiology and Immunology (1); Physiology (1); School of Public Health (1); School of Physical Therapy (1); deans of Arts and Science, Dentistry, Medicine, Pharmacy and Nutrition, Kinesiology, Veterinary Medicine. | (q) | Department heads or their designated representatives from the Department of Biomedical Sciences (1); the Department of Biochemistry, Microbiology & Immunology (1); the Executive Director or the Executive Director's designate from the School |
| (r) | Clinical Coordinators (3) and Provincial Clinical Coordinator (1); Director of Continuing Nursing; Director of Operations, College of Nursing; Development Officer, College of Nursing, IT Manager, College of Nursing – NAPN representatives Regina (1), | | of Public Health (1); the Director or the director's designate from the School of Rehabilitation Science (1); Deans of Arts and Science, Dentistry, Medicine, Pharmacy and Nutrition, Kinesiology, Veterinary Medicine; |
| | Saskatoon (1); Research Facilitators, College of Nursing – Regina (1), Saskatoon (1); | (r) | Up to four full-time undergraduate nursing students. One from each Nursing Association in Regina, Saskatoon, and Prince |
| (s) | Four full –time undergraduate Nursing students, one from each nursing society and one from the post registration option, and one second degree entry option student; | | Albert, and one from the Post-Degree BSN. Undergraduate student representatives will be named by the undergraduate Nursing Society. |
| (t) | Three full-time nursing graduate students: Masters of Nursing (1), master of Nursing (Nurse Practitioner) (1) , Ph.D. (1) | (s) | Up to four full-time nursing graduate students preferably from the Masters of Nursing (1), Masters of Nursing (Nurse Practitioner) (1), and Ph.D. in Nursing (1). Graduate student representatives will be named by the Graduate Student |

| Association of the College of Nursing or through consultation with the Graduate Chair. (t) A Postdoctoral Fellow (if available) in Nursing nominated by the Postdoctoral Fellows in the College of Nursing and/or through consultation with the Graduate Chair; (u) Clinical Coordinators,* Director of Operations and Strategic Planning*, Director of Finance & Administration,* UCAN Representatives* Research Facilitator,*Communications Officer* |
|--|
| * Denotes non-voting members |

ATTACHMENT: B



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College of Nursing

Faculty Council Bylaws

March 2020

College of Nursing, Faculty Council Bylaws Updated March 8, 2020

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COLLEGE OF NURSING BYLAW INTRODUCTION

The College of Nursing bylaws describe governance procedures and are subject to University Council bylaws, policies and regulations.

PREAMBLE

These bylaws describe and set forth procedures relating to the governance of the Faculty Council of the College of Nursing and are subject to the bylaws, policies and regulations of the University Council, which establishes the Faculty Council. To the extent that any previous resolution of the Faculty Council or its predecessors or any committee of that council is inconsistent with this bylaw, this bylaw has precedence.

PART ONE: FACULTY COUNCIL REGULATIONS

A. Constitutional Powers and Duties

The College of Nursing Faculty Council is established under the authority of the University of Saskatchewan Council, whose powers and duties are in turn established by the University of Saskatchewan Act 1995.

Under Part Three of the University Council's Bylaws, the College of Nursing Faculty Council, subject to the provisions of the University Act, the Bylaws of the University Council and the general control of the University Council, shall have charge over matters of scholarship and discipline. The duties delegated by University Council to the Faculty Council of each college or school are laid out in Part Three, Section V, Subsection 2 of the University Council Bylaws.

In addition to these statutory powers and duties, Faculty Council serves as a forum for the participation and engagement of members of Faculty Council in discussions of policies, plans, and decisions by the college administration, that directly affect those areas for which Faculty Council has responsibility.

B. Membership

The membership of the College of Nursing Faculty Council shall be in accordance with the University Council Bylaws, *Part Three, Section V, Subsection 1*. At the time of approval of these bylaws, membership is specified as follows:

- The faculty council of all colleges and schools shall include the following:
 - a. The President of the University*
 - b. The Provost and Vice-President Academic*
 - c. The Vice-President Research*
 - d. The Vice-President Finance and Resources*
 - e. The Vice-President University Relations*
 - f. The Vice-Provost Teaching and Learning*

- g. The Vice-Provost Indigenous Engagement*
- h. Chief Information Officer and Associate Vice-President Information and Communications Technology*
- i. The Dean of the College of Nursing
- j. The Dean of the College of Graduate and Postdoctoral Studies or designate
- k. The Dean, University Library or designate*
- I. The University Secretary or designate*
- m. The University Registrar or designate*
- Such other persons as the University Council may from time to time appoint in a voting or non-voting capacity*;
- o. Such other persons that the Faculty Council may appoint from time to time in a nonvoting capacity*

*Non-voting members

Faculty of the College of Nursing

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

- p. Those professors, associate professors, assistant professors, full-time lecturers, instructors, and special lecturers who for administrative purposes, are assigned to the Dean of the College of Nursing;
- q. Department heads or their designated representatives from the Department of Biomedical Sciences (1); the Department of Biochemistry, Microbiology & Immunology (1); the Executive Director or the Executive Director's designate from the School of Public Health (1); the Director or the director's designate from the School of Rehabilitation Science (1); Deans of Arts and Science, Dentistry, Medicine, Pharmacy and Nutrition, Kinesiology, Veterinary Medicine;
- r. Up to 4 full-time undergraduate nursing students. One from each Nursing Society in Regina, Saskatoon, and Prince Albert and one from the post-degree BSN program. Undergraduate student representatives will be named by the undergraduate Nursing Society.
- s. Up to 4 full-time nursing graduate students preferably from the Masters of Nursing (Thesis) (1), Masters of Nursing (Course-Based) (1), Masters of Nursing (Nurse Practitioner) (1), and Ph.D. in Nursing (1). Graduate student representatives will be named by the Graduate Student Association of the College of Nursing or through consultation with the Graduate Chair.
- t. A Postdoctoral Fellow (if available) in Nursing nominated by the Graduate Student Association of the College of Nursing or through consultation with the Graduate Chair;
- u. Clinical Coordinators* Director of Operations and Strategic Planning,*Director of Finance and Administration,* UCAN Representatives,* Research Facilitator,* Communications Officer.*

* Non-voting members

Members on leave are not counted in quorum, unless they so otherwise notify the chair and ask that they be retained on the roster of voting members for the period of their absence and count toward quorum.

In accordance with a duly approved motion of the Faculty Council, Faculty Council may recommend changes in its membership to the University Council.

C. Appointment and Election of Members

For those members of the Faculty Council who are not members by virtue of their position as administrators or as members of the Faculty of the College of Nursing:

- The representatives of departments from other colleges and schools shall be appointed by the Dean of the College of Nursing in consultation with respective department heads/deans of other colleges and shall hold membership for a period of 3 years and may be reappointed for an additional 3-year consecutive term as of July, 1st.
- The undergraduate students shall be appointed by the College of Nursing Undergraduate Student Association and shall hold membership for a period of 1 year as of May 1st.
- 3. The graduate students shall be appointed by the College of Nursing Graduate Student Association or through consultation with the Graduate Chair. The graduate students shall hold office for a period of 1 year.
- 4. The postdoctoral fellow shall be appointed by the postdoctoral fellows in the College of Nursing and/or through consultation with the Graduate Chair. The postdoctoral fellow shall hold office for a period of 1 year.

An *ex-officio* member who is entitled under Council Bylaws to delegate his or her membership may designate an individual to serve on the Faculty Council with the same powers as the designator. Such designations will last for a 12-month period and are subject to renewal. In the event that the individual is unable to complete the full term, another individual may be designated in his or her place. To initiate the designation, the *ex-officio* member will inform the chair of Faculty Council. During the period of designation, the *ex-officio* member who initiated the designation may attend meetings of the Faculty Council with a voice but no vote.

D. Duties, Terms of Office and Election of Officers

- 1. The officers of the Faculty Council are the chair, the vice-chair, and the secretary.
- 2. The Dean of the College of Nursing is the chair of the Faculty Council unless the members of Nursing Faculty Council wish to elect a chair from the faculty members of the College. The chair of Faculty Council is an *ex-officio* member on all standing committees of the Nursing Faculty Council. The chair of the Faculty Council shall only vote to break a tie when there is an equal number of voting members support or opposing the motion.
- 3. The chair of the Faculty Council (or the vice-chair if the chair is incapacitated) shall be responsible:

- a. To preside at all meetings of the Faculty Council, to preserve order and decorum and, subject to appeal, to decide all questions of order and other questions as provided in these bylaws.
- b. To prepare a draft agenda for each meeting of the Faculty Council and to present it for approval at the meeting.
- c. In accordance with the University Council's Bylaws, to transmit to the University Council for consideration and review all matters that belong to the care of the University Council or from which the nature of the concern involves more than one college or school.
- d. To ensure the maintenance of an archive of the proceedings and all approved minutes of Faculty Council meetings.
- e. As the spokesperson for Faculty Council, to explain the decisions, activities and procedures of Faculty Council.
- 4 The chair may seek the guidance and assistance of the Governance Committee of University Council with respect to matters of procedure.
- 5. The vice-chair is nominated by faculty members at the first meeting of the Faculty Council each year if no volunteer is willing to serve as the vice-chair, the Dean must nominate a vice-chair. The first regular faculty council is generally held in September, but a faculty council may also be called any other time should an emergency issue occurs.
- 6. In the chair's absence or disability, the vice-chair shall have all the powers and perform all the duties of the chair. The vice-chair also will preside at meetings in place of the chair if the chair declares a conflict of interest in any matter.
- 7. The secretary acts as the delegate of the University Secretary under University Council's *Bylaws* Part Three, Section V.1.E. Under the general direction of the chair, the secretary shall be responsible
 - a. To assist the chair in the preparation of agendas and minutes.
 - b. To arrange for the distribution of notice of meetings, agendas and minutes to all members of the Faculty Council.
 - c. To record attendance at all meetings.
 - d. To record all motions, resolutions, and other decisions taken at meetings.
 - e. To arrange for and carry out elections in accordance with these bylaws and provide the result to the chair.

E. Meetings

- 1. <u>Regular</u> meetings of the Faculty Council will be held once per month during the period of September to June.
- 2. Notice of regular meetings will be in writing and will be provided to all members no less than thirty (30) calendar days in advance of the meeting.

- 3. A special meeting of the Faculty Council may be held at any time upon the call of the chair, or in the chair's absence, of the vice-chair. Upon the written petition of not fewer than 20% of voting members, the chair shall call a special meeting for the transaction of such business only as may be specified in the notification of the meeting. Special meetings require written notice to all members no less than seven (7) calendar days in advance.
- 4. An agenda, and, wherever practical, all supporting materials shall be sent to each member of the Faculty Council at least seven (7) calendar days in advance of the meeting.
- 5. The quorum for regular and special meetings will be 30% who hold full-time faculty positions as full professors, associate professors, assistant professors, lecturers, or instructors in the College of Nursing. Any full-time faculty who are on leave shall not be counted in the calculation of quorum. Faculty members on leave retain the right to participate in meetings, but are not considered part of quorum.
- 6. Only the members of the College of Graduate and Postgraduate Studies have the privileges to vote on matters related to graduate programs, graduate admission, graduate curriculum, and any other College of Graduate and Postgraduate business. As per the College of Graduate and Postdoctoral Studies' Article 19.2.1, a quorum of 50% + 1 faculty members of the CGPS shall vote.
- 7. Any regular meeting may be postponed or cancelled at the call of the chair.
- 8. Regular meetings of the Faculty Council are normally open to the members of the university community and may, at the discretion of the chair, be open to the general public. Non-members may speak at the discretion of the chair but, unless they are voting members of the Faculty Council, are not entitled to vote. The chair may call for any meeting or portion of a meeting to be closed. Every member of the faculty council, whether a voting or non-voting member, shall be entitled to attend closed meetings and sessions, unless that member has a conflict of interest, in which case the conflict shall be declared and the chair shall rule whether the member should remain. Student members will be considered to be in a conflict of interest and excluded from consideration of those matters where the performance of students is under review or consideration.

F. Procedures and Voting

- 1. Meeting shall be presided over by the chair or, in the absence of the chair, of the elected vicechair; or, in the absence of both, by any other member of the Faculty Council as agreed to by the majority of members at the meeting.
- 2. The agenda will be approved at the beginning of each meeting. Notice of any substantive motions to be voted upon by the Faculty Council will be included in advance in the agenda material. A 'substantive motion' refers to any motion dealing with a substantive matter which requires consideration by members of the Faculty Council prior to the meeting at which the motion is presented. Whether or not a motion falls within this definition will be determined by

the chair. This requirement may be suspended upon vote of 2/3 of the members present and voting at a meeting.

- 3. Notwithstanding Section E(4) and F(2), the convocation lists of degrees, certificates, honours and distinctions and the recommendations of convocation awards need not be included in advance in the agenda material, but may be circulated at the meeting at which these items are considered.
- 4. Except as provided elsewhere in these bylaws, all questions legitimately before Faculty Council shall be decided by a simple majority of votes of the members present. The chair shall not vote on a motion before Faculty Council <u>except</u> when there is an equal number of voting members supporting and opposing the motion.
- 5. Voting will normally be by show of hands or by electronic vote. A procedural motion to require a written vote must be seconded and approved by a single majority of the votes of the members present.
- 6. In matters requiring an urgent decision, and at the call of the chair, a motion may be put to the members electronically. Electronic approval of a motion by voting members of the Faculty Council will be deemed to have the same force and effect as a motion adopted by a vote of the members at a meeting duly convened, and will be recorded in the minutes of the next regular meeting of the Faculty Council.
- 7. Any member in attendance may have his or her vote recorded for the minutes on request. The number voting for or against a motion shall be entered on the minutes at the call of any one member.
- 8. Meetings of the Faculty Council and its committees shall be conducted in accordance with the rules of order contained in the 3rd edition of Kerr and King's *Procedures for Meetings and Organizations,* in cases where such rules are not covered in these bylaws.

G. Committees

The Standing Committees of the College of Nursing are: The Academic Integrity Committee, the Bylaws Committee, the Faculty and Staff Development Committee, the Globalization Committee, the Graduate Education and Post-Doctoral Committee, the Nominations Committee, the Planning and Priorities Committee, the Research and Scholarly Committee, the Undergraduate Education Committee, and the Undergraduate Scholarships and Awards Committee. The chair of the College of Nursing Faculty Council is an *ex-officio* member on these committees.

- 1. Faculty Council may establish standing and *ad hoc* committees to facilitate its work and, subject to the approval of University Council and without jeopardizing Council's authority, may delegate decisions to its standing committees.
- 2. Unless a motion of Faculty Council passed in accordance with a delegation by University Council specifically provides otherwise, all recommendations of committees will be brought to Faculty Council for consideration.

- **3.** All standing committees will meet and report to Faculty Council at least once each academic year. Responsibility for calling committee meetings rests with the chair of the committee.
- 4. Standing committees may create subcommittees, including subcommittees composed of persons who are not members of Faculty Council.
- 5. There is no requirement that standing committees be composed entirely of Faculty Council members.
- 6. All standing and *ad hoc* committees will have written terms of reference outlining their composition and accountabilities. Each committee should regularly review its own terms of reference, and may recommend changes to Faculty Council as required. The membership and terms of reference of standing committees of the Faculty Council as well as other committees of the College of Nursing are specified in Part Two of these bylaws.
- 7. The term of office for the chair and members of standing committees is as outlined in the respective Terms of Reference.
- Term of office for chairs and members of standing committees will begin July 1st, unless otherwise determined by the Dean or the Nominations Committee. The term of student members will normally begin on May 1st.
- 9. A vacancy will be declared in the case of a committee member who will be absent from the campus or otherwise unavailable to attend meetings for a period of six (6) consecutive months or more. The Dean or the Nominations Committee shall call for volunteers to fill in the vacancy and hold elections. If there are no volunteers, the Dean or the Nominations Committee shall select a person to fill the vacancy. The members of the Nominations Committee cannot nominate themselves and as such shall be nominated by the members of the Bylaws Committee.
- 10. In the case of a vacancy on a committee between meetings of the Faculty Council, the Faculty Council shall delegate authority to fill the vacancy to the Dean or the Nominations Committee in accordance with the membership requirements of the committee, for the balance of the academic year. The Dean may appoint a person if no volunteers come forward after 2 calls from the Nominations Committee.
- 11. The Dean (whether the Dean is the chair of the Faculty Council or not) is an *ex-officio* non-voting member of all standing committees, subcommittees, and *ad hoc* committees.
- 12. An *ex-officio* member of a committee may designate an individual to serve in her or his place with the same powers as the designator. Such designations shall last for a 12-month period of time and are subject to renewal. In the event that the individual is unable to complete the full term, another individual may be designated in his or her place. To initiate the designation, the *ex-officio* member will inform the chair of the Faculty Council and the chair of the committee involved. During the period of designation, the *ex-officio* member who initiated the designation may attend meetings of the Faculty Council with a voice but no vote.

- **13.** Standing and ad hoc committees may appoint a vice-chair. In the absence of the chair, and where a vice-chair has been appointed, the vice-chair will preside. In the absence of both the chair and vice-chair, the committee may appoint a member to chair the meeting.
- 14. The quorum for all standing committees is as outlined in the Terms of Reference for that committee.
- **15.** Matters decided by the committee shall be decided by a majority vote of those present and eligible to vote. The committee chair shall have the deciding vote in the case of a tie.
- **16.** Committee Chairs shall ensure that minutes are taken at meetings; these minutes shall be made available through the internal SharePoint college site to all members of the Faculty Council.
- 17. The Dean may seek the advice or assistance of a committee of Faculty Council with respect to particular items of business. The advice and assistance shall not contradict or conflict with policies of the Faculty Council, and the committee shall report to Faculty Council on the general nature of the advice given.

H. Records

- 1. Council Bylaws require that "each Faculty Council shall keep a record of its proceedings and this record shall be open to any member of the Faculty Council. A copy of the proceedings shall, upon request, be furnished by its secretary to the chair of the University Council and/or to the president of the university."
- 2. Wherever practical, draft minutes, including a record of all motions and resolutions, from all regular and special meetings shall be circulated to all members with the agenda material for the next meeting, and will be presented for adoption at that meeting.
- 3. Subject to section 4, the record of all general and special meetings shall, once adopted, be signed by the presiding chair and the recording secretary of the meeting and kept on the College SharePoint site where it shall be available for inspection by any member of the Faculty Council.
- 4. Records of motions from closed sessions may be deemed confidential by the chair and the related portion of the minutes may remain confidential at the discretion of the chair. In such cases, the non-confidential portion of the minutes will reflect the fact that a confidential section has been removed. Both the non-confidential and the confidential portion of the minutes are considered to constitute the official record of the meeting and will be preserved for the official archive.

I. Independence and Conflict of Interest

1. Members of the Faculty Council and its committees will have, as their principal concern, the welfare of the college and of the university. They will exercise independent judgment and may not act as agents of any person or organization. [taken from University of Saskatchewan Council Bylaws, *Part Two, Section V.1*]

- 2. There are no restrictions on the right of a member of the Faculty Council to participate in debate and to vote on any matter that comes before the Faculty Council. However, if a member of the Faculty Council has a conflict of interest in any matter under consideration, the member shall disclose his or her interest when speaking on the matter in the Faculty Council proceedings, and the disclosure will be recorded in the minutes.
- 3. A member of a committee of the Faculty Council will disclose and identify a conflict of interest (including a perceived conflict of interest), and will abstain from voting in committee proceedings on matters on which he or she has a conflict of interest. When appropriate, the member will withdraw from all committee deliberations with respect to the matter. The minutes will reflect the disclosure and any abstention or withdrawal.
- 4. The chair or a member of a committee is entitled to raise the question whether another member has a conflict of interest or perceived conflict of interest on a matter before the committee, and to ask such a member to withdraw from the deliberations of the committee and/or to refrain from voting on a matter before the committee.

J. Amendment

1. A motion to amend the bylaws will be preceded by a notice of motion presented in writing to the members not less than thirty (30) calendar days prior to the date of the meeting at which the motion is to be considered, and will require a 2/3 majority vote of those present and voting.

PART TWO: STANDING COMMITTEES' TERMS OF REFERENCE

I. Standing Committees of the College of Nursing Faculty Council

The standing committees of the College of Nursing Faculty Council are:

- a) The Undergraduate Education Committee (UEC)
- b) The Bylaws Committee
- c) The Nominations Committee
- d) The Academic Integrity Committee
- e) The Research and Scholarship Committee
- f) The Faculty and Staff Development Committee (FSDC)
- g) The Planning and Priorities Committee
- h) The Graduate Education and Post-Doctoral Committee
- i) The Globalization Committee
- j) The Undergraduate Scholarships and Awards Committee

A. UNDERGRADUATE EDUCATION COMMITTEE (UEC)

The Undergraduate Education Committee (UEC) is a standing committee of the College of Nursing. The Undergraduate Education Committee provides leadership and advocacy on matters relating to the implementation, management, and evaluation of undergraduate program(s) and the experiences of undergraduate students within the College of Nursing. The UEC recommends changes concerning curriculum, policy, and programs to Faculty Council.

Terms of Reference

- 1. Provides oversight of curriculum development, implementation, revisions, and evaluations.
- Ensures consistent implementation of the identified pedagogical/andragogical approaches to support student centeredness in the curriculum, with specific attention to distributed learning.
- 3. Develops, implements, and evaluates policies related to undergraduate program(s).
- 4. Ensures congruence of College of Nursing Undergraduate student policies with University of Saskatchewan student policies.
- 5. Coordinates issues among years of undergraduate programs across all sites.
- 6. Advises College Senior Leadership regarding the resources needs of the undergraduate program(s).
- 7. Defines and tracks indicators, metrics, and benchmarks to monitor and evaluate the ongoing and relative success of undergraduate students and outcomes of the undergraduate programs.

Membership

- Dean (ex-officio) or the Dean's designate
- Associate Dean, Undergraduate Program
- Other Associate/Assistant Deans (ex-officio)
- Chair of each Year Committee (as selected by the Year Committee)
- Vice Chair of each Year Committee (as selected by the Year Committee)
- Three undergraduate student representatives (must be in good academic standing and ideally should represent each of the 3 student associations and include Indigenous student representation if possible)
- Clinical Placement Coordinator *
- Academic Advisor *
- UCAN Advisor *
- Director of Operations and Strategic Planning *

- Health Sciences Liaison Librarian *
- Administrative Support *
- Others invited as required *

*Non-voting members

Frequency of Meetings

This Committee will meet a minimum of 8 times per year. Membership will be a 3-year commitment. Minutes of all meetings should be recorded and kept on SharePoint and accessible to Faculty Council members. All information deemed to be confidential in nature shall be handled and stored in a secure file.

Quorum

The quorum shall be 50% + 1 of the voting members. Decisions will be made by consensus or by a simple majority vote in the case that consensus cannot be achieved. In the event of a tie vote, the Chair will vote to break the tie.

Reporting

The Undergraduate Education Committee will provide an annual report to the Faculty Council at the last Faculty meeting at the end of the academic year on June 30th.

B. BYLAWS COMMITTEE

The Bylaws Committee is a standing committee of the College of Nursing. The Bylaws committee reviews and updates the College of Nursing's bylaws and the terms of reference of standing committees.

- 1. Develops and regularly review the terms of reference for the Bylaws Committee.
- 2. Reviews and updates the College of Nursing Faculty Council Bylaws and submit updates and changes to University Council.
- **3.** Coordinates the development and updating of the terms of reference for standing committees of Faculty Council and recommend revisions as needed.
- 4. Regularly review the Faculty Council governance structure and bylaws and recommends revisions as needed. Non-substantive changes such as a change in the title of an administrative officer will not require a motion at Faculty Council.

- Dean (ex officio) * or Dean's designate*
- Chairperson is selected by the members of the committee
- Three (3) tenured or tenure-track members of Faculty Council
- Administrative support provided by the dean's office*

*Non-voting members

Frequency of Meetings

The committee will meet as required but no less than twice per year. Membership will be a 3year commitment. Additional meetings may be called upon special request of the chairperson. Decisions will be made by consensus or voting if consensus cannot be achieved. The chairperson will vote to break a tie.

Quorum

The quorum shall be 50% + 1 of the voting members.

Reporting

The Bylaws Committee will provide an annual report to the Faculty Council at the last Faculty meeting at the end of the academic year June 30th. Minutes of all meetings should be recorded and kept on SharePoint and accessible to faculty members.

C. NOMINATIONS COMMITTEE

The Nominations Committee is a standing committee of the College of Nursing. The Nominations Committee determines faculty and staff interest in membership on College of Nursing's committees. The Nominations Committee takes into consideration the abilities and experience of the volunteers. The needs of geographic sites will also be considered when populating standing committees of the College of Nursing's Faculty Council.

- Determines faculty and staff interest in membership on College of Nursing committees. The Nominations Committee will take into consideration the abilities and experience of the volunteers. The needs of geographic sites will also be considered when populating standing committees of the Faculty Council.
- 2. Facilitates the naming of faculty and staff to special or external committees when requested by the Dean.

- 3. Facilitates and assists the college process for naming faculty and staff to vacancies within college committees.
- 4. Facilitates and assists the appointment of students to College standing committees through contacts with undergraduate and graduate student societies.
- 5. Makes call for volunteers to populate the Salary Review Committee related to the Collective Agreement between the University of Saskatchewan and the University of Saskatchewan Faculty Association.
- 6. Makes call for volunteers in the goals of selecting the College of Nursing's representatives to serve on Associate Deans' or Dean of Nursing's Search Committees based on the Board of Governors' rules and procedures for appointment of senior administrators. The members of the Nominations Committee will take into consideration the abilities and experience of the volunteers.

Members of the Nominations Committee are nominated for a period of 3 years. Members of the Nominations Committee will be elected by members of the College of Nursing Faculty Council through an independent vote. The Dean's office will proceed with the call for volunteers.

Membership includes:

- Dean (ex officio) * or Dean's designate*
- Three (3) tenured or tenure-track faculty members
- Administrative support provided by the dean's office*
- The committee will select a Chair annually from one of the three faculty members of the committee. Decisions will be taken by consensus. The Chair vote will break a tie vote.

*Non-voting members

Frequency of Meetings

The Nominations Committee will meet as required when the needs to fulfil vacancies arise and to populate the Salary Review Committee, the Dean's and Associate Deans' Search Committees, the nomination of instructors, and the nomination of the Postdoctoral fellow (if available). The Graduate Chair will be consulted for the selection of the Postdoctoral fellow (if available). Decisions will be taken by consensus. The chair may vote to break a tie.

Quorum

The 3 members of the Nominations Committee shall be present for decision-making and voting purposes.

Reporting

The Nominations Committee will provide an annual report to the Faculty Council at the last Faculty meeting at the end of the academic year on June 30th. Minutes of all meetings should be recorded and kept on SharePoint and accessible to faculty members.

D. ACADEMIC INTEGRITY COMMITTEE

The Academic Integrity Committee is a standing committee of the College of Nursing. This committee is responsible for dealing with formal allegations of academic misconduct related to students in all undergraduate programs.

Terms of Reference

Following the procedures outlined in the current Regulations on Student Academic Misconduct of University Council, this committee will investigate allegations of academic misconduct as reported to the Dean or other academic administrator.

Membership

- Dean (ex officio) or Dean's designate
- Associate Deans (ex officio)
- Six (6) tenured or tenure-track faculty members including the Chairperson and the Vice-Chairperson
- One (1) undergraduate student member
- Administrative Support* (appointed by the Dean)

*Non-voting members

A Chairperson will be appointed through the Dean's office or the Nominations Committee for a 3-year term. The Vice-Chairperson is selected by the members of the committee and acts with full authority as chairperson in the chairperson's absence.

Frequency of Meetings

The committee will meet as required by the call of the Chair at the request of the Dean. Minutes will be taken according to the rule of University Council.

Quorum

The quorum shall be 50% + 1 of the committee members.

Reporting

The Academic Integrity Committee will provide an annual report to the Faculty Council at the last Faculty meeting at the end of the academic year June 30th. Minutes of all meetings should be recorded and kept on SharePoint and accessible to faculty members.

E. RESEARCH AND SCHOLARSHIP COMMITTEE

The Research and Scholarship Committee is a standing committee of the College of Nursing. Its mandate encompasses activities related to the research and scholarship within the College of Nursing. The Research and Scholarship Committee aligns its purpose with the University of Saskatchewan's vision of "building a dynamic research culture that enriches the academic experience for our students, creates new knowledge across a broad array of disciplines, and helps improve the economic, social, and cultural vitality of our region and beyond" (http://www.usask.ca/vpresearch/our vision/index.php). As a member of the Group of Canadian Research Universities (U15), the University of Saskatchewan and the College of Nursing acknowledge "research is a key driver of the social, intellectual and economic innovations that will maintain a thriving society and best position Canada to lead on the world stage" (http://u15.ca/message-du-president). The College of Nursing strives to align its activities to advance scientific and professional nursing knowledge, both at home and abroad, and collaborations with Indigenous and rural communities are particularly important. The College of Nursing contributes to the advancement of the art and science of nursing and generates disciplinary and interdisciplinary knowledge through cutting-edge research and scholarly endeavors that support the discipline and the profession of nursing in Saskatchewan, nationally, and internationally.

- Develops, implements, oversees, evaluates, and refines a research and scholarship strategy to guide the College of Nursing in expanding research and scholarly productivity.
- 2. Contributes to the College of Nursing's research and scholarly mandate by liaising with the Office of the Vice-President Research. Communicates USASK, provincial, national and international research priorities within the College of Nursing to support research and scholarly work.
- 3. Develops research processes and policies that contribute to the research and scholarly mandate of the College of Nursing. Under this provision, the Committee implements processes to monitor studies conducted with nursing students and assess requests to access nursing students as research participants.

- 4. Engages faculty, research support staff, undergraduate and graduate students, and post-doctoral fellows in developing and sustaining a strong, supportive culture of research in the College of Nursing.
- 5. Determines the adjudication and/or peer-review processes for all internal College of Nursing research-related funding competitions.
- 6. Supports research communications through knowledge translation activities internally within the College and externally with various College of Nursing stakeholders.
- 7. Facilitates inclusion of Indigenous relativistic approaches to knowledges and practices within our research methodologies.
- 8. Works with the Director of Operations and Strategic Planning, makes recommendations regarding the use of technology that may facilitate the College of Nursing research portfolio.
- 9. Advises Senior Leadership regarding the resource needs of the College of Nursing Research and Scholarly portfolio.
- 10. Defines and tracks indicators, metrics, and benchmarks to monitor and evaluate the ongoing and relative success and outcomes of the research strategy and research investments.

- Dean (ex officio) or the Dean's designate
- Associate Dean Research (*Chairperson*)
- Other Associate Deans (ex officio)
- Graduate Chair (ex officio)
- Three (3) tenured or tenure-track faculty members (*Vice-Chair* selected by the Committee among these faculty members.)
- Up to two (2) nursing students (one from Year 4 and one graduate student)
- Research Facilitator*
- Administrative Support*
- Others invited as required*

*Non-voting members

Frequency of Meetings

The Research and Scholarship Committee will meet at least 6 times per academic year or by call of the Chair as required. The Research and Scholarship Committee can invite faculty or others to attend meetings.

Quorum

The quorum must be 50% + 1 of the voting members.

Reporting

The Research and Scholarship Committee will provide an annual report to the Faculty Council at the last Faculty meeting at the end of the academic year on June 30th. Minutes will be taken according to the rules of University Council. Minutes of all meetings should be recorded and kept on SharePoint and accessible to faculty. The Chair or Vice-Chair will report to the Faculty Council of the College of Nursing.

F. FACULTY AND STAFF DEVELOPMENT COMMITTEE (FSDC)

The Faculty and Staff Development Committee (FSDC) is a standing committee of the College of Nursing. Its mandate is to plan for and oversee faculty and staff development required for the effective, innovative and high quality delivery of College of Nursing programs and activities. The FSDC plays a key role in establishing the College of Nursing as a vibrant learning organization focused on improving the quality of teaching and learning, educational programs, scholarly activity and professional practice. Policy and resource recommendations of the FSDC will be brought to College of Nursing Faculty for approval.

- 1. Performs ongoing assessment of the learning and development needs of faculty and staff as they relate to changing technologies, teaching and learning pedagogies, and program delivery.
- 2. Supports initiatives, strategies and events to support faculty and staff to meet their learning needs, including, but not limited to:
 - Providing information on available resources and supports at the University Saskatchewan.
 - Promoting peer consultation and support for teaching-learning strategies.
 - Collaborating with organizations and individuals within the university providing teaching-learning support.
 - Organizing learning opportunities specific to the needs of College faculty and staff.
- **3.** Collaborates with other Standing committees in the College related to fulfilling the mandate, including but not limited to the Undergraduate Education Committee and the Graduate Education and Postdoctoral Committee.

4. Builds relationships with FSDC related university committees in support of fulfilling the committee mandate and playing a leadership role in innovative faculty and staff development at the University of Saskatchewan.

Membership

- Dean (ex officio) or the Dean's designate
- Associate Deans (ex officio)
- Four (4) faculty members with an appropriate representation from sites and programs, with one (1) faculty elected by committee members to serve as Chair.
- Three (3) staff members, with appropriate representation from sites.
- E-learning team representative

Frequency of Meetings

The Faculty and Staff Development Committee (FSDC) will meet at least 3 times per year.

Quorum

The quorum shall be 50% + 1 of the voting members. Decisions will be made by consensus or by a majority vote in the case that consensus cannot be achieved. In the event of a tie vote, the Chair will vote to break the tie.

Reporting

The Faculty and Staff Development Committee (FSDC) will provide an annual report to the Faculty Council at the last Faculty meeting at the end of the academic year on June 30th. Minutes of all meetings should be recorded and kept on SharePoint and accessible to faculty members.

G. PLANNING AND PRIORITIES COMMITTEE

The Planning and Priorities Committee is a standing committee of the College of Nursing. The Planning and Priorities Committee considers the strategic and academic directions of the College in overseeing the management of resources. The Planning and Priorities Committee considers the philosophy, vision, and mission of the College of Nursing to guide the setting and prioritization of academic and fiscal planning. This committee provides leadership in cyclical strategic planning.

Terms of Reference

1. Guides the development, and implementation of the College of Nursing academic and financial priorities.

- 2. Oversees, evaluates, and refines the plan as deemed necessary.
- 3. Aligns and advances the College of Nursing's planning and priorities with the University of Saskatchewan's strategy and aspirations, and the University of Saskatchewan's health sciences' strategy.
- 4. Collaborates with other College of Nursing committees as required.
- 5. Balances academic ambitions with fiscal realities in forming recommendations.
- 6. Ensures timely and robust communications (activities and impacts) internally within the College and externally with various College of Nursing stakeholders.
- 7. Provides advice on budgetary implications of the operations forecast and report to the Faculty Council.
- 8. Advises on operating and capital budgetary matters, including infrastructure and space allocation issues. Report on the main elements of the operating budget and the capital budget to the Faculty Council.

- Dean (ex officio) (*Chairperson*)
- Associate Deans (ex officio)
- Graduate Chair (ex officio)
- Three (3) tenured or tenure-track faculty members (Vice-Chair selected by the Committee from among these faculty members)
- Two (2) current students One (1) undergraduate student and one (1) graduate student drawn from any College of Nursing programs
- Director of Operations and Strategic Planning*
- Director of Finance and Administration*
- Administrative Support*
- Others invited as required*

* Non-voting members

Frequency of Meetings

The Planning and Priorities Committee will meet at least once a semester, or by call of the Chair as required.

Quorum

The quorum must be 50% + 1 of the voting members. Membership will be a 3-year commitment. Decisions will be made by consensus or by a majority vote in the case that consensus cannot be achieved. In the event of a tie vote, the Chair will vote to break the tie.

Reporting

The Planning and Priorities Committee will provide an annual report to the Faculty Council at the last Faculty meeting at the end of the academic year on June 30th. Minutes of all meetings should be recorded and kept on SharePoint and accessible to faculty members.

H. GRADUATE EDUCATION AND POST-DOCTORAL COMMITTEE

The Graduate Education and Postdoctoral Committee provides leadership and advocacy on matters pertaining to graduate studies and the graduate student and postdoctoral fellow experiences within the College of Nursing.

The Graduate Education and Postdoctoral Committee strives to align its activities with the University of Saskatchewan's College of Graduate and Postdoctoral Studies. The College of Nursing is distinguished by interprofessional and interdisciplinary health research, distributive teaching modalities, and outreach and community engagement. Through its graduate programs, the College of Nursing aims to develop advanced practitioners, scholars, and researchers who will advance the scientific and social mandate of nursing and apply evidence/scholarly-informed solutions and innovations to an array of complex issues influencing the health and well-being of diverse populations in a variety of settings. The College of Nursing's key strategies to address global health realities and improve care delivery include *Learn Where You Live*, Indigenization, technology, and community-based approaches. With the use of technology, our research positively impacts the provision of health care to individuals, families, and communities at local, provincial, national and international levels.

- 1. Develops, implements, oversees, evaluates and refines a graduate education and postdoctoral strategy to guide the College of Nursing in expanding graduate education and postdoctoral productivity.
- 2. Aligns the College of Nursing's graduate education and postdoctoral strategy with the University of Saskatchewan's policies for graduate and postdoctoral studies.
- 3. Develops, implements, evaluates, and revises graduate program curricula.
- 4. Develops graduate education and postdoctoral studies processes and policies that contribute to the mandate of the College of Nursing.

- 5. Reviews and selects graduate students for admission, graduate awards and scholarships (by subcommittee of the faculty and staff).
- 6. Develops best-practice guidelines for MN and PhD supervision, programs of studies, and advisory committees.
- Develops processes and provides oversight and support for chairing of defenses, attending PhD committee meetings, chairing qualifying and comprehensive exams, chairing NURS 990 and 997 seminars.
- 8. Ensures timely and robust graduate education and postdoctoral communications (activities and impacts) internally with the College and externally with various College of Nursing and University stakeholders.
- 9. Works with the Director of Operations and Strategic Planning and makes recommendations regarding the use of technology that may facilitate the College of Nursing graduate education and postdoctoral portfolio.
- 10. Advises College Senior Leadership regarding the resource needs of the College of Nursing Graduate Education and Postdoctoral portfolio.
- 11. Defines and tracks indicators, metrics, and benchmarks to monitor and evaluate the ongoing and relative success and outcomes of the graduate programs.

- Dean (ex-officio) or the Dean's designate
- Graduate Programs Chair (Chairperson)
- Other Associate Deans (Ex-officio)
- Six tenured or tenure-track faculty members (*Vice-chair* selected by the Committee from among these faculty members.). Preference is that faculty representation include members from Saskatoon, Regina and Prince Albert campuses and ranking will include Assistant Professor, Associate Professor and Full Professor.
- Director of the Nurse Practitioner Programs
- Two graduate student representatives
- One international graduate student representative
- One Postdoctoral fellow (PDF) representative
- NP Professional Academic Advisor/Clinical Coordinator*
- Graduate Program Coordinator*
- Administrative Support*
- Others invited as required*

*Non-voting members

Frequency of Meetings

The Graduate Education and Postdoctoral Committee will meet at least 6 times per academic year or by call of the Chair as required. The members of the Graduate Education and Postdoctoral Committee can invite faculty or others to attend meetings. A Faculty Forum will be held for items that require a larger committee discussion. The minutes will be taken according to the rules of the University Council.

Quorum

The quorum shall be 50% + 1 of the voting members. Decisions will be made by consensus or by a simple majority vote in the case that consensus cannot be achieved. In the event of a tie vote, the Chair will vote to break the tie.

Reporting

The Chair or a committee member designated by the Chair will report to the Faculty Council of the College of Nursing. The Graduate Education and Post-Doctoral Committee will provide an annual report to the Faculty Council at the last Faculty meeting at the end of the academic year June 30th. Minutes of all meetings should be recorded and kept on SharePoint and accessible to faculty members.

I. GLOBALIZATION COMMITTEE

The Globalization Committee is a standing committee of the College of Nursing. The Globalization Committee leads the development, prioritization, support, implementation and evaluation of the College of Nursing's globalization strategy, policies, procedures, and activities. Globalization within the College of Nursing encompasses teaching, professional practice, research and scholarship, and leadership. The Globalization Committee aligns its purpose with scholarly vision of global health and nursing in the 21st century. As such "the global in global health refers to the scope of problems, not their location" Kaplan et al., 2009, p. 1993). Globalization creates transnational links and economic interdependency that connect all nations which mean that global health issues include an array of health issues that cross borders and cultures (Kaplan et al., 2009).

Global health addresses domestic health disparities and international issues such as infectious diseases, urbanization, social determinants of health, food insecurity, management of chronic diseases, environmental issues, and migration (Nicholas & Breakey, 2015, p. 3). Global health is by nature interdisciplinary and intersectoral, embedding the establishment of partnerships among universities, governmental agencies, non-governmental organizations, community- based organizations, and private institutions to find solutions to health problems affecting low, middle-and high-income countries (Nicholas & Breakey). The College of Nursing contributes to providing sustainable solutions to the global health challenges of the 21st century and beyond through active engagement in the development of global and cultural health competencies among students, faculty and staff, the development of reciprocal, enduring global partnerships

supporting the priorities of the College and global partners, the establishment of global linkages for undergraduate and graduate students and faculty, as well as related activities.

Terms of Reference

- 1. Develops, implements, oversees, evaluates, and refines, in partnership with the College of Nursing students, faculty, and other stakeholders, the College of Nursing's globalization strategy, focusing on rural, northern and Indigenous populations and global health systems.
- 2. Aligns the College of Nursing's globalization strategy with the University of Saskatchewan's strategic planning priorities for the institution including internationalization and research.
- 3. Recommends and supports opportunities and innovations in global collaborations and partnerships for research and knowledge translation to advance student and faculty mobility and linkages.
- 4. Recognizes, develops and sustains strong strategic relationships across campus, through interdisciplinary and inter-sectoral collaborations, and with our global partners.
- 5. Advises the College Senior Leadership regarding the resource needs and potentials of the College of Nursing Globalization portfolio and position within the broader University globalization agenda.
- 6. Defines and tracks indicators, metrics, and benchmarks to monitor and evaluate the ongoing and relative successes, challenges, opportunities and outcomes of the globalization strategy and investments, within the College and the University as a whole.

Membership

- Dean (ex officio) or the Dean's designate
- Other Associate Deans (ex officio)
- Graduate Chair (ex officio)
- Four (4) tenured or tenure-track faculty members (*Chair selected by AoD* and *Vice-Chair* selected by the Committee from among these faculty members)
- Two (2) current students drawn from any College of Nursing programs (preferably one graduate and one undergraduate)
- Director of International Research, International Research and Partnerships Office*
- Communications Officer*
- International Student and Study Abroad*
- Administrative Support*

• Others invited as required*

*Non-voting members

Meetings

The Globalization Committee will aim to meet a minimum of 4 times per academic year or by call of the Chair as required. Decisions will be made by consensus or by a majority vote in the case that consensus cannot be achieved. In the event of a tie vote, the Chair will vote to break the tie. The members of the Globalization Committee can invite faculty or others to attend meetings.

Quorum

The quorum must be 50% + 1 of the voting members.

Reporting

The Chair or Vice-Chair of the Globalization Committee with provide an annual report to the Faculty Council The Globalization Committee will provide an annual report to the Faculty Council at the last Faculty meeting at the end of the academic year on June 30th. Minutes of all meetings should be recorded and kept on SharePoint and accessible to faculty members.

J. UNDERGRADUATE SCHOLARSHIPS & AWARDS COMMITTEE

The Undergraduate Scholarships and Awards Committee is a standing committee of the College of Nursing. Its mandate is to develop procedures related to awarding scholarships, prizes and other awards.

- 1. Develops the procedures related to the awarding of scholarships, prizes, and other awards and to ensure these procedures are made available in writing as appropriate.
- 2. Recommends policies related to the awarding of scholarships, prizes, and other awards.
- 3. Reviews the applications and select the candidates for scholarships, prizes and other awards.
- 4. Recommends to Faculty Council and other appropriate bodies the candidates for scholarships, prizes, and other awards.

- 5. Ensures students are informed on the availability of and criteria for relevant scholarships, prizes, and other awards.
- 6. Explores sources of funds for scholarships, prizes, and other awards.
- 7. Reviews periodically the College of Nursing's funds and criteria for scholarship and awards.

Dean (ex-officio) or the Dean's designate Associate Deans (ex officio) One faculty member representing the Year 2 Committee One faculty member representing the Year 3 Committee One faculty member representing the Year 4 Committee One faculty member representing the Post Degree BSN Committee College Relations Officer* Administrative support*

• Non-voting members

Frequency of Meetings

The Undergraduate Scholarships and Awards Committee shall meet throughout the year as needed.

Quorum

Quorum shall be three (3) voting members of the Committee, including a minimum of one faculty representatives form either Year 2, 3, 4 or the Post Degree BSN Committee.

Reporting

The Chair or Vice-Chair of the Undergraduate Scholarships and Awards Committee will provide an annual report to the Faculty Council. The Undergraduate Scholarships and Awards Committee will provide an annual report to the Faculty Council at the last Faculty meeting at the end of the academic year on June 30th. Minutes of all meetings should be recorded and kept on SharePoint and accessible to faculty members.

K. AD HOC COMMITTEES THAT ARE NOT RELATED TO UNIVERSITY COUNCIL

- a. The Social Functions Committee
- b. The Local Safety Committee

a. THE SOCIAL FUNCTIONS COMMITTEE

- 1. Collects membership dues each September for the gift/event fund at each site.
- 2. Organizes two social events during the year, one in April and one in December:
 - Events will be either luncheons or evening functions (i.e., Marquis Hall, University Club, or external venue either catered or potluck).
 - All faculty, administrative, retired colleagues, graduate students, and support staff will be invited and are required to pay the full cost of the event, at the Christmas function, donations can be collected for a charity.
- 3. Acknowledges significant events in the lives of FT and PT faculty, administrative, and support staff that have paid their memberships:
 - Death of an immediate family member a \$50 donation to a charity of the family's choice. Definition of "immediate" will be at the committee/site's discretion
 - Significant illness, hospitalization, or leave due to sickness if absent for 7 working days \$50 for flowers
 - Minor illnesses or surgical procedures card
 - First born baby \$50.00 gift card
 - Second or subsequent child \$25.00 gift card
 - Marriage \$50.00 gift card
 - First-time grandparents card
 - Sabbatical verbal recognition at the spring social event (we are changing this to be a recognition only as a sabbatical is part of one's appointment at the university and not an award such as a research grant, or professional recognition)
 - Resignation/Retirement recognize the years of service of all individuals within the College of Nursing at either the April or December event:
 - Less than 2 years card
 - <u>2 years or more</u> card and flowers
 - <u>5 to 10 years</u> maximum \$50 to be used for gift, card and/or lunch at the committee/site's discretion
 - <u>11 to 15 years</u> maximum \$75 to be used for gift, card and/or lunch at the committee/site's discretion.
 - <u>16 or more years</u> maximum \$100 to be used for gift, card, and/or lunch at the committee's discretion. Should there be a desire to purchase a larger gift for

the individual; the responsibilities for such may be assumed by an individual outside the committee

- Non-contributing faculty/staff and leaving takings, no gift monies will be dispensed from the Social Committee fund, but the individual may be presented with a card. Events and gifts may be coordinated by individuals who wish to do so, but the Social Committee is not obligated to assume this responsibility.
- Professor emeriti, retired faculty, and master and doctoral students will be invited to social events but will not be required to contribute to membership fees.
- Relies on faculty members identifying individuals who are deserving of recognition.
- The recognition of individuals will be determined at the discretion of the members of the committee.

Membership

- Three (3) tenured and tenure-track faculty members ideally representative of the geographic sites
- Up to two (2) part-time faculty members or instructors
- Up to two (2) staff members
- The term of office is 3 years for each member and members are nominated by the Dean's office or the Nominations Committee. The Chair is chosen from the members of the committee.

Frequency of Meetings

There are no scheduled meeting dates or times. Meetings are held on a needs basis.

Quorum

The Social Functions Committee does not require quorum and proceeds to decision-making through consensus. Disagreements could be solved through voting if needed.

Reporting

The Social Functions Committee will report to the Faculty Council on June 30th of each academic year.

b. THE LOCAL SAFETY COMMITTEE

The University of Saskatchewan is committed to providing leading edge health and safety programs and services that contribute to the engagement of employees and the success of the university in its education and research goals. The Local Safety Committee (LSC) provides a forum for consultation and engagement between the university and representatives of its employees concerning health and safety at the university.

Terms of Reference

In relation to LSCs, Department Heads and Deans are responsible to:

- a) Provide leadership in health and safety for the college/division.
- b) Ensure that LSC membership fairly represents the work environment and the activities taking place in the college/division.
- c) Ensure the LSC operates in accordance with the terms of reference.
- d) Keep abreast of LSC activities.
- e) Allocate the necessary resources to support LSC activities and health and safety in the work environment.

Membership

The LSC members shall include the following positions:

- One (1) management representative (Chairperson)
- Four (4) faculty/staff (minimum)
- One (1) OHC ex-officio member
- Two (2) Safety Resources ex-officio members (Safety Consultant and Safety Specialist)

The LSC management representative position shall be appointed by the Department/Division Head or Dean and acts as the chairperson for the committee.

LSC faculty/staff members are to be appointed by or in consultation with the Department/Division Head, Dean and the committee chairperson. Faculty/staff committee members should be selected to fairly represent the areas and activities taking place in the college/department/division.

While there is no maximum number of faculty/staff members permitted on an LSC, consideration should be given to a workable size to ensure the efficacy of the committee.

One member of the LSC is to be designated as committee secretary.

At the discretion of the LSC, other members of the campus community may be invited to attend committee meetings and activities.

College/department/division staff shall be made aware of current LSC members through internal communication processes.

Frequency of Meetings

Local Safety Committee (LSC) meetings shall be held at least quarterly. Additional meetings may be called as required by the committee.

Quorum

Quorum consists of one half (50%) of the members of the committee and the chairperson.

Reporting

The LSC is responsible to record minutes of each meeting, and to maintain records of all committee activities. Copies of LSC minutes shall be posted at locations within the college/division, and/or available electronically and readily assessable to employees in the college/division. Safety Resources shall maintain copies of LSC records.

L. COLLEGE SUB-COMMITTEES INDIRECTLY ACCOUNTABLE TO FACULTY COUNCIL

a. Curriculum Subcommittee of Undergraduate Education Committee (UEC)

b. Nurse Practitioner Programs Sub-Committee

a. CURRICULUM SUBCOMMITTEE OF UNDERGRADUATE EDUCATION COMMITTEE (UEC)

As a subcommittee of the Undergraduate Education Committee (UEC), this sub-committee provides oversight of the undergraduate curriculum to ensure that it is current and relevant and facilitates achievement of graduate expectations.

- 1. Provides curricular oversight and recommends changes to UEC.
- 2. Maintains documentation of approved changes to the curriculum.
- 3. Evaluates recommendations and their anticipated impact on the curriculum.
- 4. Evaluates the implementation and outcome of changes to the curriculum.
- 5. Recommends changes based on reviews internal documents including course reports, year reports, and course syllabi.
- 6. Recommends changes based on reviews of external documents including NCLEX achievement, approval and accreditation reports, and employer opinion survey.
- 7. Reviews student achievement, progress, and feedback about the curriculum.

8. Develops processes and procedures for recommendations for curricular change.

Membership

- Dean, College of Nursing (ex officio)
- Associate Dean responsible for Undergraduate Education
- Four (4) tenured or tenure-track faculty members
- Administrative Support*
- Others invited as required*
- Chairperson: To be selected from the four (4) faculty members

* Non-voting members

Frequency of Meetings

This Committee will meet a minimum of 8 times/year. Membership will be a 3-year commitment.

Quorum

The quorum shall be 50% + 1 of the voting members.

Reporting

This Sub-Committee reports to the Undergraduate Education Committee (UEC) and UEC reports to the Faculty Council at the last Faculty meeting at the end of the academic year on June 30th.

b. NURSE PRACTITIONER PROGRAMS SUB-COMMITTEE

The Nurse Practitioner Programs Sub-Committee is a sub-committee of the Graduate Education and Postdoctoral Committee. The Nurse Practitioner Programs Sub-Committee provides leadership and advocacy on matters pertaining to the Nurse Practitioner graduate programs and students' experiences within the College of Nursing. The Graduate and Postdoctoral Sub-Committee strives to align its activities with the University of Saskatchewan's College of Graduate and Postdoctoral Studies. The College of Nursing is distinguished by interprofessional and interdisciplinary health research, distributive teaching modalities, and outreach and community engagement.

Through the graduate programs, the College of Nursing aims to develop advanced practitioners, scholars, and researchers who will advance the scientific and social mandate of nursing and apply evidence/scholarly-informed solutions and innovations to an array of complex issues influencing the health and well-being of diverse populations in a variety of settings. The College of Nursing's key strategies to address global health realities and improve care delivery include Learn Where You Live, Indigenization, technology, and community-based approaches. With the use of technology, our research positively impacts the provision of health care to individuals, families, and communities at local, provincial, national and international levels.

Terms of Reference

1. Develops, implements, oversees, evaluates and refines a graduate nurse practitioner education strategy to guide the College of Nursing in expanding graduate level advanced nursing practice education.

2. Aligns the College of Nursing's graduate level advanced nursing practice education with the University of Saskatchewan's policies for graduate and postdoctoral studies and the SRNA regulatory nurse practitioner program approval framework.

3. Develops, implements, evaluates, and revises graduate nurse practitioner program curricula.

4. Develops graduate level advanced nursing practice education processes and policies that contribute to the mandate of the College of Nursing.

5. Reviews and recommends graduate students for admission to the nurse practitioner programs.

6. Develops an advisory committee policy, process and best-practice guidelines for nurse practitioner student supervision, programs of studies and student academic and non-academic concerns.

7. Communicates (activities and impacts) – internally with the College and externally with various College of Nursing – nurse practitioner program stakeholders.

8. Works with the Director of Operations and Strategic Planning, make recommendations regarding the use of technology that may facilitate the College of Nursing nurse practitioner program graduate education.

9. Advises College Senior Leadership regarding the resource needs of the College of Nursing Advance Nursing Practice and Graduate Nurse Practitioner Education.

10. Defines and tracks indicators, metrics, and benchmarks to monitor and evaluate the ongoing and relative success and outcomes of the nurse practitioner programs.

11. Collaborates and engages with the Nurse Practitioner Program Advisory Committee members and provide an annual orientation to new members and as needed.

12. Develops the SRNA program annual update and the SRNA regulatory program review selfassessment documents, program review schedule of activities and communication with the SRNA.

- Dean (ex-officio) or Dean's designate
- Director of the Nurse Practitioner Program (Chairperson)

• All tenured or tenure-track nurse practitioner faculty members (Vice-chair selected by the committee from among these faculty members.)

• Contract nurse practitioner instructor(s)

• One tenured or tenure-track faculty member teaching nurse practitioner students in shared program course offerings of College of Nursing graduate level nursing research or statistics.

- One nurse practitioner graduate student representative* (not involved in admissions process)
- NP Professional Academic Advisor/Clinical Coordinator*
- Grad Program Coordinator*
- Administrative Support*
- Others invited as required*

*Non-voting members

Frequency of Meetings

The Nurse Practitioner Programs Sub-Committee will meet at least monthly during the academic year or by call of the Chair as required. The committee can invite faculty or others to attend meetings. There will be an annual retreat for the committee in June of each academic year.

Quorum

Quorum is not required for non-decision-making sub-committees.

Reporting

The Chair will report to College of Nursing Graduate Studies Committee and bring forward policy, program changes and other program related concerns for discussion and recommendations to the Faculty Council of the College of Nursing for a decision. The minutes will be taken according to the rules of the University Council.

IV. COMMITTEES GOVERNED BY THE COLLECTIVE AGREEMENT AND/OR RELATED TO COLLEGIAL PROCESSES

In alignment with the Collective Agreement between the University of Saskatchewan and the University of Saskatchewan Faculty Association, these committees are populated by all eligible faculty. Faculty members will be nominated by a call for volunteers or nominations issued by the Nominations Committee. The faculty representation on these committees will be voted by faculty who are members of the USFA and not through the Assignment of Duties.

- i. Renewals and Tenure Committee
- ii. Promotions Committee
- iii. Salary Review Committee
- iv. Faculty Search Committee
- v. Ad Hoc Advisory Committee on Assignment of Duties

AD HOC ADVISORY COMMITTEE ON ASSIGNMENT OF DUTIES

The Assignment of Duties Advisory Committee is an ad hoc committee of the College of Nursing. In accordance with the USFA Collective Agreement (*Section 11.1*), as the largest nondepartmentalized college, duties shall be assigned by the College of Nursing Dean, following consultation and discussion with faculty. Working with the dean, the Assignment of Duties Advisory Committee helps guide the College of Nursing's faculty assignment of duties in the areas of teaching, leadership/administration, research/scholarship, and professional practice. The Assignment of Duties Advisory Committee is convened for the purpose of promoting equity and transparency in assignment of duties for the College of Nursing, providing input for consideration. The Assignment of Duties Advisory Committee considers the strategic and academic directions of the College in aligning faculty resources. Guiding principles include equity, openness and transparency, empirically based, flexibility, and affordability.

- 1. Consults with faculty to review and further develop the Guidelines for Assignment of Duties.
- 2. Aligns and advances the College of Nursing's assignment of duties in the areas of teaching, leadership/administration, research/scholarship and professional practice.
- 3. Reviews, monitors, and makes recommendations on assignment of duties based on the academic priorities of the College of Nursing.
- 4. Considers academic and fiscal concerns in forming recommendations related to assignment of duties.
- Recommends and monitors indicators, metrics, and benchmarks to evaluate the ongoing and relative success and outcomes of the assignment of duties in the College of Nursing.

- Dean (ex officio) (*Chairperson*)
- Associate Deans (ex officio)
- Graduate Chair (ex officio)
- Four (4) tenured or tenure-track faculty members (*Vice-Chair* selected from among these four). Faculty members will ideally represent all the academic ranks in the College (Instructors/Limited Term, Assistant, Associate, and Full professors). Faculty members will be nominated by a call from the Nominations Committee and the process will be open to voting from faculty who are members of the USFA
- Director of Operations and Strategic Planning*
- Administrative Support*
- Others invited as required*
 - * Non-voting members

Frequency of Meetings

The Assignment of Duties Advisory Committee will meet at least 3 times per academic year or by call of the Chair as required. The members of the Assignment of Duties Ad Hoc Advisory Committee can invite faculty or others to attend meetings. Membership will be a 3-year commitment.

The Assignment of Duties Advisory Committee will be piloted for 2 years, at which time, the ad hoc committee will be assessed and evaluated.

Quorum

The quorum shall be 50% + 1 of the voting members.

Reporting

The Ad Hoc Advisory Committee on Assignment of Duties reports to the Faculty Council at the end of the academic year on June 30th.

V. COMMITTEES GOVERNED BY THE UNIVERSITY OF SASKATCHEWAN'S BOARD OF GOVERNORS

Dean Search Committee Associate Dean Search Committee

In accordance with the Board of Governors' rules and procedures for the search of senior administrators, the Nominations Committee will seek faculty representatives through volunteers and nominations within all academic ranks. A vote will be organized and conducted across the sites.

UNIVERSITY COUNCIL GOVERNANCE COMMITTEE REQUEST FOR DECISION

| PRESENTED BY: | Stephen Urquhart, chair, governance committee |
|---------------------|--|
| DATE OF MEETING: | May 21, 2020 |
| SUBJECT: | College of Dentistry Faculty Council Membership |
| DECISION REQUESTED: | It is recommended that Council approve the membership changes to the Faculty Council of the College of Dentistry as shown in attachments a and b, effective immediately. |

PURPOSE:

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

DISCUSSION SUMMARY:

At its meeting on June 4, 2019, the College of Dentistry's Faculty Council passed a motion to approve revisions to its Constitution and Committee Bylaws. Revisions to the bylaws include increasing the number of meetings from 2 to 4, notice of meeting period remains one month but one week's notice is required for the presentation of the agenda, adjusted the number of faculty, re-established quorum, created new standing committees and eliminated others, and the document was simplified and content clarified. On February 24, 2020, Dr. Doug Brothwell, dean of the College of Dentistry and Dr. Peter Doig attended the governance committee to provide an overview of and rationale for the proposed revisions to the college's Faculty Council membership. On February 24, 2020 governance committee agreed by consensus to recommend to Council the proposed changes to membership of the college's Faculty Council. On April 16, 2020, a notice of motion to amend the University Council bylaws was duly presented to Council.

The entirety of the Constitution and Bylaws are provided only for context, not for approval. Only the Faculty Council membership is presented for approval.

ATTACHMENT(S):

- a. Constitution of the Faculty Council of the College of Dentistry final version including membership for University Council approval
- b. Constitution of the Faculty Council of the College of Dentistry tracked changes
- c. Old Dentistry Constitution and Bylaws original

CONSTITUTION OF THE FACULTY COUNCIL

- The Faculty Council of the College exercises its duties and powers under the provisions of The University of Saskatchewan Act, 1995, as amended, Senate Bylaws (approved April 28, 2001), University of Saskatchewan Council and Council Bylaws (PARTS I and II), Council Regulations, PART III (formerly titled Statutes of U of S Senate).
- 2. The Faculty Council shall determine its powers through this Constitution, subject to the provisions of The University of Saskatchewan Act, 1995, as amended, and, as required, with the approval of the University Council.
- 3. The Faculty Council shall pass by-laws establishing:
 - (i) Membership of Faculty Council.
 - (ii) Rules of procedure for the election of members to the Faculty Council.
 - (iii) Rules of procedure of the Faculty Council.
 - (iv) The numbers, composition, function, authority and rules of procedures of standing committees and other college committees.
- 4. The Faculty Council has responsibilities to:
 - (i) Decide on academic policy and planning matters, subject to the approval of the University Council, where necessary.
 - (ii) Decide on those matters, which may be delegated by Faculty Council; however, all decisions made by any Committees of Faculty Council must be reported to the Faculty Council. Academic policy recommendations shall be referred to Faculty Council for discussion, advice and approval.
 - (iii) Advise the College, University administration, University Council and other bodies in the University or other relevant stakeholders.
- 5. Determine Teaching Programs as follows:
 - (i) Faculty Council has the ultimate authority for the academic policies of the College, subject to the approval of such policies as required by the University Council. Academic policy sets out the principles for, the general directions of and/or priorities for the teaching and research activities of the College.
 - (ii) Without limiting the generality of the foregoing, among the specific powers, duties and responsibilities of Faculty Council are the following:

- a) Faculty Council shall determine the type, content and requirements of the teaching programs and courses of study which lead to degrees and credits over which the Faculty Council has authority.
- b) Subject to the provisions of (i) and (ii), Faculty Council may delegate its authority over teaching programs and courses of study to various committees and departments to make minor changes without obtaining the approval of Faculty Council. All such changes shall be reported as information to the Faculty Council. Major changes to any program require the approval of Faculty Council.
- c) Faculty Council shall award scholarships, bursaries, prizes and other awards of the College and may delegate this responsibility to Committees or officers of the College.
- d) The Faculty Council shall deal with and decide upon all petitions and appeals by students and others in connection with the teaching programs and courses of study of the College subject to an appeal to the University Council, and may delegate this responsibility to a Committee or Standing Committees of Faculty Council.
- 6. Faculty Council recognizes that the Dean exercises powers under the authority of The University of Saskatchewan Act, 1995, as amended:
 - (i) The Dean is the chief executive officer of the College and has, subject to the authority of the president, general supervision over and direction of the work in the College and of the teaching and training of the students in the College (Article 75).
 - (ii) The Dean of the College reports directly to the Vice-President Academic and Provost or his/her delegate.
 - (iii) The Dean may elect to delegate authority to other academic administrators in the College, however, the Dean retains responsibility for the overall direction of the College and in particular for authority over budget, appointments and promotions.
 - (iv) The Dean of the College is ultimately responsible for all administrative decisions within his/her jurisdiction and authority.
 - (v) The Dean of the College will seek advice of the Faculty Council in developing academic policy for Faculty Council's approval.
- 7. The Faculty Council recognizes that the Dean has authority for the allocation and management of the College's resources. The Dean shall advise Faculty Council of the resource implications of proposed academic policy decisions. The Dean shall also advise Faculty Council of management proposals that may have a significant impact on the academic programs of the College.

- 8. Subject to the provisions of The University of Saskatchewan Act, 1995, as amended, Faculty Council shall report on such matters as it may determine to University Council.
- 9. Membership of the Faculty Council of the College is defined in the By-laws of this Constitution (see Part I).

10. Meetings:

- (i) There will be a minimum of four (4) meetings of Faculty Council per academic year with the scheduling of meetings as described in the By-Laws.
- (ii) A quorum shall be twelve (12) members entitled to vote.
- 11. The Constitution of the Faculty Council may only be amended with the approval of the Faculty Council and the University Council. The process is initiated at the Faculty Council of the College by notice of motion being presented to Faculty Council four weeks before the matter will be considered. After debate on the amendment is complete, an affirmative vote is required by two-thirds of the members present and voting. Following approval of the amendment by the Faculty Council, the amendment is forwarded to University Council for approval.

THE BY-LAWS OF THE FACULTY COUNCIL

PART I - The Membership of Faculty Council (As defined by University Council Bylaws and Regulations – PART III, Section V.1.A (a-o)) (* Indicates non-voting members)

- 1. The President of the University*
- 2. The Provost and Vice-president Academic*
- 3. The Vice-president Research*
- 4. The Vice-president Finance and Resources*
- 5. The Vice-president University Relations*
- 6. The Vice-provost Teaching, Learning and Student Experience*
- 7. Chief Information Officer and Associate Vice-president, Information and Communications Technology*
- 8. The Dean of the College of Dentistry
- 9. The Dean of the College of Graduate and Postdoctoral Studies
- 10. The Dean, University Library*
- 11. The University Secretary and Chief Governance Officer *
- 12. The University Registrar*
- 13. Such other persons as the University Council may, from time to time, appoint in a voting or non-voting capacity*

14. In addition, the following shall be members of Faculty Council:

- (i) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors, and Special Lecturers who, for administrative purposes are assigned to the Dean of the College of Dentistry
- (ii) Associate Provost of Health
- (iii) All clinical Professors, clinical Associate Professors, clinical Assistant Professors, clinical Lecturers, Clinical Instructors, and Sessional Lecturers

- (iv) Three community-based members of the dental profession holding the traditional, honorific role of Clinical Professor, Clinical Associate Professor, Clinical Assistant Professor, Clinical Lecturer, and Clinical Instructor as appointed by the Assistant Dean, Clinics
- (v) The Registrar, or designate, of the College of Dental Surgeons of Saskatchewan
- (vi) President of the Saskatchewan Dental Student Society (SDSS), or designate from the SDSS Executive, who will be entitled to attend and vote on all nonconfidential matters
- (vii) Director, Finance and Administration*
- (viii)Director, Academic and Student Affairs*
- (ix) Executive Officer to the Dean*
- (x) Business Manager, Clinical Affairs*

Note: No alternate is permitted for a member who is absent for the meeting of Faculty Council, unless otherwise indicated.

PART II – STANDING COMMITTEES OF FACULTY COUNCIL

The Standing Committees shall initiate policy relating to and carry out duties described by their functions. General rules applying to all Standing Committees are as follows:

- 1. Members of Standing Committees are generally drawn from Faculty except where otherwise specified.
- 2. The Dean (or if so designated by the Dean, the Associate Dean, Academic) shall be an ex officio voting member of all Standing Committees.
- 3. No faculty member, except the Associate Dean, Academic and the Assistant Dean, Clinical Affairs should be Chair of more than one Standing Committee.
- 4. Each voting member of a standing committee, except the Chair and co-opted members, has one vote on any question. In the case of a tie, the Chair may cast the deciding vote.
- 5. The term of office of any elected member of a Standing Committee shall be two years unless otherwise stated. Membership on Standing Committees shall be limited to a maximum of two consecutive terms except for the Associate Dean, Academic and the Assistant Dean, Clinical Affairs.

- 6. Faculty members will be recommended by the Dean to sit on Standing Committees. Appointments will be made to ensure that:
 - (i) The needs of the College are addressed;
 - (ii) The assignment of duties are equally distributed amongst faculty;
 - (iii) Faculty members will meet Category 6 requirements for promotion and tenure.
- 7. Faculty Council shall ratify members to all Standing Committees at the final meeting of each academic year.
- 8. Meetings for all Standing Committees will be held at least twice per year unless otherwise stated in the Committee Terms of Reference.
- A majority of the members of any Standing Committee meeting shall constitute a quorum of the Committee except where otherwise specified in the Committee Terms of Reference.
- 10. Student members may not be on more than one committee, unless otherwise specified.
- 11. Faculty members who are unable to serve on a specific Standing Committee will advise the Dean. The Dean may, at his/her discretion, nominate another faculty member to the Committee in question who will act in that role on a voluntary basis until the next meeting of Faculty Council when their membership can be ratified.
- 12. Members of Standing Committees shall declare any conflict of interest on an agenda item and must recuse for that item if asked to do so by the Chair or by a majority of the members present.
- 13. Standing Committees shall be empowered to form subcommittees, co-opt additional non-voting members and to liaise with other committees as necessary.
- 14. In the absence of the Chair or his/her designate, one of the other members shall be elected by the members present to preside at the specific meeting, except where otherwise provided.
- 15. The minutes of all transactions of every Standing Committee shall be recorded and approved by the Chair prior to their distribution. At each meeting of the Standing Committee, the minutes of the preceding meeting shall be submitted for confirmation or amendment, and approved by the Standing Committee.
- 16. The rules of debate in Faculty Council shall be observed in Standing

Committees.

- 17. All Standing Committees shall submit a year-end summary report of Committee activities to Faculty Council. Recommendations from Standing Committees must be approved by Faculty Council.
- 18. The following will be the Standing Committees of Faculty Council:
 - (i) Admissions Committee
 - (ii) Curriculum Committee
 - (iii) Progress and Promotion Committee
 - (iv) Scholarship Committee
 - (v) Clinic Operations and Administration Committee
- 19. The following is not a Standing Committee of Faculty Council:
 - (i) Executive Committee (sub-committee of Faculty Council)

PART III – RULES OF PROCEDURES OF THE FACULTY COUNCIL

- 1. In all cases not so provided for, Sturgis Standard Code of Parliamentary Procedure (4th Ed.) shall apply:
 - (i) At the beginning of each meeting, the chair will appoint a Rules of Order Officer who will advise the Faculty Council on all questions related to procedures.
- 2. Meeting Schedule:
 - (i) Faculty Council shall meet at least four times during the academic year.
 - (ii) At least one month's written notice of meetings shall be given to each member of Faculty Council.
 - (iii) A meeting agenda and supporting materials will be circulated to each member of Faculty Council no later than one week prior to the meeting.
 - (iv) Special meetings can be called at the discretion of the Chair, or upon written notice from no fewer than 10 members.
 - (v) Each voting member of Faculty Council except the Chair has one vote on any question. In the case of a tie, the Chair may cast the deciding vote.

- (vi) All meetings shall be open. Faculty Council may, by a simple majority vote, decide to consider any particular issue in camera.
- (vii) The Chair shall call for members to declare any conflict of interest for specific agenda items. Conflicts of interest shall be as defined in the current University Council By-Laws, PART I, V. Members of Faculty Council who are deemed by the Chair to have a conflict of interest may be asked to withdraw for part of or all of the time that Faculty Council is in camera.
- (viii)At the discretion of, or by pre-arrangement with the Chair, or on a motion from the floor passed by a majority of members present, a non-member may be invited to address the Faculty Council.
- (ix) All motions pass with a simple majority unless stated otherwise.
- 3. Members of Standing Committees shall be ratified by Faculty Council annually. The Dean, or his/her designate, shall inform Faculty Council of the nominations at the final meeting of Faculty Council in the year.
- 4. The Faculty Council shall be chaired by the Dean, or in his/her absence, by a Vice-Chair appointed by the Dean, and in the absence of both, by the Dean's nominee.
- 5. At all meetings of the Faculty Council, the Chair shall in addition to his/her duties as a member of Faculty Council, maintain order and decorum and exercise such authority as may be necessary to conduct the meeting in conformity with the by-laws of Faculty Council.
- 6. The Chair of the meeting may take part in a debate on any subject. The Vice-Chair or the Dean's nominee will then preside over the meeting until the matter has been disposed of.
- 7. The Chair shall rule on all points of order. The ruling may be appealed by any member, who may briefly indicate the reason for the appeal, but otherwise the appeal is not subject to amendment or debate. The meeting shall ask the Rules of Order Officer for clarification on the point of order, and will decide the appeal by majority vote. If the Chair considers that a successful appeal of the ruling would constitute a suspension of the rules of order, he/she shall rule that section 24 hereof applies to the appeal. Thus if any member supports the ruling, the appeal shall be deemed to be defeated. A ruling by the Chair that section 24 applies shall be conclusive and not subject to further appeal.
- 8. The Dean, Associate Dean, Academic and the Director, Finance and Administration shall set the agenda. The agenda shall set forth items of business to be discussed at the meeting in the following order: Call to Order, Appointment of Rules of Order Officer, Presentation of the Minutes, Business

Arising from the Minutes, Communications, Committee Reports, New Business, Other Business/Enquiries, Closure.

- 9. The order of business at a meeting shall be the order set out in the agenda unless varied or added according to 10 and 11 below.
- 10. A motion to vary the order in which items on the agenda are to be taken up will be in order at any time except when another motion is being debated or being voted upon. The mover shall briefly indicate reasons why the order should be varied, but otherwise the motion is not debatable.
- 11. A matter not on the agenda may not be introduced at a regular meeting unless the introduction thereof is agreed to by a simple majority of the members present and voting. The mover shall briefly indicate reasons why the matter should be introduced, but otherwise the motion shall not be debatable.
- 12. The by-laws of the College may, after four weeks written notice of motion, be repealed, amended or added to, at any regular meeting of Faculty Council by affirmative vote of two-thirds of the members present and voting. No amendment to by-laws shall be voted upon unless the proposed amendment has been printed in a notice of the meeting.

ATTACHMENT: B

| CONSTITUTION OF THE FACULTY COUNCIL | |
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| 1. The Faculty Council of the College exercises its duties and powers under | the Deleted: 1. → |
| provisions of The University of Saskatchewan Act, 1995, as amended, Se Bylaws (approved April 28, 2001), University of Saskatchewan Council an Council Bylaws (PARTS I and I), Council Regulations, PART III (formerly titled Statutes of U of S Senate). | nate |
| The Faculty Council shall determine its powers through this Constitution, subject to the provisions of The University of Saskatchewan Act, 1995, as amended, and, as required, with the approval of the University Council. | i |
| 3. The Faculty Council shall pass by-laws establishing: | |
| (i) Membership of Faculty Council. | |
| (ii) Rules of procedure for the election of members to the Faculty Council. | |
| (iii) Rules of procedure of the Faculty Council, | Deleted: of the College |
| (iv) The numbers, composition, function, authority and rules of procedures standing committees and other college committees. | of |
| 4. The Faculty Council has responsibilities to: | |
| (i) Decide on academic policy and planning matters, subject to the appro- of the University Council, where necessary. | val |
| (ii) Decide on those matters, which may be delegated by Faculty Council; | |
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| bodies in the University or other relevant stakeholders. | Delete de athan ha dia a in the University and the se |
| 5. Determine Teaching Programs as follows: | Deleted: other bodies in the University or other external bodies.¶ |
| (i) <u>Faculty</u> Council has the ultimate authority for the academic policies of | the |
| College, subject to the approval of such policies as required by the | Deleted: , |
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| general directions of and/or priorities for the teaching and research activities of the College. | |
| (ii) Without limiting the generality of the foregoing, among the specific pove duties and responsibilities of Faculty Council are the following: | Vers, Deleted: ¶ |

Last approved June 4, 2019

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| | a) | Faculty Council shall determine the type, content and <u>requirements of</u> the teaching programs and courses of study which lead to degrees and credits over which the Faculty Council has authority. | | |
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| | <u>b)</u> | Subject to the provisions of (i) and (ii), Faculty Council may delegate its authority over teaching programs and courses of study to various committees and departments to make minor changes without obtaining | | Deleted: requirements of the teaching programs and courses of study¶ which lead to degrees and credits over which the Faculty ¶ Council has authority.¶ |
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| | | information to the Faculty Council. Major changes to any program require the approval of Faculty Council. | //// | Deleted: ¶ |
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| | c) | c) Faculty Council shall award scholarships, bursaries, prizes and other | | Deleted: ¶ |
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| | the | e Dean is the chief executive officer of the College and has, subject to e authority of the president, general supervision over and direction of the ork in the College and of the teaching and training of the students in the ollege, (Article 75). | (| Deleted: |
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| Membership of the Faculty Council of the College is defined in the By-laws of this Constitution (see Part I). | |
| 10. Meetings <u>:</u> | |
| (i) There will be a minimum of <u>four (4)</u> meetings of Faculty Council per academic year with the scheduling <u>of</u> meetings as described in the By- Laws. | Deleted: two (2 |
| (ii) A quorum shall be twelve (12) members entitled to vote. | |
| 11. The Constitution of the Faculty Council may only be amended with the approval of the Faculty Council and the University Council. The process is initiated at the Faculty Council of the College by notice of motion being presented to Faculty Council four weeks before the matter will be considered. After debate on the amendment is complete, an affirmative vote is required by two-thirds of the members present and voting. Following approval of the amendment by the Faculty Council, the amendment is forwarded to University Council for approval. | |

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THE BY-LAWS OF THE FACULTY COUNCIL

PART I - The Membership of Faculty Council (As defined by University Council Bylaws and Regulations – PART III, Section V.1.A (a-o)) (* Indicates non-voting members)

- 1. The President of the University_
- 2. The Provost and Vice-President Academic*
- 3. The Vice-president Research*
- 4. The Vice-president Finance and Resources*
- 5. The Vice-president University Relations*
- 6. The Vice-provost Teaching, Learning and Student Experience*
- 7. Chief Information Officer and Associate Vice-president, Information and Communications, Technology*
- 8. The Dean of the College_of Dentistry
- 9. The Dean of Graduate and Postdoctoral Studies,
- 10. The Dean, University Library*
- 11. The University Secretary and Chief Governance Officer *
- 12. The University Registrar*
- 13.,Such other persons as <u>the</u> University Council may, from time to time, appoint in a voting or non-voting capacity*
- 14. In addition, the following shall be members of Faculty Council:
 - (i) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors, and Special Lecturers who, for administrative purposes are assigned to the Dean of the College of Dentistry
 - (ii) Associate Provost of Health
 - (iii) <u>All clinical Professors, clinical Associate Professors, clinical Assistant</u> Professors, clinical Lecturers, Clinical Instructors, and Sessional <u>Lecturers</u>

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| Student Affairs and Services)* |
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Deleted: <#>Those Professors, Associate Professors, Assistant Professors, full time lecturers and lecturers in charge of departments, who are members of the College.¶

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rank

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Deleted: Dean of Medicine, one representative from each of the following¶ departments of the College of Medicine: Anatomy,

Biochemistry,¶ Microbiology, Pathology, Pharmacology, Physiology; Dean of *the Western College of* Veterinary Medicine (or representative); Dean of Pharmacy and Nutrition (or representative); Dean of Nursing (or

representative}; all part time dental staff with the

Last approved June 4, 2019

- (iv) Three community-based members of the dental profession holding the traditional, honorific role of Clinical Professor, Clinical Associate Professor, Clinical Assistant Professor, Clinical Lecturer, and Clinical Instructor as appointed by the Assistant Dean, Clinics
- (v) The Registrar, or designate, of the College of Dental Surgeons of Saskatchewan,
- (vi) <u>President of the Saskatchewan Dental Student Society (SDSS), or</u> <u>designate from the SDSS Executive</u>, who will be entitled to attend and vote on all nonconfidential matters.

(vii) Director, Finance and Administration*

(viii)Director, Academic and Student Affairs*

(ix) Executive Officer to the Dean*

(x) Business Manager, Clinical Affairs*

Note: No alternate is permitted for a member who is absent for the meeting of Faculty Council, unless otherwise indicated.

PART JI – STANDING COMMITTEES OF FACULTY COUNCIL

The Standing Committees shall initiate policy relating to and carry out duties described by their functions. General rules applying to all Standing Committees are as follows:

- Members of Standing Committees are generally drawn from Faculty except where otherwise specified.
- 2. The Dean (or if so designated by the Dean, the Associate Dean, Academic) shall be an ex officio voting member of all Standing Committees.
- 3. <u>No faculty member, except</u> the Associate Dean, Academic and the Assistant Dean, Clinical Affairs should be Chair of more than one Standing Committee.
- 4. Each voting member of a standing committee, except the Chair and co-opted members, has one vote on any question. In the case of a tie, the Chair may cast the deciding vote.
- The term of office of any elected member of a Standing Committee shall be two years unless otherwise stated. Membership on Standing Committees shall be limited to a maximum of two consecutive terms except for the Associate Dean, Academic and the Assistant Dean, Clinical Affairs.

Deleted: and Sessional Lecturer. Deleted: -Secretary Deleted: Deleted: Three full-time undergraduate students Deleted: Deleted: at meetings of the Faculty Council; the six students to be selected by the Students Dental Society from among all full-time students registered in the College. Deleted: Administrative Deleted: Assistant Moved (insertion) [2] Deleted: (or his/her delegate) and Deleted: act Deleted: the Secretary of Deleted: Council as a non-voting member Deleted: Administrative Assistant to Deleted: as a non-voting member. Administrative Assistant to Deleted: as a Deleted: non-Deleted: 1

The University Secretary, or an assigned deputy, shall act as Secretary

Deleted: Faculty. (*The Administrative Assistant to the Dean or his/her designate is the College's assigned deputy*).¶

Note: Article 14 – (I) to (vi): the College can select

Deleted: for Faculty

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Last approved June 4, 2019

- 6. Faculty members will be recommended by the Dean to sit on Standing Committees. Appointments will be made to ensure that:
 - (i) The needs of the College are addressed;
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- 10. Student members may not be on more than one committee, unless otherwise specified.
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- <u>13. Standing Committees shall be empowered to form subcommittees, co-opt</u> additional non-voting members and to liaise with other committees as necessary.
- <u>14. In the absence of the Chair or his/her designate, one of the other members</u> shall be elected by the members present to preside at the specific meeting, except where otherwise provided.
- 15. The minutes of all transactions of every Standing Committee shall be recorded and approved by the Chair prior to their distribution. At each meeting of the Standing Committee, the minutes of the preceding meeting shall be submitted for confirmation or amendment, and approved by the Standing Committee.

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16. The rules of debate in Faculty Council shall be observed in Standing

Last approved June 4, 2019

| Deleted: <#>Full-time Professors, Associate |
|---|
| Professors, Assistant Professors and Lecturers.¶ <#>¶ |
| <#>Administrative Assistant to the Dean, as required (non-voting).¶ |
| <#>¶ <#>Administrative Assistant to the Associate Dean, |
| Academic, as required (non-voting).¶ <#>¶ |
| <#>Ädministrative Assistant to the Assistant Dean, |
| Clinical Affairs, as required (non-voting).¶ <#>¶ |
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2. –Faculty Committee shall

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Committees.

- 17. All Standing Committees shall submit a year-end summary report of Committee activities to Faculty Council. Recommendations from Standing Committees must be approved by Faculty Council.
- 18. The following will be the Standing Committees of Faculty Council;
 - (i) Admissions Committee
 - (ii) Curriculum Committee
 - (iii) Progress and Promotion Committee
 - (iv) Scholarship Committee
 - (v) Clinic Operations and Administration Committee
- 19. The following is not a Standing Committee of Faculty Council;
 - (i) Executive Committee (sub-committee of Faculty Council)

PART III - RULES OF PROCEDURES OF THE FACULTY COUNCIL

- In all cases not so provided for, Sturgis Standard Code of Parliamentary <u>Procedure (4th Ed.) shall apply:</u>
 - (i) At the beginning of each meeting, the chair will appoint a Rules of Order Officer who will advise the Faculty Council on all questions related to procedures.
- 2. Meeting Schedule:
 - (i) Faculty Council shall meet at least four times during the academic year.
 - (ii) At least one month's written notice <u>of meetings</u> shall be given to each member of Faculty Council_
 - (iii) A meeting agenda and supporting materials will be circulated to each member of Faculty Council no later than one week prior to the meeting.
 - (iv) Special meetings can be called at the discretion of the Chair, or upon written notice <u>from</u> no fewer than 10 members.
 - (v) Each voting member of Faculty Council except the Chair has one vote on any question. In the case of a tie, the Chair may cast the deciding vote.

Deleted: *its deliberations and decisions at the Spring and Fall meetings.*

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Part II – RULES OF PROCEDURE FOR THE ELECTION OF MEMBERS TO THE FACULTY COUNCIL¶

1. <u>TIMING OF ELECTIONS/NOMINATIONS</u>

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2. <u>ELIGIBILITY</u> Students – student members will be those students

formally registered with the University of Saskatchewan through the College of Dentistry, and¶ who are enrolled in a program of study with the College.¶

3.-ELECTORAL PROCEDURE

<u>Students Representatives</u> – The Associate Dean, Academic or

the Administrative Assistant to the Dean will ask the President of the Students Dental Society to forward the names of those students elected by their society to represent them on Faculty Council each year.¶

LENGTH OF TERM

The length of term for student members will be one year. Members may be acclaimed or elected consecutive terms. Members may not serve more than two consecutive terms.¶

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| vole, decide to consider any particular issue in camera. |
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| (vii) The Chair shall call for members to declare any conflict <u>of</u> interest for |
| specific agenda items. Conflicts of interest shall be as defined in the current University Council By-Laws, PART I, V, Members of Faculty |
| Council who are deemed by the Chair to have a conflict of interest may be asked to withdraw for part of or all of the time that Faculty Council is in camera. |
| (viii)At the discretion of, or by pre-arrangement with the Chair, or on a motion |
| from the floor passed by a majority of members present, a non-member may be invited to address the Faculty Council. |

(vi) All meetings shall be open. Faculty Council may, by a simple majority

- (ix) All motions pass with a simple majority unless stated otherwise.
- Members of Standing Committees shall be <u>ratified by Faculty Council</u> annually. The <u>Dean</u>, or <u>his/her designate</u>, shall inform Faculty Council of the nominations at the final meeting of Faculty Council in the year.
- 4. The Faculty Council shall be chaired by the Dean, or in his/her absence, by a Vice-Chair appointed by the Dean, and in the absence of both, by the Dean's nominee.
- 5. At all meetings of the Faculty Council, the Chair shall in addition to his/her duties as a member of Faculty Council, maintain order and decorum and exercise such authority as may be necessary to conduct the meeting in conformity with the by-laws of Faculty Council.
- 6. The Chair of the meeting may take part in a debate on any subject. The Vice-Chair or the Dean's nominee will then preside over the meeting until the matter has been disposed of.
- 7. "The Chair shall rule on all points of order. The ruling may be appealed by any member, who may briefly indicate the reason for the appeal, but otherwise the appeal is not subject to amendment or debate. The meeting shall<u>ask the</u> <u>Rules of Order Officer for clarification on the point of order, and will</u> decide the appeal by majority vote. If the Chair considers that a successful appeal of the ruling would constitute a suspension of the rules of order, he/she shall rule that section 24 hereof applies to the appeal. "Thus if any member supports the ruling, the appeal shall be deemed to be defeated. A ruling by the Chair that section 24 applies shall be conclusive and not subject to further appeal.
- The Dean, Associate Dean, Academic and the <u>Director</u>, <u>Finance and</u> <u>Administration</u> shall set the agenda. The agenda shall set forth <u>items of</u> business to be discussed at the meeting in the following order: Call to Order. <u>Appointment of Rules of Order Officer</u>, Presentation of the Minutes, Business

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Last approved June 4, 2019

Arising from the Minutes, Communications, Committee Reports, New Business, Other Business/Enquiries, Closure.

- 9. The order of business at a meeting shall be the order set out in the agenda unless varied or added according to 10 and 11 below.
- 10.A motion to vary the order in which items on the agenda are to be taken up will be in order at any time except when another motion is being debated or being voted upon. The mover shall briefly indicate reasons why the order should be varied, but otherwise the motion is not debatable.
- 11.A matter not on the agenda may not be introduced at a regular meeting unless the introduction thereof is agreed to by <u>a simple majority</u> of the members present and voting. The mover shall briefly indicate reasons why the matter should be introduced, but otherwise the motion shall not be debatable.
- 12. The by-laws of the College may, after four weeks written notice of motion, be repealed, amended or added to, at any regular meeting of Faculty Council by affirmative vote of two-thirds of the members present and voting. No amendment to by-laws shall be voted upon unless the proposed amendment <u>has</u> been printed in a notice of the meeting.

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12. – Except in the case of special meetings, notice of motion shall be forwarded to those who set the agenda four weeks before a meeting of Faculty Council for consideration to be included on the agenda. A notice of motion is a request by a member to have an item included in the agenda of the meeting. Additional motions may be introduced in Faculty Council in relation to agenda items only.¶

13. Any member desiring to speak during the meeting of the Faculty Council shall signify his/her intention to the Chair. No member shall speak until recognized by the Chair, and when so recognized, shall stand and address the Chair.¶

14.—The Chair may at any time call to order any member, including the member who is speaking, but otherwise, no member shall interrupt any other member. A member called to order by the Chair shall sit down.¶

15. →A member is entitled to speak only once to a motion but at the discretion of the Chair may be permitted to speak again on the same motion.¶

16.—No member or other person invited to address the Faculty Council shall speak for more than five minutes at any one time. At the discretion of the Chair, this rule may be waived if in his/her opinion the matter is complex enough that further time should be allotted.¶

17. →Any member may require the question under discussion to be stated at any time during the debate, but not so as to interrupt a member.¶

18.—No member shall speak to a question after the Chair has put it to a vote.¶

19.—All motions shall be seconded before being debated or put by the Chair. The Chair may at his/her discretion require that a motion be put in writing before being debated or put by the Chair.¶

20. After the mover and seconder have spoken to a motion presented to the \P

Faculty Council for debate, the Chair may at his/her discretion, allow members to ask questions to obtain information regarding the motion. Such questions shall be directed to the Chair who may request an answer from any member or person present. The Chair shall determine and declare when the period of questioning is

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CONSTITUTION OF THE FACULTY COUNCIL

- 1. The Faculty Council of the College exercises its duties and powers under the provisions of The University of Saskatchewan Act, 1995, as amended, Senate Bylaws (approved April 28, 2001), University of Saskatchewan Council and Council Bylaws (PARTS I and II). Council Regulations, PART III (formerly titled Statutes of U of S Senate).
- 2. The Faculty Council shall determine its powers through this Constitution, subject to the provisions of The University of Saskatchewan Act, 1995, as amended, and, as required, with the approval of the University Council.
- 3. The Faculty Council shall pass by-laws establishing:
 - *(i) Membership of Faculty Council.*
 - (ii) Rules of procedure for the election of members to the Faculty Council.
 - (iii) Rules of procedure of the Faculty Council of the College.
 - *(iv)* The numbers, composition, function, authority and rules of procedures of standing committees and other college committees.
- 4. The Faculty Council has responsibilities to:
 - (i) Decide on academic policy and planning matters, subject to the approval of the University Council, where necessary.
 - (ii) Decide on those matters, which may be delegated by Faculty Council; however, all decisions made by any Committees of Faculty Council, must be reported to the Faculty Council. Academic policy recommendations shall be referred to Faculty Council for discussion, advice and approval.
 - (iii) Advise the College, University administration, University Council and other bodies in the University or other external bodies.
- 5. Determine Teaching Programs as follows:
 - (i) Council has the ultimate authority for the academic policies of the College, subject to the approval of such policies, as required, by the University Council. Academic policy sets out the principles for, the general directions of and/or priorities for the teaching and research activities of the College.
 - (ii) Without limiting the generality of the foregoing, among the specific powers, duties and responsibilities of Faculty Council are the following:
 - a) Faculty Council shall determine the type, content and

requirements of the teaching programs and courses of study which lead to degrees and credits over which the Faculty Council has authority.

- b) Subject to the provisions of (i) and (ii), Faculty Council may delegate its authority over teaching programs and courses of study to various committees and departments to make minor changes without obtaining the approval of Faculty Council. All such changes shall be reported for information to the Faculty Council. Major changes to any program require the approval of Faculty Council.
- c) Faculty Council shall award scholarships, bursaries, prizes and other awards of the College and may delegate this responsibility to Committees or officers of the College.
- d) The Faculty Council shall deal with and decide upon all petitions and appeals by students and others in connection with the teaching programs and courses of study of the College subject to an appeal to the University Council, and may delegate this responsibility to a Committee or Standing Committees of Faculty Council.
- 6. Faculty Council recognizes that the Dean exercises powers under the authority of The University of Saskatchewan Act, 1995, as amended.
 - (i) The Dean is the chief executive officer of the College and has, subject to the authority of the president, general supervision over and direction of the work in the College and of the teaching and training of the students in the College. (Article 75).
 - (ii) The Dean of the College reports directly to the Vice-President Academic and Provost or his/her delegate.
 - (iii) The Dean may elect to delegate authority to other academic administrators in the College, however the Dean retains responsibility for the overall direction of the College and in particular for authority over budget, appointments and promotions.
 - *(iv)* The Dean of the College is ultimately responsible for all administrative decisions within his/her jurisdiction and authority.
 - (v) The Dean of the College will seek advice of the Faculty Council in developing academic policy for Faculty Council's approval.
- 7. The Faculty Council recognizes that the Dean has authority for the allocation and management of the College's resources. The Dean shall advise Faculty Council of the resource implications of proposed academic policy decisions.

The Dean shall also advise Faculty Council of major management proposals that may have a significant impact on the academic programs of the College.

- 8. Subject to the provisions of The University of Saskatchewan Act, 1995, as amended, Faculty Council shall report on such matters as it may determine to University Council.
- 9. Membership of the Faculty Council of the College is defined in the By-laws of this Constitution (see Part I).

10. Meetings

- (i) There will be a minimum of two (2) meetings of Faculty Council per academic year with the scheduling meetings as described in the By-Laws.
- (ii) A quorum shall be twelve (12) members entitled to vote.
- 11. The Constitution of the Faculty Council may only be amended with the approval of the Faculty Council and the University Council. The process is initiated at the Faculty Council of the College by notice of motion being presented to Faculty Council four weeks before the matter will be considered. After debate on the amendment is complete, an affirmative vote is required by two-thirds of the members present and voting. Following approval of the amendment by the Faculty Council, the amendment is forwarded to University Council for approval.

THE BY-LAWS OF THE FACULTY COUNCIL

PART I - The Membership of Faculty Council (Council Regulations – PART III)

- 1. The President of the University
- 2. The Vice-Presidents
- 3. The Associate Vice-President (Academic)
- 4. The Associate Vice-President (Student Affairs and Services)
- 5. The Associate Vice-President (Information and Communications Technology)
- 6. The Dean of the College
- 7. The Dean of Graduate Studies and Research
- 8. The Director of Libraries or designate
- 9. The University Secretary
- 10. The Registrar (Note: The title of this position may change)
- 11. Those Professors, Associate Professors, Assistant Professors, full time lecturers and lecturers in charge of departments, who are members of the College.
- 12. Instructors and special lecturers
- 13. Such other persons as [University] Council may, from time to time, appoint.
- 14. In addition, the following shall be members of Faculty Council:
 - Dean of Medicine, one representative from each of the following departments of the College of Medicine: Anatomy, Biochemistry, Microbiology, Pathology, Pharmacology, Physiology; Dean of *the Western College of* Veterinary Medicine (or representative); Dean of Pharmacy and Nutrition (or representative}; Dean of Nursing (or representative}; all part time dental staff with the rank of Clinical Professor, Clinical Associate Professor, *Clinical Assistant Professor, Clinical Lecturer, Clinical Instructor and Sessional Lecturer.*
 - (ii) The Registrar-Secretary of the College of Dental Surgeons of Saskatchewan.

- (iii) *Three* full-time undergraduate students who will be entitled to attend and vote on all nonconfidential matters at meetings of the Faculty Council; the six students to be selected by the Students Dental Society from among all full-time students registered in the College.
- (iv) Administrative Assistant to the Dean (or his/her delegate) and shall act as the Secretary of Faculty Council as a non-voting member.
- (v) Administrative Assistant to the Associate Dean, Academic as a nonvoting member.
- (vi) Administrative Assistant to the Assistant Dean, Clinical Affairs as a non-voting member

The University Secretary, or an assigned deputy, shall act as Secretary of the Faculty. (*The Administrative Assistant to the Dean or his/her designate is the College's assigned deputy*).

Note: Article 14 – (I) to (vi): the College can select members for Faculty Council. The College must advise the University Secretary's Office accordingly and that office will in turn submit to Council for approval.

PART I (A) – The Membership of Faculty Committee

- 1. The Dean Chair.
- 2. The Associate Dean, Academic and secretary to the committee.
- 3. The Assistant Dean, Clinical Affairs.
- 4. Full-time Professors, Associate Professors, Assistant Professors and Lecturers.
- 5. Administrative Assistant to the Dean, as required (non-voting).
- 6. Administrative Assistant to the Associate Dean, Academic, as required (non-voting).
- 7. Administrative Assistant to the Assistant Dean, Clinical Affairs, as required (non-voting).

Functions:

1. The Faculty Committee exercises its duties pursuant to the Constitution of

Faculty Council and PART III – Rules of Procedures of the Faculty Council.

- 2. Faculty Committee shall meet as required during the academic year.
- 3. To report to Faculty Council its deliberations and decisions at the Spring and Fall meetings.

<u>Part II – RULES OF PROCEDURE FOR THE ELECTION OF MEMBERS TO</u> <u>THE FACULTY COUNCIL</u>

1. <u>TIMING OF ELECTIONS/NOMINATIONS</u>

Elections for Faculty Council for student representatives will be completed before the end of September of each year.

2. <u>ELIGIBILITY</u>

<u>Students</u> – student members will be those students formally registered with the University of Saskatchewan through the College of Dentistry, and who are enrolled in a program of study with the College.

3. <u>ELECTORAL PROCEDURE</u>

<u>Students Representatives</u> – The Associate Dean, Academic or the Administrative Assistant to the Dean will ask the President of the Students Dental Society to forward the names of those students elected by their society to represent them on Faculty Council each year.

4. <u>LENGTH OF TERM</u>

The length of term for student members will be one year. Members may be acclaimed or elected consecutive terms. Members may not serve more than two consecutive terms.

5. VACANCIES

In the case of ineligibility, retirement, resignation, or death of any elected members of the Faculty Council, the person responsible for the conduct of the election in the member's constituency will name a pro tem representative for the remainder of the electoral year. The seat will be declared open for election at the next electoral period.

6. <u>ALTERNATES</u>

No alternate is permitted for a member who is absent for the meeting of Faculty Council.

PART III – RULES OF PROCEDURES OF THE FACULTY COUNCIL

1. Meeting Schedule

- (I) Faculty Council shall meet at least once in the Fall term and at least once during the Spring term. The first regular meeting in the Fall term shall be the inaugural meeting of the new Faculty Council.
- (ii) At least one month's written notice with an agenda shall be given to each member of Faculty Council at the place designated by him/her for receipt of notice.
- *(iii)* The Chair in either of the following circumstances shall convene special meetings:
 - a) Upon written notice of no fewer than 10 members, or
 - b) Upon the call of the Chair.
- (iv) At all regular meetings, 50% plus one of those entitled to vote shall form a quorum.
- (v) Each member of Faculty Council except the Chair has one vote on any question. The Chair does not have a vote on any question.
- (vi) The Chair shall call for members to declare any conflict on interest for specific agenda items. Conflicts of interest shall be as defined in the current University Council By-Laws, PART I, V.
- (vii) All meetings shall be open. Faculty Council may, by a simple majority vote, decide to consider any particular issue in camera. Members of Faculty Council who are deemed by the Chair to have a conflict of interest may be asked to withdraw for part of or all of the time that Faculty Council is in camera.
- (viii) At the discretion of, or by pre-arrangement with the Chair, or on a motion from the floor passed by a majority of members present, a non-member may be invited to address the Faculty Council.
- *(ix)* All motions pass with a simple majority unless stated otherwise.
- 2. Members of Standing Committees shall be elected annually in accordance with the functions of the Constitution and Nominations Committee. The Report of the Constitution and Nominations Committee shall inform Faculty Council of the nominations at the final meeting of Faculty Council in the year. The terms of office of such standing committees shall commence on the first day of the Fall term.
- 3. The Faculty Council shall be chaired by the Dean, or in his/her absence,

by a Vice-Chair appointed by the Dean, and in the absence of both, by the Dean's nominee.

- 4. At all meetings of the Faculty Council of the College, the Chair shall in addition to his/her duties as a member of Faculty Council, maintain order and decorum and exercise such authority as may be necessary to conduct the meeting in conformity with the by-laws of Faculty Council.
- 5. The Chair of the meeting may take part in a debate on any subject. The Vice Chair or the Dean's nominee will then preside over the meeting until the matter has been disposed of.
- 6. In all cases not so provided for, Sturgis Rules of Order shall govern. (Executive Committee – November 1, 2000)
- 7. The Chair shall rule on all points of order. The ruling may be appealed by any member, who may briefly indicate the reason for the appeal, but otherwise the appeal is not subject to amendment or debate. The meeting shall decide the appeal by majority vote. If the Chair considers that a successful appeal of the ruling would constitute a suspension of the rules of order, he/she shall rule that section 24 hereof applies to the appeal. Thus if any member supports the ruling, the appeal shall be deemed to be defeated. A ruling by the Chair that section 24 applies shall be conclusive and not subject to further appeal.
- 8. The Dean, Associate Dean, Academic and the Faculty Secretary shall set the agenda. The agenda shall set forth Items of business to be discussed at the meeting in the following order: Call to Order, Presentation of the Minutes, Business Arising from the Minutes, Communications, Committee Reports, New Business, Other Business/Enquiries, Closure.
- 9. The order of business at a meeting shall be the order set out in agenda unless varied or added according to 10 and 11 below.
- 10. A motion to vary the order in which items on the agenda are to be taken up will be in order at any time except when another motion is being debated or being voted upon. The mover shall briefly indicate reasons why the order should be varied, but otherwise the motion is not debatable.
- 11. A matter not on the agenda may not be introduced at a regular meeting unless the introduction thereof is agreed to by two-thirds of the members present and voting. The mover shall briefly indicate reasons why the matter should be introduced, but otherwise the motion shall not be debatable.
- 12. Except in the case of special meetings, notice of motion shall be forwarded to those who set the agenda four weeks before a meeting of Faculty Council for consideration to be included on the agenda. A notice

of motion is a request by a member to have an item included in the agenda of the meeting. Additional motions may be introduced in Faculty Council in relation to agenda items only.

- 13. Any member desiring to speak during the meeting of the Faculty Council shall signify his/her intention to the Chair. No member shall speak until recognized by the Chair, and when so recognized, shall stand and address the Chair.
- 14. The Chair may at any time call to order any member, including the member who is speaking, but otherwise, no member shall interrupt any other member. A member called to order by the Chair shall sit down.
- 15. A member is entitled to speak only once to a motion but at the discretion of the Chair may be permitted to speak again on the same motion.
- 16. No member or other person invited to address the Faculty Council shall speak for more than five minutes at any one time. At the discretion of the Chair, this rule may be waived if in his/her opinion the matter is complex enough that further time should be allotted.
- 17. Any member may require the question under discussion to be stated at any time during the debate, but not so as to interrupt a member.
- 18. No member shall speak to a question after the Chair has put it to a vote.
- 19. All motions shall be seconded before being debated or put by the Chair. The Chair may at his/her discretion require that a motion be put in writing before being debated or put by the Chair.
- 20. After the mover and seconder have spoken to a motion presented to the Faculty Council for debate, the Chair may at his/her discretion, allow members to ask questions to obtain information regarding the motion. Such questions shall be directed to the Chair who may request an answer from any member or person present. The Chair shall determine and declare when the period of questioning is ended and upon such declaration shall call for further formal debate on the motion.
- 21. When a question is under debate, no motion shall be received by the Chair except for one of the following purposes, and the order of precedence of these motions shall be as indicated below:
 - *(i)* **To adjourn the meeting**. This motion is not debatable and is always in order except when a member is speaking.
 - *(ii)* **To recess the meeting**. This motion is not debatable except concerning the duration of the recess.

- *(iii)* **To adjourn the debate** ("Table the motion"). This motion is not debatable and the adjourned item shall appear on the agenda for the next regular meeting unless otherwise agreed to.
- *(iv)* **To put the question**. This motion is not debatable and requires an affirmative vote or two-thirds of the members present and voting. If the vote is affirmative, the debate shall be forthwith terminated and the question put without further delay.
- (v) To withdraw the motion. This motion is not debatable but at the request of the mover and seconder and with the consent of the meeting the original motion may be withdrawn. In such case, consent shall be understood if no objection is made, the Chair shall put the question "that this motion be withdrawn" which shall be decided without debate by a majority of the members present and voting.
- (vi) **To refer or commit.** This motion is debatable. The motion is to refer or commit a question to a standing or ad hoc committee for consideration, report and/or action.
- (vii) **To amend**. A motion to amend the motion under consideration is always in order except that the amendment may not contravene the sense of the motion to which it is proposed. In no case may more than two amendments be before the meeting at one time. One of these amendments may be to amend the previous amendment.

When two amendments are before a meeting, debate will proceed on the last amendment, which must be disposed of before any other amendments may be considered. When no further amendments remain to be disposed of, the motion (as amended) shall be put.

- (viii) To divide. This motion is not debatable and is used to divide the question under consideration into parts that can be considered and voted on separately. It may not be introduced while an amendment to the question is being considered. The motion is not debatable but the mover may briefly explain reasons why the question should be divided.
- 22. When the Chair puts a question to vote, members shall indicate their vote in such manner as the Chair may direct. If any member wishes to record his/her abstention from voting on any question, the members must do so immediately before declaration by the Chair. The Chair shall declare the result of the vote and such declaration shall be conclusive. In a case of equality of votes, the decision on the question shall be deemed to be decided in the negative. If, prior to the time when the Chair has undertaken to determine the vote, any member requires that the count of

votes be recorded, then the number of votes for and against the question shall be counted and this count recorded in the minutes of the meeting.

- 23. No matter, once disposed of by the Faculty Council, shall be reconsidered before the inaugural meeting of the following academic session, except by affirmative vote of two-thirds of the members present and voting.
- 24. None of the foregoing rules of order contained in sections 1 to 23 inclusive shall be suspended at any meeting if any member present expresses objection to such suspension.
- 25. The by-laws of the College may, after four weeks written notice of motion, be repealed, amended or added to, at any regular meeting of Faculty Council by affirmative vote of two-thirds of the members present and voting. No amendment to by-laws shall be voted upon unless the proposed amendment shall have been printed in a notice of the meeting.

UNIVERSITY COUNCIL GOVERNANCE COMMITTEE NOTICE OF MOTION

| PRESENTED BY: | Stephen Urquhart, chair, Governance Committee |
|------------------|--|
| DATE OF MEETING: | May 21, 2020 |
| SUBJECT: | Principles for federation and affiliation with the University of Saskatchewan (USask) |

DECISION:

It is recommended that Council approve the principles for federation and affiliation with USask as Part III Section X.3 of the Council Bylaws as attached, effective June 30, 2020, and recommend to the Board of Governors and Senate the adoption of these principles.

PURPOSE:

The purpose of this notice of motion is to request that University Council approve the principles for federation or affiliation with the USask and incorporate them into Council's bylaws, thereafter recommending their adoption also the Board of Governors and Senate.

Upon approval by University Council, requests for new federations or affiliations with USask would be considered in alignment with these principles.

DISCUSSION SUMMARY:

The Governance Committee of Council is responsible for periodically "reviewing the Bylaws of Council and recommending to Council revisions to the Bylaws." Within the purview of the Council Bylaws are the agreements with the federated and affiliated colleges. The motivation for this submission is a commitment to continuing these relationships and strengthening them into the future.

Through federations and affiliations, there is the potential to develop new academic, administrative and cultural arrangements and partnerships to enhance the student experience, research pre-eminence, and the reputation of the university. However, it is not apparent that any guiding principles or criteria have previously been used by the university when deciding to enter into a new partnership.

Over its history, the University of Saskatchewan has entered into a number of relationships with other post-secondary institutions in the province. At present, there is one federated college – St. Thomas More College – and there are seven affiliated colleges. The genesis and evolution of the relationships show considerable variation, and the components of each relationship are distinctive.

By way of background, in May 2017, the Governance Committee of Council requested that an examination of the current relationships between USask and the federated and affiliated colleges. The review was completed in August 2017 by Dan Perrins. This report was the subject of discussion at several meetings of the Governance Committee through 2018/19. Partly in response to the findings, but more so in the overall interest of the university, principles for federation and affiliation were then drafted and considered at two meetings of the Governance Committee in 2019/20.

On December 19, 2019, the Governance Committee presented these draft principles as a request for input to University Council. On January 28, 2020, the Governance Committee shared the "Perrins Report" on federation and affiliation along with the draft principles with the federated and affiliated colleges, specifically requesting their input and feedback.

In February 2020, the Governance Committee received feedback from the federated college, St. Thomas Moore, and three of the affiliated colleges, i.e. St. Andrew's College, Horizon College & Seminary, and Lutheran Theological Seminary. In summary, the response was supportive of the principles, and positive about the relationship between USask and the federated and affiliated colleges. A few suggestions will require follow-up for the operationalization of the principles:

- An office/officer should be identified for the maintenance of the relationship between institutions. This will be referred to the provost and vice-provost, teaching learning and student experience.
- Commitments to the principles should be expressed in formal MOUs between the university and these colleges.
- A Council of Affiliated and Federated Institutions (CAFI) will be established. This is expressed and committed under principle 8.

On April 21, 2020, the Governance Committee approved a motion to recommend to Council that the attached principles for federation and affiliation be adopted, and that they be similarly recommended by Council to the Board of Governors and Senate for adoption.

FURTHER ACTION REQUIRED:

• The principles will also be presented to the university Board of Governors and Senate for input and adoption.

ATTACHMENT:

1. Draft principles for federation and affiliation (see agenda item 10.5 for incorporation of the principles into the revisions to the Council Bylaws)

ATTACHMENT 1

UNIVERSITY OF SASKATCHEWAN Statement of Principles for Affiliation and Federation Relationships

At present, USask has one federated college and seven affiliation relationships as follows:

- St. Thomas More College (federated);
- Gabriel Dumont College (affiliated);
- St. Peter's College (affiliated);
- St. Andrew's College (affiliated);
- Briercrest College and Seminary (affiliated);
- Horizon College and Seminary (affiliated);
- Lutheran Theological Seminary (affiliated); and
- College of Emmanuel and St. Chad (affiliated).

The following principles are representative of the current relationships with federated and affiliated colleges, and are suggested as a basis for considering future requests to enter into a relationship of affiliation or federation.

General Principles

1. **Relationships of affiliation or federation should be based on academic interests shared by the university and the candidate institution.** Though it is possible to conceive of many reasons for entering into partnerships or collaborative relationships with other institutions – sharing space or other resources or joining together in government relations initiatives, for example – the particular relationship of affiliation or federation should be founded in common academic goals and interests, such as programming for students or advancing a research agenda.

2. Relationships of affiliation or federation should be based on shared support for the university's vision, mission and values. The governing bodies of the University of Saskatchewan have adopted a statement setting out the vision, mission and values that will guide the institution. Though the university cannot require that other institutions are guided by identical values or an identical mission, the university can only enter into relationships of affiliation or federation on terms that are consistent with the values held by the university and the vision it has adopted.

3. The university should approach the request for a relationship of federation or affiliation in a spirit of respect for the distinctive history, traditions and achievements of the candidate institution. Though the university should not enter into relationships of affiliation or federation on terms that undermine the stated vision, mission and values of the institution, the university should not demand that an affiliated or federated institution conform in all respects to the university's established practices and procedures. The

rationale for creating relationships of affiliation or federation is in part that the university is enriched by the distinctive perspectives brought by the partner institutions.

4. The significant elements of a relationship of affiliation or federation should be reflected, insofar as possible, in written agreements. Though strong partnerships are marked by flexibility, informality and vigorous personal connections, it is important that the basic terms to which the partners have agreed are clearly documented in writing.

5. Consideration should be given to the reciprocal contributions that can be made by the university and the candidate institution. Though the university is likely to be the larger partner in these relationships, the formation of the partnership should take into account fully the contributions both parties can make to the lives of their respective institutions.

6. Provision should be made for regular review of the relationship with the candidate institution. The potential for refreshing and reforming the relationship should be provided for through a regular cycle of reviews. Academic institutions are not stagnant, and their relationships should be examined on occasion to ensure that the goals for the partnerships are being met effectively.

7. Consideration should be given to developing clear pathways for students between programs offered by the university and the candidate institution. In keeping with the obligation of post-secondary institutions to support the career aspirations of their students, the question of whether a relationship of affiliation or federation provides an opportunity to establish academic pathways or ladders for students should be a factor in defining the relationship.

8. Consideration should be given to the role the candidate institution might play in the governing bodies of the university. The *University of Saskatchewan Act 1995* provides that affiliated and federated institutions have representation on both Council and the Senate. The partners should consider how this opportunity to participate in university governance can be most effectively deployed. A Council of Affiliated and Federated Institutions (CAFI) will be established to that effect.

9. Consideration should be given to whether an alternative form of partnership might be more appropriate. Given the involvement of affiliated and federated institutions in university governance, it is clearly contemplated that these relationships will be of a comprehensive nature. Where the interest of the parties is restricted to individual programs or projects, there may be other forms of relationship that are more appropriate.

10. The academic standards and integrity of the candidate institution should be a factor in determining whether the university will enter into a relationship of affiliation or federation. It is important to the university that any candidate institution be able to demonstrate standards of academic attainment and institutional integrity that will be consonant with the level of expectation to which the university holds itself.

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

NOTICE OF MOTION

| SUBJECT: | Revisions to Council Bylaws |
|------------------|---|
| DATE OF MEETING: | May 21, 2020 |
| PRESENTED BY: | Stephen Urquhart, chair Governance Committee |

DECISION REQUESTED:

It is recommended that Council approve the changes to standing committees' terms of reference, the removal of gendered language, and typographical, formatting, and organizational refinements in the Council Bylaws as attached, effective June 30, 2020.

PURPOSE:

To update the University Council Bylaws, including standing committee's terms of reference, and to remove gendered language.

DISCUSSION SUMMARY:

The governance committee of Council is responsible for periodically "reviewing the membership, powers and duties of committees of Council and recommending to Council revisions to the membership, powers and duties of committees." In keeping with this responsibility, on November 19, 2020, the Governance Committee asked the chairs of all of the standing committees of Council to undertake a review of their terms of reference with the goal of presenting the recommended changes to Council for approval before the end of the 2019-20 academic year.

Council committees were asked to contemplate changes with an eye to the following principles:

1) Membership reflecting shared governance

Committee membership should reflect the principle that academic governance is shared governance, with membership consisting of the academic administrators, faculty and students. Composition of committee membership should not greatly deviate from the overall membership of council (for USask members, approximately 2/3 faculty members, and the remaining 1/3 consisting of academic administrators and students, as determined by the University of Saskatchewan Act, 1995).

Any restrictions on membership should be consistent with the committee's mandate and the principles of shared academic governance. Voting and non-voting membership should be clearly identified.

2) Action-oriented governance role

The terms of reference of Council committees should reflect the committee's purpose to facilitate the work of Council in overseeing and directing the university's academic affairs. Terms of reference should be 'action oriented' towards this governance role, but not stray into administrative work.

Committees were asked to consider how their terms of reference may result in an action (report to Council, advice provided, policy review and revision, program or centre approval, etc.) or are passive functions (receipt of reports and presentations).

In summary, the following changes were made to standing committee terms of reference:

- All administrator position titles were updated
- The Governance Committee clarified that the University Secretary is an *ex officio* non-voting member. The committee considered the voting status of USSU and GSA representatives in the Governance Committee (see attached memo). Student representatives had been added to the Governance Committee as non-voting members in November 2019. The Governance Committee weighed the question of students voting status and sought the input of the Coordinating Committee of Council. The consensus view of both committees was that the work of the Governance Committee was unique within the work of University Council., and no change to the voting status is recommended. The Governance Committee appreciates the important and powerful voice student representatives exercise in the committee.
- The Planning and Priorities Committee updated the language used to describe financial information it reviews and added a statement that it is responsible for considering EDI in all processes and matters coming before it
- RSAW's membership removed one of two associate deans of research, and added the dean of the Library as an *ex officio* voting member

FURTHER ACTION REQUIRED:

Following any further suggested revisions, a request for decision will be submitted to University Council on June 18, 2020.

ATTACHMENT:

- 1. Memo from the USSU and GSA regarding voting status on the Governance Committee
- 2. Tracked changes of updates to University Council Bylaws





April 29, 2020

RE: Student Membership on Governance Committee of Council and Student Engagement on COVID-19 Crisis Management Teams

To the Governance Committee and USask administration,

We are disappointed that the Governance Committee, on April 21, 2020, voted to not proceed forward with assigning voting membership for students on the Governance Committee of Council. This decision was made on the basis that the Governance Committee is different to other Council Committees, and therefore does not warrant voting membership for students. The basis of this decision is contrary to the values of our university, and therefore, is unacceptable.

Students have played integral roles in Council Committees and have shaped many of the discussions that have taken place. With this decision, we continue to build a wall between students, administration and faculty, and with this wall, we are pushing students away. We continue to be one of the few U15 institutions that attempts to legitimize a lack of student engagement on institutional governing bodies.

Furthermore, the university administration continues to exclude students, appointed by the USSU and GSA executive, on any of the COVID-19 Crisis Management Teams. Student leaders are at the forefront of addressing the needs and concerns of their membership and it is critical that we have open and direct lines of communication every step of the way so that we can properly inform our members of the actions taken as well as directly advocate for them.

As student leaders, we are disheartened to see these decisions move forward; as an institution it seems we are taking one step forward and two steps back. We can certainly do better to ensure students are part of the shared governance structure and part of the decision making process. In keeping with our university's mission, we again request the rightful inclusion of our student representatives on these committees.

USSU Executives and GSA Executives



Council Bylaws and Regulations

April 15, 1999 with revisions September 1999; October 2000; May, September 2001;
February, March, June, October, November, December 2002; February, May, June, Sept.
2003; January, May, June, September 2004; January, February, April, June, September 2006; January, May, June, October, December 2007; March, June, October 2008;
February, March 2009; May, October 2010; January, February, May, June 2011; March, June, September 2012; January, April, June, December 2013; June, December 2014; January, February, March, May, September 2015; January, February, April, May, November 2016; February, March, August, November, December 2017; April, May, July 2018; September, December 2019; February 2020, June 2020 (TBC)

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PART ONE

I. CONSTITUTIONAL POWERS AND DUTIES OF COUNCIL

The University of Saskatchewan Act, 1995, S.S. 1995, c. U-6.1 prescribes the constitution, powers_ and duties of Council. Section 60 of the Act provides that Council is responsible for "overseeing and directing the university's academic affairs." Section 61 provides a list of specific matters that fall within the jurisdiction of Council.¹ These include the following: (the list is not exhaustive)

- grant academic degrees, diplomas and certificates of proficiency;
- grant scholarships, prizes, fellowships, bursaries and exhibitions;
- authorize the Board on academic grounds to establish or disestablish a college, school, department, chair or institute;
- authorize the Board on academic grounds to provide for or to dissolve affiliation or federation with another educational institution;
- prescribe curricula, programs of instruction and courses of study;
- prescribe methods and rules for evaluating student performance;
- discipline students for academic dishonesty;
- prescribing academic and other qualifications for admission;
- hear appeals by students or former students concerning academic decisions affecting them;
- prescribe the number of students to be admitted to a college or program;
- review library policies;
- review the physical and budgetary plans for the university and make recommendations respecting those matters to the President or the Board;
- exercise power that the Board or Senate may delegate to it;
- appoint members to committees composed of members of Council and any or all of the Board, the Senate and the General Academic Assembly;
- make bylaws governing election of members;
- make bylaws respecting any matter over which it has jurisdiction;
- make recommendations to the President, the Board or Senate respecting any matter that Council considers to be in the interests of the University;
- do anything that it considers necessary, incidental or conducive to the exercise of its powers to promote the best interests of the University or to carry out the purposes of the Act.

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¹ The exercise of some of these powers is subject to review by the General Academic Assembly and, in some cases, involves the Board of Governors or the Senate.

II. ELECTION OF FACULTY MEMBERS TO COUNCIL

- The University Secretary will oversee the call for nominations and election of members of Council as provided in section 57(1) of *The University of Saskatchewan Act*, 1995.
- 2. The Act defines a faculty member as "a person who is employed on a full-time basis by the university or an affiliated or federated college and who serves as a professor, associate professor, assistant professor, lecturer, full-time special lecturer, full-time instructor, or librarian."
- A faculty member may choose to stand for election under <u>one</u> of the following sections:
 - (a) Section 53(2)(b), [53(2)(d) in the case of Librarian]

"one faculty member representing each college or affiliated and federated college who is a member of the college and who has been elected by the members of the college;"

(b) Section 53(2)(c), [53(2)(e) - in the case of Librarian]

"one representative, in addition to the member mentioned in clause (b), representing each college or affiliated and federated college who is either:

| (i) the dean of the college, or a member of the college, who has been | |
|---|--|
| elected by the members of the college; or | |

(ii) if there is no election, the dean of the college;"

(c) Section 53(2)(i)

"54 faculty members who have been elected by faculty members."

- Nominations will be made using the form provided by the Secretary A nomination will be endorsed by the nominee and will confirm their eligibility and willingness to stand for election.
- 5. Once the deadline for nominations has passed, the Secretary will conduct elections by making ballots available to all eligible voters for positions referenced in sections 53(2)b, c, d, e, and i.
- If there is a nomination or nominations under section 53(2)(c), or 53(2)(e), the dean of the college or Dean, University Library, as the case may be, will be so informed and asked if <u>they</u> wish to stand for election under this section.
- 7. In the event that insufficient nominations are received for faculty members at large under Section 53(2)(i) to fill the vacant positions, then those nominees whose nominations were received by the deadline will be considered elected by acclamation, and a second call for nominations will be sent.
- 8. In the event that insufficient nominations are received to fill the vacant positions for faculty members at large under Section 53(2)(i) following a second call for

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- 9. In the event that no nominations are received by the deadline for a College representative under Section 53(2)(b) or for a librarian under Section 53(2)(d), then a second call for nominations will be sent.
- 10. If after two calls for nominations no candidate comes forward for a College representative under Section 53(2)(b) or for a librarian under Section 53(2)(d), then the dean or the college committee charged with nominations will be asked to ensure that a candidate is nominated. The Secretary will run the election in the event that more than one nominee comes forward for a position from that process.
- 11. In the event that two or more nominees with the most votes receive the same number of votes, the Secretary will select the elected member from among those nominees by lot.
- 12. Candidates on the voting list who receive the greatest number of votes are elected to Council effective July 1 Should candidates so elected decline or otherwise be unable to accept a position on Council, such positions shall continue to be filled by those unelected candidates that received the greatest number of votes.
- 13. A vacancy on Council for a college representative under Section 53 (2) (b) or (c), a librarian under Section 53 (2) (d) or (3) or a faculty member under Section 53 (2) (i) shall be filled by an election held within 90 days of the vacancy, if the vacancy occurs within 27 months of that member being elected A vacancy arising after that time shall be filled at the next annual election.

III. PROCEDURAL BYLAWS OF COUNCIL

1. Quorum for Meetings

(a) The quorum for regular and special meetings will be 40%.

2. The Duties of <u>Chair</u> and Vice-<u>Chair</u>

- (a) The duties of the <u>Chair</u> will be carried out by the Vice-<u>Chair</u> when, for any reason, the <u>Chair</u> is unable to discharge these duties.
- (b) If the Vice-<u>Chair</u> is required to act as <u>Chair</u> for more than one month, the Nominations Committee shall present to Council for approval the name of a person to be acting Vice-<u>Chair</u> until the Vice-<u>Chair</u> is able to resume the position of Vice-<u>Chair</u>.
- (c) If the <u>Chair</u>, the Vice-<u>Chair</u> and the acting Vice-<u>Chair</u> are all unable to discharge the duties of the Chair, the Governance Committee shall name a member of Council to serve as Chair for a specified period of time.

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| (d) | The Chair will preside over all meetings of Council. The Chair's duties are to | Deleted: Chairperson |
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| . , | preserve order and decorum and, subject to appeal, to decide all questions of order and other questions as provided in these bylaws. | Deleted: Chairperson |
| (e) | The <u>Chair</u> will prepare a draft agenda for each meeting of Council and will present it for approval at the meeting. | Deleted: Chairperson |
| (f) | The <u>Chair</u> will not vote on a motion before Council except when there is an equal number of voting members supporting and opposing the motion. | Deleted: Chairperson |
| (g) | The <u>Chair</u> may seek the guidance and assistance of the governance committee | Deleted: Chairperson |
| | with respect to matters pertaining to the role of the Chair. | Deleted: Chairperson |
| (h) | The <u>Chair</u> will be the spokesperson for <u>Council in communications</u> with the | Deleted: Chairperson |
| | Board, the Senate, the General Academic Assembly and the public. In this | Deleted: the |
| | respect, the role of the <u>Chair</u> is to explain the activities and to communicate the policies of Council. | Deleted: Chairperson |
| 3. | Selection and Removal of the <u>Chair</u> and Vice- <u>Chair</u> | Deleted: Chairperson |
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| (a) | The Chair and Vice-Chair will be selected as hereinafter provided. | Deleted: Chairperson |
| (b) | Thirty days prior to the deadline for receipt of nominations, the Secretary will | Deleted: Chairperson |
| (2) | inform all members of Council that nominations for the position of <u>Chair are being</u> requested and will provide a nomination form for this purpose. | Deleted: Chairperson |
| (c) | A Council member is nominated for the position of <u>Chair</u> when the nomination form referred to in (b) containing the consent of the nominee is endorsed by three members of <u>Council</u> and returned to the Secretary on or before the date specified by the Secretary <u>The nomination form will contain a brief description of the</u> nominee stating the nominee's qualifications for the position of <u>Chair</u> of <u>Council</u> . | Deleted: Chairperson Deleted: the Deleted: Deleted: Deleted: Chairperson |
| (d) | Ten days prior to the date of the election, the Secretary will provide to all | Deleted: the |
| (u) | members of Council a ballot setting out the names of the nominees and the brief | Deleted: the |
| | description of each nominee referred to in $(c)_{\star}$ Information accompanying the ballot will indicate that the ballot is to be returned to the Secretary on or before the specified date. | Deleted: |
| (e) | All ballots received by the Secretary on or before the date referred to in (d) will be | |
| | reported by the Secretary to the next meeting of Council, The <u>Chair</u> of the Nominations Committee will determine whether an irregular ballot will be counted | Deleted: the |
| | and the effect of any other election irregularities. The Chair's decision will be | Deleted: |
| | final. | Deleted: Chairperson |
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| (f) | In the event that the two or more nominees with the most votes receive the same | Deleted: Chairperson |
| | number of votes, the <u>Chair</u> of the Nominations Committee will select the <u>Chair</u> by lot. | Deleted: Chairperson |
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| (g) | In the event that no nominations are received by the deadline for nominations for Chair, a second call for nominations will be sent. If the second call for nominations does not elicit a nomination, then the Nominations Committee will be select to pominate a member of Council to some as Chair for a one year torm | Deleted: |
| | asked to nominate a member of Council to serve as Chair for a one-year term, and a call for nominations will go out the following year. | |

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| (h) | The Nominations Committee will nominate a member of Council to serve as Vice- Chair. | Deleted: Chairperson |
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| (i) | The Chair and Vice-Chair will normally hold office for a period of 2 years. | Deleted: Chairperson |
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| (j) | Council may remove the Chair or Vice-Chair by a vote of 2/3 of the members of | Deleted: Chairperson |
| | Council present and voting. | Deleted: Chairperson |
| (k) | If the <u>Chair</u> is unable to discharge the duties associated with the position for | Deleted: Chairperson |
| | three months, the Governance Committee will present a motion to a meeting of Council asking for the removal of the <u>Chair</u> . A vote of 2/3 of the members of | Deleted: Chairperson |
| | Council present and voting shall be necessary for the passage of such a motion. | Deleted: the |
| | In the event such a motion is passed, an election will be held for a new <u>Chair</u> according to the procedures laid out in these bylaws. | Deleted: Chairperson |
| 4. | Council Membership | |
| (a) | Annual elections for Council will be completed by March 31. | |
| (b) | Term of office for Council membership begins July 1 of the year of the member's election or appointment, other than student members. | |
| (c) | Terms of student members will be one year beginning May 1. | |
| (d) | When a person appointed to Council under Section 53 (2)(c)(ii) of the Act ceases to be a dean, the acting dean or a new dean appointed during the term of the incumbent dean will occupy the position of dean with voice and vote until the expiration of the incumbent dean's term on Council when a new election or appointment occurs. | |
| (e) | A vacancy occurs on Council when: | |
| | a member resigns from Council or ceases to be an employee of the University, or | |
| | (ii) a member is unavailable to attend meetings of Council for a period of | Deleted: |
| | greater than six months during their term. | Deleted: Deleted: his or her |
| (f) | All Council members, other than <i>ex officio</i> members, are also members of the student academic hearing and appeals committee, from which representatives for student disciplinary and appeal boards are selected. Members may decline to serve on a board when asked. | |
| 5. | Council Meetings | |
| (a) | Council meetings will be open except when Council decides to have them closed. | |
| (b) | Council will meet monthly during the academic term (September - June) except | |
| | in February, The Chair can call a meeting during a month when a meeting is not normally scheduled, | Deleted: |
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| (c) | Attendees at Council meetings are expected to refrain from unauthorized audio or video recording of the proceedings and to respect the rulings of the Chair. | Deleted: Chairperson |

(d) Special meetings of Council can be called by the <u>Chair</u> or by petition of 20% of the members of Council.

- (e) A motion to amend the bylaws will be preceded by a notice of motion presented in writing to the members not less than 30 days prior to the date of the meeting at which the motion is considered.
- (f) Except as provided in bylaws (e) and (h), a motion will be preceded by a notice of motion presented in writing to the members of Council not less than 10 days prior to the date of the meeting at which the motion is to be considered. This bylaw applies only to a motion dealing with a substantive matter which requires consideration by members of Council prior to the meeting at which the motion is presented. Whether or not a motion falls within this bylaw will be determined by the <u>Chair</u>.
- (g) The requirement of bylaw (f) may be suspended upon vote of two-thirds of the members present and voting at a meeting.
- (h) A recommendation to Council contained in a committee report is deemed to be a notice of motion if the report containing the recommendation is included with the agenda of the meeting at which the report is considered.
- (i) In the event of an emergency situation as declared jointly by the president and chair of Council or their respective delegates, if Council is unable to meet or attain quorum, Council may decide urgent matters by alternative means, Procedures governing such decisions are the responsibility of the governance committee.

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- (j) The meetings of Council and of committees of Council will be conducted in accordance with the rules of order contained in *Procedures for Meetings and Organizations, Third Edition by Kerr and King.*
- (k) Unless Council decides otherwise, the secretary of Council meetings shall be the University Secretary, or a member of the University Secretary's office as designated by the University Secretary.

IV. THE COMMITTEES OF COUNCIL

1. Creation and Composition of Council Committees

- (a) Council has the statutory power to establish committees to facilitate its work. There is no requirement that these committees be composed entirely of Council members.²_cCouncil is also empowered to appoint members of joint committees involving the Board, the Senate or the General Academic Assembly.
- (b) The committees specified in Part Two of these bylaws are created as standing committees.

² The only statutory restriction on the committee structure is prescribed by section 61(2) of the *Act* which requires that a committee established to discipline students or hear appeals with respect to student discipline must contain members of Council who are students.

(c) The governance committee will nominate the members and <u>Chair</u> of the Nominations Committee.

- (d) The Nominations Committee will nominate members, including the <u>Chairs</u>, of Council committees, <u>Except</u> where the chair is required to be a member of Council, the Nominations Committee shall first consider Council members for the position of Chair and if a suitable nominee cannot be obtained, then the Chair will be selected from the General Academic Assembly members.
- (e) The Nominations Committee will present its nominations to Council at the May meeting and otherwise as required when vacancies occur.

It is the responsibility of the Nominations Committee of Council to present a slate of candidates for all committee positions except the Nominations Committee itself_wThe Committee will take into consideration the abilities and experience of the proposed nominees and the balance of representation from the various sectors of the campus_wIt will review the names of potential nominees submitted by faculty, department heads and deans and if necessary canvas additional individuals in order to develop an able, representative slate.

The Nominations Committee will present the slate to Council with sufficient names to fill the available positions. The <u>Chair</u> of Council will call for any further nominations from the floor, If there are none, the slate will be elected. If there are nominations from the floor there will be an election held within two weeks. The election will be held only for those committees that have received nominations exceeding the available positions. The ballot will be prepared and distributed by the University Secretary. The ballot will include the names of the slate presented by the Nominations Committee and the nominations from the floor indicating the Council status of each. It will indicate the positions to be filled and the eligibility requirements for the positions. Voters will indicate choices up to the number of positions available. Eligible candidates with the greatest number of votes will be declared elected.

- (f) The President and the <u>Chair</u> of Council are *ex officio*, non-voting members of all Council committees. They are not counted when determining the quorum of a committee meeting.
- (g) An ex officio member may designate an individual to serve in their place on a committee of Council with the same powers as the designator. Such designations shall last for twelve months and are subject to renewal. In the event that the individual is unable to complete the full term, another individual can be designated in their place. To initiate the designation, the ex officio member will inform the Chair of Council and the Chair of the committee involved. During the period of designation, the ex officio member who initiated the designation may still attend the Committee meeting from time to time with a voice but no vote.
- (h) The USSU and GSA will name their appointees to Council committees for the year from May 1 to April 30.
- Resource personnel and offices providing administrative support are non-voting members of the committees and are not counted when determining the quorum of a committee meeting.

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- (j) Terms of office for Council committee members will begin July 1 unless otherwise provided by the Nominations Committee, except for student committee members whose terms of office will begin May 1.
- (k) The term of office of a faculty member of a standing committee is three consecutive years, renewable once for up to an additional three years, for a maximum of six consecutive years of service. Once the maximum term of service has been reached, one year must lapse prior to the commencement of a new term on that same committee. The term of office of the <u>Chair</u> will be one year, renewable annually for up to two additional one-year terms. Once the <u>Chair</u> has served for a maximum of three consecutive years of service, one year must lapse before the member may serve as <u>Chair</u> of that same committee. The renewal of the <u>Chair</u> is subject to the six consecutive years of service a faculty member may serve on a standing committee. For greater certainty, the maximum six years of a committee.
- (I) The terms of student and sessional lecturer members will be one year.
- (m) When a committee member is appointed as a member of Council, <u>their term</u> will be completed even if <u>they</u> cease to be a member of Council provided they are and remain a faculty member.
- (n) In the event of a vacancy on a Council committee, the vacancy will be filled so that the balance between Council and General Academic Assembly members on the committee as specified in Part Two of the bylaw is maintained.

2. Committee Responsibilities

- (a) The responsibilities of the standing committees are set out in Part Two of this document.
- (b) All standing committees will meet and report to Council at least once each academic year.
- (c) Standing committees may create subcommittees, including subcommittees composed of persons who are not members of Council.
- (d) The quorum for standing committee meetings is a majority of the voting members. The quorum for the Nominations Committee is two-thirds of the voting members.
- (e) Unless a motion of Council specifically provides otherwise, all recommendations of committees will be brought to Council for approval or change. Generally, committee recommendations are presented to Council in the form of reports.
- (f) Council has statutory power to make recommendations to the President, the Board, or the Senate respecting matters that <u>Council</u> considers to be in the interests of the University <u>A</u> matter may be referred to a Council committee by Council to develop recommendations to be presented to the President, the Board, or the Senate.
- (g) The constitutional structure of the University provides for shared jurisdiction over matters. Consequently, it may be necessary for the President, acting as the chief 8

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administrator of the University, or the Board to seek the advice or assistance of a Council committee with respect to a particular matter. The power of a committee to provide advice or assistance to the President or <u>the</u> Board is specified in Part Two of these Bylaws or will be given by Council. The advice and assistance will not contradict or conflict with <u>the bylaws</u> of Council.

(h) A committee that provides advice and assistance pursuant to clause (f) will report to Council the general nature of the advice, However, the Committee need not report to Council on matters the disclosure of which would be inimical to the interests of the University, These matters will be disclosed to the governance committee at the request of the Chair of Council.

V. CONFLICT OF INTEREST

1. Council Proceedings

- (a) It is necessary to distinguish between the roles of the "representative" members of <u>Council</u>, on the one hand, and the "at large" and ex officio members, on the other, with respect to their obligations to bring pertinent information to <u>Council</u> or to committees of <u>Council</u> and to report back to their constituents, However, there is no distinction with respect to the exercise of judgment and decision-making in Council meetings and in deliberations of a committee of <u>Council</u> <u>Ambers of <u>Council</u> and members of committees of <u>Council</u> will have as their principal concern the welfare of the University community, They will exercise independent judgment and may not act as agents of any person or organization.</u>
- (b) There are no restrictions on the rights of a Council member to participate in debate and to vote on any matter that comes before <u>Council</u>, However, a Council member who has a conflict of interest with respect to a matter that comes before <u>Council</u> will disclose the conflict when speaking on the matter in Council proceedings.

2. Committees of Council

- (a) A member of a committee of <u>Council</u> will conduct <u>themselves</u> so as to avoid conflict of interest or the appearance of conflict of interest.
- (b) A member of a committee will disclose and identify any conflict of interest or perceived conflict of interest affecting that member.
- (c) A member of a committee will abstain from voting in committee proceedings on matters on which <u>they have</u> a conflict of interest. When appropriate, the member will withdraw from all committee deliberations with respect to the matter.
- (d) The <u>Chair</u> or a member of a committee will be entitled to raise the question <u>of</u> whether another member has a conflict of interest or perceived conflict of interest on a matter before the committee.
- (e) The <u>Chair</u> or a member of a committee is entitled to ask another member who has or is perceived to have a conflict of interest to withdraw from the deliberations of the committee <u>and/</u>or to refrain from voting on a matter before the committee.
- (f) If a request referred to in paragraph (e) to withdraw from the deliberations of the

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committee or to refrain from voting on a matter before the committee is denied by the member to whom the request is directed, the fact that the request was made and was denied will be recorded in that portion of the committee's report relating to the matter.

3. Conflict of Interest Defined

A conflict of interest exists for a member of Council or a member of a Council committee when, with respect to a matter being considered by Council or the committee:

- (a) the decision being made is such that the member could not reasonably be expected to exercise independent judgment because of the effect the decision would or would be likely to have on the member or a person closely related or closely associated with the member; or
- (b) as a result of occupying a position or holding an office in an organization, the person is legally obligated to subordinate the interests of the University to the interests of the organization when dealing with the matter.

PART TWO

COUNCIL COMMITTEES

I. ACADEMIC PROGRAMS COMMITTEE

<u>Membership</u>

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| Elev | en members of the General Academic Assembly, at least five of whom will be elected | | |
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| | bers of Council, normally one of whom will be chair | | Deleted: |
| One | sessional lecturer | | Deleted: At least one member from the General Academic |
| | undergraduate student appointed by the USSU | | Assembly with some expertise in financial analysis will be nominated |
| One | graduate student appointed by the GSA | | Deleted: |
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| - | Officio | | Deleted: |
| | -Provost, Teaching_Learning, and Student Experience | | Deleted: |
| Vice | -President, Finance & Resources or designate (non-voting member) | | Deleted: |
| | ident (non-voting member) | | Deleted: . |
| | r of Council (non-voting member) | | Deleted: . |
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| Assi | stant Vice-Provost, Strategic Enrolment Management | | Deleted: and |
| | ciate Provost, Institutional Planning and Assessment | | Deleted: The |
| Asso | ociate Registrar, Academic | | Deleted: and Director of Student Services |
| Adm | inistrative Support | | Deleted: The |
| | Office of the University Secretary | | Deleted: president |
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| The | Academic Programs Committee is responsible for: | | Deleted:) |
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| 1) | Recommending to Council policies and procedures related to academic programs and sustaining program guality. | | Deleted: The |
| | Sustaining program quanty. | | Formatted: Font: Not Italic |
| 2) | Recommending to Council on new programs, major program revisions and program | | Deleted: The |
| | deletions, including their budgetary implications, | | Deleted: The |
| 2) | Appreciate minor program abandon including additions of pow courses and revisions to | | Deleted: The |
| 3) | Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses and reporting them to Council. | 1 | Formatted: Font color: Red |
| 4) | Considering outreach and engagement aspects of programs. | | Deleted: <u>The</u> Director of Enrolment and Student Affairs¶ The Director of Institutional Planning¶ The Director of Budget Planning¶ |
| - | | | Formatted: Font: Not Italic |
| 5) | Reporting to Council <u>on</u> processes and outcomes of academic program review, following | Ì | Deleted: |
| | consultation with <u>the</u> planning and priorities <u>committee</u> and other Council committees as appropriate. | | |

6) Undertaking the academic and budgetary review of proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program, and forwarding recommendations to the planning and priorities committee.

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- Undertaking the academic and budgetary review of the proposed or continuing affiliation or federation of other institutions with the University and forwarding recommendations to the planning and priorities committee.
- 8) Reporting to Council on the academic implications of quotas and admission standards.
- 9) Approving the annual academic schedule and reporting the schedule to Council for information, and recommending to Council substantive changes in policy governing dates for the academic sessions.
- Approving minor changes (such as wording and renumbering) to rules governing examinations, and reviewing and recommending to Council substantive changes.
- 11) Recommending to Council classifications and conventions for instructional programs.
- 12) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.
- 13) Consider the priorities of the University, such as Indigenization and internationalization, when assessing current and new academic programs and policies.
 - 14) Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

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II. GOVERNANCE COMMITTEE

<u>Membership</u>

| Three elected members of Council, one of whom will be Chair President's designate | Deleted: The |
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| Chair of Council | |
| Chair, academic programs committee of Council | |
| Chair, planning and priorities committee of Council | |
| Ex Officio (non-voting) | Formatted: Font: Not Italic |
| University Secretary | |
| Student members (non-voting) | Formatted: Font: Not Italic |
| One graduate student appointed by the GSA | |
| USSU President or designate | Deleted: The |
| Administrative Support | Formatted: Font: Not Italic |
| Office of the University Secretary | |

The Governance Committee is responsible for:

- 1) Reviewing the Bylaws of Council and recommending to Council revisions to the Bylaws.
- 2) Reviewing the Bylaws of Faculty Councils and recommending to Colleges and Schools changes to the Bylaws.
- Reviewing the membership, powers, and duties of committees of Council and recommending to Council revisions to the membership, powers and duties of committees.
- Recommending to Council regulations and procedures for Council and Council committees.
- Advising Council with respect to its responsibilities and powers under *The University of* Saskatchewan Act, 1995 and recommending to Council on proposed changes to the Act.
- 6) Nominating members and Chair of the Nominations Committee of Council.
- 7) Providing advice to the Chair of Council on the role of the Chair.
- 8) Recommending to Council rules and procedures, including the penalties as prescribed by section 61(1)(h) of *The University of Saskatchewan Act, 1995*, to deal with allegations of academic misconduct on the part of students.
- Recommending to Council rules and procedures to deal with appeals by students and former students concerning academic decisions affecting them as provided in section 61 (1) (j) of *The University of Saskatchewan Act*, 1995.
- 10) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.

III. COORDINATING COMMITTEE

Membership

Chair of Council, who shall be Chair Vice-Chair of Council Chairs of Council Committees

Resource Personnel and Administrative Support Office of the University Secretary

The Coordinating Committee is responsible for:

- 1) Setting the agenda for Council meetings.
- 2) Receiving and determining the disposition of written motions from individual members of Council, The coordinating committee will either include the motion on the Council agenda or refer the matter to a standing committee(s), which will then report back on the matter to the coordinating committee and Council.
- 3) Facilitating the flow of information between Council committees and the Administration, and between Council committees and the Senate.
- 4) Coordinating the work of Council committees.
- 5) Advising the Chair of Council on matters relating to the work of Council.
- 6) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.

Strategic Coordination Subcommittee

Membership:

- Chair of University Council (chair)
- Chairs of the Research, Scholarly, and Artistic Work, Planning and Priorities and Academic Programs Committees of Council
- Provost <u>& Vice-President Academic</u>
- Associate Provost, Institutional Planning and Assessment
- Vice-President, Finance and Resources
- Other individuals, including Council chairs, Council members, and members of the
- University administration can be invited as guests, as required
- Office of the University Secretary

This committee will meet a minimum of 2 times per year, or otherwise as needed.

This committee will consider the development of strategic academic initiatives in support of the University Plan. This committee will facilitate communication channels in this context, and provide advice and counsel on the progress of these initiatives through Council oversight.

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IV. NOMINATIONS COMMITTEE

<u>Membership</u>

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

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| President | Deleted: The |
| Chair of Council | Deleted: The |
| Administrative Support | |
| Office of the University Secretary | Deleted: The |
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| The Nominations Committee is responsible for: | |
| Nominating members of the General Academic Assembly and Council to serve on all standing and special committees of Council, other than the nominations committee, and | |
| nominating the Chairs of these committees. | |
| Nominating members of Council to serve on other committees on which Council representation has been requested. | |
| 3) Nominating individuals to serve as <u>Chair</u> and/or Vice- <u>Chair</u> of Council, or as members of | Deleted: Chairperson |
| Council, as required, in accordance with the Bylaws. | Deleted: Chairperson |
| 4) Nominating sessional lecturers to Council committees as required. | Deleted: S |
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| 5) Nominating eligible members of the General Academic Assembly to serve on appeal and | Deleted: C |
| review committees as required by the Collective Agreement with the University of Saskatchewan Faculty Association. | |
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| Nominating individuals to serve on search and review committees for senior administrators. | Deleted: the |
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| Advising the University Secretary on matters relating to Council elections. | |
| 8) Designating individuals to act as representatives of the committee on any other bodies, w requested, where such representation is deemed by the committee to be beneficial. | vhen |
| Note: (a) Members of the nominations committee will be permitted to serve on other Counc committees. | il |
| (b) To the greatest extent possible the nominations committee should attempt to ensure that no member of Council or the General Academic Assembly serves on more than one of the following committees; academic programs committee or planning and priorities committee. | Deleted: |
| (c) Members of affiliated and federated colleges may not serve on the planning and priorities committee. | |
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- (d) To the greatest extent possible, the nominations committee should attempt to include on committees members who are broadly representative of the disciplines of the University.
- (e) The nominations committee will attempt to solicit nominations widely from <u>Council</u> and the General Academic Assembly.

- (f) When a member of Council is appointed to a Council committee, the term of membership on the Council committee will be completed even if the individual ceases to be a member of Council provided the member is and remains a faculty member.
- (g) Nominees will be selected for their experience, demonstrated commitment <u>and/or their</u> potential for a significant contribution to committee functions.
- (h) To the extent possible, considerations will be given to equity in representation.

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V. PLANNING AND PRIORITIES COMMITTEE

<u>Membership</u>

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| Eleven members of the General Academic Assembly, at least six of whom will be elected | |
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| members of Council, normally one of whom will be chair. At least one member from the | · Deleted: |
| General Academic Assembly with some expertise in financial analysis will be nominated. | Deleted: D |
| One dean appointed by <u>Council</u> | Deleted: the Council |
| One undergraduate student appointed by the USSU | Deleted: |
| One graduate student appointed by the GSA One sessional lecturer | Deleted: . |
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| Vice-President, Finance & Resources or designate | Deleted: |
| Vice-President_Research or designate | Deleted: |
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| Resource Personnel (Non-voting members) | Deleted: The |
| Associate Provost, Institutional Planning and Assessment | Deleted: |
| Director of Resource Allocation and Planning | Deleted: (|
| Director of Assessment and Analytics | Deleted:) |
| Chief Information Officer and Associate Vice-president Information and Communications Technology | Deleted: The |
| Executive Director, International – Office of the Vice President Research | Deleted: p |
| Vice-Provost, Indigenous Engagement, | Deleted: |
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| Office of the University Secretary | Deleted: The |
| The Planning and Priorities Committee is responsible for: | Deleted: p |
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| 1) Conducting and reporting to Council on university-wide planning and review activities in | Deleted: The |
| consultation with the Provost and Vice-President Academic. | Formatted: Font: Not Italic |
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| Evaluating college and unit plans and reporting the conclusions of those evaluations to Council. | Deleted: The |
| Council. | \succ |
| 3) Recommending to Council on academic priorities for the University. | Deleted: The |
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| 4) Recommending to Council on outreach and engagement priorities for the University. | Deleted: The |
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| 5) Seeking advice from other Council committees to facilitate university-wide academic | Deleted: The |
| Seeking advice from other Council committees to facilitate university-wide academic planning. | Deleted: |
| planning. | Deleted: Deleted: |
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| planning.6) Recommending to Council on the establishment, disestablishment or amalgamation of any | Deleted: Deleted: 1 Formatted: Font: Not Italic Deleted: The |
| planning.6) Recommending to Council on the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic | Deleted: Deleted: ¶ Formatted: Font: Not Italic |
| planning.6) Recommending to Council on the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic | Deleted: Deleted: 1 Formatted: Font: Not Italic Deleted: The |

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| 8) Providing advice to the President on budgetary implications of government funding | | Deleted: the |
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| requests and reporting to Council. | | Deleted: Operations Forecast |
| 0) Considering the main elements of the comprehensive hydrot and financial reports and | (| |
| Considering the main elements of the <u>comprehensive budget</u> and <u>financial reports and</u> reporting to Council. | (| Deleted: Operating Budget and the Capital Budget |
| Advising the academic programs committee on the fit with University priorities and the general budgetary appropriateness of proposals for new academic programs and program deletions. | | |
| 11) Integrating and recommending to Council on matters referred to it from other Council committees. | | |
| 12) Advising the President and senior executive on operating and capital budgetary matters, including infrastructure and space allocation issues, referred from time to time by the | | |
| President, providing the advice is not inconsistent with the policies of Council_The | | Deleted: |
| planning and priorities committee will report to Council on the general nature of the advice | | |
| and, where practicable, obtain the guidance of Council, However, the committee need not | | Deleted: |
| disclose to Council matters the disclosure of which would be <u>contrary</u> to the interests of the University. | (| Deleted: inimical |
| 13) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial. | | |
| 14) Proactively supporting equity, diversity, and inclusion in all processes and matters coming - | (| Formatted: Font color: Red |
| before the committee. | X | Formatted: Indent: Left: 0 cm, Hanging: 0.63 cm |
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VI. RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE

<u>Membership</u>

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| Nine members of the General Academic Assembly, at least three of whom will be elected, | Deleted: |
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| members of Council, normally one of whom will be chair, | Deleted: |
| One of the nine members will be an assistant or associate dean with responsibility for research. | Deleted: Two |
| One undergraduate student appointed by the USSU | Formatted: Indent: Left: 0 cm, First line: 0 cm |
| One graduate student appointed by the GSA | Deleted: A |
| Ex Officio | Deleted: A |
| Vice-President, Research | Deleted: s |
| Dean of the College of Graduate and Postdoctoral Studies | Deleted: D |
| Dean of the University Library (or designate) | Deleted: The |
| President (non-voting member) | Deleted: p |
| Chair of Council (non-voting member) | Deleted: The |
| Dessures Members (non unting) | Deleted: The |
| Resource Members (non-voting) Director, Research Services and Ethics | |
| Director, Strategic Research Initiatives | Deleted: The |
| | Deleted: The |
| Administrative Support | Formatted: Font: Not Italic |
| Office of the University Secretary | Deleted: Assistant Vice-President, Research |
| The Research, Scholarly, and Artistic Work Committee is responsible for oversight of | Deleted: The Office of the Vice-president Research |
| research, scholarly, and artistic activity at the University, as academic activities under | Formatted: Left |
| Council's purview. It is responsible for: | |
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| Recommending to Council on issues and strategies to support research, scholarly, and artistic work. | |
| | |
| Recommending to Council on policies and issues related to research integrity and ethics in the conduct of research, scholarly, and artistic work. | |
| 3) Recommending to Council and providing advice to the Vice-President, Research on | |
| community engagement and knowledge translation activities related to research, scholarly, | |
| and artistic work. | |
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| 4) Providing advice to the Vice-President Research and reporting to Council on issues | |
| relating to the granting agencies that provide funding to the University. | Deleted: which |
| 5) Providing advice to the Vice-President, Research, the Vice-Provost, Teaching, Learning, | Deleted: and |
| and Student Experience, and the Dean of the College of Graduate and Post-Doctoral | Deleted: dD |
| Studies on the contributions of undergraduate and graduate students and post-doctoral | |
| fellows to the research activity of the University. | Deleted: Graduate Studies and Research |
| | |
| 6) Examining proposals for the establishment of any institute or centre engaged in research, | |
| scholarly, or artistic work at the University, and providing advice to the planning and | |
| priorities committee of Council. | |
| 7) Receiving an annual reports from the Vice-President, Research and the Dean of College | Deleted: dD |
| of Graduate and Post-Doctoral Studies. | Deleted: Graduate Studies and Research |

| 8) | Receiving and | reporting to | Council the L | Jniversity's resear | ch ethics boards | ' annual reports. |
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- 9) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial, Deleted: 1
- 10) Considering the priorities of the University community, such as Indigenization and internationalization, when assessing current and new research, scholarly, and artistic work activities.

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VII. SCHOLARSHIPS AND AWARDS COMMITTEE

<u>Membership</u>

1

| Nine members of the General Academic Assembly, at least three of whom will be elected | Formatted: Indent: Left: 0 cm, First line: 0 cm |
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| members of Council, normally one of whom will be chair. | Deleted: chair |
| Vice-President, Academic of the USSU | |
| Vice-President, Finance of the GSA | |
| An Indigenous representative from the Aboriginal Students' Centre or a college undergraduate | Deleted: he |
| affairs office. | Formatted: Indent: Left: 0 cm, First line: 0 cm |
| | Deleted: president |
| Ex Officio | Deleted: The |
| Provost & Vice-President, Academic or designate Dean of the College of Graduate and Postdoctoral Studies or designate | Deleted: p |
| Vice-Provost, Teaching, Learning, and Student Experience or designate | Deleted: Aboriginal |
| Vice-President, University Relations or designate (non-voting member) | Deleted: C |
| President (non-voting member) | Deleted: |
| Chair of Council (non-voting member) | Deleted: U |
| | Deleted: Affairs |
| Resource Personnel (non voting members) | Deleted: Office |
| Director of Graduate Awards and Scholarships | Deleted: The |
| Director of Finance and Trusts, University <u>Relations</u> University Registrar | Deleted: p |
| Associate Registrar (Bursar) | Deleted: The |
| A recording Logicity Paradia | Deleted: and Research |
| Administrative Support | Deleted: The |
| Office of the Registrar | Deleted: p |
| | Deleted: and |
| The Scholarships and Awards Committee is responsible for: | Deleted: The |
| | Deleted: p |
| 1) Recommending to Council on matters relating to the awards, scholarships and bursaries | Deleted: Advancement |
| under the control of the University. | Deleted: The |
| 2) Recommending to Council on the establishment of awards, scholarships and bursaries. | Deleted: The |
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| 3) Granting awards, scholarships, and bursaries that are open to students of more than one | Formatted: Font: Not Italic |
| college or school. | Deleted: The |
| | Deleted: The |
| 4) Recommending to Council rules and procedures to deal with appeals by students with | Deleted: Advancement |
| respect to awards, scholarships and bursaries. | Deleted: The |
| 5) Designating individuals to act as representatives of the committee on any other bodies, | Deleted: and Director of Student Services |
| when requested, where such representation is deemed by the committee to be beneficial. | Deleted: The Assistant |
| | Deleted: and Manager, Awards and Financial Aid (Secretary) |
| | Deleted: Vice-Provost, Awards and Financial Aid, Student and Enrolment Services DivisionTeaching, Learning, and Student Experience |

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VIII. TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE

Membership

Eleven members of the General Academic Assembly, at least five of whom will be members of Council, and among the members from the General Academic Assembly there will be some expertise in Indigenous teaching and learning. Normally one of the five members of Council will be appointed chair of the committee. One sessional lecturer

One graduate student appointed by the <u>GSA</u>

One undergraduate student appointed by the USSU

Vice-<u>Provost</u>, Teaching, Learning, and Student Experience <u>Resource Personnel (non-voting)</u> Chief Information Officer and Associate Vice-<u>P</u>resident, ICT Dean, University Library Director, Distance Education Unit Director, Gwenna Moss Centre for Teaching <u>and Learning</u> Director, <u>Academic Technology</u> Director, <u>Indigenous</u> Initiatives

Administrative Support

Office of the Vice-Provost, Teaching, Learning, and Student Experience

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

- Commissioning, receiving and reviewing scholarship and reports related to teaching, learning and academic resources, with a view to supporting the delivery of academic programs and services at the University of Saskatchewan.
- 2) Making recommendations to Council and the planning and priorities committee on policies, activities and priorities to enhance the effectiveness, evaluation and scholarship of teaching, learning and academic resources at the University of Saskatchewan.
- 3) Promoting student, instructor and institutional commitments and responsibilities, as set out in the University of Saskatchewan Learning Charter and as reflected in the priority areas of the University of Saskatchewan integrated plans.
- <u>4)</u> Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.
- 5) The committee will carry out all of the above in the spirit and philosophy of equitable participation and an appreciation of the contributions of all people. As one of the university's priority areas is Indigenization, this includes rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, and the creation of learning outcomes tied to Indigenous content and experiences grounded in Indigenous world views. In this context, Indigenous refers to First Nations, Métis and Inuit people of Canada. In addition, the prioritization of internationalization calls the committee to a focus on intercultural and international engagement among students, educators, and staff.

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| | Deleted: Director, Planning and Development, Facilities Management Division¶ |
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IX. JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS

<u>Membership</u>

Ì

| Provost & Vice-President, Academic or designate (chair) | Deleted: The provost |
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| One member of Council appointed by Council | Deleted: and |
| One member of the Board of Governors appointed by the Board | Deleted: v |
| One member of the <u>Research</u> Scholarly and <u>Artistic Work Committee</u> appointed by Council; | Deleted: p |
| University Secretary or designate; | Deleted: a |
| <u>Vice-President</u> , Research or designate; | Deleted: |
| <u>Vice-President</u> , University Relations or designate; | |
| Vice-President, Finance & Resources or designate | Deleted: - |
| Administrativo Support | Deleted: |
| Administrative Support Office of the Vice-Provost, Faculty Relations | Deleted: ; |
| | Deleted: I; |
| The Joint Committee on Chairs and Professorships is responsible for: | Deleted: ; |
| | Deleted: research |
| 1) Developing and reviewing procedures and guidelines relating to the establishment, | Deleted: , |
| funding, and ongoing administration of chairs at the University of Saskatchewan. | Deleted: s |
| | Deleted: , |
| Receiving and reviewing proposals for the establishment of all chairs and professorships, assessing compliance with university aims and objectives, administrative | Deleted: artistic |
| processes, and financial integrity. | Deleted: work |
| | Deleted: committee |
| 3) Recommending to Council the approval of proposed chairs, and subsequently | Deleted: of Council |
| recommending to the Board of Governors that the Board authorize the establishment of | Deleted: The university |
| chairs and changes to the structure of chairs as may be required from time to time. | Deleted: secretary |
| 4) Receiving notice of proposed changes to the names of chairs in accordance with the | Deleted: The vice |
| university's policy on Naming of University Assets. | Deleted: president |
| | Deleted: r |
| 5) Submitting an annual report to Council and the Board on the activities of the joint | Deleted: The vice |
| committee on chairs and professorships. | Deleted: president |
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PART THREE

COUNCIL REGULATIONS

INTRODUCTION

Following are the academic regulations of the University of Saskatchewan enacted by Council, Prior to 1995, these regulations were approved by the University of Saskatchewan Deleted: Senate, Under The University of Saskatchewan Act, 1995, (hereinafter referred to as "the Deleted: Act"), the authority over these academic regulations was transferred to Council. Specific instances where procedures are mandated by the Act are identified. I. DEGREES, DIPLOMAS AND CERTIFICATES Commented [A1]: Degree, diploma and certificate changes, additions and deletions as approved by University Council from 2018-2020 are reflected in the updates below. (a) The following degrees are authorized by Council to be granted by the 1. University: Bachelor and Master of Arts - B.A. & M.A. Master of Mathematics - M.Math. Deleted: Bachelor of Science in Kinesiology - B.Sc. (Kin.) Bachelor and Master of Fine Arts - B.F.A. & M.F.A. Master of Physical Therapy - M.P.T. Bachelor and Master of Science - B.Sc. & M.Sc. Bachelor of Science in Engineering - B.E. (Chemical, Civil, Computer, Electrical, Environmental, Geological, Mechanical, Engineering Physics) Master of Engineering - M.Eng. Bachelor of Science in Agriculture - B.S.A. Bachelor of Science in Agribusiness - B.Sc. (Agbus) Bachelor of Science in Animal Bioscience (B.Sc.(An.Biosc.)) Master of Agriculture - M.Agr. Bachelor and Master of Education - B.Ed. & M.Ed. Bachelor of Commerce - B.Comm. Master of Business Administration - M.B.A. Master of Professional Accounting - M.P.Acc. Master of Public Health - M.P.H. Doctor of Pharmacy (Pharm.D.) Bachelor of Science in Nursing - B.S.N. Master of Nursing - M.N. Deleted: Juris Doctor and Master of Laws - J.D. & LL.M. Bachelor of Science in Dentistry [B.Sc.(Dent.)] Doctor of Dental Medicine - D.M.D. Deleted: Doctor of Medicine - M.D. Bachelor of Science in Nutrition - B.Sc.(Nutr.) Bachelor and Master of Music - B.Mus. & M.Mus.

| Dechalar of Music in Music Education D Mus (Mus Ed.) | | |
|---|--|---|
| Bachelor of Music in Music Education - B.Mus.(Mus.Ed.) Doctor of Veterinary Medicine - D.V.M. | | |
| Master of Veterinary Science - M.Vet.Sc. | | |
| Bachelor of Science in Renewable Resource Management – B.Sc.(R.R.M.) | | |
| Bachelor of Arts and Science – B.A.&Sc. | | |
| Master of Public Administration – M.P.A. | | |
| | | |
| Master of Governance and Entrepreneurship in Northern and Indigenous Areas - | | |
| M.G.E.N.I.A | | |
| Master of International Public Management and Administration (M.I.P.M.A) | | |
| Master of Northern Governance and Development - M.N.G.D | | |
| Master of Public Policy – M.P.P. | | |
| Master of Environment and Sustainability – M.E.S. Master of Sustainable Environmental Management – M.S.E.M. | | |
| | | |
| Master of Water Security – M.W.S. | C | |
| Doctor of Education (Ed.D.) | and the second s | Deleted: |
| Doctor of Philosophy – Ph.D. | | |
| Doctor of Science - D.Sc. | C | |
| Doctor of Letters - D.Litt. | | Deleted: |
| (h) The following line are dependent on a sthering day. Constants to be assured by the | | |
| (b) The following Honorary degrees are authorized by Senate to be granted by the | | |
| University: | | |
| Doctor of Civil Law, honoris causa, D.C.L. | | |
| Doctor of Laws, honoris causa - LL.D. Doctor of Science, honoris causa - D.Sc. | | |
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| Doctor of Letters, honoris causa - D.Litt | | Deleted: |
| (c) The following Degree-Level Diplomas and Certificates are authorized by | C | Balatada districtions de la la la la |
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| Internationally Educated Teachers Certificate - IETC | |
|---|--|
| Certificate in wîcêhtowin Theatre- Cert. | |
| Kanawayihetaytan Askiy Certificate, "Let us Take Care of the Land" – Cert. | |
| Post-Degree Specialization Certificate - P.D.S.C. in Economics | |
| Post-Degree Certificate in Education: Special Education – P.D.C. | |
| Post-Degree Certificate in Career and Guidance Studies – P.D.C. | |
| Post-Degree Certificate in English as and Additional Language – P.D.C. | |
| Certificate in Leadership in Post-Secondary Education – Cert. | |
| Certificate in Practical and Applied Arts – PAA | |
| Certificate in Jazz – Cert. | |
| Certificate in Ethics, Justice, and Law – Cert. | |
| Graduate Certificate in Economic Analysis for Public Policy | |
| Graduate Certificate in Improving Teaching and Learning in Health | |
| Professions Education | |
| Graduate Certificate in Non-Profit Management | |
| Undergraduate and Graduate Certificates in One Health – Cert. | |
| Graduate Certificate in Public Management | |
| Graduate Certificate in Public Policy Analysis | |
| Graduate Certificate in Rotating Small Animal Veterinary Internship | |
| Graduate Certificate in Social Economy and Co-operatives – Cert. | |
| Graduate Certificate in Speciality Internship in in Veterinary Internship | |
| Graduate Certificate in Quality Teaching in Health Professions Education | |
| Postgraduate Degree Specialization Certificate – P.G.D.S.C. | |
| Diplomas: | |
| Post-Graduate Diploma – P.G.D. (College of Graduate and Postdoctoral | |
| Studies) | |
| Diploma in Agribusiness – Dip.(Agbus.) | |
| Diploma in Agronomy – Dip.(Agrn.) | |
| Kanawayihetaytan Askiy Diploma in Indigenous Lands Governance - | Deleted: Aboriginal |
| K.A.J.L.G. | Deleted: Ab |
| Kanawayihetaytan Askiy Diploma in Indigenous Resource Management – | |
| K.A.J.R.M. | Deleted: Aboriginal |
| (d) The following New Degree Level Cartificates are sutherized by the Drayest and | |
| (d) The following <u>Non-Degree Level Certificates</u> are authorized by the Provost and | Deleted: certificates of successful completion |
| Vice-president Academic to be granted by the University: | |
| Certificate in Adult and Continuing Education | Deleted: Business Administration Certificate |
| Certificate in Dental Assisting | Deleted: ¶ |
| <u>Executive Business Administration Certificate</u> Certificate in English of Academic Purposes | Deleted: →→ Certificate in Teaching English as a |
| Prairie Horticulture Certificate | Second Language |
| Graduate Pathways Certificate | |
| Graduate Professional Skills Certificate – G.P.S.C. | |
| STEM Accelerator Certificate | |
| | |
| (e) The following <u>Community-Level Certificates</u> are authorized by the <u>dean of a</u> | Deleted: certificates of attendance |
| college (after consultation with the Provost and Vice-president Academic) to be | Deleted: D |
| granted by the University: | Deleted: C |
| Master Gardener Certificate | |
| Certified Crop Science Consultant | |
| Certificate in Teaching English as a Foreign Language | |
| Certificate of Art and Design | |

| 2. | Degrees, Certificates and Diplomas may be conferred at the annual meeting of | | |
|--------------|--|-------------|--|
| | Convocation or at any other meeting of Convocation. The formal admission of | Deleted: | |
| | candidates to degrees, certificates and diplomas shall, in the absence of the | | |
| | Chancellor, be made by the President (Vice-Chancellor), or by a member of the Council, appointed for that purpose. | Deleted: | |
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| 3. | Degrees may be conferred upon persons in absentia | Deleted: | |
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| I. CAN | ICELLATION OF DEGREES | Deleted: | |
| | nay revoke the degree or degrees, diplomas, certificates and distinctions of the | Deleted: D | |
| | and all privileges connected therewith of any holder of the same for cause or where | Deleted: D | |
| | ict of the holder, in the opinion of Council and following due process under the b Misconduct regulations, shall constitute a breach of any agreement made with the | Deleted: D | |
| | v as a condition of the conferment of such degree or degrees, diplomas, certificates | Deleted: C | |
| | ions. Council may restore, on cause being shown, any person so deprived to the | Deleted: D | |
| | istinction or privileges previously enjoyed by that person without further examination, | Deleted: U | |
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| II. UNI | VERSITY SCHOLARSHIPS | Deleted: →¶ | |
| Inder sed | ction 61(1) (d) of the Act, Council is authorized to grant scholarships, prizes, | | |
| | s, bursaries and exhibitions. Under section 49 (1) (i) the Board of Governors | Deleted: | |
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| uthorized | for the establishment of scholarships, fellowships, bursaries and exhibitions if d by Council. | | |
| uthorized | d by Council. ESTABLISHMENT OF COLLEGES AND DIVISIONS In the University the following Colleges and Schools shall be established, namely: (a) The College of Arts and Science (b) The College of Arts and Science (c) The College of Agriculture and Bioresources (c) The College of Engineering (e) The College of Engineering (e) The College of Pharmacy and Nutrition (f) The College of Education (g) The Edwards School of Business (h) The College of Graduate and Postdoctoral Studies (i) The College of Veterinary Medicine (j) The Western College of Veterinary Medicine (k) The College of Kinesiology (m) The College of Nursing | | |
| uthorized | d by Council. EESTABLISHMENT OF COLLEGES AND DIVISIONS In the University the following Colleges and Schools shall be established, namely: (a) The College of Arts and Science (b) The College of Agriculture and Bioresources (c) The College of Engineering (e) The College of Engineering (f) The College of Pharmacy and Nutrition (f) The College of Education (g) The Edwards School of Business (h) The College of Graduate and Postdoctoral Studies (i) The College of Veterinary Medicine (j) The Western College of Veterinary Medicine (k) The College of Nursing (n) The College of Nursing (n) The Johnson-Shoyama Graduate School of Public Policy (o) The School of Environment and Sustainability (a) Within the College of Medicine, and subject to its oversight, the following | | |
| v. THE 1. | d by Council. ESTABLISHMENT OF COLLEGES AND DIVISIONS In the University the following Colleges and Schools shall be established, namely: (a) The College of Arts and Science (b) The College of Agriculture and Bioresources (c) The College of Agriculture and Bioresources (c) The College of Engineering (e) The College of Pharmacy and Nutrition (f) The College of Pharmacy and Nutrition (g) The Edwards School of Business (h) The College of Graduate and Postdoctoral Studies (i) The College of Medicine (j) The Western College of Veterinary Medicine (k) The College of Dentistry (l) The College of Kinesiology (m) The College of Nursing (n) The Johnson-Shoyama Graduate School of Public Policy (o) The School of Environment and Sustainability | Deleted: | |
| v. THE 1. | d by Council. ESTABLISHMENT OF COLLEGES AND DIVISIONS In the University the following Colleges and Schools shall be established, namely: (a) The College of Arts and Science (b) The College of Agriculture and Bioresources (c) The College of Engineering (e) The College of Engineering (f) The College of Pharmacy and Nutrition (f) The College of Education (g) The Edwards School of Business (h) The College of Graduate and Postdoctoral Studies (i) The College of Dentistry (j) The Western College of Veterinary Medicine (k) The College of Dentistry (l) The College of Nursing (n) The College of Nursing (n) The School of Public Health (p) The School of Environment and Sustainability (a) Within the College of Medicine, and subject to its oversight, the following school and program shall be established; | Deleted: | |

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| | The School of Professional Development, College of Engineering | |
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| 3. | In the University the following Departments and Divisions shall be established, and | Deleted: |
| | such other departments as may from time to time be authorized by the Board on | |
| | the recommendation of Council; | Deleted: |
| | Agriculture and Bioresources | |
| | Departments | |
| | - Animal and Poultry Science | |
| | Agricultural and Resource Economics | |
| | Food and Bioproduct Sciences | |
| | - Plant Sciences | |
| | - Soil Science | Deleted: |
| | Arts and Science | |
| | Departments | |
| | - Archaeology and Anthropology | |
| | - Art and Art History | |
| | - Biology | |
| | - Chemistry | |
| | - Computer Science | |
| | - Drama | |
| | - Economics | |
| | - English | |
| | - Geography and Planning | |
| | - Geological Sciences | |
| | - History | |
| | Languages, Literatures and Cultural Studies | |
| | Linguistics and Religious Studies | |
| | - Mathematics and Statistics | |
| | - Music | |
| | - Indigenous Studies | |
| | - Philosophy | |
| | - Physics and Engineering Physics | |
| | - Political Studies | |
| | - Psychology | |
| | - Sociology | Deleted: |
| | Business | |
| | Departments | |
| | - Accounting | |
| | - Finance and Management Science | |
| | Human Resources and Organizational Behaviour | |
| | - Management and Marketing | Deleted: |
| | Dentistry | |
| | No departments | |
| | Education | |
| | Departments | |
| | - Curriculum Studies | |
| | - Educational Administration | |
| | - Educational Foundations | |
| | - Educational Psychology and Special Education, | Deleted: |
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| Engineering | |
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| Departments | |
| - Chemical and Biological | |
| - Civil, Geological and Environmental | |
| - Electrical and Computer | |
| - Mechanical | |
| Divisions | |
| - Division of Biomedical Engineering | |
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| Kinesiology | |
| no departments | |
| Law | |
| no departments | |
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| Medicine | |
| Departments | |
| - Anesthesiology, Perioperative Medicine and Pain Management | |
| - Biomedical Sciences | |
| - Anatomy, Physiology and Pharmacology, | Deleted: and Cell Biology |
| - Biochemistry, Microbiology and Immunology | Formatted: Indent: First line: 1.27 cm |
| Community Health and Epidemiology | |
| - Emergency Medicine | |
| - Family Medicine | |
| - Medical Imaging | |
| - Medicine | Deleted: 1 |
| - Obstetrics and Gynecology | - → Microbiology and Immunology |
| - Ophthalmology | |
| - Pathology and Laboratory Medicine | |
| - Pediatrics | Deleted: 1 |
| - Physical Medicine and Rehabilitation | - → Pharmacology |
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| Division of Oncology | Deleted: |
| - Division of Social Accountability | Deleted: |
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| Nursing | Deleted: |
| no departments | Deleted: |
| Pharmacy and Nutrition | |
| no departments | |
| | |
| Veterinary Medicine | |
| Departments | |
| - Large Animal Clinical Sciences | |
| - Small Animal Clinical Sciences | |
| - Veterinary Biomedical Sciences | |
| - Veterinary Microbiology | |
| - Veterinary Pathology | |
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- 4. Under section 49 (1) (k) and (l) of the Act, the Board of Governors may provide for the establishment or disestablishment of any college, school, department, chair, endowed chair or institute if authorized by Council.
- 5. Under section 49(1) (I), the Board may provide for the disestablishment of any college, school, department, chair, endowed chair or institute if authorized by Council on academic grounds. If the Board considers disestablishment necessary because of financial exigency, section 49 (2) requires the Board to consult with Council, and section 49 (3) restricts implementation of the decision until (a) the Board has reported the decision to Council, and (b) Council has advised the Board respecting the effect of the decision on the academic program of the university or 60 days have passed from the date the Board reported the decision to the Council, whichever is earlier.
- 6. Under section 62 (3) (c), a decision of Council to authorize the disestablishment of any college, school, department, chair, institute or endowed chair is to be reported to the Senate at its next meeting and is not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is earlier.
- 7. Under section 23 (j), Senate may receive proposals respecting the establishment of any college, school, department or institute and recommend to the Board and the Council whether or not it should be established. Under section 23(I), Senate may consider and recommend to the Board and the Council whether or not any college, school, department or institute should be disestablished because of lack of relevance to the province.

V. CONSTITUTION AND DUTIES OF FACULTY COUNCILS

- 1. Membership of the Faculty Councils
 - A. In addition to those members listed in (B) below as members of Faculty Councils of each college and school, the Faculty Council of all colleges and schools shall include the following (*denotes non-voting members),
 - The President of the University* (a) The Provost and Vice-President, Academic* (b) The Vice-President, Research* (c) The Vice-President, Finance and Resources* (d) The Vice-President, University Relations* (e) The Vice-Provost, Teaching, Learning, and Student Experience* (f) The Vice-Provost, Indigenous Engagement* (g) Chief Information Officer and Associate Vice-President Information and (h) Communications Technology* The dean of the college, or the executive director of the school, when the (i) school is not encompassed within a college The Dean of the College of Graduate and Postdoctoral Studies or designate (j) The Dean of the University Library or designate* (k) The University Secretary or designate* (I) The University Registrar or designate* (m)
 - Such other persons as University Council may, from time to time, appoint in a voting or non-voting capacity;
 - (o) Such other persons as the Faculty Council may, from time to time appoint in a non-voting capacity*

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- (p) Those professors, Associate Professors, Assistant Professors, fulltime Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the dean of the college of...
- B. The Faculty Councils shall be comprised as follows:

<u>Faculty Council of the College of Agriculture and Bioresources</u> See 1.A., sections (a) to (o)

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Agriculture and Bioresources;
- (q) Faculty members of other colleges holding a position as Associate Member ir a constituent department of the College of Agriculture and Bioresources;
- (r) Chemical and Biological Engineering (2) Biology (2), Chemistry (1), Business (2), Economics (1); Geography (1), Microbiology and Immunology (1), Veterinary Medicine (2).
- (s) Seven student representatives from the degree and diploma programs in the College of Agriculture and Bioresources to serve on the Faculty Council and its standing committees to take part in all discussions, including student matters, Representation will include one student from: the Bachelor of Science in Agriculture program, the Bachelor of Science in Agribusiness program, the Diploma in Agriculture program, the Bachelor of Science in Renewal Resource Management program, the Bachelor of Science in Animal Bioscience, the Agricultural Students Association president and the Agricultural Students Association vice-president (Academic).

Faculty Council of the College of Arts and Science

- See 1.A, sections (a) to (o)
- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers in the College of Arts and Science;
- (q) All full-time faculty, instructors and special lecturers from St. Thomas More College teaching courses recognized for the BA, BSc or BA/BSc degrees (voting rights to be limited as set out in the terms of federation);
- All full-time faculty from departments within the Division of Biomedical Sciences of the College of Medicine that offer BSc degree programs through the College of Arts and Science (voting rights to be limited as per College of Arts and Science Bylaws);
- (s) College of Arts and Science vice-deans, Associate Dean (Students); Associate Dean Division of Biomedical Sciences; Dean and Associate Dean of St. Thomas More College;
- (t) Five representatives of the sessional lecturers;
- Ten Arts and Science student representatives (full participation in meetings except when the discussion relates to individual students or faculty);
- (v) The deans of all other colleges, or their designate (non-voting member);
- (w) Director, University Learning Centre (non-voting member).

Faculty Council of the College of Dentistry

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

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Dentistry,
- (q) Associate Provost of Health

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| (r) | Il clinical Professors, clinical Associate Professors, clinical Assistant | |
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| | rofessors, clinical Lecturers, Clinical Instructors, and Sessional Lecture | rs |

- (s) Three community-based members of the dental profession holding the traditional, honorific role of Clinical Professor, Clinical Associate Professor, Clinical Assistant Professor, Clinical Lecturer, and Clinical Instructor as appointed by the Assistant Dean, Clinics
- (t) <u>The Registrar, or designate, of the College of Dental Surgeons of</u> Saskatchewan
- (u) President of the Saskatchewan Dental Student Society (SDSS), or designate from the SDSS Executive, who will be entitled to attend and vote on all nonconfidential matters
- (v) Director, Finance and Administration*,
- (w) Director, Academic and Student Affairs'
- (x) Executive Officer to the Dean*
- (y) Business Manager, Clinical Affairs*

Faculty Council of the College of Education,

- See 1.A., sections (a) to (o)
- (p) Those Professors, Associate Professors, and Assistant Professors who, for administrative purposes, are assigned to the Dean of the College of Education;
- (q) Dean of Arts and Science (or nominee) and the <u>vice-deans of Arts and</u> Science (or nominees); Dean of Agriculture and Bioresources (or nominee); Dean of Kinesiology (or nominee); Education Head Librarian (or nominee); as non voting members.
- (r) Five undergraduate students comprised of the president of the Education Students Society and two named ESS officers (or named designates); the president of the SUNTEP student society (or named designate); the president of the ITEP student society (or named designate); and three education graduate students named by the Education Graduate Student Association, to have noting privileges on all matters at meetings of the Faculty Council.
- (s) Directors (or designates) of the Indian Teacher Education Program (ITEP), Northern Teacher Education Program (NORTEP), and Northwest Territories Teacher Education Program (NWTEP); Coordinator (or designates) of the Saskatchewan Urban Native Teacher Education Program (SUNTEP) Prince Albert and SUNTEP Saskatoon, to have voting privileges on all matters at meetings of the Faculty Council.

Faculty Council of the College of Engineering

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

(t)

- (p) Those Professors, Associate Professors, Assistant Professors, Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Engineering or hold joint appointments in the College of Engineering;
- (q) A faculty representative from each of Agriculture and Bioresources, Chemistry, Geological Sciences, Mathematics and Statistics, Computer Science, Biology and Edward School of Business;
- (r) Those Professors, Associate Professors, Assistant Professors, Lecturers, Instructors and Special Lecturers in the Department of Physics and Engineering Physics who deliver the Engineering Physics program;
- (s) Two representatives from the undergraduate student association as voting members and the president of each engineering undergraduate program students association as non-voting members.
 - Two Engineering graduate student representatives as voting members.

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at meetings of the Faculty Councit;¶ (u)→ Manager, Finance and Administration (non-voting);¶ (v)→ Director, Academic and Student Affairs (non-voting);¶ (w)→ Executive Assistant to the Dean (non-voting).¶

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- See 1.A., sections (a) to (o)
- (p) All faculty members who hold a standard, 100%, in scope appointment in the School
- (q) All faculty members holding a primary-joint and secondary-joint appointments in the School
- The president of the School of Environment and Sustainability Students' Association
- (s) The following members may be heard in faculty council, but may not vote:
- i. Associate members
- ii. Adjunct members

Faculty Council of the College of Graduate and Postdoctoral Studies See 1.A., sections (a) to (o)

- (p) The deans of colleges and executive directors of schools involved with graduate work and research, and any associate or assistant deans appointed to support graduate studies and research;
- (q) The Dean of the University Library, as a voting member;
- (r) The Manager, International Students and Study Abroad Centre;
- (s) The heads of those departments which are involved with graduate studies and research;
- (t) For a five year renewable term, all faculty members involved in graduate teaching, supervision of graduate students, or in research, Minimal requirements for membership of faculty members shall be established by the College of Graduate and Postdoctoral Studies;
- (u) Five graduate students representing different divisions of the college, including the president and two Vice-presidents of the Graduate Students' Association.

<u>Faculty Council of The Johnson-Shoyama Graduate School of Public Policy</u> See 1.A., sections (a) to (o)

- (p) Associate Director, Johnson-Shoyama Graduate School of Public Policy
- (q) Faculty members (professors, associate professors, and assistant professors) who hold a standard appointment in the school
- (r) Faculty members (professors, associate professors, and assistant professors) who hold a primary joint appointment or a secondary joint appointment of 0.25FTE or more in the school
- (s) Faculty members from the University of Regina who are appointed as Adjunct members in the Johnson-Shoyama Graduate School of Public Policy
- (t) Two Johnson-Shoyama Graduate School of Public Policy students
 (u) Director, Outreach and Training, Johnson-Shoyama Graduate School of Public Policy
- (v) Johnson-Shoyama Advisory Council chair or representative
- (w) The following members may be heard in faculty council but may not vote: i. Faculty members (professors, associate professors, and assistant professors) who hold a joint appointment in the school of less than 0.25FTE

Faculty Council of the College of Kinesiology See 1.A., sections (a) to (o) Deleted:

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Kinesiology
- (q) Arts & Science Biology (1), Psychology (1); Medicine Physiology (1), Anatomy and Cell Biology (1), Physical Therapy (1); Education (1), as nonvoting members
- (r) One full-time Kinesiology undergraduate student, one full-time Kinesiology graduate student, and one Kinesiology postdoctoral fellow (PDF) (if available) will be entitled to attend and vote on all non-confidential matters at meetings of the Faculty Council.

Faculty Council of the College of Law

- See 1.A., sections (a) to (o), Add (or nominee) after each of 1.A. (f-h)
- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Law;
- (q) Research Director of Native Law Centre;
- (r) Programs Director of Native Law Centre;
- (s) Law Librarian or Assistant Law Librarian;
- (t) One student representative of the Aboriginal Law Students' Association;
- (u) Five student representatives of the Law Students' Association;
- (v) One student from a graduate degree program in Law.

Faculty Council of the College of Medicine

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

- (p) Associate deans of the college;
- (q) Assistant deans of the college;
- (r) The department head of each academic department of the college and the Director of the School of Physical Therapy;
- (s) One university faculty member of the college representing each department of the college, or the School of Physical Therapy, who is a member of that department or school;
- (t) Two community faculty members of the college representing each clinical department, or the School of Physical Therapy; who are members of that department or school, at least one of whom will be based outside of the Saskatoon Health Region;
- (u) Twenty university faculty members of the college;
- (v) One medical student from each year of the undergraduate medical program; one physical therapy student from each year of the physical therapy program; four postgraduate medical students, at least one of whom must be registered in the family medicine program of the College; and two graduate students enrolled in graduate programs delivered in the College;
- (w) The following persons are entitled to attend and participate in meetings of the Faculty Council but, unless they are members of the Faculty Council, are not entitled to vote:
 - i. All other directors of the College of Medicine;
 - ii. The dean and associate deans, or designates, of all other health science colleges at the university;
 - The dean and the vice-deans of academic programs, humanities and fine arts, social sciences, and science, or designates, of the College of Arts and Science at the university;
 - iv. The librarian in charge of the health sciences library;

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- v. The Registrar, or designate, of the College of Physicians and Surgeons of Saskatchewan;
- vi. The Chief Executive Officer, or designate, of the Saskatchewan Medical Association;
- vii. The Chief Executive Officer, or designate, of each health region in the province of Saskatchewan;
- viii. The presidents and academic Vice-presidents of the undergraduate medical student society; the postgraduate medical student society; the physical therapy student society, and the College of Medicine graduate student society.

Faculty Council of the N. Murray Edwards School of Business See 1.A, sections (a) to (o)

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the Edwards School of Business;
- (q) Agriculture and Bioresources (1), Economics (1), Mathematics and Statistics (1), Social Science or Humanities including Economics (1), Computer Science (Head plus four others);
- (r) Five undergraduate students and two graduate students who shall be entitled to vote on all matters at Faculty Council meetings,

Faculty Council of the College of Nursing

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

- (p) Those professors, associate professors, assistant professors, full-time lecturers, instructors, and special lecturers who for administrative purposes, are assigned to the Dean of the College of Nursing;
- (q) Department heads or their designated representatives from the Department of Biomedical Sciences (1); the Department of Biochemistry, Microbiology & Immunology (1); the Executive Director or the Executive Director's designate from the School of Public Health (1); the Director or the director's designate from the School of Rehabilitation Science (1); deans of Arts and Science, Dentistry, Medicine, Pharmacy and Nutrition, Kinesiology, Veterinary Medicine;
- (r) Up to four full-time undergraduate nursing students. One from each Nursing Association in Regina, Saskatoon, and Prince Albert, and one from the Post-Degree BSN. Undergraduate student representatives will be named by the undergraduate Nursing Society.
- (s) Up to four full-time nursing graduate students preferably from the Masters of Nursing (1), Masters of Nursing (Nurse Practitioner) (1), and Ph.D. in Nursing (1). Graduate student representatives will be named by the Graduate Student Association of the College of Nursing or through consultation with the Graduate Chair.
- (t) A Postdoctoral Fellow (if available) in Nursing nominated by the Postdoctoral Fellows in the College of Nursing and/or through consultation with the Graduate Chair;
- (u) Clinical Coordinators,* Director of Operations and Strategic Planning*, Director of Finance & Administration,* UCAN Representatives* Research Facilitator,*Communications Officer*

Faculty Council of the College of Pharmacy and Nutrition

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

(q)

- (p) Associate Dean (Research and Graduate Affairs) of the College;
 - Associate Dean (Academic) of the College;

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(r)- Clinical Coordinators (3) and Provincial Clinical Coordinator (1): Director of Continuing Nursing Education; Director of Operations, College of Nursing; Development Officer, College of Nursing, Financial Officer, College of Nursing, IT Manager, College of Nursing; NAPN representatives – Regina (1), Saskatoon (1); Research Facilitators, College of Nursing – Regina (1), Saskatoon (1);¶

(s) Four full-time undergraduate Nursing students, one from each nursing society and one from the post registration option, and one second degree entry option student;¶

(t)→Three full-time nursing graduate students: Master of Nursing (1), Master of Nursing (Nurse Practitioner) (1), Ph.D. (1).¶

- (r) those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Pharmacy and Nutrition
- (s) Representatives from the following Colleges and Departments:
 - College of Arts and Science: Dept. Head or Designate of: Chemistry
 (1); Mathematics and Statistics (1)
 - College of Medicine: Dean or Designate (1); Dept. Head or Designate of: Anatomy and Cell Biology (1); Biochemistry (1); Community Health and Epidemiology (1); Microbiology and Immunology (1); Pathology and Laboratory Medicine (1); Pharmacology (1); Physiology (1)
 - College of Agriculture and BioResources: Dept. Head or Designate of: Animal and Poultry Science (1); Food and Bioproduct Sciences (1)
 - College of Kinesiology: Dean or Designate (1)
 - College of Nursing: Dean or Designate (1)
 - College of Dentistry: Dean or Designate (1)
 - School of Public Health: Executive Director or Designate (1)
 - Edwards School of Business: Dept. Head or Designate of: Management and Marketing (1)
 - Toxicology: Director or Designate (1)
 - Western College of Veterinary Medicine: Dean or Designate (1) Student Representatives:
 - One student for every 100 students in the Pharmacy Undergraduate
 Program
 - One student for every 100 students in the Nutrition Undergraduate Program
 - One graduate student from either the Pharmacy or Nutrition graduate program

Faculty Council of the School of Public Health

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

- (p) All faculty members who hold a standard appointment in the School.
- (q) Faculty members with a primary joint appointment in the school with a 0.25FTE or more time commitment to the school or a secondary joint appointment in the school with a 0.25FTE or more time commitment to the school.
- Up to two clinical community-based faculty, at least one of whom will be based outside of the Saskatoon Health Region;
- (s) The following members may be heard in faculty council, but may not vote:
 - i. Associate members;
 - ii Adjunct members;
 - iii Faculty members who hold a primary appointment in the school or a secondary appointment in the school with a less than 0.25FTE commitment to the school.

Faculty Council of the School of Rehabilitation Science

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

- (p) Those Professors, Associate Professors, Assistant Professors, fulltime Lecturers, Instructors and Special Lecturers holding appointments in the School of Rehabilitation Science
- (q) The Director of the School of Rehabilitation Science
- (r) The Associate Dean of Physical Therapy and Rehabilitation Sciences, as Chair
- (s) The Assistant Dean Graduate Studies, College of Medicine

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- (t) Clinical Specialists in the School of Rehabilitation Science
- (u) The Director of Continuing Physical Therapy Education
- (v) No more than six members of the faculty of the School of Rehabilitation Science, holding a clinical faculty appointment at the rank of Clinical Lecturer, Clinical Assistant Professor, Clinical Associate Professor or Clinical Professor shall be voting members of the School of Rehabilitation Science Faculty Council
- (w) No more than eight Master of Physical Therapy student members
- (x) No more than a total of two people who can be either Master of Science students, Ph.D. students or postdoctoral fellows
- (y) Head of the Health Science Library or designate
- (z) The following persons are entitled to attend and participate in meetings of the School of Physical Therapy Faculty Council but, unless they are members of the School of Physical Therapy Faculty Council are not entitled to vote: Professor Emeriti, Clinical Faculty who are not represented under (u), Adjunct Faculty, Professional Affiliates, Associate Members, Representative of the Saskatchewan College of Physical Therapists (SCPT), Representative of the Saskatchewan Physiotherapy Association (SPA)

Faculty Council of the Western College of Veterinary Medicine See 1.A., sections (a) to (o)

- (p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the Western College of Veterinary Medicine;
- (q) Agriculture and Bioresources (2), Biology (1), Chemistry (1), Dentistry (1), Medicine (2), Pharmacy and Nutrition (1).
- Six full-time undergraduate students to attend and vote on all nonconfidential matters at meetings of the Faculty;
- (r) Two graduate students registered in Veterinary Medicine through the College of Graduate and Postdoctoral Studies to attend and vote on all nonconfidential matters at meetings of the Faculty.
- C. The University Secretary, or an assigned deputy, shall act as Secretary of each Faculty Council.

2. Roles and Responsibilities of the Faculty Councils

A. The Faculty Council of each college or school, subject to the provisions of the Act, the Bylaws of University Council and the general control of University Council, shall have charge of matters of scholarship and discipline.

Among the duties delegated by University Council to the faculty councils are the following:

- (a) To make recommendations to University Council concerning the requirements for admission to programs offered by the college or school;
- (b) To establish and report to University Council on the number of students who may be admitted to a college or program of study and to report to University Council on the number of students admitted each year;

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| | (c) To make recommendations to University Council concerning addition, deletion | Deleted: the |
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| | or modification of courses and programs of study, and concerning the requirements for successful completion of such programs; | |
| | (d) To establish and publish rules and methods for the progression and graduation of students and for their suspension or requirement to withdraw permanently for failure to meet the requirements for progression; | |
| | (e) Subject to University Council's examination regulations, to establish and publish rules and standards with respect to the assessment and examination of students in courses and programs offered by the college or the school; | Deleted: the |
| | (f) To make decisions concerning progression of students and concerning their suspension or requirement to withdraw, in accordance with the rules approved by the faculty council, and to hear appeals of such decisions; | |
| | (g) To approve candidates for degrees, diplomas and certificates; | |
| | (h) To approve candidates for scholarships, prizes, and other awards and honours; | |
| | (i) To establish a mechanism for appointing hearing boards to hear allegations of academic misconduct as provided for under University Council's regulations governing academic misconduct; | Deleted: the |
| | (j) To consider appeals from students in accordance with University Council's regulations governing student appeals in academic matters. | Deleted: the |
| B. | The chair or the secretary of the Faculty Council of any college or school shall transmit to University Council for consideration and review all matters which belong to the care of University Council or which from their nature concern more than one college or school. | Deleted: the Deleted: the |
| C. | Each Faculty Council shall establish bylaws for the purpose of regulating the conduct of its meetings and proceedings and may establish standing committees and their terms of reference. Authority that has been delegated by University Council to the Faculty Councils, either in accordance with these bylaws or through policies approved by University Council, may not be further delegated without the | Deleted: |
| | permission of University Council. | Deleted: the |
| D. | Each Faculty Council shall keep a record of its proceedings and this record shall be open to any member of the faculty council. A copy of the proceedings shall, upon request, be furnished by its secretary to the <u>Chair</u> of University Council and/or to the president of the university. | Deleted: Deleted: Cchairperson |
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| VI. PRO | GRAMS OF STUDY | |
| | tion 61(1)(f) of the Act, Council is authorized to prescribe curricula, programs of and courses of study in colleges, schools or departments. | Deleted: C |
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| | ege or school Faculty Council shall prepare its program or programs of study, he curriculum for any degree of that college or school, and shall submit them to | Deleted: C |
| | r approval under regulations established for that purpose by Council. Upon the | Deleted: S |
| | of Council, they may be published and go into effect. | Deleted: the |
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VII. ENROLMENT MANAGEMENT

The University reserves the right to restrict the registration of students in programs, courses and classes. Council delegates to colleges, schools and departments, in consultation with the University Registrar and Director of Student Services, authority to restrict and to control registration in any or all courses and classes where such restriction is necessary or advisable.

Subject to the approval by Council and confirmation by Senate of a strategic enrolment management plan, Council delegates to colleges and schools the management of enrolment in accordance with the approved plan.

VIII. ADMISSION OF STUDENTS

Under section 61(1)(i) and (l) of the Act, Council is authorized to prescribe academic and other qualifications required for admission as a student, and to prescribe and limit the number of students who may be admitted to a college or a program of study. Subject to the authority given to Senate under the Act, Council will approve admission qualifications for all programs. Upon the approval of Council and subject to any necessary approvals by Senate, these may be published and go into effect.

- 1. Council may establish policies, regulations and procedures concerning admission of students and granting of credit for prior learning.
- In accordance with these regulations, Council may delegate to Faculty Councils and/or to the Admissions Office responsibility for setting application deadlines and for the assessment of applications and for making admission offers in accordance with the admission qualifications approved by Council.

IX. EXAMINATIONS, GRADING AND ASSESSMENT OF STUDENTS

Under section 61(1)(g) and (j) of the Act, Council is authorized to prescribe methods and rules for evaluating student performance, including prescribing examination timetables and the conduct of examinations, and to hear appeals by students or former students concerning academic decisions affecting them.

- 1. The Examiners of the University shall be:
 - (a) The Professors, Associate Professors, Assistant Professors, Lecturers, Special Lecturers, Sessional Lecturers and Instructors of the University.
 - (b) Such other Lecturers or teachers of the University as Council may appoint.
 - (c) By delegation from Council, such adjunct faculty, professional affiliates, professors emeriti and external and independent examiners, not included in (a) or (b), as the College of Graduate and Postdoctoral Studies may appoint to serve on graduate studies examining committees and boards for the purpose of assessing candidates for graduate-level degrees and diplomas.
- Council may establish policies, regulations and procedures concerning the examination, grading and assessment of students and concerning the degrees and distinctions to be conferred by the University, as well as policies, regulations and

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procedures governing student appeals in academic matters Such policies, regulations and procedures may include delegation of authority by Council and shall be published and made available to students.

 Section 23 (g) of the Act authorizes the Senate to appoint examiners for and make bylaws respecting the conduct of examinations for professional societies or other bodies if the university or any of its agencies is required or authorized by any act to do so.

X. AFFILIATION AND FEDERATION

- 1. Under section 61 (1) (e) of the Act, Council has the power to authorize the Board to provide for affiliation or federation with any educational institution, or the dissolution of any affiliation or federation with any educational institution, <u>Under 62 (3) (d)</u>, a decision to authorize the dissolution of any affiliation or federation is to be reported to the Senate at its next meeting and is not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is earlier.
- 2. Under 23 (k) and (l), the Senate may receive proposals respecting the affiliation or federation of any educational institution with the university and recommend to the Board and <u>Council</u> whether or not the proposed affiliation or federation should be made Senate may also consider and recommend to the Board and Council whether or not any affiliation or federation should be dissolved because of lack of relevance to the province.
- 3. Principles for federation and affiliation with the University of Saskatchewan, which are representative of the current relationships with federated and affiliated colleges, and are the basis for considering future requests, are as follows.
 - (a) Relationships of affiliation or federation should be based on academic interests shared by the university and the candidate institution. Though it is possible to conceive of many reasons for entering into partnerships or collaborative relationships with other institutions – sharing space or other resources or joining together in government relations initiatives, for example – the particular relationship of affiliation or federation should be founded in common academic goals and interests, such as programming for students or advancing a research agenda.

(b) Relationships of affiliation or federation should be based on shared support for the university's vision, mission and values. The governing bodies of the University of Saskatchewan have adopted a statement setting out the vision, mission and values that will guide the institution. Though the university cannot require that other institutions are guided by identical values or an identical mission, the university can only enter into relationships of affiliation or federation on terms that are consistent with the values held by the university and the vision it has adopted.

(c) The university should approach the request for a relationship of federation or affiliation in a spirit of respect for the distinctive history, traditions and achievements of the candidate institution. Though the university should not

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| | enter into relationships of affiliation or federation on terms that undermine the | |
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| | stated vision, mission and values of the institution, the university should not | |
| | demand that an affiliated or federated institution conform in all respects to the | |
| | university's established practices and procedures. The rationale for creating | |
| | relationships of affiliation or federation is in part that the university is enriched by | |
| | the distinctive perspectives brought by the partner institutions. | Competited: List Davagraph Loft No buildes or numbering |
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| (d) | The significant elements of a relationship of affiliation or federation | Formatted: Font: (Default) Arial, 11 pt |
| <u>(u)</u> | should be reflected, insofar as possible, in written agreements. Though | Formatted: Indent: Left: 2.54 cm, No bullets or numbering |
| | strong partnerships are marked by flexibility, informality and vigorous personal | |
| | connections, it is important that the basic terms to which the partners have | |
| | agreed are clearly documented in writing. | |
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| <u>(e)</u> | Consideration should be given to the reciprocal contributions that can be | Formatted: Indent: Left: 2.54 cm, No bullets or numbering |
| | made by the university and the candidate institution. Though the university is likely to be the larger partner in these relationships, the formation of the | |
| | partnership should take into account fully the contributions both parties can | |
| | make to the lives of their respective institutions. | |
| | | Formatted: Font: (Default) Arial, 11 pt |
| <u>(f)</u> | Provision should be made for regular review of the relationship with the | Formatted: No bullets or numbering |
| | candidate institution. The potential for refreshing and reforming the | |
| | relationship should be provided for through a regular cycle of reviews. | |
| | Academic institutions are not stagnant, and their relationships should be | |
| | examined on occasion to ensure that the goals for the partnerships are being | |
| | met effectively. | Remarked Fruke (Defruke) Asial 11 mb |
| (a) | Consideration should be given to developing clear pathways for students | Formatted: Font: (Default) Arial, 11 pt |
| <u>(97</u> | between programs offered by the university and the candidate institution. | Formatted: Indent: Left: 2.54 cm, No bullets or numbering |
| | In keeping with the obligation of post-secondary institutions to support the | |
| | career aspirations of their students, the question of whether a relationship of | |
| | affiliation or federation provides an opportunity to establish academic pathways | |
| | or ladders for students should be a factor in defining the relationship. | |
| (1.) | <u> </u> | Formatted: Font: (Default) Arial, 11 pt |
| <u>(n)</u> | Consideration should be given to the role the candidate institution might | Formatted: No bullets or numbering |
| | <u>play in the governing bodies of the university.</u> The University of Saskatchewan Act 1995 provides that affiliated and federated institutions have | |
| | representation on both Council and the Senate. The partners should consider | |
| | how this opportunity to participate in university governance can be most | |
| | effectively deployed. A Council of Affiliated and Federated Institutions (CAFI) | |
| | will be established to that effect. | |
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| <u>(i)</u> | Consideration should be given to whether an alternative form of | Formatted: No bullets or numbering |
| | partnership might be more appropriate. Given the involvement of affiliated | |
| | and federated institutions in university governance, it is clearly contemplated | |
| | that these relationships will be of a comprehensive nature. Where the interest of the parties is restricted to individual programs or projects, there may be other | |
| | forms of relationship that are more appropriate. | |
| | | Formatted: Font: (Default) Arial, 11 pt |
| (j) | The academic standards and integrity of the candidate institution should | Formatted: No bullets or numbering |
| <u></u> | be a factor in determining whether the university will enter into a | Formatted: Numbered + Level: 1 + Numbering Style: a, b |
| | relationship of affiliation or federation. It is important to the university that | + Start at: 1 + Alignment: Left + Aligned at: 1.9 cm + |
| | any candidate institution be able to demonstrate standards of academic | Indent at: 2.54 cm |

attainment and institutional integrity that will be consonant with the level of expectation to which the university holds itself.

4. Affiliation

(a) The aim of affiliation is to associate with the University for the purposes of promoting the general advancement of higher education in the province, those institutions which are carrying on work recognized as of university grade by <u>Council</u> of the University, where such association is of mutual benefit to the University and the institution seeking affiliation.

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- (b) The following theological colleges are affiliated with the University; College of Emmanuel and St. Chad Lutheran Theological Seminary St. Andrew's College Horizon College and Seminary Briercrest Bible College and Biblical Seminary
- (c) The requirements for the affiliation and continued affiliation of theological colleges with the University are:
 - (i) That the theological college may offer at least three courses for which credit is given by the University toward a degree.
 - That the normal admission requirements of the theological college be at least equal to those of the University.
 - (iii) That students who receive the graduation diploma of the college shall normally have a minimum of one year of Arts credit other than theological options beyond senior matriculation.
 - (iv) That the qualifications of the faculty including graduate work, the expected proportion of holders of PhDs on the faculty, and the adequacy of the library facilities be approved by <u>Council</u> of the University.
 - (iv) That, except in cases of emergency as recognized by <u>Council</u> of the University, the minimum number of full-time students who qualify under regulation (b) above be not less than an average of twelve students per year over any or every period of three consecutive years.
 - (v) That, the course of studies leading to the graduate diploma of the college should normally require a period of at least three academic years for completion.
 - (vi) That an institution which is seeking affiliation with the University of Saskatchewan must institute tenure provisions acceptable to the University but not necessarily equivalent to the University academic tenure regulations.
- (d) Gabriel Dumont College of Metis Studies and Applied Research is an Affiliated College with the University.
- (e) St. Peter's College is an Affiliated College with the University.

St. Peter's College Students taking courses at St. Peter's College for university credit must be admitted to the University of Saskatchewan as well as to St. Peter's College, Deleted: For work done in St. Peter's College, the University may give credit provided that the following conditions are met: That the courses to be credited to the University are considered by the (i) University to be equivalent in quality to its own courses. That the offering of each course and the appointment of its instructor are (ii) approved by the appropriate official of the University, with the concurrence of the University of Saskatchewan department head, dean or director concerned. (iii) That the library and other facilities of the College for a given course are judged adequate by the University, with the concurrence of the University of Saskatchewan department head, dean or director concerned. (iv), That the final examinations are conducted by examiners appointed or Formatted: Indent: Left: 2.54 cm, Hanging: 0.96 cm accepted by the University in accordance with university examination Deleted: regulations; that the examination papers are approved in advance by the University department, faculty, or school concerned, which may also review the marked answer papers before the final results are reported to the University Registrar and Director of Student Services. That an upper-year student of the University is permitted to register at the (v) College only part-time i.e. for a maximum of two full courses. (vi) That a student may not receive credit for more than two years (10 courses) of work at the College, of which not more than one year (5 courses) may consist of upper-year courses. (vii) Colleges which have been or shall be recognized by Council as federated colleges of the University shall be considered to be in affiliation with the University. Deleted: 4 Federation (a) The requirements for recognition as a federated college of the University shall include the following: The College must be authorized by the University to give courses (i) recognized for credit toward a Bachelor of Arts degree in the subjects of at least four departments of the College of Arts and Science. The members of the College teaching staff, teaching the above University (ii) courses or classes, must possess qualifications sufficiently high to be recognized as members of the Faculty of Arts and Science and shall be so recognized. (iii) The College must be situated on or adjacent to the campus at Saskatoon.

(b) St. Thomas More College is a Federated College with the University.

St. Thomas More College, Saskatoon

St. Thomas More College, Saskatoon, which is hereinafter referred to as the College, shall be recognized as a federated college upon the following terms and conditions:

The officers and faculty of the College, as indicated, are entitled to full membership with power to vote, on the following academic bodies:

The Senate: The President to be a member.

The General Academic Assembly: The Dean, Professors, Associate Professors, Assistant Professors, full-time lecturers, special lecturers and instructors to be members.

The Council: either two elected representatives, or the Dean and one elected representative. The President to be a non-voting member.

The Faculty Council of the College of Arts and Science: The Dean, Professors, Associate Professors, Assistant Professors, full-time lecturers, special lecturers and instructors teaching courses recognized for the B.A. or B.Sc. degrees to be members.

Students enrolled in the College who have satisfied the University requirements for admission shall be admitted to such University courses as they are qualified to enter and continue therein on the same terms as other University students, provided the fees required for such courses have been paid. Students enrolled in the University may, with the permission of the College, take courses in the College recognized for the B.A. and B.Sc. degrees provided that the fees required for such courses have been paid. The conditions will apply provided the same tuition fee is required by both the College and the University.

The foregoing provision with regard to the tuition fee for the Arts and Science courses applies to the pre-professional courses.

All students enrolled in a professional college or school must pay the University the full tuition fee required for each year of the professional program, though the University may grant credit for any course or courses taken in the College and accepted by the College of Arts and Science for the corresponding course required in a professional program.

Academic appointments to and promotions within the College shall be made by the Board of Governors of the College, on the recommendation of the President of the College but prior to making such appointments or promotions, the President of the College shall secure the approval of the President of the University.

The University will recognize the instruction given by the College in subjects in the divisions of the humanities and social sciences, and such other subjects as may from time to time be agreed upon with the College of Arts and Science, or other appropriate college, provided that the instruction is given by competent teachers and that the work done in each course is equivalent in extent and standards to that given by the University. This equivalence is to be determined by the Head of the Department in the College and the Head of the Department

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in the University working out in cooperation the extent of the courses, the standard and all the particulars pertaining to the subjects, including the examinations to their mutual satisfaction or, in cases of difficulties, to the satisfaction of the President of the University.

The University shall confer the B.A. or B.Sc. Degree on such students of the College as have satisfied the requirements prescribed by the University for admission and for the B.A. or B.Sc. curriculum.

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

| PRESENTED BY: | Vicki Squires, Chair, Nominations Committee of Council |
|---------------------|---|
| DATE OF MEETING: | May 21, 2020 |
| SUBJECT: | Council and Collective Agreement Committee Nominations |
| for | 2020/21 |
| DECISION REQUESTED: | It is recommended that Council approve the nominations to University Council committees, and Collective Agreement committees for 2020/21, as outlined in the attached list. |

DISCUSSION SUMMARY:

Each year, the nominations committee reviews the membership list of Council committees, those committees constituted under the Faculty Association Collective Agreement, and other university-level committees and submits a list of nominees to Council for consideration of appointment. The attached report contains this year's nominees to Council. In addition to meeting throughout the year as required, the committee met on April 20, 22 and 30, 2020 specifically to consider membership vacancies due to member rotation at the end of the academic year.

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

ATTACHED: 2020/21 List of committees and members

UNIVERSITY COUNCIL COMMITTEE MEMBERSHIP LIST 2020-21

| CHAIR OF COUNCIL TBD | TBD | 2022 |
|---------------------------------------|------------------------------|------|
| VICE-CHAIR OF COUNCIL Pamela Downe | Archaeology and Anthropology | 2022 |

COORDINATING COMMITTEE

Jacquie Thomarat

Michelle Kjargaard

| TBD | Chair, University Council |
|--------------------|---|
| Pamela Downe | Vice-chair, University Council |
| Susan Detmer | Chair, Academic Programs Committee |
| Terry Wotherspoon | Chair, Governance Committee |
| Paul Jones | Chair, Nominations Committee |
| Darrell Mousseau | Chair, Planning and Priorities Committee |
| Marjorie Delbaere | Chair, RSAW |
| Tracie Risling | Chair, Scholarships and Awards Committee |
| Vince Bruni-Bossio | Chair, TLARC |
| Resource Members | |
| Chelsea Willness | University Secretary & Chief Governance Officer |

University Secretary & Chief Governance Officer Associate Secretary, Academic Governance Administrative Assistant, Office of the University Secretary

ACADEMIC PROGRAMS COMMITTEE

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

| Council Members | | |
|---|---|--------------------------|
| Susan Detmer (Chair) | Veterinary Pathology | 2023 |
| Ryan Brook | Animal and Poultry Science | 2021 |
| Kevin Flynn | English | 2023 |
| Matthew Neufeld | History | 2021 |
| Reza Fotohui | Mechanical Engineering | 2022 |
| Petros Papagerakis | Dentistry | 2023 |
| Ralph Deters | Computer Science | 2023 |
| General Academic Assembly Men | bers | |
| Carin Holroyd | Political Studies | 2023 |
| Karen Lawson | Psychology | 2022 |
| Alison Oates | Kinesiology | 2022 |
| Jeremy Rayner | Johnson Shoyama Graduate School of | 2021 |
| | Public Policy | |
| Sessional Lecturer | | |
| Leslie Martin | Edwards School of Business | 2021 |
| Other Members (voting) | | |
| Patti McDougall | (Provost Designate) Vice-Provost, Teaching | g, Learning, and Student |
| | Experience (ex officio) | |
| Duranell Information | University Registrar (ex officio) | |
| Russell Isinger | Oniversity Registral (ex Onicio) | |
| Terry Summers | (VP Finance designate) Controller | |
| - | | 2021 |
| Terry Summers | (VP Finance designate) Controller | 2021 2021 |
| Terry Summers Kiefer Roberts | (VP Finance designate) Controller USSU designate | |
| Terry Summers Kiefer Roberts Carmen Marquez | (VP Finance designate) Controller USSU designate | 2021 |

Associate Provost, Institutional Planning and Assessment Committee Secretary – Office of the University Secretary

Amanda Storey

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.

| Council Members Kate Dadachova | Pharmacy & Nutrition | 2023 |
|-----------------------------------|---|------|
| Mark Boland | Physics | 2022 |
| Terry Wotherspoon (Chair) | Sociology | 2022 |
| Ex officio Members | | |
| Chelsea Willness | University Secretary & Chief Governance Offic | er |
| TBD | Chair, Council | |
| Susan Detmer | Chair, Academic Programs Committee | |
| Darrell Mousseau | Chair, Planning and Priorities Committee | |
| Other Members (voting) | | |
| Tamara Larre | President's designate | 2020 |
| Student Members (non-voting) | | |
| Autumn LaRose-Smith | USSU President | |
| Qasim Gill | GSA designate | |
| | | |
| Resource Members | | |
| Jacquie Thomarat | Associate Secretary, Academic Governance | |

PLANNING AND PRIORITIES COMMITTEE

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

| Council Members | | |
|---------------------------------|---|------------------|
| Darrell Mousseau (Chair) | Psychiatry, Medicine | 2023 |
| Alec Aitken | Geography and Planning | 2022 |
| David Burgess | Education | 2022 |
| Vince Bruni-Bossio | Management and Marketing | 2022 |
| Keith Da Silva | Dentistry | 2022 |
| Terry Wotherspoon | Sociology | 2022 |
| General Academic Assembly Membe | rs | |
| Shelley Peacock | Nursing | 2023 |
| Andrew Grosvenor | Chemistry | 2021 |
| Lynn Lemisko | Educational Foundations | 2021 |
| Marie Lovrod | English | 2021 |
| Haizen Mou | JSGS | 2022 |
| Dean | | |
| Jane Alcorn | Dean, Pharmacy & Nutrition | 2023 |
| Sessional Lecturer | | |
| Mohammad Kamal | | 2021 |
| Other Members (voting) | | |
| Melissa Just | Interim Provost and Vice-President Academic | c (ex officio) |
| Irena Creed | Associate Vice-President Research | |
| Greg Fowler | VP Finance and Resources (ex officio) | |
| Jacqueline Ottmann | Vice-Provost Indigneous Engagement (ex offi | cio) |
| Jamie Bell | USSU designate | |
| Humaira Inam | GSA designate | |
| Resource Members | | |
| Dena McMartin | Associate Provost, Institutional Planning and | Assessment (IPA) |
| Jennifer Beck | Director, Resource Allocation and Planning, I | PA |
| Troy Harkot | Director, Assessment & Analytics, IPA | |
| Shari Baraniuk | Chief Information Officer (CIO) and AVP, Info Communciations Technoloogy | rmation and |
| Jim Lee | Executive Director, International | |
| Jacquie Thomarat | Associate Secretary, Academic Governance | |

RESEARCH, SCHOLARLY AND ARTISTIC WORK COMMITTEE

- Reviews and advises Council on issues related to research, scholarly and artistic work including • advising on research grant policies and the establishment of research centres.
- Memberships comprises 9 members of the GAA, at least 3 of whom will be elected members of ٠ Council; 2 of the 9 members will be assistant or associate deans with responsibility for research

| Council Members Marjorie Delbaere (chair) Natasha Koechl Gordon Sarty Cheryl Waldner | Management and Marketing Drama Psychology Large Animal Clinical Sciences | 2021 2023 2022 2021 |
|--|---|------------------------------|
| DeDe Dawson | Library | 2023 |
| General Academic Assembly Mem | | |
| Jon Bath | Art and Art History | 2021 |
| Sarah Buhler | Law | 2021 |
| Mathew Lindsay | Geology | 2023 |
| Jim Waldram | Archaeology and Anthropology | 2022 |

Other Members (voting)

| (U/ | |
|----------------|--|
| Karen Chad | Vice-President Research (ex officio) |
| Trever Crowe | Interim Dean, Graduate and Postdoctoral Studies (ex officio) |
| Kiefer Roberts | USSU designate |
| Hadi Ramin | GSA designate |
| | |

Resource Members

| Dion Martens | Director of Research Services and Ethics Office |
|---------------|---|
| Laura Zink | Director, Strategic Research Initiatives |
| Amanda Storey | Committee Secretary, Office of the University Secretary |

SCHOLARSHIPS AND AWARDS COMMITTEE

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

Council Members

| Tracie Risling (Chair) | Nursing | 2023 |
|------------------------|--------------------|------|
| Ramji Khandelwal | Biochemistry | 2021 |
| Hyunjung Shin | Curriculum Studies | 2022 |
| | | |

General Academic Assembly Members

| Julia Jamison | Drama | 2022 |
|-------------------|----------------------------|------|
| Susan Shantz | Art & Art History | 2023 |
| Som Niyogi | Biology | 2022 |
| Emer O'Hagan | Philosophy | 2021 |
| Janet Okoko | Educational Administration | 2022 |
| Darrin Oehlerking | Music | 2022 |

Other Members

| Alison Pickrell | Assistant Vice-provost, Strategic Enrolment Management (ex officio) |
|---------------------|---|
| Deborah Burshtyn | Dean, Graduate and Postdoctoral Studies (ex officio) |
| Debra Pozega Osburn | Vice-President University Relations (ex officio, non-voting) |
| Graeme Joseph | Team Lead, Aboriginal Students' Centre |
| Kiefer Roberts | USSU designate |
| Hadi Ramin | GSA designate |
| | |

Resource Members

| Heather Lukey | Director, Graduate Awards and Scholarships |
|-----------------|--|
| Shandi Boser | Manager, Donation and Trusts Services |
| Russell Isinger | Registrar |
| Alex Beldan | Committee Secretary |
| | |

TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE

- Reviews and advises on pedagogical issues, support services for teaching and learning, Indigenous 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.

| Council Members | | |
|-----------------------------|--------------------------|------|
| Vince Bruni-Bossio (Chair) | Management and Marketing | 2023 |
| Paul Jones | Toxicology | 2022 |
| Jo Ann Murphy | Library | 2023 |
| John Gjevre | Medicine | 2023 |
| Jaris Swidrovich | Pharmacy and Nutrition | 2021 |
| | | |
| General Academic Assembly N | Vlembers | |
| Manar Angrini | Biology | 2022 |
| Loleen Berdahl | Political Studies | 2022 |
| Jorden Cummings | Psychology | 2021 |
| Kathleen James-Cavan | English | |
| Gail MacKay | Curriculum Studies | 2021 |
| Ann Martin | English | 2023 |
| | | |
| | | |
| Student Members | | |
| Kiefer Roberts | USSU Designate | |
| Carmen Marquez | GSA Designate | |
| | | |

Ex-officio (voting) Patti McDougall

Vice-Provost, Teaching, Learning and Student Experience

Sessional

Liv Marken

2021

Resource Members (non-voting)

| Shari Baraniuk | Chief Information Officer, Information and Communications |
|---------------------------|---|
| | Technology |
| Rachel Sarjeant-Jenkins | (designate for) Dean, University Library |
| Cheri Spooner | Director, Distance Education Unit |
| Nancy Turner | Director, Teaching and Learning Enhancement |
| Candice Weingartner | Director, ICT Academic and Research Technologies |
| Candace Wasacase-Lafferty | Director, Indigenous Initiatives |
| Saalimah Saeed | Committee Secretary |
| | |

Associate Members

Associate members are administrative and technical staff with valuable expertise and experience, who receive committee agendas and can attend TLARC meetings on request or at their initiative. Kate Langrell Copyright Coordinator

COLLECTIVE AGREEMENT COMMITTEES 2019-20

PROMOTIONS APPEAL PANEL

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

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

- a) The Nominations Committee of Council shall strive to achieve a gender balance based on the overall membership of the General Academic Assembly;
- b) The Nominations Committee of Council shall strive to achieve representation from a wide range of disciplinary areas based on the faculty complement in each College.

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

16.3.5.2 <u>Promotions Appeal Panel</u>. The Promotions Appeals Panel shall consist of those members of the Appeal Panel who hold the rank of Professor.

| To June 30, 2022 | |
|----------------------|---|
| Sina Adl | Soil Science |
| Angela Bedard-Haughn | Soil Science |
| Phil Chilibeck | Kinesiology |
| Dirk de Boer | Geography and Planning |
| Roy Dobson | Pharmacy and Nutrition |
| Tamara Larre | Law |
| Chris Soteros | Mathematics & Statistics |
| Karen Lawson | -Psychology |
| Bram Noble | Geography and Planning |
| Mark Oliver | Psychology |
| Jaswant Singh | Veterinary Biomedical Sciences |
| Lisa Vargo | English |
| Ryan Walker | Geography and Planning |
| Phil Woods | Nursing |
| | |
| To June 30, 2021 | |
| Sabine Banniza | Plant Sciences |
| Angela Bowen | Nursing |
| Neil Chilton | Biology |
| Ken Coates | Johnson-Shoyama School of Public Policy |
| Ekaterina Dadachova | Pharmacy and Nutrition |
| | |

Ralph Deters **Computer Science** Anh Dinh **Electrical and Computer Engineering** Stephen Foley Chemistry John Gordon Medicine Leslie Howe Philosophy David Mykota **Education Psychology and Special Education** Emer O'Hagan Philosophy **Rob Pywell Physics and Engineering Physics** Nazmi Sari **Economics** Jim Waldram Anthropology and Archaeology Chris Zhang **Mechanical Engineering** To June 30, 2023 Kirsten Bett **Plant Sciences Bev Brenna** Drama Stephen Urquhart Chemistry Donna Goodridge Nursing Valery Chirkov Psychology Jim Handy History TBD Janet Hill Veterinary Microbiology **Education Administration** Egan Chernoff TBD Vikram Misra Veterinary Microbiology Jerzy Spzuner **Mechanical Engineering** John Gjevre Medicine TBD TBD Verna St. Denis **Educational Foundations Keith Walker Education Administration**

RENEWALS AND TENURE APPEAL COMMITTEE

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

| Community Health and Epidimology | 2022 |
|--|--|
| Computer Science | 2021 |
| Pharmacy and Nutrition | 2021 |
| Nursing | 2023 |
| Dentistry | 2023 |
| Pharmacy & Nutrition | 2023 |
| School of Environment and Sustainability | 2021 |
| Indiginous Studies | 2022 |
| Soil Science | 2022 |
| | |
| | Computer Science Pharmacy and Nutrition Nursing Dentistry Pharmacy & Nutrition School of Environment and Sustainability Indiginous Studies |

| Senior Administrators | |
|-------------------------|--|
| Dena McMartin | Associate Provost, IPA |
| Rachel Sargeant-Jenkins | Associate dean, Library |
| Jack Gray | Vice-Dean Research, Scholarly, and |
| | Artistic Work, College of Arts and Science |

CAA MAximali awa

2023

2022

2021

OTHER COMMITTEES 2020-21

JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS

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

| Ken Wilson (Chair) | Vice-Provost Faculty Relations |
|---------------------|--|
| Andy Potter | VP Research designate |
| Cheslea Willness | University Secretary |
| Terry Summers | Controller |
| Debra Pozega-Osburn | Vice-President, University Relations |
| Grant Devine | Board of Governors representative |
| Jane Alcorn | Research, scholarly and artistic work committee of Council |
| John Gjevre | Council Member |
| Jacque Zinkowski | Committee Secretary – Faculty Relations Officer |

POLICY OVERSIGHT COMMITTEE

• Advises on the development and approval of university-level policies and procedures

| Ravindra Chibbar | Plant Sciences | 2023 |
|-------------------------------|----------------------------|------|
| Keith Walker | Educational Administration | 2022 |
| All Vice-Presidents | | |
| All Associate Vice-Presidents | | |

AGENDA ITEM NO: 11.2

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

| PRESENTED BY: | Vicki Squires, Chair Nominations Committee of Council |
|----------------------------|---|
| DATE OF MEETING: | May 21, 2020 |
| SUBJECT: | Nomination of the Vice-Chair of University Council for 2020-2022 |
| DECISION REQUESTED: | It is recommended that Council reappoint Dr. Pamela Downe |

It is recommended that Council reappoint Dr. Pamela Downe to the position of Vice-Chair of University Council for 2020-22, effective July 1, 2020 to June 30, 2022.

DISCUSSION SUMMARY:

The nominations committee recommends that Dr. Pamela Downe, associate professor in the Department of Archeology & Anthropology, be reappointed for the position of vice-chair of University Council. The nominations committee considered this nomination on May 5, 2020. The Vice-Chair of Council is also appointed as a member of the Coordinating Committee.

UNIVERSITY COUNCIL PLANNING AND PRIORITIES COMMITTEE REQUEST FOR DECISION

| SUBJECT: | "Native" Law Centre name change |
|------------------|--|
| DATE OF MEETING: | May 21, 2020 |
| PRESENTED BY: | Darrell Mousseau, chair of Planning and Priorities Committee |

DECISION REQUESTED:

It is recommended that Council approve the name change of the "Native" Law Centre in the College of Law to the "Indigenous" Law Centre effective immediately.

PURPOSE:

To change the name of the "Native" Law Centre in the College of Law to the Indigenous Law Centre.

DISCUSSION SUMMARY:

On April 16, 2020, a notice of motion was presented to Council to change the name of the "Native" Law Centre to the Indigenous Law Centre. On February 19, 2020, the centres subcommittee of the Planning and Priorities Committee (PPC) of University Council reviewed the proposal to change the name of this centre, as presented by Marilyn Poitras. In accordance with the University Policy on Centres (available <u>online here</u>), the subcommittee recommended to PPC to approve the name change. Feedback from the centres subcommittee was communicated to PPC on March 25, 2020. At the meeting of PPC on March 25, 2020, the committee recommended the name change for this centre.

FURTHER ACTION REQUIRED:

The personnel of the centre will duly communicate the name change to their stakeholders.

ATTACHMENTS:

1. Proposal for the name change

ATTACHMENT



UNIVERSITY OF SASKATCHEWAN College of Law

Professor Martin Phillipson Dean of Law **15 Campus Drive** Saskatoon SK S7N5A6 Canada Telephone: 306-966-5910 Facsimile: 306-966-5900 Email: martin.phillipson@usask.ca

February 11, 2020

Mr. Darrell Mousseau, Chair **Planning and Priorities Committee**

Dear Mr. Mousseau:

I am writing this letter in support of the name change from the 'Native Law Centre' to the 'Indigenous Law Centre.'

I have reviewed this application and based on the renewal the Centre is undergoing, the outdated name and the move across campus to have "indigenous" as the international label to use for first peoples, I am in support of the name change to the Centre.

Sincerely,

Martin Phillipson Professor and Dean of Law



Native Law Centre

To: Dean Phillipson

From: Marilyn Poitras

Date: January 22, 2020

Re: Name change Request from Native Law Centre to Indigenous Law Centre

Dear Dean Phillipson,

As you are aware we are in the process of reinfusing the Center with a restructure as well as new goals and objectives for a new look and feel. Our strategic plan is about 90% complete and part of our process as we begin to move out into the public in a big way is our brand. We are putting forward a name change request and would like a letter of approval from you for this purpose. Eventually, as we work to bring support we will also redesign our logo.

Attached please find the application for the name change. I require documentation from you that this will be approved by the College. I believe a letter stating that you have reviewed our application and based on the renewal we are undergoing, the outdated name and the move across campus to have "indigenous" as the international lable to use for first peoples, you are in support of the name change to the Centre.

Please contact me if you require any further information.

In Spirit,

Marilyn Poitras Associate Director



Request for Change of Name

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

Submitted by:

Date

College

College approval date

Proposed effective date of the change

1. Proposed change of name

| | From: | То: | | |
|--|-------|-----|--|--|
| College | | | | |
| Department | | | | |
| Program name | | | | |
| Degree name | | | | |
| Name of Field of Specialization (major, minor, concentration, etc) | | | | |
| | | | | |
| Course label (alphabetic) | | | | |
| | | | | |
| Building | | | | |
| Street | | | | |

Other

2. Documentation

Rationale

Provide a rationale for the change and describe the background leading to this decision.

Impact of the change

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

- impact on students
- impact on faculty
- impact on staff
- impact on alumni
- effect on other programs, departments, colleges, centres
- impact on university-wide systems (e.g. SiRIUS, UniFi, PAWS, U-Friend, Library, About US, etc.)
- resource areas such as library resources, physical facilities, and information technology

- external impact (e.g. reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

Please attach any statements or opinions received about this change.

Attachments

Costs

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

Consultation

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

Attachments

3. Review and Approval Authority

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

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

- **Changes of course labels** are approved by the Registrar in consultation with the college offering the courses. Any disputes arising over course label changes will be referred to the Academic Programs Committee for resolution. Course label changes are to be distributed for information through the Course Challenge system.

- **Changes of names for colleges and departments** are approved by University Council (following recommendation by the Planning & Priorities Committee) and by the Board of Governors, if the name is honorific.

- Changes of names for degrees or a degree-level programs are approved by University Council

- **Changes of names for fields of specialization** are approved by the Academic Programs Committee of Council.

- **Changes of names for buildings, streets and other physical entities** are approved by the Board of Governors (following recommendation by the Naming Committee).

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

Name and phone number of person completing this form:

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

NOTICE OF MOTION

| PRESENTED BY: | Darrell Mousseau, chair, Planning and Priorities Committee of Council |
|----------------------------|--|
| DATE OF MEETING: | May 21, 2020 |
| SUBJECT: | Acceptance of the Indigenous Engagement Strategy |
| DECISION REQUESTED: | (OTTMANN/MOUSSEAU) It is recommended that Council accept the "Indigenous Strategy: Honouring Seven Generations." |

DISCUSSION SUMMARY:

The Planning and Priorities Committee (PPC) recommends the acceptance of the gift of the *Indigenous Strategy: Honouring Seven Generations,* as attached.

On April 22, 2020 PPC received the draft Indigenous Engagement Strategy for review, and also considered it on May 2, 2020. On May 7, 2020, the draft strategy was presented to the President's Executive Committee where a discussion about the appropriate protocols and process for moving the plan forward took place. Following this consultation, on May 12, 2020 PPC passed an electronic motion recommending the acceptance of the strategy. On May 13, 2020 at the President's Executive Committee breakfast meeting with the Council Chairs, the strategy was also a topic of discussion.

This Indigenous Engagement Strategy is presented to University Council as a gift from the Indigenous community. Information regarding the process for its development is included in the attached document.

NEXT STEPS:

The document will be presented for acceptance to the Board of Governors at its early July 2020 meeting, and at the October 2020 Senate meeting.

ATTACHMENT:

1. Indigenous Strategy: Honouring Seven Generations

ATTACHMENT



University of Saskatchewan

Indigenous Strategy

As we gather here today, we acknowledge we are on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another.

We also acknowledge the lands and Treaty territories that constitute kisiskâciwan (Saskatchewan), and the Indigenous Peoples that call kisiskâciwan home. The University of Saskatchewan is ultimately intertribal in spirit.

HONOURING SEVEN GENERATIONS



Dr. Jacqueline Ottmann

Vice-Provost Indigenous Engagement

That is the fundamental nature of gifts: they move, and their value increases with their passage. The more something is shared, the greater its value becomes. The essence of the gift is that it creates a set of relationships based on respect and reciprocity. In the gift economy, gifts are not free... They are a "bundle of responsibilities". nuhha ho?ą Taŋyaŋ yahipī dąyą́ wacímnaga tawā taanishi tawāw welcome

It is an honour to gift this strategy to the University of Saskatchewan on behalf of the Indigenous peoples who created it.

This strategy uplifts Indigenous voices. It presents *our* stories. It honours seven generations of our ancestors and seven generations of our children not yet born. As an act of self-determination, this strategy expresses the creativity, the aspirations and the expectations of Indigenous peoples. It testifies. It teaches. It guides.

This strategy, as a gift, invites non-Indigenous peoples to walk with us. We are indebted to the generosity of Indigenous peoples across Saskatchewan who dedicated such care and effort in creating this document. We are hopeful the university community, in accepting this gift, will dedicate reciprocal care and effort in embracing the responsibilities this gift entails.

This strategy celebrates the harmony of parallel journeys. As the Indigenous Strategy for the University of Saskatchewan, this document is a companion to the University Plan 2025, shining a light on the university's reconciliation journey and helping to pave paths for Indigenous and non-Indigenous peoples alike to work collaboratively and willingly to reach a shared destination. The presentation of this document also reflects parallel journeys: the left side of each page teaches us about Indigenous ways

kēhtē-ayak (Elders) and Traditional Knowledge Keepers

- Eugene Arcand
- Lorna Arcand
- Bob Badger
- Marie Battiste
- Anthony Blair-Dreaver Johnston
- Monica Buffalo
- Maria Campbell
- Mona Creely-Johns
- Nora Cummings
- Roland Duquette
- Norman Fleury
- Louise Halfe
- Murray Hamilton
- May Henderson
- The late Frank Kayseas
- Enola Kayseas

Margaret Keewatin

- Kevin Lewis
- Lyndon Linklater
- Maria Linklater
- Randy Morin
- Larry Oakes
- Harriet Oakes-St.Pierre
- Jacob Pete
- Jacob Sanderson
- Senator Sol Sanderson
- Myrna Severight
- Edwin St. Pierre
- Cy Standing
- Sonia Starblanket
- Wendell Starblanket
- Leona Tootoosis
- Rosalie Tsannie-Burseth

Indigenous Language Translators

- Bob Badger (Saulteaux)
- Norman Fleury (Michif)
- Kenneth Helgeson (Nakota)
- Kelvin Dale Mckay (Dakota)
- Randy Morin (Cree)
- Rosalie Tsannie-Burseth (Dene)

Pers This strategy acknowledges the university's participation—historical and persistent, overt and subtle—in colonialism and reflects the university's conviction to decoloniz This strategy is powerful because it is bepast not takenistic. It required courses to

overt and subtle—in colonialism and reflects the university's conviction to decolonize. This strategy is powerful because it is honest, not tokenistic. It required courage to write. It requires courage to read. And, most importantly, it will require courage to implement.

This strategy challenges all of us to engage in the difficult work of resetting relationships. Getting to this point has not been easy for the diverse communities of Indigenous stakeholders who have wrestled with this strategy and what it means for a university to decolonize, to reconcile, to Indigenize. The gifting of this strategy does not signal the end of struggle; it signals the resurgence of a process of awakening and renewal.

This strategy is alive. We have put forward a framework of commitments, principles and calls to action that institutional bodies, offices, colleges and units will need to interpret and build into their own strategic and operational plans. The markers associated with each commitment indicate the change we expect to see, forming the basis for indicators that the Office of Institutional Planning and Assessment, in collaboration with senior leadership portfolios, will develop and use to monitor our progress. This strategy is not a prescription; it is not static. It represents a living, cyclical process of learning, measuring and adapting—as dynamic and resilient as the Indigenous voices it embodies.

I am so grateful to our kehte-ayak (Elders) and Traditional Knowledge Keepers, Indigenous language translators, and the scores of Indigenous students, staff and faculty who have given so much to create this strategy. We honour you with this document—and with our commitment to getting the job done in a good way.

Miigwetch

of knowing and being; the right side narrates the plan; and together, they illuminate the wholeness of the strategy.



Dr. Peter Stoicheff

President and Vice-Chancellor



mąsi pidamaya pinámaya miigwetch marsee hiy hiy thank you

On behalf of the University of Saskatchewan, I accept the gift of this strategy with profound gratitude, respect and hope.

I am proud to lead a university with the humility to embrace the responsibility this gift entails; the readiness to learn from and be guided by the wisdom of the Indigenous peoples who will lead us on the journey toward right relations; and the conviction to grow and do better as a community.

The University of Saskatchewan's aspiration, as expressed in our University Plan 2025, is nīkānītān manācihitowinihk | ni manachīhitoonaan (to lead with respect) and to be *The University the World Needs*. More than ever, the world needs a university in which decolonization, reconciliation and Indigenization are an animating force. The Indigenous Strategy presented in these pages uplifts decolonization, reconciliation at the University of Saskatchewan because it was written by, with and for Indigenous peoples. It does not read as a traditional strategy—nor should it. It speaks with the power of Indigenous voices.

I am personally committed to upholding the vitality and urgency of this document through meaningful action. Over the coming weeks, months and years, this foundational strategy will guide the choices we make as a university community. It will distinguish us as an institution and set the benchmark for how an Indigenous Strategy should be created, received and implemented. It will help the University of Saskatchewan *Lead with Respect* and become *The University the World Needs*.

Miigwetch





Strategy Through Indigenous Perspectives

I have strong hopes that the work done to date is not done for nothing, that this office must "survive" or continue no matter what government comes in to power in order for Indigenization to have sustainability and continue its good work at the U of Sask; and to move forward for the betterment of all... To be mindful that "nehiyaw education" is different from "white education" and both are beneficial. Keep thinking and moving outside the box!

kēhtē-ayak (Elder) Wendell Starblanket

Strategy as Gift. We gift this strategy to the University of Saskatchewan. Indigenous peoples from the city of misâskwatômina (Saskatoon), the province of kisiskâciwan (Saskatchewan) and beyond; Indigenous students, staff, faculty, and leaders with a direct connection to the university; and kēhtē-ayak (Elders), oskâpêwak (Elder's Helpers), Knowledge- and Language-Keepers who recognize the university's role in building communities across this province have given voice to this strategy as an expression of self-determination, an invitation to reset relationships and a framework for the University of Saskatchewan's reconciliation journey.

Strategy as Reciprocity. As a gift, this strategy is a symbol of reciprocity and requires acknowledgement of our responsibilities. For Indigenous peoples, this strategy embodies a spirit of belonging, empowerment and hope that change is possible. For non-Indigenous peoples who have received and accepted this gift, this strategy should enlighten and guide. It creates the ethical space to imagine new models of scholarship, research, teaching and engagement that will uplift Indigenous ways of knowing and being for everyone, embolden a new kind of University of Saskatchewan student, and enrich the University's role in building resilient communities across the province, Canada and the globe.

Strategy as Voice. Written by and with Indigenous peoples, this strategy's voice represents Indigenous languages, philosophies and spirituality. Four questions central to Indigenous ways of understanding our connections to place, time and community—and our role in honouring our ancestors and shaping our shared destiny—underpin the conceptual framework of this document:

- Who are we?
- Where do we come from?
- Where are we going?
- What are our responsibilities?

An Indigenous Strategy: The 'Right Thing to Do'

The development of an Indigenous Strategy is the 'right thing to do' for the University of Saskatchewan. We have constitutional/treaty rights (e.g. Constitutional Act 1982, UN Declaration on the Rights of Indigenous Peoples), human rights (e.g. Universal Declaration of Human Rights, 1948; Canadian Human Rights Act, 1977; Canadian Charter of Rights and Freedoms, 1982), moral and ethical obligations to ensure this work is "done in a good way", with integrity. Moral obligation refers to individual values and internal interpretations (i.e., internal compass) of what is right and wrong in relation to standards of behaviour-the focus is on 'right relations' and doing the 'right' thing. Ethical responsibilities refer to community/collective responsibilities to fairness and justicethe obligations to humanity. The Indigenous Strategy will guide and help ensure that the work done with and alongside Indigenous peoples is driven by legal, ethical and moral responsibilities.

At their core, these questions embody a doctrine of relationships: wâhkôhtowin. We do not simply inhabit a physical place at a moment in time. One's sense of wholeness derives from the seven generations that preceded us, the seven generations yet to come (those children not yet born), and the unassailable connections, inextricable interconnections, and relationality to our community, our environment and the cosmos that sustain life. This strategy, then, is not an attempt to recover something we've lost. It is an affirmation of the history, rights, sovereignty, vitality, strength, voice, and brilliance that have always made Indigenous peoples whole. It is an act of self-determination.

Strategy as Metaphor. Throughout this document, we have employed the double helix as a visual metaphor. The double helix is dynamic and resilient. Continuous and non-linear. Each strand is defined by a single, unbroken line, but the path is not singular: together, the strands can stretch or compress like a coil; they can spin around each other clockwise toward the future or be reset in the opposite direction. But despite these forces, despite this change, the helix remains whole. A helix embodies the collision of chaos and order at the heart of creativity. A helix helps us to imagine the connections across space and across generations whose integrity is central to the wholeness of Indigenous self-determination.

Strategy as Responsibility. If we have been successful, this strategy will awaken understanding, build relationships and inspire collaborative and respectful action driven by the spirit and intent of Treaty agreements—historic, current and future. We Are All Treaty People. If we have been successful, this strategy will coexist with the University Plan 2025 and allow us to walk parallel journeys toward a common future. If we have been successful, this gift will be received in the spirit intended by the Indigenous peoples who created it.

The Many Voices of Indigenous Peoples

The Indigenous Strategy reflects the voices of Indigenous peoples from across Saskatchewan, specifically those who have a deep connection to the University and its history; primary languages groups in Saskatchewan include Plains Cree, Woodland Cree, Swampy Cree, Dene, Dakota, Lakota, Nakota, Saulteaux, and Michif. We have communicated key Indigenous principles and terms throughout this strategy in several Indigenous languages native to Saskatchewan as a sign of respect to the voices that created this strategy and to uphold our linguistic and cultural history. Each main section of the Strategy is introduced in six Indigenous languages in order of appearance, Dene, Dakota, Nakota, Saulteaux, Michif and Plains Cree—in addition to English. Further, use of Indigenous terms in the body of the strategy is denoted with the Indigenous language group in parentheses.

Our Connection to Land

While the non-Indigenous concept of land refers to something immovable or inert, an Indigenous perspective of the term 'land' is something more. Land is viewed in a more 'wholistic' sense as a living, breathing ecosystem and territory; a kin connection in an Indigenous worldview; and a place that we must learn from, nurture and sustain. For many of the kēhtē-ayak (Elders) engaged in developing this Strategy, Indigenous languages, protocols, stories, histories, and ways of knowing and being are intrinsically tied to the land. The land has always been our first teacher.



ëdłąghį?at'į?a? ountounwapi he? dúwebi he? wenan neenawint? awayna niiyaanaan? awīna ōma kiyānaw? who are we?

We are Indigenous peoples. We are the original inhabitants of Turtle Island—the name Indigenous peoples use to refer to North America—and its unique ecosystems and territories. We represent the diverse cultures, traditions, histories, knowledges, languages and practices of our Indigenous ancestors from all corners of the world and, in particular, those that settled on the land we now know as Canada. Indigenous peoples and societies are deeply embedded within the fabric of this land and territories, its history and its evolution, and remain proud, sovereign and vibrant communities to this day. Our Nations across Canada continue to grow—1,673,785 million Indigenous peoples inhabit the 10 provinces and three territories, and our population is expected to increase significantly over the next two decades (by 42.5%).¹ According to the Constitution Act of 1982, Indigenous peoples are officially defined as Métis, First Nation, and Inuit peoples, but this legislated definition overlooks our inherent diversity; there are over 700 Métis, First Nations, and Inuit nations across Canada, possessing a rich linguistic history that includes over 60 distinct languages within 12 language families.

¹ Population Growth Canada (2016 Census).

Let us lead with respect Developing the Indigenous Strategy

The development of the Indigenous Strategy is rooted in the Indigenous principles of nīkānītān manācihitowinihk (Cree) and ni manachīhitoonaan (Michif) – which translates to "Let us lead with respect". By leading with respect, we ensure that the Indigenous strategy reflects the voices of Indigenous peoples. Eight gatherings were held with Indigenous peoples over a seven-month period: a kēhtē-ayak (Elder) and Traditional Knowledge Keeper Gathering began our strategic process "in a good way", convening the largest gathering in University history. Other gatherings were held at the request of kēhtē-ayak (Elders) and Knowledge Keepers in attendance, as well as an Indigenous Community Gathering of more than 80 Indigenous peoples from 29 organizations at Wanuskewin Heritage Park. The voices of Indigenous staff, faculty, and students were also heard during gatherings at the University.

The Indigenous Strategy was written by and with Indigenous peoples—the answers to "Who are we?", "Where do de come from?", "Where are we going?" and "What are our responsibilities?" represents the voice of Indigenous peoples across Saskatchewan as an expression of self-determination and a framework to support the University's journey towards Indigenization, decolonization and reconciliation. *We are integral to the University of Saskatchewan community.* Indigenous peoples have lived on the land known as Saskatchewan—in the tip of a vast maskotew (prairie ecosystem) that blends into ayapâskweyâw (a northern bush ecosystem)—since time immemorial. Indigenous peoples comprise more than 16% of Saskatchewan's population (>175,000 people)¹, having grown 22% since 2006 and representing over 70 nations. We have a deep connection to the University of Saskatchewan. Indigenous peoples made important contributions early in the University's history. As examples, <u>Edward Ahenakew</u> (Cree, from the Ahtahkakoop First Nation) was USask's first Indigenous graduate in 1910; <u>James McKay</u>, the first Indigenous (Métis) judge appointed to the Saskatchewan court in 1914, served on the University's first Board of Governors; and <u>Annie Maude "Nan" McKay</u>, the first Métis student and Indigenous women to graduate from USask in 1915, was one of USask's earliest Indigenous hires and instrumental in forming the alumni association.



Indigenous Community Gathering at Wanuskewin Heritage Park



Photo of kēhtē-ayak (Elders), Knowledge Keepers and Language Keepers who have contributed to our new journey.

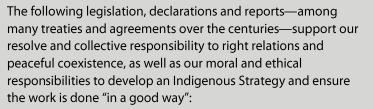
Image back row: Senator Sol Sanderson, Cy Standing, Sonia Starblanket, Wendell Starblanket, Rosalie Tsannie-Burseth, Eugene Arcand, Larry Oakes, Anthony Blair-Dreaver Johnston, Roland Duquette, Jacob Sanderson, Lorna Arcand, Louise Halfe, (the late) Frank Kayseas, Myrna Severight, Bob Badger, Enola Kayseas, Lyndon Linklater, Marie Battiste.

Image front row: Jacob Pete, Leona Tootoosis, Margaret Keewatin, Maria Linklater, Monica Buffalo, Nora Cummings, May Henderson, Mona Creely-Johns.

Not pictured: Maria Campbell, May Henderson, Norman Fleury, Murray Hamilton, Edwin St. Pierre, Harriet Oakes-St. Pierre.

Over the past century, the University's connections with Indigenous peoples, cultures, histories and traditions have vastly expanded and strengthened, helping to advance understanding of the history of Indigenous peoples and issues affecting all Canadians. Today, Indigenous peoples' strong connections with the University of Saskatchewan and integral contributions to the University's innovative Indigenous programming, research, scholarship, community engagement and governance are uplifting the experience of reconciliation and helping to deepen the University's Indigenization, reconciliation and decolonization efforts.

We are All Our Relations. Our relations with our families, our communities, our nations, our cultures and our territories are fundamental to Indigenous ways of knowing and integral to Indigenous self-determination. Our connections transcend time and space; we have relations with and are responsible for the seven generations that came before us and the seven generations yet to come. Indigenous peoples appreciate that everyone and everything in the world has a purpose and is worthy of our respect and compassion. We have a responsibility to be stewards of all that is Mother Earth—to learn from the land and its ecosystems, to understand the nature of things, and to nurture and sustain the place that has given us our life and our livelihood.



- Indian Control of Indian Education, National Indian Brotherhood (1972)
- Section 35 of the Canadian Constitution ensuring Aboriginal Rights (1982)
- Royal Commission on Aboriginal Peoples (1996)
- United Nations Declaration on the Rights of Indigenous Peoples (2007)
- Association of Canadian Deans of Education: Accord for Indigenous Education (2010)
- Indian Residential School Truth and Reconciliation Commission Final Report (2015)

ëdłįni?ots'į?ait'į?á? tokitahan ounhipi he? dókiya ecídayabi he? ahndi gaa ondosayang? taanday ooshchiiyaahk? tāntē ōma ē ohtohtēyahk? where do we come from?

We come from Creator. We are original peoples, distinct peoples, as depicted through our stories of creation and life.

We come from Turtle Island and its unique ecosystems and territories. We have lived on Turtle Island since time immemorial. We built sophisticated settlements and nurtured thriving communities across this great land. As stewards of Mother Earth, we have a special relationship with this land and all the beings that live here—all have spirit. We hunt, gather and fish on this land. We cultivate the soil and harvest food for our families. We respect and revere the land and take care to sustain it so that future generations can enjoy its beautiful gifts.

We come from a legacy of resilience and self-determination. We have stood strong in the face of injustice. Ever since the arrival of the "newcomer" some 500 years ago, Indigenous peoples have experienced unspeakably harsh realities. Our land was and continues to be colonized by settlers. Our communities were displaced. Our languages, cultures and belief systems were challenged. We were and are subject to racism and oppression. Here, in Canada, our children were forcibly apprehended from their families and placed in Indian residential schools or Métis residential or

We're not just carrying a document, we're carrying a home and our children. The very essence and center of our culture is our children. We carry our kids and make a place for our people. Especially if we think of reconciliation, that came about because of the way that children were treated. There'd be no university without young people. They're going to inherit whatever we're carrying.

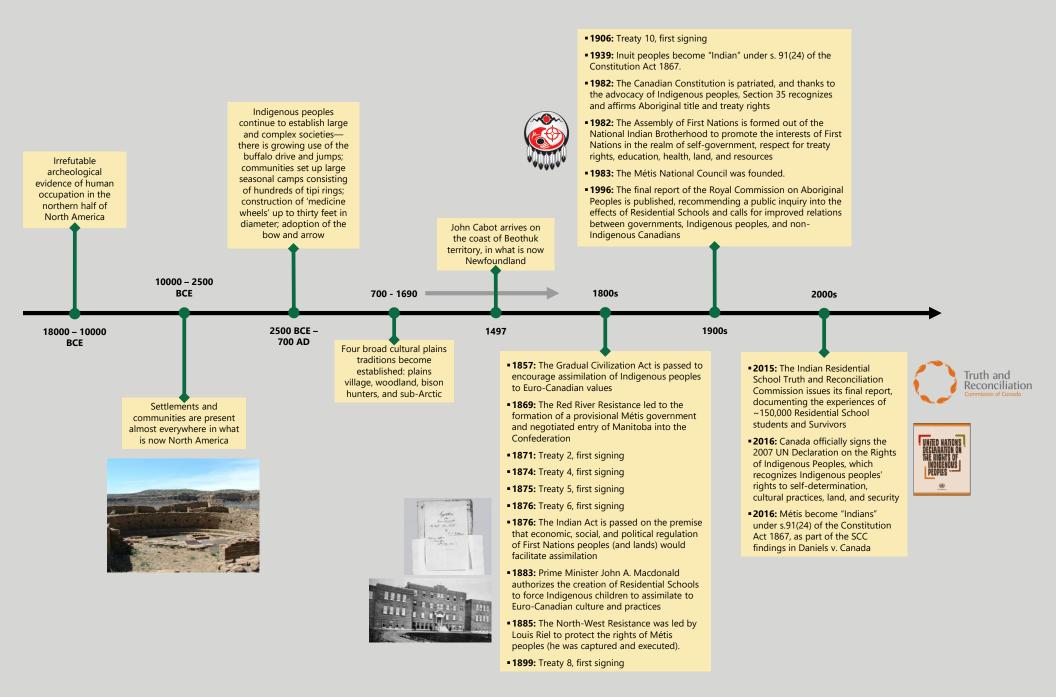
kēhtē-ayak (Elder) Maria Campbell

day schools where they experienced severe cultural, emotional, spiritual, physical, and sexual abuse. Canada used education as a weapon of cultural genocide.

We come from a place that values relationships. With deep appreciation for the interconnectedness of all things, we recognize the value of maintaining right relations with our families, our communities and all peoples who inhabit Turtle Island and its unique ecosystems and territories. Throughout history there are many examples of fruitful collaboration between Indigenous and non-Indigenous communities. We have traded goods. We have learned from each other's cultures. We have established historic treaties for peaceful coexistence. Through transformative decolonization that creates space for Indigenization and reconciliation, we have an opportunity and an obligation to reset damaged relationships and rebuild trust between Indigenous and non-Indigenous peoples—rooted in mutual recognition, mutual respect, sharing and mutual responsibility (the four principles of the Royal Commission on Aboriginal Peoples, 1996).

We come from a past, present and future shaped by hope. We have long hoped for peace and prosperity. Despite the challenges that our communities have faced, we continue to believe in the promise of a brighter tomorrow. Fulfilling this promise will require us to challenge deep rooted structures and thinking to promote decolonization, reconciliation and Indigenization. We are hopeful about the University of Saskatchewan's commitment to these three principles and welcome the opportunity to support you in this mission.

Western Timeline of the Indigenous Peoples of Turtle Island





ëdłasit'as?a? tokiya ounyanpi he? udókina he? ahndi eazang? taanday itoohtayaahk? tāntē ōma ē itohtēyahk? where are we going?

The University of Saskatchewan's Strategic Plan (University Plan 2025) has defined a bold new ambition to become the university the world needs. As part of this aspiration, USask has renewed its commitment to Indigenous peoples and communities that have always been integral to the University's history, evolution and future.

The University Plan 2025 weaves together commitments, goals, principles and values that aspire to advance Indigenization and support transformative decolonization leading to reconciliation. Through this commitment, the University of Saskatchewan seeks to embrace and embody the essence of the Indigenous name bestowed upon its strategy: nikanitan manacihitowinihk (Cree) | ni manachihitoonaan (Michif), which means "Let us lead with respect".

A number of *wise practices* have been implemented over the years to realize USask's commitment to Indigenous peoples through research, teaching and community engagement efforts. Many of these efforts have involved Indigenous community organizations, cultural centres, student bodies, staff and faculty—spearheading efforts or partnering on initiatives to advance Indigenization. It is important to identify and

The university can't do it alone. The community has to be involved. That helps everyone gain their proudness. The university can coordinate everyone involved and bring in good people.

kēhtē-ayak (Elder)

recognize these efforts and successes within our units, departments, colleges and the University as we look to the future. For instance:²

- Through the work of Indigenous community and cultural centres, the creation of the Indian Teacher Education Program, the largest First Nations-specific program in Canada that has served over 16 First Nation communities/partners since 1974.
- Formation of the Indigenous Law Centre (formerly the Native Law Centre) to facilitate access to legal education and information for Indigenous peoples and promote evolution of the Canadian legal system to better accommodate Indigenous peoples and communities.
- Establishment of the Rawlinson Centre for Aboriginal Business Students, one of the only such dedicated spaces for Aboriginal business students in the country.
- Development of Indigenous-led/focused research and education initiatives and programs.
- Concerted efforts to elevate the proportion of Indigenous students and faculty.
- Creation of committees to address topics of relevance to Indigenous students, staff, faculty and leaders (including racism and oppression).

While these—and other—*wise practices* are evident, a more strategic and concerted effort needs to be made in the future to realize the full potential of the University's renewed commitment and aspiration to Indigenization outlined in its strategic plan. **This Indigenous Strategy is intended to unite with the University Plan 2025 and inspire meaningful and respectful action to advance Indigenization and support transformative decolonization leading to reconciliation.** This strategy is a gift to

² Selected examples of *wise practices* only; a more comprehensive list of the University's activities and actions to advance Indigenization can be found in the Appendix.

Indigenization, we can't do it without the land.

kēhtē-ayak (Elder) Eugene Arcand

the University that draws upon the wisdom, knowledge, cultures, traditions, histories, lived experiences and stories of Indigenous peoples.

Colonization has affected Indigenous communities and Indigenous peoples in numerous ways and to varying degrees (i.e. sixties scoop, residential schools, day schools, etc.); the effects of which have resulted in dispossession of land, language, and culture for many of our people. In an act of self-determination, this strategy is for all Indigenous peoples, the University of Saskatchewan makes space for all, and this strategy invites you into the circle.

Our strategy is grounded in seven fundamental commitments—interdependent, mutually reinforcing, interconnected in time and space. These commitments reflect important concepts to Indigenous peoples, our ways of knowing and being. These commitments are central to the wholeness of Indigenous self-determination:

- Safety. Creating and realizing inviting, welcoming and safe spaces for Indigenous peoples, free from racism and oppression.
- Wellness. Integrating wholistic healing supports for the University's Indigenous community, including students, staff, faculty and leaders.
- **Stewardship.** Preserving and amplifying Indigenous cultures, languages and protocol learnings.
- Representation. Uplifting Indigenous peoples in University spaces and places.
- Right Relations. Supporting active and respectful partnerships and engagement with Indigenous peoples—ethical and relational spaces.
- Creation. Acknowledging, resourcing and investing in wise practices and activities—conjuring the creative spirit that inspires innovation.
- Renewal. Strengthening and sustaining pathways of access and success connecting with Indigenous youth.

Move forward with a steady pace—too fast and you may miss the teachings, too slow and everything comes to a stop.

kēhtē-ayak (Elder); from the 3rd Gathering

Below, we expand on the seven commitments central to this Indigenous Strategy. We describe the *Guiding Principles* that reflect the beliefs, values and philosophies that underpin each of our commitments. Importantly, we empower the University to deliver on its commitment to Indigenization, decolonization and reconciliation through concrete *Calls to Action* that reflect the voices and aspirations of Indigenous students, faculty, staff, and members of broader Indigenous communities. Finally, we have identified a series of *Markers* that can serve as guideposts for the University to better understand the impact that implementing these actions can have on the University community, monitor and evaluate progress, and ensure accountability to this Indigenous Strategy and the larger University commitment. Just as *We Are All Treaty People*, we are all responsible for bringing life to this Strategy and applying its Guiding Principles, Calls to Action and Markers across the diverse USask community.

We are all in this together.

- "Nothing about us, without us" as an antidote to exclusion. Indigenous inclusion and voices are key to matters that relate to Indigenous peoples.
- Belonging as a healing practice. Creating a sense of belonging is to communicate and demonstrate appreciation and value, and to build relationships that are restorative, reciprocal and caring.
- Allyship as a demonstration of humility. Allyship is a lifelong process of building relationships that are based on trust, compassion, and respect. It is grounded in action, in commitment, and in enduring leadership. It is not paternalistic or tokenistic. Allies actively engage in and advocate for decolonization; they take the lead from Indigenous peoples.

Safety: Creating and realizing inviting, welcoming and safe spaces for Indigenous peoples, free from racism and oppression.

Settler colonialism brought with it historic violence, racism, and a significant impact on the safety and wellbeing of Indigenous peoples. Racism and oppression still exist both within our communities and beyond. It is evident in the overt or covert actions (e.g. microaggressions) and words of people, evident in the policies that determine how we interact with each other. On their website, the Saskatchewan Human Rights Commission notes: "[Racism] attacks an individual's dignity. It is demeaning and debilitating. Having to live and work in an environment of overt or covert discrimination can cause victims to suffer a range of physical and mental health problems. Racism is hurtful behaviour that can scar people for life". Racism and oppression inhibit meaningful learning and relationships between people, undermine belonging, and challenge the journey of self-determination for Indigenous peoples, which can benefit and strengthen our communities.

Calls to Action

- Promoting system-wide learning for students, staff, faculty and leaders focused on embedding principles of anti-racism and anti-oppression across the University/community (e.g. through curricula, educational resources, anti-racism campaigns, cultural awareness, and unconscious bias training that is developed and approved by Indigenous peoples).
- Developing and implementing systems (e.g. organizational models and frameworks, clear policies, procedures and practices) to confront and address

racism and discrimination, and to do so in a safe, protective and constructive manner.

- Establishing standards (e.g. annual performance review measures) and support systems (e.g. wellness networks) that address the unique complexities of providing anti-racism and anti-oppression education.
- Creating and/or facilitating access to support services (e.g. Indigenous Ombudsman, Indigenous counsellors, 'caring' and protective processes of disclosure) and safe spaces for Indigenous students, staff, faculty and leaders who have faced or are facing racism and discrimination.
- Creating mechanisms, processes or systems outside unions to support Indigenous faculty in the identification of barriers and/or racism (e.g. by creating an Indigenous Observer role to represent faculty rights).

- A deep understanding of the challenging realities experienced by many Indigenous peoples as a result of discriminatory laws and policies by non-Indigenous peoples on campus.
- Growth in the relevance, breadth and number of student/staff/faculty support services focused on addressing racism and oppression.
- Increase in the number of educational/training resources and opportunities focused on racism and oppression.
- Increase in the number of Buffalo Circle members—people that are nominated by an Indigenous student, staff, faculty member and/or leader for demonstrated allyship.
- Greater comfort and confidence in the ability to report incidents of racism and oppression against Indigenous peoples.

Increase in the number of policies and practices that are congruent with Universities Canada and the University of Saskatchewan's Equity, Diversity and Inclusion (EDI) principles.

Wholistic wellness as self-determination. For Indigenous peoples, wellness embodies intellectual, physical, emotional and spiritual health; wholistic balance leads to strong expressions of political, economic, social and cultural determination.

Wellness: Integrating wholistic healing supports for the University's Indigenous community, including students, staff, faculty and leaders.

Today, the University of Saskatchewan has the privilege of learning from Indigenous leaders, faculty, staff and students. As of March 31st, 2019, we had 52 Indigenous scholars and instructors, and 165 Indigenous staff/administrative support.³ Our Indigenous student numbers continue to grow beyond the 3,600 that now grace the University's campus. With a growing Indigenous population at USask, what do we know about the current realities of Indigenous peoples in Saskatchewan, realities that would directly affect learning, teaching, experiences, and overall wellness of Indigenous peoples on campus? Do our systems and policies support Indigenous health and wellness practices that are culturally specific? For many Indigenous peoples, wellness embodies intellectual, physical, emotional and spiritual care, and this balance will lead to forms of self-determination.

Calls to Action

- Developing culturally appropriate/sensitive health and wellness supports for Indigenous students, staff, faculty and leaders (e.g. access to Indigenous counsellors, physicians, therapists, as well as traditional Indigenous approaches).
- Facilitating knowledge of and access to broader wholistic wellness support for Indigenous students, staff, faculty and leaders (e.g. partnering with the City of Saskatoon to familiarize individuals to the campus and city—

³ The University recognizes Indigenous people as those who self-identify as First Nations, Métis or Inuit. All data gathered on Indigenous representation is based on voluntary self-declaration, which can be completed any time posthire. It is important to note that USask's workforce may have better representation than the statistics indicate.

childcare, counselling services, housing, recreation, transportation, financial support).

- Implementation of culturally sensitive and appropriate retention, induction, orientation, and mentorship experiences for Indigenous students, staff, faculty and leaders that are responsive to their unique experiences.
- Ensuring that Indigenous faculty members have access to each other and, in particular, Indigenous mentors and advocates.

- Greater integration of and access to diverse, culturally relevant, and alternative health and wellness supports across the University.
- Improvement in the experiences and efficacy of new Indigenous students, staff, faculty and leaders—experiences that foster a strong sense of belonging.
- Collective Agreements that are inclusive of Indigenous peoples' traditional forms of health and wellness.
- Increase in the number of Indigenous mentors for Indigenous faculty.

- Ceremony as sanctification. Ceremony evokes a spiritual connection to the Creator, humanity (past, present and future), all creation and cosmos—to All my Relations.
 Appropriate protocols are carefully and mindfully practiced with great humility and respect.
- Land as first teacher. Indigenous ways of knowing, being and doing come directly from the time immemorial relationship with the first teacher—the land. Cultural philosophies, traditions, practices and languages are a reflection of this intimate relationship.
- Language as expression of life. Indigenous languages are action-oriented, they are fluid, and they capture the inextricable, interconnected relationship with the land—the source of all life.

Stewardship: Preserving and amplifying Indigenous cultures, languages and protocol learnings.

Indigenous peoples—Métis, First Nations, and Inuit—on Turtle Island and its unique ecosystems and territories are diverse and rich in knowledges that are reflected in cultures, languages, traditions, protocols, practices, and histories that have evolved over thousands of years, primarily reflected by the relationship with the land and specific ecosystems that constituted territories. According to the 2016 Statistics Canada census, the Indigenous population is growing—1,673,785 peoples, representing 4.9% of the overall Canadian population and 16% of Saskatchewan's population. Tremendous diversity exists across Métis, First Nation, and Inuit peoples, and this is captured within and unfolds through our languages. There are over 60 distinct Indigenous languages across Canada that fall within 12 language families. In Saskatchewan, the languages that are predominately evident are Plains Cree, Woodland Cree, Swampy Cree, Dene, Dakota, Lakota, Nakota, Saulteaux, and Michif.

Calls to Action

- Embracing diversity through the approaches used to offer teachings on Indigenous cultures, languages and protocols (e.g. integrating practices in kinesthetic, multi-sensory, experiential teaching of Saskatchewan's primary Indigenous languages; utilizing teachers who are fluent in these languages; teaching land-based education physically out on the land and certifying students on the land).
- Establishing a Centre of Excellence for Indigenous Languages and Cultures, which will be a repository of Indigenous stories and languages and a space for Indigenous cultural and protocol learning and practice.

- Strengthening the integration of meaningful, Indigenous-led and developed content into University courses across programs, departments and colleges (e.g. on Indigenous laws about land).
- Establishing a dedicated multi-disciplinary degree program in Indigenous Sovereignty, Treaty and Inherent Rights.
- Supporting opportunities for multi-sensory and experiential education across the University and broader community (e.g. accredited land- and place-based learning; advocacy for Mother Earth; Indigenous Oracy and storytelling approaches).
- Promoting capacity-building, skill and knowledge development in Indigenous histories and contemporary realities (challenges and successes) for non-Indigenous educators and leaders.
- Continuing to engage in processes that promote partnerships and agreements (e.g. MOUs) with Indigenous communities.

- Growth in the number of Indigenous policies, programs, curricula and initiatives that focus on strengthening and implementing Indigenous cultures, languages and protocols across campus.
- Increase in the number of experiential cultural and language learning opportunities for University students, staff, faculty and leaders.
- Growth in the breadth and number of training/educational opportunities incorporating Indigenous cultures, languages, traditions, protocols, practices, and histories.
- Growth in the number of Indigenous and non-Indigenous scholars fluent (or knowledgeable) in Indigenous languages, cultures and traditions.

- Growth in the number of Indigenous and non-Indigenous student graduates across all subjects/programs with an appreciation for, and understanding of, Indigenous history and current Indigenous realities in Canada ('growth attributes').
- Increase in the number of partnerships and agreements with Indigenous communities.



- Indigenous presence as validation. Indigenous presence in all our spaces and places enriches and strengthens the USask community as a whole. Indigenous peoples will validate Indigenous strategies, programming, curricula, policies, and initiatives through their words and actions of affirmation.
- Teaching and learning as "coming to know". In many Indigenous languages, there is no word for schooling, and education is translated into 'coming to know'. Coming to know is boundaryless, lifelong learning; it is fluid, active, and elicits heightened awareness and interaction with self and surroundings.
- Art and architecture as symbols of respecting and honouring seven generations. Time is not linear, but circular, a spiral in fluid motion where the past, present and future are in a dynamic relationship within each moment. We learn from our ancestors, from stories and patterns seven generations into our past, so we understand our current reality and can plan for seven generations into the future. We honour All My Relations through expressions, including and beyond the written word.
- Indigenous ceremonies as community and identity/spirit builders. Ceremony draws people together for reverent occasions and evokes the questions: Who am I/we? Where do I/we come from? Where am/are I/we going? What are my/our responsibilities? Ceremony asks all to be 'sanctified kindness'. Increasing spaces for ceremony elevates USask to valuing the multifaceted journeys that students, staff, faculty and leaders bring to its spaces and places.

Representation: Uplifting Indigenous peoples in University spaces and places.

Indigenous peoples have ways of being, knowing and doing that have been expressed in methodologies, pedagogies, stories, protocols, ceremonies, art, and architecture for thousands of years. Throughout kisiskâciwan (Saskatchewan), the vibrancy of the complexity, sophistication, intellect and thought—beauty—can be learned through respectful inquiry, seeking and protocols. By being open to discovery, dreaming, designing and a destiny (appreciative inquiry) that is meaningfully inclusive of Indigenous peoples, new learning and appreciation will be gained. What will one find?

- A place called Wanuskewin, where Indigenous peoples have visited for more than 6,000 years to gather food, strengthen social bonds, and practice ceremony.
- A medicine wheel near Moose Mountain that is 2,000+ years old; these sites signify a deep understanding of the earth-sky relationship.
- A pictograph (rock art) documenting significant points in history, which can be found in northern Saskatchewan.
- Ancient and current sweat lodge frames dot the land, indicating the importance of wholistic, spiritual balance.
- Teachings that embody 'all my relations'.

Calls to Action

Championing respectful practices that support the participation of Indigenous students, staff and faculty in traditional ceremonies.

- Promoting Indigenous storytelling and celebrating the success of Indigenous peoples through respectful dedications, remembrances and events across the University and broader community (e.g. art/architecture, imagery, naming of landmarks, streets, buildings and facilities, ceremonial spaces to pay homage to the land).
- Creating new Indigenous spaces for gatherings across the University and broader community (e.g. covered outdoor smudging bowl, sweat lodge, teepee ground).
- Allocating space and financial support to embedding local Indigenous artistry and cultural outputs across University spaces (i.e. dedicated funding envelope for the purchases of Indigenous art).
- Implementing focused efforts to recruit and retain Indigenous students, staff, faculty and leaders (including those who are experts on the land).
- Acknowledging the role of Indigenous faculty members' research, body of work, and global reputation in benefiting the University in multiple and diverse ways (e.g. attracting Indigenous students).

- Increase in the number of physical spaces that recognize Indigenous peoples, cultures and practices, demonstrating an interconnected and respectful community.
- Success in attracting and retaining Indigenous students, staff, faculty and leaders.
- Increase in the number of Indigenous leadership positions across the University.

- Respectful, reciprocal relationships as restoring, renewing, rejuvenating and (re)conciliating. Healthy relationships are the foundation of all creation—they move individuals and organizations from simply surviving to thriving. We are encouraged to embrace manācihitowin, to strengthen the bonds of respect, trust and shared benefit. This is done by creating dynamic, inclusive spaces that encourage ethical relationality.
- Active and respectful communication with Indigenous peoples (on- and off-campus) as bridge- and nationbuilding. Quality, active and respectful, communication is a force that can connect, nurture, inspire, motivate, and heal. It can build bridges between people from diverse and disparate worldviews, bridges that can be pathways to stronger communities.
- Research as sacred. Indigenous peoples have engaged in forms of research since time immemorial. Research begins with humility and respectful relationships, then engaging appropriate protocols, active listening and astute observation, Oracy and storytelling. The sacredness and tremendous responsibility embedded in research is ever present.
- Systemic and structural transformation as valuing and uplifting Indigenous knowledges. Creating innovative and bold solutions to barriers experienced by Indigenous peoples through radical systems and structural change demonstrates to Indigenous peoples a deep commitment.

Right Relations: Supporting active and respectful partnerships and engagement with Indigenous peoples—ethical and relational spaces.

Indigenous peoples on Turtle Island have always had complex forms of governance, social organizations, and economic systems, which were focused on sustainability. Treaties and trade agreements were secured between Indigenous peoples across this land. Large gatherings of diverse Indigenous populations formed for economic, social, entertainment, and ceremonial purposes. The spirit of these systems—the inspiring, exciting, masterful oration, dynamic negotiations, and dynamic political interactions—are alive today. These forms of partnerships and engagement practices have been challenged by colonial laws and mindsets that sought to dismiss, overpower, assimilate, and annihilate them, but they remain—providing insight into democracy, sustainability, and 'right relations'.

Michael Coyle and Anishinaabe legal scholar John Borrows (2017) state that a question has to be asked and "tackled" in order to reconcile Indigenous and non-Indigenous relationships is "what is the right relationship…?" (p. 3). Coyle and Borrows look to the treaty making process as a framework of relationships based on right relations, as "the real importance of treaties was the relationship to which both sides had agreed" (p. 3). This strategy asks of each one of us: what are we agreeing to? Cree scholar Willie Ermine encourages Indigenous and non-Indigenous peoples to lean into ethical spaces, which are ripe with creative possibility, if people agree to respectfully work together towards a common goal. nīkānītān manācihitowinihk (Cree), ni manachīhitoonaan (Michif), let us lead with respect (English).

Calls to Action

- Committing to uplifting relationships through an engaging framework based on Right Relations and an active commitment to earn and nurture trust and faith in relationships across the University.
- Adapting institutional protocols and foundational documents (e.g. those related to job promotion, academic tenureship) to recognize and reward work, service and merit that go beyond conventional job expectations and profiles (e.g. community and advocacy work).
- Establishing standards and guidelines for research ethics and intellectual properties that integrate Indigenous ways of knowing and research beyond OCAP^{®4} and TCPS 2—Chapter 9⁵.
- Enabling the inclusion and engagement of kēhtē-ayak (Elders) and Knowledge Keepers in research studies (e.g. community-based/led research) through institutional policies and practices (student kēhtē-ayak [Elders] ambassadors, increased kēhtē-ayak [Elders] parking near doors); being cognizant that academics and researchers can work with kēhtē-ayak (Elders) and Knowledge Keepers, but that their knowledge needs to be earned.
- Instituting mechanisms that will provide an open, transparent and welcoming bridge for Indigenous peoples into the University's ecosystem (e.g. single point of access, integrated website).
- Developing policies and processes to support and empower Indigenous selfidentification (e.g. when applying to programs, for scholarships) as well as monitor and enable access to information by relevant groups (e.g. Indigenous Student Council).

⁴ Ownership, control, access, and possession.

⁵ Research Involving the First Nations, Inuit and Métis Peoples of Canada

- Investing in short- and long-term resourcing (i.e. core support vs. soft financial commitments) to support Indigenization, decolonization and reconciliation initiatives.
- Ensuring that proper protocol training is a part of all research involving Indigenous peoples; respecting that traditional ceremony may be a part of the Indigenous research process.

- Increase in the number of Métis, First Nations, and Inuit agreements driven by Indigenous communities.
- Decolonized systems and structures—including those related to job promotion, academic tenure, and the recognition of work, service and merit—that support and recognize Indigenization, reconciliation, and Indigenous knowledges and scholarship.
- Increase in the confidential sharing of Indigenous information (e.g. selfidentification) with University groups that support Indigenous peoples.
- Increase in the integration of Indigenous content on traditional (e.g. print, film, television) and digital media.
- Increase in resource support (e.g. financial, accounting) and visible acts of appreciation towards Indigenous cultures, learnings, practices and protocols.
- Increase in the number of research studies conducted and published in collaboration with kehte-ayak (Elders) and Traditional Knowledge Keepers.
- Update approval processes to enable self-identified Indigenous students to choose to have their Indigenous identification information shared across campus (to allow Indigenous student groups to engage them more effectively).

- Creativity as life giving. Ethical spaces are ripe with creative possibility—possibilities become endless when people respectfully work together towards common goals. Creativity, the gatekeeper to innovation, is animate and spirit. Through nihtawihcikewin (Cree), nihtaooshchikaywin (Michif), creativity explores, pushes boundaries, and is brought to life by synergies, multi-sensory, multi-reality experiences; it invites individuals to courageously participate in a collective journey to new and unfamiliar lands, spaces and places, uncovering and proclaiming truths that will enrich life—and for Indigenous peoples today, survivance.
- Wise Practices as affirmation. The creative spirit leads to wise practices that recognize and uplift the wisdom that resides in Indigenous communities. Wise practices affirm Indigenous cultures, traditions and stories.

Creation: Acknowledging, resourcing and investing in wise practices and activities— conjuring the creative spirit that inspires innovation.

Tewa Pueblo scholar Dr. Gregory Cajete teaches that "Native Science is a reflection of creative participation, a dance with chaos and her child, the creative spirit" (1999, p. 19). Creativity is animate. The University Plan 2025 recognizes creativity as a principle—nihtāwihcikēwin (Cree), nihtaooshchikaywin (Michif). The plan reads, "At its core, our university is a creative organism. The principle of creativity testifies that we are curious about the unexplored possibilities for growth, enrichment, and justice around us; attentive to the needs and opportunities for change that inspire imagination and invention; and intentional about the future to which we aspire to contribute. The creative spirit is experiential; it invites participation in individual and collective journeys to discover truth and seek balance within the chaotic dynamism of the universe. Nihtāwihcikēwin | Nihtaooshchikaywin requires both discipline and optimism—knowing that our efforts can bring to fruition the possibilities we envision for learning and discovery."

Working with the Creative spirit should engage wise practices. Cree thought-leader Brian Calliou explains that "wise practices recognize the wisdom in each Indigenous community and their own stories of achieving success. It recognizes that culture [and identity] matters".⁶ Where does our wisdom lie? How are we acknowledging, celebrating, resourcing work that is 'done in a good way'?

⁶ https://ccednet-rcdec.ca/sites/ccednet-

rcdec.ca/files/wise_practices_in_indigenous_community_economic_development.pdf.

Calls to Action

- Continued support for wise practices (e.g., Graduation Powwow, Indigenous programming [e.g. ITEP, SUNTEP, wîcêhtowin], Aboriginal Student Centre, Sharing Circles, Indigenous advisors, staff, faculty and leaders).
- Ongoing creative, innovative, culturally responsive forms of programming and evaluation for Indigenous students, staff, faculty and leaders.
- Adapting existing or creating novel financial mechanisms to recognize and reward Indigenous research, scholarship and unique forms of engagement and dissemination by departments, colleges and units (e.g. adjusting the transparent, activity-based budget system [TABBS] model to include an Indigenization bin).

- The University of Saskatchewan is recognized by Indigenous students, faculty, staff and leaders at USask and other universities globally as an organization that shifts or changes age-old systems and structures to be responsive and strengthened by Indigenous knowledges through the weave metaphor.
- Increase in the number of Indigenous storytelling about activities and accomplishments across varied platforms (e.g. event presentations, print, digital).
- Implementation of University standards that are respectful of Indigenous scholarship.

Indigenous youth as our strength, our hope, our future. Indigenous peoples recognize that our youth are humanity's most sacred gift, so we collectively work to nurture and support them—see each child as our own—by actively listening, being keenly aware, and astutely observing and responding to their non-verbal communication. What are their stories? What are their destinies? Our youth hold the future in their hands, they are a promise to those children not yet born seven generations into the future. Our hope is that they walk past us to deeper forms of self-determination. What is good for Indigenous youth is good for all!

We're looking at changing the tune that we sing together.

Michelle Whitstone Diné Nation PhD Candidate, Educational Administration

Renewal: Strengthening and sustaining pathways of access and success—connecting with Indigenous youth.

In 2016, Statistics Canada reported that the average age of the Indigenous population in Saskatchewan was 28.2 years, while the non-Indigenous population was 40.6 years. At present, Indigenous children aged 14 and under represent 33% of the total Indigenous population, while for the non-Indigenous population it is 17.4%. The Indigenous population is youthful and abundant. USask has an opportunity to nurture the development of this significant and important population, even before they enter post-secondary education. As our Indigenous youth transition to postsecondary students, there are continued opportunities to strengthen the integration, involvement and success of our future generations across the University community.

Calls to Action

- Cultivating leadership experiences for Indigenous students and youth by developing and strengthening mentorship programming for Indigenous students on- and off-campus (e.g. in-person and virtual peer-mentorship for Indigenous students; College prep institutions and University mentorship programs for Indigenous high school students).
- Evaluating and adjusting institutional programs, policies and curricula (where appropriate) to be responsive, current and innovative for Indigenous students (e.g. elimination of registration fees, e-learning).
- Creating an environment for Indigenous students and youth to learn while retaining (or reconnecting with) their cultural identity through land-based

learning and interactions with kēhtē-ayak (Elders), such as student kēhtēayak (Elders) ambassadors.

• Examining, improving and evaluating systems of accessibility and pathways for post-secondary entrance for Indigenous youth.

- Growth in Indigenous student enrollment, retention, and graduation across diverse departments/colleges at the University.
- Growth in the number of overall student applications to the University.
- Growth in Indigenous student enrolment and retention in graduate, postgraduate and professional programs.
- Growth in membership of the Indigenous Student Council.
- Growth in the number of partnerships/collaborations established between the Indigenous Student Council and other student bodies.



... the idea of the ethical space, produced by contrasting perspectives of the world, entertains the notion of a meeting place, or initial thinking about a neutral zone between entities or cultures. The space offers a venue to step out of our allegiances, to detach from the cages of our mental worlds and assume a position where human-to-human dialogue can occur. The ethical space offers itself as the theatre from cross-cultural conversation in pursuit of ethically engaging diversity and disperses claims to the human order.

Cree Scholar Willie Ermine, 2007. Indigenous Law Journal. 6:202.

ëdłaghë nųhla?a? taku hec'eh cwac'amin? wozuye dágu he? wayganayn tsi dotamang? kaykwy chi tootamaahk? kīkwaya ōhi kā wī itasihkamahk? what are our responsibilities?

We all have a responsibility—both individually and collectively—to support the work of reconciliation, redress past wrongs, mend and heal broken relationships between Indigenous peoples and Canadian educational institutions, and lay the foundation for our shared future. This responsibility is rooted in acknowledging and understanding the sophistication and complexity of Indigenous histories, knowledges, cultures, teachings, practices, and philosophies, and ensuring that this richness and diversity remains interwoven within the fabric of the University's and broader community's research, learning and engagement efforts. We are all responsible to the seven generations before us and the seven generations yet to come; to all our relations; and to sharing the truths that are embedded within our stories. **Rooted in the principles of respect, responsibility, reciprocity and sustainability, we look forward to working hand-in-hand with the University of Saskatchewan to build on its commitment and aspiration for Indigenization and its Wise Practices in order to bring this strategy to life.**

The *Calls to Action* and *Markers* provide a powerful framework for translating our *Commitments* into impact, but the success of our collective efforts will ultimately be measured against a future in which the following principles and practices are embedded within our mindset and behaviours:

Everyone who is here [at the University] has a responsibility to learn [about Indigenization], and they have a responsibility to use this knowledge. [Non-Indigenous people] put a big weight on our shoulders as Indigenous people to teach... [the] Indigenization movement is often placed on our shoulders as Indigenous people, but that's not ours to carry.

Faculty & Staff Forum, January 31st, 2019

- The relationship between Indigenous peoples and all Canadians is based on the principles of recognition, respect, sharing and mutual responsibility.
- The stories told will be vastly different—embedded with possibility, hope and strength.
- Indigenous knowledges live in programming, curricula, strategies and practices.
- There is an increased understanding of the terms Indigenization, decolonization and reconciliation across all members of the University, and greater integration into current administrative structures.
- Indigenous leadership is secured in governance structures—role models for everyone are evident and commonplace, at all levels.
- Learning and relationships are richer because of Indigenous methodologies and pedagogies.
- "Why?" is replaced with "When?" and "Now what?"
- Our children anticipate the University experience and look forward to being agents of change.
- The University of Saskatchewan is a place and space of transformation and great influence (teachers, artists, lawyers, nurses, doctors, engineers, scientists, entrepreneurs), and will be known as the epicenter of Indigenization and Reconciliation.



Appendix: Glossary of Terms

Decolonization practices contest divisive and demeaning actions, policies, programming, and frameworks. Indigenization is the healing, balancing force; it calls us to action, inspires opportunities for mutual cultural understanding, and helps us to find comfort in the discomfort decolonization can entail.

Indigenization challenges us to amplify the forces of decolonization. Indigenization strengthens the fabric of the university. It involves the respectful, meaningful, ethical weaving of First Nations, Métis, and Inuit knowledges, lived experiences, worldviews, and stories into teaching, learning, and research. Indigenization is a gift that benefits every member of our community.

Reconciliation is a goal that may take generations to realize. It "is about forging and maintaining respectful relationships. There are no shortcuts" (Senator Murray Sinclair, Chair of the Truth and Reconciliation Commission). As a community, we have a shared responsibility to honour and join in the journey of reconciliation; to repair, redress and heal relationships; and nurture an ethical space in which we can explore how we relate to each other through the lenses of history, culture, and lived experience.

"Wholistic" is a term that is used throughout this document and has been intentionally spelled with a "w" to represent the spiritual wholeness that defines Indigenous ways of being and gives life to this strategy.



Appendix: Wise Practices—Institutional Priorities

The following list presents additional examples of *wise practices* implemented by the University—in many cases, in collaboration with Indigenous community organizations, student bodies, staff and faculty—to realize its commitment to Indigenization.

- Integration of Indigenous knowledges and experiences directly into the learning charter.
- Creation of an Indigenous Voices Program (through the Gwenna Moss Centre for Teaching and Learning) that is led by Indigenous leaders who are dedicated to creating a shared space for dialogue, learning, and collaborative action to catalyze individual and systemic change at USask related to Indigenization, reconciliation, and decolonization.



Appendix: Wise Practices—OVPIE

The following list presents additional examples of *wise practices* implemented by the Office of the Vice-Provost Indigenous Engagement (OVPIE).

- Development of an Oracy fund a financial system that recognizes the cultural gifting aspects of Indigenous research.
- Integration of fundamental and systemic changes to Indigenize standards for promotion and tenure.
- Hosting of an annual Internal Truth and Reconciliation Forum for the USask community.
- Formation of a committee on Anti-racism and anti-oppression education and research.
- Establishment of MOUs with Federation of Sovereign Indigenous Nations, Prince Albert Grand Council, the Saskatoon Tribal Council, Canada Roots Exchange, and the Métis Nation of Saskatchewan.



Appendix: Wise Practices—Colleges/Units

The following list presents additional examples of *wise practices* implemented by Colleges/Units—in many cases, in collaboration with Indigenous community organizations, student bodies, staff and faculty—to realize its commitment to Indigenization.

Agriculture & Bioresources

- Creation of the Kanawayihetaytan Askiy (KA; let us take care of the land) Program, focused on providing a broad range of topic areas specific to the management of lands and resources (including examining basic environmental, legal and economic aspects of land and resource management in Aboriginal communities).
- Over \$160,000 in Connection Grants from the Social Sciences and Humanities Research council for four USask researchers for projects aimed at revitalizing agriculture on Indigenous lands, fostering reconciliation, ensuring safe water supplies, and designing sustainable communities.

Arts & Science

- Establishment of the Gabriel Dumont Research Chair in Métis Studies in April 2018.
- Concerted efforts to recruit Indigenous, allocating up to 3 new faculty positions annually over the next 10 years to elevate the proportion of Aboriginal faculty members to 15% (on par with population demographics).
- Creation of Indigenous Student Achievement Pathways (ISAP) to welcome Métis, First Nations and Inuit students to the College through academicallygrounded programming that builds confidence, knowledge and skills, while connecting students to one another and to the campus community.

- Establishment of degrees and certificates with an Indigenous focus, including:
 - Bachelor of Arts Indigenous Studies;
 - Bachelor of Arts Sociology Indigenous Justice and Criminology;
 - Certificate in Indigenous Governance and Politics;
 - Certificate in Indigenous Languages; and
 - Certificate in wîcêhtowin Theatre the only Indigenous theatre training program housed in a university in Canada.

Dentistry

The college is committed to recruiting applicants that reflect the cultural diversity of Saskatchewan's population and is dedicated to increasing the success of Indigenous applicants who wish to obtain a dental education by allocating 11-14% of available seats in the admission of Indigenous students.

Education

- Creation of the Saskatchewan Urban Native Teach Education Program (SUNTEP), with the primary goal of ensuring people of Métis ancestry are equitably represented in the teaching profession.
- Creation of the Indian Teacher Education Program (ITEP), which has been serving First Nations education since 1972 and is the largest First Nationsspecific teacher education program in the country.
- Offers a number of longstanding and new certificate programs to assist current educators to deepen their knowledge in a chosen area, including the Certificate in Indigenous Languages.

Edwards School of Business

- Creation of an Aboriginal Business Administration Certificate (ABAC) that offers self-declared Métis, First Nations and Inuit students with a springboard to a successful career in business and with the option to transfer into the Bachelor of Commerce degree program upon completion.
- Establishment of the Indigenous Business Students' Society (IBSS), focused on bringing Indigenous students together so there is a system of support.

Engineering

- Formation of the Indigenous People's Initiatives Community (IPIC) Engineering Access Program to engage students with Indigenous ancestry and facilitate access to engineering professions.
- Formation of the Indigenous Resource Centre to offer support to aspiring Indigenous engineers and provide educational opportunities for non-Indigenous students, staff and faculty.

Graduate and Postdoctoral Studies

Creation of an Indigenous Studies PhD Program in September 2017.

Johnson-Shoyama Graduate School of Public Policy

- Formation of the Indigenous Peoples' Health Research Centre (IPHRC) to build capacity for community-based Indigenous health research in Saskatchewan, and create networks of Indigenous health researchers regionally, nationally, and internationally.
- Launch of Building Research Relationships with Indigenous Communities (BRRIC) training modules for researchers and their teams seeking to engage Indigenous communities in research.

- Creation of an Indigenous Research and Engagement Expertise Platform (*ongoing*).
- Creation of a Joint Masters of Governance and Entrepreneurship in Northern and Indigenous Areas (GENI) designed to prepare students in northern and Indigenous communities to take on leadership roles in supporting their communities with economic development by using innovative and entrepreneurial approaches.
- Creation of an Indigenous Leadership Program, in partnership with the First Nations University of Canada.

Kinesiology

- Creation of a required course in Indigenous ways of knowing and understanding wellness—KIN 306: Introduction to Indigenous Wellness.
- \$120,000 in funding from the Saskatchewan Health Research Foundation (over three years) for Dr. Heather Foulds to assess the fitness potential of Métis jigging.
- Development of one of Canada's first undergraduate kinesiology courses in Indigenous Wellness: KIN 306.3: Introduction to Indigenous Wellness

Law

- Establishment of the Indigenous Law Centre (formerly the Native Law Centre), which aims to facilitate access to legal education for Indigenous peoples, to promote the development of the law and the legal system in Canada in ways which better accommodate the advancement of Indigenous peoples and communities, and to disseminate information concerning Indigenous peoples and the law.
- Creation of the Indigenous Law Centre Summer Program, an eight-week course offered to provide Indigenous students from across Canada an

opportunity to study property law and customary law before starting law school.

Medicine

- Development of an Indigenous-led national research plan to guide a \$43M investment through the National Institute of Indigenous Peoples' Health.
- Appointment of Dr. Alexandra King as the first Cameco Chair in Indigenous Health at USask; Dr. King works with Indigenous communities and relevant stakeholders to understand the health and wellness needs of First Nations and Métis peoples in Saskatchewan and the structural changes that needed for improved Indigenous health outcomes.
- Allocation of 10% of the annual positions available in the Pathways to Medicine (MD) Program to individuals of Indigenous ancestry.
- Creation of the Indigenous Student Mentorship Program that connects current medical students with Indigenous high school students in a mentorship capacity.
- Allocation of annual scholarships to continuing students of Indigenous ancestry in premedical studies through the College of Medicine Pathway Support for Indigenous students.
- Formation of the Aboriginal Health Committee to strengthen culturally based linkages between Indigenous world views and the medical community.

Nursing

- Largest number of self-declared Indigenous nursing students in any nursing program in the country.
- Creation of the University of Saskatchewan Community of Aboriginal Nursing (UCAN) Program whereby Aboriginal nursing advisors in

Saskatoon, Regina and Prince Albert work with students at all sites to build community, provide advice and support.

Pharmacy & Nutrition

- Provides students a series of opportunities in various communities throughout Saskatchewan and beyond to gain hands-on experience and develop skills in cultural competency.
- Offers an education equity program to maintain and increase the number of Indigenous students in its programs.

School of Environment & Sustainability

Establishment of the UNESCO Chair in Biocultural Diversity, Sustainability, Reconciliation and Renewal, engaging in research in partnership and friendship with communities and Indigenous peoples in the areas of environmental stewardship and governance, community-engaged research practices, Indigenous food systems, and gender and youth in environmental management.

School of Public Health

Launch of six new co-led projects through Global Water Future—the world's largest university-led freshwater research program—that integrates Indigenous partners from across Canada to address urgent and growing water quality issues for Indigenous communities.

Veterinary Medicine

Allocation of position in the Doctor of Veterinary Medicine (DVM) Program for Indigenous students from British Columbia, Saskatchewan, Manitoba and the territories (through the Education Equity Program).

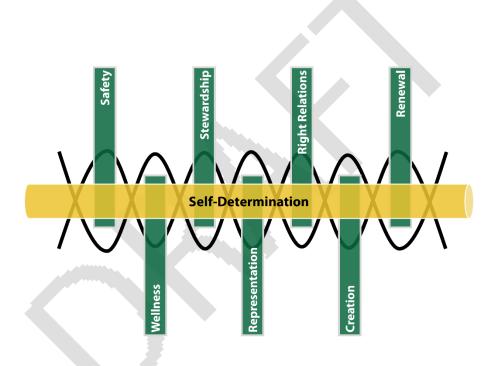


Appendix: Further Reading



Appendix: Preliminary Thinking on Figure

The final draft of this document will present a visual representation of the strategy modeled on the metaphor of the double helix. A rough depiction of initial thinking on this visual is presented below.



UNIVERSITY COUNCIL ACADEMIC PROGRAMS COMMITTE REPORT FOR INPUT

| PRESENTED BY: | Susan Detmer, chair, academic programs committee |
|------------------|--|
| DATE OF MEETING: | May 21, 2020 |
| | |
| SUBJECT: | Revisions to Academic Courses Policy |

DISCUSSION SUMMARY:

Revisions to the Academic Courses Policy was last approved by Council at its June 2017 meeting to clarify aspects of the section dealing with Grading Systems, including a clarification of grading deadlines, as well as the addition of a definition of "N-grades" to the section dealing with student assessment issues and special circumstances.

The revisions being sought at this time further clarify definitions and deadlines around grading and retroactive withdrawal and ensure consistency between this policy and *The Learning Charter*.

In its meeting of May 4, 2020, the academic programs committee agreed that the Academic Courses Policy is an important document for instructors and students. The committee recommended changes to remove gendered language.

Since changes to the policy impact all instructional staff, APC determined to present the proposed revisions to Council for input prior to requesting approval.

If approved by Council at its June meeting, the new Academic Courses Policy would take effect July 1, 2020.

FEEDBACK:

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

ATTACHMENTS:

1. Academic Courses Policy

ATTACHMENT

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

Responsibility: University Registrar **Authorization:** University Council **Approval Date:** May 19, 2011; reapproved June 18, 2015; reapproved June 22, 2017; reapproved

Revisions

Permit the first day of final examinations to be one day after the last day of lectures (January 2012) Delete the Withdraw Fail grade effective May 1, 2012 (March 2012) Revise Course Syllabus section; additional section on Class Recordings (March 2013) Revise Grading System section; clarification of grading deadlines (May 2017) Revise Student Assessment Issues and Special Circumstances section; addition of "N-Grades" definition (May 2017)

Updates

Incorporate terminology used in the University Council policy on <u>Student Appeals of Evaluation</u>, <u>Grading and Academic Standing</u> and the Procedures for Student Appeals in Academic Matters (December 2012)

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

Purpose

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

Principles

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

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

As articulated in the University Learning Charter, students will be provided with a clear indication of what is expected in a course or learning activity, and what is required to be successful in achieving the expected learning outcomes as defined in the course outline. Students must therefore receive prompt and constructive feedback on their learning progress at regular intervals throughout the course. Educators will ensure that assessments of learning are transparent, applied consistently and are congruent with learning outcomes. Feedback will be designed to both assess and enable student learning. With these goals in mind, educators will solicit and reflect on feedback from students and peers and commit to

Commented [SW1]: Per the Learning Charter, "Educator Commitment 3: Assess Fairly" building knowledge and skill in teaching practice for the purposes of continuous enhancement. of what is expected in the class, and what they can do to be successful in achieving the learning objectives of the course. Assessments of student learning will be transparent, applied consistently, and congruent with course objectives. Students will receive prompt and constructive feedback on their learning progress regularly throughout the class.

Scope of this Policy

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

It supersedes the following documents previously approved by University Council: April, 2009 Academic Programs Committee <u>Examination Regulations</u> April, 2001 Academic Programs Committee <u>Policies for Reporting Final Grades</u> January, 2001 Academic Programs Committee Retroactive Withdrawal Policy September, 1986 – University of Saskatchewan Grading Policy

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

June, 1999 <u>Guidelines for Academic Conduct</u> June, 2007 Teaching and Learning Committee <u>Student Evaluation of Instructors/Courses</u> December, 2009 <u>Use of Materials Protected by Copyright</u> June, 2010 University <u>Learning Charter</u> June 2011 <u>Nomenclature Report</u> January, 2012 <u>Academic Accommodation and Access for Students with Disabilities</u> Vice-Provost Teaching and Learning portfolio <u>Instructors and Staff Handbook</u> Information and Communications Technology Lecture Capture

All regulations covering class delivery, student assessment, and examinations have been developed into a framework with three levels of authority and responsibility: university, college, and department. Within the framework of this policy, departments and colleges may develop additional regulations and procedures for class delivery and student assessment. For example, colleges and departments may develop their own template for the syllabus to be used by their instructors.

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

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

Policy

The University of Saskatchewan Academic Courses Policy on Class Delivery, Examinations and

Assessment of Student Learning covers policies, regulations, and procedures governing the following aspects of class delivery and student assessment, including the conduct of examinations-

Section I. Class Delivery

1 Class Syllabus

- 1.1 Content of the syllabus
- 1.2 Changes to the syllabus after distribution
- 1.3 Change of final examination date
- 2 Contact Hours and Availability of Instructors
- 2.1 Availability of instructor
- 3 Student Attendance
- 3.1 Permission to attend and participate in classes
- 3.2 No credit unless registered
- 4 Class Evaluation by Students
- 5 Class Recordings
- 5.1 Privacy, permission, and consent
- 5.2 Intellectual property and copyright
- 5.3 Accommodation for students with disabilities
- 5.4 Definitions
- 5.5 Responsibilities of instructors and presenters
- 5.6 Responsibilities of students
- 5.7 Restrictions on use of classroom recordings
- 5.8 Storage and archiving
- 5.9 Special circumstances: clinics, training, art classes

Section II. Assessment of Students

- 6 Grading System
- 6.1 Fairness in evaluation
- 6.2 Weighting in class grades
- 6.3 Grade descriptors
- 6.4 Academic grading standards
- 6.5 Average calculations
- 6.6 Grading deadlines
- 7 Examinations
- 7.1 Methods and types of examinations
- 7.2 Mid-term examinations
- 7.3 Final examinations

- a. Modification of requirement to hold a final examination
- b. Final examination period and scheduling
- 7.4 Conduct and invigilation of examinations
- a. Invigilation
- b. 30 minute rule
- c. Identification
- 7.5 Access to materials in the examination room
- 7.6 Permission to leave the examination room
- 7.7 Food and beverages
- 7.8 Protocols for an academic misconduct breach
- 7.9 Retention and accessibility of examination papers
- 7.10 Retention of the exam materials during the examination
- 7.11 Additional invigilation standards
- 8 Student Assessment Issues and Special Circumstances
- 8.1 Final grade alternatives and comments
- 8.2 Withdrawal
- 8.3 Retroactive withdrawal
- 8.4 Incomplete class work (assignments and examinations) and Incomplete Fail (INF)
- 8.5 No Credit (N) grade alternative and grade comment
- 8.6 Deferred final examinations
- 8.7 Supplemental final examinations
- 8.8 Aegrotat standing
- 8.9 Special accommodations for disability, pregnancy, religious, and other reasons
- 9 Procedures for Grade Disputes
- 9.1 Grade dispute between instructor and department head or dean
- 9.2 Grade dispute between instructor and student

Authority and Responsibility

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

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

University

University regulations will prevail in the absence of other college or departmental regulations. In the case of a discrepancy between university regulations and college or departmental regulations, university regulations will take precedence. Any college requesting an exception, change, or addition to these

regulations is to submit a proposal to the Academic Programs Committee of University Council for approval.

Colleges and Departments

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

Instructors and Departments

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

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

Section I. Class Delivery

The-Our University Learning Charter encourages a multitude of educational experiences that contribute to growth in essential learning pursuits and the personal and professional interests of university community members. To accomplish this, educators need to be aware of the range of instructional methods and assessment strategies, and select and utilize teaching methods that are effective in helping students achieve the learning outcomes of a course or learning activity. Additionally, teaching practice will support students in different ways of knowing and learning, including independently, experientially, and collaboratively, encourages alternative approaches to class delivery such as improved information ecommunication technologies, experiential learning opportunities, and self learning strategies. Regardless of methodology, there are universal elements of class delivery that ensure appropriate learning opportunities are provided to the students of the university.

1. Class Syllabus

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

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

It is recommended that students also have online access to syllabi prior to the beginning of the class. After submission to the department head, or dean in non-departmentalized colleges, syllabi should

Commented [SW2]: Per the highlights of "Our Learning Pursuits" in the Learning Charter

be posted on the Blackboard Open Courseware site and/or publically accessible departmental or other websites. Instructors who post their syllabus on publically accessible websites may wish to redact certain information that is not related to the core instruction of the class (e.g. personal contact information, names and contact information for teaching assistants, material protected under copyright, etc.).

1.1 Content of the syllabus

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

- type and schedule of class activities;
- if the class is offered online, through distance learning, or off-campus, any additional or different expectations around any class activities and requirements;
- expected learning outcomes or objectives for the class;
- method of evaluation, specifically final grade mode (eg. Numeric, Pass/Fail, or Completed Requirements)
- the type and schedule of term assignments;
- the type and schedule of mid-term or like examinations;
- notice if any mid-term examinations or other required class activities are scheduled outside of
 usual class times (with college permission) and how student time conflicts will be
 accommodated should they arise because of this change, with college permission;
- the length of the final examination in hours as well as its mode of delivery;
- relative marking weight of all assignments and examinations;
- consequences related to missed or late assignments or examinations;
- whether any or all of the work assigned in a class including any assignment and examination, or final examination, is mandatory for passing the class, or whether there are any other college-level regulations that specify requirements for passing the class
- attendance expectations if applicable, the means by which attendance will be monitored, the consequences of not meeting attendance expectations, and their contribution to the assessment process;
- participation expectations if applicable, the means by which participation will be monitored and evaluated, the consequences of not meeting participation expectations, and their contribution to the assessment process;
- whether there are any approved class-specific fees being charged in addition to tuition (such as materials fees, mandatory or optional excursions and the fees associated with these activities, etc.).
- whether there are mandatory or optional excursions and the fees associated with these activities
 whether there are any class specific fees being charged in addition to tuition
- experiential learning expectations if applicable, the means by which experiential learning will be monitored and evaluated, the consequences of not meeting experiential learning expectations, and their contribution to the assessment process;
- contact information and consultation availability;

- course or class website URL, if used;
- notice of whether the instructor intends to record lectures and whether students are permitted to record lectures
- explanation of copyright where it relates to class materials prepared and distributed by the instructor
- location of the Academic Courses Policy as well as the regulations and guidelines for both academic and non-academic misconduct and appeal procedure;
- information regarding support services that are available to students through the <u>Vice Provest</u> <u>Teaching and Learning portfolio</u> <u>Teaching, Learning and Student Experience (TLSE) portfolio</u>, Student Learning Services at the University Library, and colleges-

Instructors are encouraged to use the <u>University of Saskatchewan Syllabus Template and Guide</u> to assist with satisfying the above requirements.

1.2 Changes to the syllabus after distribution

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

1.3 Change of final examination date

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

2. Contact Hours and Availability of Instructors

As per <u>Nomenclature</u>, a "traditional" three credit unit lecture course involves approximately 3<u>30</u>-39 direct lecture hours, and a course can involve a further equivalent contact time in student consultations and/or tutorial or laboratory sessions.

2.1 Availability of instructor

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

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

3. Student Attendance

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

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

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

3.1 Permission to attend and participate in classes

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

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

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

3.2 No credit unless registered

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

4. Class evaluation by students

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

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

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

5. Class Recordings

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

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

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

5.1 Privacy, permission, and consent

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

5.2 Intellectual property and copyright

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

5.3 Accommodation for students with disabilities

When an accommodation for recording lectures or classroom activities is authorized by <u>Access and</u> <u>Equity Services</u>, an instructor must permit an authorized student to record classroom activity; only the student with the accommodation would have access to this recording.

5.4 Definitions

Definition of "presenter"

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

Definition of "classroom"

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

Definition of "learning activities"

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

5.5 Responsibilities of instructors and presenters

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

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

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

5.6 Responsibilities of students

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

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

5.7 Restrictions on use of classroom recordings

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

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

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

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

5.8 Storage, archiving, and permission to use

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

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

5.9 Special circumstances: clinics, training, art classes

Recordings of learning activities such as clinical or training experiences involving patients and/or professional staff outside of university classrooms will be based on professional standards and on the

policies of the clinical institution. In art classes, written permission of models is also required before any video recording by instructors or students takes place.

Section II. Assessment of Students

6. Grading System

6.1 Fairness

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

University

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

College

Each college will set out regulations and guidelines governing methods of assessment permitted, final or any other examination requirements, including whether a student may obtain credit for a class even if <u>they have not written or passed</u> the final examination is not written or if they have not passed the final examination or any other term work.

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

Department

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

Appeal

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

6.2 Weighting in class grades

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

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

The relevant weight of assignments and examinations in determining the final grades will be specified on the class syllabus. The weighting of individual questions on any examination also needs to be specified as part of the examination. The class syllabus will specify whether any or all of the assignments and examinations are mandatory for obtaining a passing final grade in the class.

6.3 Grade descriptors

The university's implementation of the percentage system for reporting final grades was approved by University Council in 1986. University grade descriptors and the percentage system apply unless separate approved college regulations exist. Exceptions to the grade descriptors below require council approval:

Definitions

Percentage assessment for undergraduate courses is based on the literal descriptors, below, to provide consistency in grading among colleges.

The university-wide relationship between literal descriptors and percentage scores for undergraduate courses is as follows:

90-100 Exceptional

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative, and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

80-89 Excellent

An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative, and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

70-79 Good

A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner.

60-69 Satisfactory

A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

50-59 Minimal Pass

A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

<50 Failure

An unacceptable performance.

College of Dentistry

In January 2017, separate literal descriptors were approved by University Council for the grading of classes in the Doctor of Dental Medicine (D.M.D.) program in the <u>College of Dentistry</u>.

College of Graduate and Postdoctoral Studies

In May 1996, separate literal descriptors were approved by University Council for the grading of classes in the <u>College of Graduate and Postdoctoral Studies</u>.

College of Medicine

In January 2017, separate literal descriptors were approved by University Council for the grading of classes in the Doctor of Medicine (M.D.) program in the <u>College of Medicine</u>.

University

The registrar will record and report final grades in all classes according to the grade descriptors outlined above, unless an exception has been approved by University Council.

All student grades in all classes must be reported in a timely manner, according to procedures established by the registrar.

College

Each college has the responsibility for ensuring, at the beginning of each class, that students are familiar

with the assessment procedures and their application to the literal descriptors. Grade modes must not change once registration in a particular class has begun.

Unless approved by the college, all sections of a given course must adhere to the same system of assessment, either a percentage grading system or a pass-fail assessment system.

Exceptions

University Council will receive and evaluate requests from colleges desiring exceptions to the above grade descriptors.

6.4 Academic grading standards

College

College regulations govern grading, promotion, and graduation standards. Students should refer to the appropriate college sections of the <u>Course and Program Catalogue</u> for specific requirements.

6.5 Average calculations

Each college is responsible for assigning credit values to courses within its academic jurisdiction, in consultation with the registrar, to ensure that consistency is maintained across the program catalogue.

Calculation

To distinguish whether these averages have been computed for the work performed by the student in a session, or in a year, or for <u>theirhis/her</u> total program, the terms sessional weighted average, annual weighted average, and cumulative weighted average are frequently used.

Sessional weighted averages are calculated from classes taken in Fall Term and Winter Term, annual weighted averages are calculated from all classes taken in a year, and cumulative weighted averages are calculated from all classes taken at the University of Saskatchewan.

Weighted averages are calculated by multiplying the grade achieved in each class by the number of credit units in the class. The sum of the individual calculations is then divided by the total number of credit units to produce the weighted average. Students should consult with their college for policies on repeating classes and non-numeric grade conversion.

Example of calculation of a student average:

| Grade | Credit Units | Weighted Marks |
|-------|----------------------|---|
| 83 | 3 | 249 |
| 87 | 3 | 261 |
| 97 | 3 | 291 |
| 98 | 3 | 294 |
| 92 | 3 | 276 |
| | 83 87 97 98 | 83 3 87 3 97 3 98 3 |

Commented [SW3]: Replaces the old example below.

| Total | | 30 | 2715 |
|------------|----|----|------|
| ASTR 113.3 | 91 | 3 | 273 |
| CHEM 112.3 | 87 | 3 | 261 |
| CREE 101.3 | 96 | 3 | 288 |
| WGST 112.3 | 93 | 3 | 279 |
| BIOL 120.3 | 81 | 3 | 243 |
| | | | |

Weighted Average (2715/30) = 90.5% Example of calculation of a student average: Grade Credit Units Weighted Marks Class 498.00 ENG 110.6 83 -6 PSY 120.3 70 234.00 PSY 121.3 70 237.00 POLS 111.3 20 267.00 POLS 112.3 <u>0</u>2 276.00 BIOL 120.3 71 213.00 BIOL 121.3 73 219.00 **CREE 101.6** 480.00 20 TOTAL 30 2424.00

Weighted Average (2424/30) = 80.80%

6.6 Grading deadlines

Final grades should be released to students in a timely way, both for the benefit of the students and to assist university business processes such as Convocation.

Final grades will be submitted and approved according to procedures established by the registrar. For the purposes of identifying and advising first-year students experiencing academic difficulty, midyear grades in 100-level six credit-unit classes held over the Fall Term and Winter Terms are also reported to the registrar and released to students.

Final grades in all classes are to be submitted and approved:

- no later than the end of the final examination period for standard term classes in a given term with no final examination, and for mid-year examinations in 100-level, two-term classes offered over the Fall Term and Winter Term; or
- within five business days after the date of the final examination (not including weekends or holidays), for those classes with final examinations including final grades resulting from deferred, special deferred, supplemental, and special supplemental final examinations; or
- five days after the end of the class for open learning classes without a final examination.

If for any reason the above deadlines cannot be met, the instructor should discuss the reason for the delay with their department head, or dean in non-departmentalized colleges. The instructor will also notify both registrar and the students in the class as to the anticipated date of submission.

Colleges which use additional or different grade approval procedures, such as using a board of examiners, should arrange a grading deadline in consultation with the registrar.

The registrar shall notify colleges of any final grades not submitted by the grading deadlines.

Students shall be notified of delays related to grade changes related to any other process involving grades, including those delays related to grade disputes between a student and an instructor or between an instructor and a department head, or dean in non-departmentalized college.

University

Only the registrar may release official final grades. The registrar will post final grades electronically as they are received.

The registrar will communicate with instructors who have not met the above deadlines but who have not notified the registrar.

Department

Responsibility for submission of the final grade report is shared between the instructor, who submits the final grades, and the department head, or dean in non-departmentalized colleges, who approves the final grades.

If instructors wish to release or post any final grades unofficially, they should do so confidentially. Grades should not be posted with public access.

When final grades are approved by the department head, or dean in non-departmentalized colleges, they will be submitted electronically according to procedures established by the registrar.

Once submitted and approved, final grades may still be changed by the instructor. Grade changes are also approved by the department head, or dean in non-departmentalized colleges.

For off campus and distributed learning courses where the final examinations are submitted to the instructor through the mail, the five business day standard will be waived upon consultation with the registrar.

7. Examinations

Students will be examined and assessed, either during the term or during the final examination, on knowledge and skills taught either directly or indirectly (such as through class reading assignments) on class materials covered during class presentations.

There will be alignment between class learning objectives and outcomes, instruction and the assessment plan for the class, of which examinations may be a significant element.

7.1 Methods and types of examinations

College

University Council, while retaining the final authority over assessment of student achievement, delegates to colleges the responsibility of establishing general policies concerning the methods and types of examinations which may be employed by the college and the departments of that college.

It should be noted, however, that web-based classes must conduct web-based examinations, unless approved by the registrar as an exception.

Department

Each department should establish any further instructions and policies for its members. Each department will establish, within the regulations and guidelines set out by the college, examination methods and the relative weighting of final examinations. These department limitations must be approved by the college.

Cross-college and interdisciplinary courses

In courses provided by a department of one college for students of another college, the examination regulations of the teaching department will have precedence unless alternative arrangements have been negotiated between the teaching department, its own college and the other college. In the case of an interdisciplinary program, the appropriate designated authority over the program shall approve any program regulations.

7.2 Mid-term examinations and assignments

Scheduling

Mid-term examinations and other required class activities shall not be scheduled outside of regularly scheduled class times, including during the final examination period, except with the approval of the college. For graduate classes, the College of Graduate and Postdoctoral Studies is the approving authority.

Any scheduling of mid-term examinations and other required class activities outside of regularly scheduled class times requires college approval and must be needs to be noted in the class syllabus, so that students have fair warning of such scheduling.

Any resultant conflicts with other-mid-term examinations for other classes, other required-registered class activities, or any other scheduled university--related business that a student may be involved in will be accommodated at an alternative time. The instructor responsible for the conflict, or this instructor's home college, -must facilitate the accommodation, through consultation with the student. through consultation between an the instructor of the course causing the conflict and a student. Denials of such accommodation may be appealed to the dean's office of the college authorizing the non-standard such

scheduling, in consultation with the student's college (if in a different college from that of the class) if necessary.

Number of examinations

Students who have more than three mid-term examinations on the same day will be dealt with as special cases by their college. Colleges may establish additional regulations regarding the number of mid-term examinations a student can sit in any given period to time.

7.3 Final examinations

a. Modification of requirement to hold a final examination

Colleges determine whether students will be permitted to pass a class if they have not written the final examination. Colleges may allow instructors to determine whether students can pass a class if they have not written the final examination. Any requirement that a student must write and/or pass the final examination in order to pass the class must be stipulated in the class syllabus.

With the approval of the college and the department, the final examination in a class may be replaced by an approved alternative form of assessment that provides a percentage assessment consistent with the literal descriptors. The registrar must be notified of all examination exemptions for classes scheduled by the registrar prior to the beginning of a term so that final examinations are not scheduled for such classes and examination rooms are not assigned.

b. Final examination period and scheduling of final examinations

Scheduling

The registrar schedules all final examinations. <u>This includes take-home final examinations, as well as</u>, including deferred and supplemental examinations. The registrar will post the schedules of final examinations as early in a term as possible.

<u>Classes identified as having a primary schedule type of LAB (Laboratory) or TUT (Tutorial) will not be</u> scheduled for a final examination and willshould not appear on the transcript.

The registrar may delegate authority to schedule final examinations to colleges where classes do not conform to the university's <u>Academic Calendar</u>, or for deferred and supplemental examinations, in such cases where colleges want to schedule and invigilate their own.

Change of final examination date

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

Examination period

For the Fall Term and Winter Term, the final examination period shall commence on the day following the last day of lectures for that term.

Final examinations in evening classes will normally occur in a night examination slot one or two weeks from the last day of lectures in that class except in the event of common examinations between two or more evening classes. Common examinations between day and night classes can only be accommodated in a night examination slot or on a Saturday.

For Spring Term and Summer Term, the final examination period shall consist of two to three days immediately following the last day of lectures for a class.

Final examinations must be scheduled during the final examination period for final examinations scheduled by the registrar in that term. In very unusual circumstances, the registrar may schedule a final examination outside the examination period on the recommendation of the instructor and department head, or dean in a non-departmentalized college.

Duration

Writing periods for final examinations usually start at 9 am, 2 pm, and 7 pm. Six credit-unit classes will normally have final examinations of three hours duration. Classes of fewer than six credit units will normally have final examinations of two to three hours.

However, it is recognized that colleges may authorize final examinations of different duration for classes if deemed necessary for pedagogical or other similar justifiable reasons. Such departures from the approved time duration should be done in consultation with the registrar.

Weekends and evenings

Final examinations may be scheduled during the day or evening on any day during the final examination period except Sundays or holidays. No final examinations are scheduled on the Saturday following Good Friday.

Final examinations for day classes can be scheduled in the evening. In the case of common examinations between day classes and evening classes, the final examination will be scheduled <u>either</u> in the evening <u>or</u> <u>on a Saturday</u>.

24-hour rule

The registrar will arrange the schedule so that no student writes more than two final examinations in one 24 hour period.

For example, if a student has final examinations scheduled in three consecutive examination periods - such as on day one at 2 pm and 7 pm, and on day two at 9 am - the registrar will move one of the examinations.

If a student has examinations scheduled only on two consecutive examination periods, with at least one period between examination groups - such as on day one at 2 pm and 7 pm, and on day two at 2 pm and 7 pm – the registrar will not move any of the examinations.

Conflicts for common examinations

Any student conflicts created by scheduling common final examinations between two or more classes will be accommodated by the instructors of those classes.

Warning about other commitments

Final examinations may be scheduled at any time during examination periods; until the schedule has been finalized and posted, students and instructors should avoid making travel or other professional or personal commitments for this period.

Warning about withdrawal

Students cannot withdraw from a class after the withdrawal deadline for that class.

7.4 Conduct and invigilation of examinations

All regulations for the invigilation of final examinations can apply to the invigilation of mid-term examinations. It is expected that invigilators will be present while students are sitting for examinations, readily available to answer questions from students, and will monitor and report any instances of academic or non-academic misconduct according to the <u>Regulations on Student Academic</u> <u>Misconduct</u> and the <u>Standard of Student Conduct in Non-Academic Matters</u>. Invigilators shall familiarize themselves with all related regulations and policies.

Invigilation

Normally, the class instructor of record is expected to invigilate their examinations. If the instructor is not available, in so much that it is possible it is the responsibility of the instructor and the department head, or dean in non-departmentalized colleges, to ensure the examination is invigilated by a qualified replacement that is familiar with the subject of the examination. The process by which backup or additional invigilation is provided should be established by the department head or dean.

It is recommended that a department, or non-departmentalized college, supply a sufficient number of invigilators as is appropriate for the size of the class, depending on the nature of the examination.

Invigilators may use a seating plan for their examinations which requires students to sit at a particular desk or table. In addition, invigilators may move any student to another desk or table in the examination room at any time before or during an examination.

Proctors provided by the registrar in gymnasiums, for deferred and supplemental examinations, for examinations accommodated by <u>Access and Equity Services</u>, for religious accommodation, or by any other academic or administrative unit for any similar examination invigilation situation exercise the same authority to enforce these regulations as the instructor of the class. However, in such invigilation circumstances, proctors cannot be expected to provide answers to questions specific to the examination in the same manner as the class instructor.

30-minute rule

Students should not be allowed to leave the examination room until 30 minutes after the start of the examination. The invigilator may also deny entrance to a student if they arrive later than 30 minutes after the start of the examination. A student denied admission to the examination under this regulation may apply to their college for a deferred final examination; such application will be subject to consideration under the usual criteria for that college.

With the exception of use of the washroom, invigilators can, at their discretion, deny students leave of the examination room for a period of time prior to the end of the examination. Students who are finished during this time should remain seated at their desk or table until the invigilator informs the class that the examination is over and they can leave.

Identification

Students sitting for examinations are required to confirm their identities by providing their student <u>identification</u> (ID) numbers and names on their examination papers, and by presenting their universityissued student ID cards during the examination and upon signing the tally sheet when leaving the examination, or both.

During the examination, invigilators can require students to place their student ID card on the desk or table where the student is writing the examination, in plain view for invigilators to check. Invigilators may ask for additional <u>government-issued</u> photographic ID if the student does not have a student ID card or if they deem the student ID card insufficient to confirm a student's identity.

Students who do not present a student ID card, or other acceptable photographic identification, during an examination will be permitted to finish sitting the examination, but only upon completing and signing a *Failure to Produce Proper Identification at an Examination* form. The form indicates that there is no guarantee that the examination paper will be graded if any discrepancies in identification are discovered upon investigation. Students will then have to present themselves with a student ID card or other acceptable government-issued photographic identification to the invigilator within two working days of the examination at a time and place mutually agreeable to the invigilator and the student. Such students may also be asked to provide a sample of their handwriting. Failure to provide acceptable identification within two working days will result in an academic misconduct charge under the <u>Regulations on Student</u> <u>Academic Misconduct</u>.

If a student refuses to produce a student ID, or other acceptable photographic identification, and refuses to complete and sign the *Failure to Produce Proper Identification at an Examination* form, the invigilator will permit them to continue writing. However, the student shall be informed that charges will be laid under the <u>Regulations on Student Academic Misconduct</u> and that there is no guarantee that the examination paper will be graded if any discrepancies in identification are discovered upon investigation

Invigilators need not require identification if the student's identity can be vouched for by the instructor.

To assist with identification, students wearing caps, hats, or similar head-coverings of a non-religious or cultural nature can be asked to remove them.

Invigilators are permitted to take a photograph of any student if there is any question about the student's identity. Invigilators should take a photo in such a manner as to not cause a disruption in the examination room and respects the religious/cultural beliefs of the student. The registrar will arrange for

any photographs taken by invigilators to be compared to student ID photos of record. Photographs will only be used for the purposes of verifying the identity of the student and will not be used or disclosed for any other purposes, and will be retained in a secure manner for a limited period of time period.

Invigilators are also permitted to take the student ID card of any student whose identity is in question.

7.5 Access to materials in the examination room

Students should bring only essential items into an examination room. Personal belongings such as book bags<u>or</u> handbags, purses, laptop cases, and the like may be left, closed, on the floor beneath a student's chair or table or in an area designated by the invigilator; coats, jackets, and the like may be placed similarly or on the back of a student's chair. Students should not access any such personal belongings except with the permission of and under the supervision of the invigilator. Students should not collect their personal belongings until after they have handed in their examination. The university assumes no responsibility for personal possessions lost in an examination room.

Students also shall not have in their possession during an examination any books, papers, dictionaries (print or electronic), instruments, calculators, electronic devices capable of data storage and retrieval or photography (computers, tablets, cell phones, personal music devices, etc.), or any other materials except as indicated on the examination paper or by permission of the invigilator. Students also may not take anything with them if they are granted permission to leave the room by the invigilator.

For examinations requiring the use of a calculator, unless otherwise specified by the invigilator, only non-programmable, non-data storing calculators are permitted.

For examinations requiring the use of a computer and specific software, unless otherwise specified by the invigilator students may not access any other software or hardware.

No unauthorized assistance

Students shall have no communication of any kind with anyone other than the invigilator while the examination is in progress. This includes not leaving their examination paper exposed to view by any other student.

7.6 Permission to leave the examination room

Students who need to leave the examination room for any reason require the permission of the invigilator. Invigilators may also use a sign-out/sign-in sheet for students who are given permission to leave the examination room and may record the amount of time a student spends outside of the examination room, frequency of requests to leave, etc. Students must leave their examination paper, examination booklets, and any other examination or personal materials either in the custody of the invigilator for retrieval upon their return, or at the desk or table they were writing at, as per the invigilator.

Normally, only one student should be permitted to leave the room at one time. This prevents a student from discussing the examination with other students and enables invigilators to be aware of the whereabouts of their students.

Invigilators may choose to escort students to and from washrooms at their discretion, and can check washrooms for indications of academic misconduct (e.g., hidden notes or materials, books, or other papers, etc.). Invigilators may designate a nearby washroom for use by the students during the examination. However, invigilators may not deny students access to washrooms.

Students who have completed their examination are not permitted to leave the examination room until they have signed out and provided their student ID number on a university tally sheet confirming their attendance at the examination and their submission of the examination paper, examination booklets, and any other examination materials.

Emergency evacuation of an examination

If the examination is interrupted by fire alarm, power outage, or similar emergency requiring evacuation, the invigilator should lead the students out of the examination room in an orderly fashion and keep the students together as much as is possible. The invigilator should, to the extent that this is possible, advise the students not to communicate with each other about the examination and supervise the students until the resumption of the examination. If the situation requires cancellation of the examination, it will be rescheduled by the registrar at the earliest practical date and time.

7.7 Food and beverages

It is at the discretion of the invigilator whether or not food or beverages are permitted in an examination room, unless required for a medical purpose.

7.8 Protocols for an academic misconduct breach

Where there are reasonable grounds for an invigilator believing that a violation of the <u>Regulations on</u> <u>Student Academic Misconduct</u> has occurred, the invigilator has the authority to:

- remove anything on the desk or table not authorized for use in the examination.
- ask to examine any book bags or handbags, purses, laptop cases, dictionaries (print or electronic), instruments, calculators, electronic devices capable of data storage and retrieval or photography (computers, tablets, cell phones, personal music devices, etc.), and any other personal belongings if there is a reasonable suspicion that they contain evidence of academic misconduct. If allowed by the student, any such searches must be done in the presence of the student; the presence of another invigilator as a witness is recommended but not necessary.
- once examined, any personal belongings (e.g. cell phones, text books, and book bags) shall be
 returned to the student to be put back under the student's desk, with, in so much as it is possible,
 the evidence retained by the invigilator. Notes or similar unauthorized materials will be
 confiscated and attached to the incident report to be evaluated by the instructor for possible
 academic misconduct procedures. If the student requires a photocopy of any evidence
 discovered, a copy will be provided as soon as is reasonably possible with the original to be
 retained by the invigilator.
- the invigilator may also take photographs or video recordings of any evidence. Photographs or video recordings will only be used in support of a charge under the <u>Regulations on Student</u> <u>Academic Misconduct</u> and will not be used or disclosed for any other purposes, and will be retained in a secure manner for a limited period of time period.
- require the student to move to a seat where the invigilator can more easily monitor the student.
- ask a student to produce evidence where the invigilator believes that student has hidden it on their person. If the student refuses, respect the refusal but note it when reporting. Under no circumstances can the student be touched or physically searched.
- if thought considered reasonably necessary, invigilators may take a photograph of the student.
- if the student refuses to cooperate with any request of the invigilator, note the refusal when reporting.

In all the above cases, the student is allowed to finish sitting the examination. Any interaction with the student should be as discrete and quiet as is possible, so as to avoid disruption to the examination room;

if practical, any conversation with the student should take place outside of the examination room. If the student is disruptive, the invigilator can require them to leave the examination room.

As soon as possible, either during or following the conclusion of the examination, the invigilator is expected to:

- make a note of the time and details of the violation, the student's behaviour, and, if a student's identity is in question, their appearance (age, height, weight, hair and eye colour, eyeglasses, identifying features, etc.)
- explain to the student that the status of their examination is in question, that the incident will be
 reported, and that possible charges under the <u>Regulations on Student Academic Misconduct</u>
 <u>Regulations</u> could be forthcoming
- identify the student's examination paper, examination booklets, and any other examination materials and set them aside
- inform the instructor (if the invigilator is not <u>the</u> same) of the circumstances and turn over all of the evidence available. In the event that the instructor is not available, the invigilator will inform the appropriate dean.

7.9 Retention and accessibility of examination materials and class syllabus

All marked final examination papers, together with the university tally sheets, shall be retained in the department, or college in non-departmentalized colleges, for a period of at least one year following the examination period in which the final examination was held in case of student appeals under university policy.

It is recommended that examples of all final examination questions for a class, along with the class syllabus, shall be retained in the department, or college in non-departmentalized colleges, for a period of at least ten years following the end of the class. Retention supports the evaluation of transfer credit for students.

For details regarding accessibility of examination papers please refer to the policy on <u>Student Appeals</u> of <u>Evaluation, Grading and Academic Standing</u> and the <u>Procedures for Student Appeals in Academic</u> <u>Matters</u>.

7.10 Retention of examination materials during the examination

Students are not permitted to leave the examination room with the examination paper, examination booklets, or any other examination materials unless permitted to do so by the invigilator. It is also the responsibility of an invigilator to ensure that no such examination materials are left unattended in an examination room before, during or after an examination.

7.11 Additional invigilation standards

It is recognized that departments and colleges may want additional invigilation standards for their instructors or may require them to meet professional or accreditation standards, and that invigilation may be provided differently for online, distributed learning, or off-campus classes. University Council therefore delegates to each college and department the responsibility and authority for setting additional standards for invigilation appropriate to their college or department and in compliance with university policy and federal and provincial legislation.

8. Student Assessment Issues and Special Circumstances

8.1 Final grade alternatives and comments

Definition:

Course Grade Modes

- Pass/Fail/In Progress (P/F/IP)
- Percentage/Numeric/In Progress (0-100/IP)
- Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)

The following final grading alternatives within certain grade modes also exist:

- Audit (AU)
- No Credit (N)
- Not Applicable (NA)
- Withdrawal (W)
- Withdrawal from Audit (WAU)
- Aegrotat Standing (AEG)
- In Progress (IP)
- <u>No Grade Reported (NGR)</u>

Final grades recorded as percentage units may be accompanied by the following additional grade comments as warranted:

- Incomplete Failure (INF)
- Deferred Final Examination Granted (DEFG)
- Special Deferred Final Examination Granted (SPECDEFG)
- Supplemental Final Examination Granted (SUPPG)
- Supplemental Final Examination Written (SUPP)
- Special Supplemental Final Examination Granted (SPECSPG)
- Special Supplemental Final Examination Written (SPECSUP)

8.2 Withdrawal

If a student withdraws from the class after the add-drop deadline but before the withdrawal deadline for that class, the class remains on their transcript and is shown as a withdrawal.

Withdrawal is a grading status alternative which appears permanently on a student's transcript as a W.

Withdrawal has no academic standing and does not impact the calculation of a student's average. If a student withdraws from a class before the add-drop deadline for a term, the listing of the class is deleted from their transcript.

8.3 Retroactive withdrawal

A retroactive withdrawal from a class can be granted by the college when a student has received a failing grade in a class due to serious personal circumstances. It does not matter whether or not the student completed class work, including the final examination, for the class in such situations. As well, a retroactive withdrawal can be granted in situations where the student, or the university, has made a verifiable error in registration.

A retroactive withdrawal from a class can be placed on an academic record by the registrar, provided the student has applied for this change to the college in which they are registered, and the college approves this appeal. Changing a failing mark to a withdrawal removes these failures from the student's average.

Such a change in an academic record can be justified only on serious personal circumstances (<u>normally</u> <u>medical or compassionate grounds</u>, such as a mental or physical illness or condition, <u>the</u> death of someone close, or similar reasons beyond the student's control which <u>prevented successful</u> <u>completioncontributed to the failure in of</u> the class) rather than academic grounds.

Other procedures already exist for academic appeals, as described in the University Council policy on <u>Student Appeals of Evaluation, Grading and Academic Standing</u> and the <u>Procedures for Student</u> <u>Appeals in Academic Matters</u>.

8.4 Incomplete class work (assignments and/or examinations) and Incomplete Failure (INF) When a student has not completed the required class work, which includes any assignment or examination including the final examination, by the time of submission of the final grades, they may be granted an extension to permit completion of an assignment, or granted a deferred examination in the case of absence from a final examination.

Extensions past the final examination date for the completion of assignments must be approved by the department head, or dean in non-departmentalized colleges, and may exceed thirty days only in unusual circumstances. The student must apply to the instructor for such an extension and furnish satisfactory reasons for the deficiency. Deferred final examinations are granted as per college policy.

In the interim, the instructor will submit a computed percentage grade for the class which factors in the incomplete class work as a zero, along with a grade comment of INF (Incomplete Failure) if a failing grade. The INF grade comment can only be used with a failing grade.

In the case where the student has a passing percentage grade but the instructor has indicated in the class syllabus that incomplete required class work will result in failure in the class, a final grade of 49% will be submitted along with a grade comment of INF (Incomplete Failure).

If an extension is granted and the required assignment is submitted within the allotted time, or if a deferred examination is granted and written in the case of absence from the final examination, the instructor will submit a revised assigned final percentage grade. The grade change will replace the previous grade and any grade comment of INF (Incomplete Failure) will be removed.

A student can pass a class on the basis of work completed in the class provided that any incomplete class work has not been deemed mandatory by the instructor in the class syllabus as per college regulations for achieving a passing grade.

College of Graduate and Postdoctoral Studies

The College of Graduate and Postdoctoral Studies, which has higher passing grade thresholds for its programs than do undergraduate courses, will designate a final failing grade of 59 % to be assigned along with a grade comment of INF (Incomplete Failure) if the student could otherwise pass the class.

8.5 No credit (N) grade alternative and grade comment

The No Credit (N) or "N-Grade" can be listed on a student's transcript as <u>either</u> a grade <u>alternative or a</u> <u>grade comment</u>. The N grade <u>comment N</u> (No Credit) is listed <u>next to the percentage grade</u> to show that

a student has a passing grade, but has not earned credit. These must be distinguished from failing grades in that a student will not have failed the class for which the N-Grade has been issued. For example, a college may issue a grade comment of N when a student has not mastered an "essential component" in a class. In the event that an essential component is failed, but the final grade results in a passing mark, a grade comment of N (No Credit) will be added to the percentage grade on the transcript (eg. 72N). Essential components must always be identified as such on course syllabi. College promotion standards determine whether or not a student must successfully repeat the course.

8.6 Deferred final examinations

A deferred or special deferred final examination may be granted to a student.

Examination period

The deferred and supplemental examination periods are <u>approximately</u> as follows:

- Fall Term classes, the four business days of the February midterm break;
- Fall and Winter two-term classes and Winter Term classes, the five business days following the second Thursday in June;
- Spring Term and Summer Term classes, the first or second Saturday following the start of classes in September.

The registrar may delegate authority to schedule final examinations to colleges where classes do not conform to the university's <u>Academic Calendar</u>, or in such cases where colleges want to schedule and invigilate their own deferred, special deferred, and supplemental examinations.

Students granted a deferred, special deferred, or supplemental examination will be assessed the approved fee for such an examination.

College

The college must consider all requests for deferred examinations and notify the student, the instructor, and, in the case of approval, the registrar of its decision within ten business days of the close of the final examination period, and within ten business days of receipt of the application for special deferred examinations. The college, in consultation with the student and the instructor, is responsible for arrangements for special deferred examinations.

A student who has sat for and handed in a final examination for marking and signed the tally sheet will not be granted a deferred examination but may apply for a retroactive withdrawal or a supplemental examination, subject to individual college policy and procedures.

Barring exceptional circumstances, deferred examinations may be granted provided the following conditions are met:

- a student who is absent from a final examination for valid reasons such as medical or compassionate reasons may apply to their college for a deferred examination.
- a student who becomes ill during a final examination or who cannot complete the final examination for other valid reasons must notify the invigilator immediately of their inability to finish. The student may then apply for a deferred examination.
- a special deferred examination may be granted to a student who, for valid reasons such as medical or compassionate reasons is unable to write during the deferred examination period. An

additional fee is charged for special deferred examinations; otherwise, they are subject to the same regulations as deferred examinations.

• a student must submit their application for a regular or special deferred examination, along with satisfactory supporting documentary evidence, to their college within three business days of the missed or interrupted final examination.

Instructors must provide deferred examinations to the registrar at least five business days prior to the start of the deferred examination period. <u>Failure to do so may result in the instructor</u>, department or college being responsible for invigilating the exam.

Once the examination is written, the instructor will assign a revised final percentage grade. The grade comment of DEFG (Deferred Final Examination Granted) or SPECDEFG (Special Deferred Final Examination Granted) will be removed from a student's official record. If the examination is not written, the original grade/grade comment submitted by the instructor will stand.

A deferred or special deferred examination shall be accorded the same weight as the regular final examination in the computation of the student's final grade.

Exceptions

With the approval of the department head, or dean in non-departmentalized colleges, and the consent of the student, the instructor of a class is allowed some flexibility about the nature of the examination to accommodate the particular circumstances which created the need for the deferred examination. The registrar must be notified of any departures from the regular form of examination.

The registrar may arrange for deferred and special deferred examinations to be written at centres other than Saskatoon.

Appeal

In the case of a disputed final grade, a student is entitled to an Informal Consultation on a deferred or special deferred examination. A Formal Reassessment (re-read) will be granted upon receipt of the appropriate application. For more information about Informal Consultation or Formal Reassessments including deadlines, please see the University Council policy on <u>Student Appeals of Evaluation</u>, <u>Grading and Academic Standing</u> and the <u>Procedures for Student Appeals in Academic Matters</u>.

8.7 Supplemental final examinations

A student who is assigned a failing grade in a class as a penalty for an academic offence is not eligible to be granted a supplemental examination in that class.

Examination period

The supplemental examination periods coincide with the deferred examination periods. Supplemental examinations resulting from deferred examinations will be specially accommodated.

College

Supplemental final examinations may be granted only according to the following conditions:

• in consultation with the department concerned, a college may grant a supplemental or special supplemental examination to a student registered in the college. Within the limits defined in this

section, the college shall determine the grounds for granting supplemental and special supplemental examinations and the criteria for eligibility. This applies to all students regardless of year.

- factors to be taken into consideration for granting a supplemental or special supplemental examination include but are not limited to: the subsequent availability of the course or an appropriate substitute; the grades obtained by the student in term work; the weighting of the final examination in determining the final grade; the class schedule of the student in the subsequent session.
- supplemental final examinations may be granted under regulations established at the college level except that any student who is otherwise eligible to graduate and who fails one class in their graduating year shall be granted a supplemental examination, provided that a final examination was held in that class. A student who fails more than one class in the graduating year may be considered for supplemental examinations according to the regulations established by the student's college.
- the student must make formal application for a supplemental examination to their college by the stated deadline of the college.
- a special supplemental examination may be granted to a student who, for medical, compassionate or other valid reason, is unable to write during the supplemental examination period. An additional fee is charged for special supplemental examinations; otherwise, they are subject to the same regulations as supplemental examinations.

Once the examination is written, the instructor will assign a revised final percentage grade. The grade comment of SUPPG (Supplemental Final Examination Granted) or SPECSPG (Special Supplemental Final Examination Granted) will be replaced with a grade comment of SUPP (Supplemental Final Examination Written) or SPECSUP (Special Supplemental Final Examination Written) on a student's official record. If the supplemental examination is not written, the original grade submitted by the instructor will stand.

Supplemental examinations shall be accorded the same weight as the original final examination in the computation of the student's final grade. However, college regulations may affect how grades based on supplemental examinations are calculated.

Instructors must provide supplemental examinations to the registrar at least five business days prior to the start of the supplemental examination period.

Exceptions

The registrar may arrange for supplemental and special supplemental examinations to be written at centres other than Saskatoon.

Appeal

A student is entitled to an Informal Consultation on a supplemental or special supplemental examination. A Formal Reassessment (re-read) will be granted upon receipt of the appropriate application. For more information about Informal Consultations and Formal Reassessments including

deadlines, please see University Council policy on <u>Student Appeals of Evaluation, Grading and</u> <u>Academic Standing</u> and the <u>Procedures for Student Appeals in Academic Matters</u>.

8.8 Aegrotat standing (AEG)-

In exceptional circumstances, in consultation with the registrar, a student may be offered Aegrotat Standing (AEG) in lieu of writing the deferred or special deferred final examination, or in lieu of a final grade.

Aegrotat standing can be considered provided the student has obtained a grade of at least 65 percent in term work in the class(es) in question (where such assessment is possible); or, if there is no means of assessing term work, the student's overall academic performance has otherwise been satisfactory; the instructor of the class, along with the department head, or dean in a non-departmentalized college, recommends offering Aegrotat standing, and the student's college approves the award.

8.9 Special accommodation for disability, pregnancy, religious, and other reasons

a. Students registered with <u>Access and Equity Services</u> may be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations) as per the <u>Academic Accommodation and Access for Students with</u> <u>Disabilities policy</u>.

Students must arrange such special accommodations according to stated procedures and deadlines established by <u>Access and Equity Services</u>. Instructors must provide mid-term and final examinations for students who are being specially accommodated according to the processes and deadlines established by <u>Access and Equity Services</u>.

b. Students may also request special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations) for reasons related to pregnancy.

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

c. Students may also request special accommodation with regard to attendance, availability of study materials, and assessment requirements (including of mid-term and final examinations) for religious reasons.

Students must arrange such special accommodations according to stated procedures and deadlines established by the registrar. Instructors must provide mid-term and final examinations for students who are being specially accommodated for religious reasons according to the processes and deadlines established by the registrar.

d. Students who are reservists in the Canadian Armed Forces and are required to attend training courses or military exercises, or deploy for full-time service either domestically or internationally, may be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations).

Student must arrange such special accommodations in consultation with their instructor. A signed <u>Student Permission to Travel for University Business</u> form shall be presented in support of any request for special accommodation. Denials of special accommodation may be appealed to the dean's office of the instructor's college.

e. Students shall be granted special accommodation due to participation in activities deemed to be official university business. Such activities are considered an important part of student development and include participation in Huskie Athletics, university fine or performing arts groups, participation at academic conferences, workshops or seminars related to the student's academic work, or like activities. Travel time to and from such activities is also considered official university business.

In the event that such activities create a conflict with class work students shall be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations).

Student must arrange such special accommodations in consultation with their instructor. A signed <u>Student Permission to Travel for University Business</u> form shall be presented in support of any request for special accommodation. Denials of special accommodation may be appealed to the dean's office of the instructor's college.

8.10 No Grade Reported (NGR)

In the event that a final grade is not reported by the instructor after an extended period of time, the registrar may assign a placeholder notification of No Grade Reported (NGR) in placelieu of a grade. NGR can be listed on a transcript to signify that the class status has changed from to move the class on the transcript from. In Progress' to 'Completed,' but with no grade reported. This placeholder grade assigns no credit unit weight, final grade status, or average calculator, but is simply a stand-in used by the Registrar until a real-final grade has been submitted and approved.

9. Procedures for Grade Disputes

9.1 Grade dispute between instructor and department head or dean

In the absence of any other approved mechanism to resolve grade disputes between an instructor and

department head, or dean in a non-departmentalized college, the following steps, to be completed in a maximum of twelve business days, shall be followed.

a. Members of each department or college shall agree ahead of time on a conciliation mechanism that the department or non-departmentalized college will follow in the event of a grade dispute.

b. If five business days following the last day of examinations pass and the department head or dean has not approved the grade report for a class due to a dispute with the instructor, the department or nondepartmentalized college shall immediately commence the conciliation procedure. The department or college has five business days to complete this conciliation process.

c. If, after five business days the conciliation procedure does not resolve the dispute, the matter shall be immediately referred to the dean, or the provost and vice president (academic) in the case of non-departmentalized colleges, who will set up an arbitration committee within two business days. The committee shall consist of three members: one member nominated by the instructor, one member nominated by the department head, or dean in non-departmentalized colleges, and a chairperson. In the event that one of the parties does not nominate a member, the dean or provost and vice-president (academic) shall do so. All appointees to the arbitration committee should be members of the General Academic Assembly. The chairperson shall be appointed by the mutual agreement of the nominees for the instructor and the department head or, if the two nominees cannot agree, by the dean. In non-departmentalized colleges, the chair will be appointed by the provost and vice-president (academic) if the dean and the instructor cannot agree.

d. Also within two business days of the failure of the conciliation process, the department head, or dean in a non-departmentalized college, must list in writing what material was considered in conciliation. A copy of this list shall be sent to the instructor who must immediately report in writing to the dean, or provost and vice-president (academic) for non-departmentalized colleges, as to the accuracy of the list. Within the same two business days, the department head, or dean in non-departmentalized colleges, and the instructor shall forward written submissions with supporting documents to the dean, or provost and vice-president (academic) in non-departmentalized colleges.

e. Written submissions and all supporting documentation considered in the conciliation (including the list drawn up by the department head, or dean in non-departmentalized colleges), and the response of the instructor, are to be forwarded to the arbitration committee. The committee shall consider only written submissions and all supporting documentation forwarded during their deliberations. To the extent possible, the arbitration committee will use the same relative weighting of final examination and class work as was used by the instructor in arriving at the final grades.

f. The arbitration committee shall be given a maximum of three business days to complete its deliberations and reach a final decision about the disputed marks. The committee can either uphold the disputed marks or assign new marks. Once the committee reaches a final decision a written report which explicitly outlines the rationale for the decision shall immediately be submitted to the registrar, with copies to the dean, department head (if applicable), and instructor. Any grade changes required by the

decision shall be submitted by the instructor and approved by the department head, or dean in a nondepartmentalized college.

g. If after three business days the arbitration committee has not submitted a final decision about the disputed marks, the dean or provost and vice-president (academic) will be notified as to the reasons for the impasse and the arbitration committee will be have two business days to resolve their differences and come to a final decision.

h. If, after two additional business days, an arbitration committee cannot come to a final decision, the dean, or the provost and vice president (academic) in the case of non-departmentalized colleges, will reach a final decision about the disputed marks based upon the written submissions and supporting documents. The dean, or the provost and vice-president (academic) shall immediately submit a written report which explicitly outlines the rationale for the decision to the registrar, with copies to the dean, department head (if applicable) and instructor. Any grade changes required by the decision shall be submitted by the instructor and approved by the department head, or dean in a non-departmentalized college

i. Once this process is completed, affected students who previously ordered a transcript can contact the registrar whereupon corrected transcripts will be issued free of charge.

9.2 Grade dispute between instructor and student

Students who are dissatisfied with the assessment of their class work or performance in any aspect of class work, including a midterm or final examination, should consult the University Council policy titled <u>Student Appeals or Evaluation, Grading and Academic Standing</u> and the <u>Procedures for Student Appeals in Academic Matters</u>.

The policies describe the process to be followed in appealing the assessment. Appeals based on academic judgment follow a step-by-step process including consultation with the instructor and rereading of written work or re-assessment of non-written work.

Contact Information Contact Person: University Registrar **Phone:** 306-966-6723

UNIVERSITY COUNCIL ACADEMIC PROGRAMS COMMITTEE REPORT FOR INPUT

| PRESENTED BY: | Susan Detmer; chair, academic programs committee |
|------------------|--|
| DATE OF MEETING: | May 21, 2020 |
| | |
| SUBJECT: | Nomenclature Report |

SUMMARY:

The Nomenclature Report aims to provide consistent and cohesive language and framework for students, instructors, and administrators to discuss academic programming at all levels throughout the institution. Last revised with Council approval in June 2017, revisions are now being introduced to ensure the Nomenclature Report accurately captures current usage at USask, to ensure current unit names are represented, and to introduce some formatting updates.

Aside from formatting and name changes, the following sections and definitions have been added or changed in the Nomenclature report:

- Section III Student definitions
- Section IV Program definitions
- Section V Course definitions
- Section VI Class definitions
- Section VII Modes of Instruction
- Section XII- Student Record Definitions
- Section XIII Time-period Definitions

Comments and feedback can be provided to Russell Isinger, University Registrar at <u>russell.isinger@usask.ca</u>.

ATTACHMENTS:

- Nomeclature Report (in mark-up)

ATTACHMENT



Academic and Curricular Nomenclature

Responsibility: University Registrar

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Supplementary Material: Academic Programs Committee at the University of Saskatchewan

University of Saskatchewan

Academic and Curricular Nomenclature

Purpose

The purpose of the University of Saskatchewan Academic and Curricular Nomenclature is to provide a consistent and cohesive language and framework for students, instructors, and administrators to discuss academic programming at all levels throughout the university. Nomenclature defines terms contained in other duly approved University of Saskatchewan policies and procedures and commonly used administrative practices and processes.

Principles

Shared language makes collaboration possible and our nomenclature needs to evolve and be flexible enough to encourage the changes in academic programming that are developing throughout campus. In particular, there is a need to offer compelling, engaging, and challenging academic programs which are creatively designed, are grounded in both global and Indigenous perspectives, utilize new methodologies and approaches, provide future-oriented professional education, and address areas of societal need. Therefore, the terminology in this document has been developed with a focus on facilitating change and creativity in curricular development, providing structure only to ensure quality and fairness. The guiding philosophy of nomenclature is that we can improve our academic programs by clarifying and revising the language we use to communicate across campus.

Authority and Responsibility

Under the bylaws of university council, council prescribes curricula, programs of study, and courses of instruction, and authorizes the establishment of colleges and departments. This responsibility includes the authorization of policies related to curriculum, programs, courses, and academic administrative structures. The <u>Academic Programs Committee of Council</u> is responsible for recommending to council classifications and conventions for instructional programs.

The registrar is responsible for management of registration and student information systems so that academic programs may be administered in an orderly manner. This responsibility includes the development and implementation of definitions for academic and curricular terminology, including coordinating with other university offices to establish common terminology.

Additional definitions relating to university governance and the administration of nomenclature, students and faculty can be found in <u>The University of Saskatchewan Act (1995)</u>, the <u>University Council bylaws</u>, and the USFA <u>Collective Agreement</u>.

SECTION I: ORGANIZATIONAL DEFINITIONS

Academic Unit

The term "academic unit" is used to describe authority over academic programs and student progression. Primarily, these refer to departments, schools, and colleges, but for specific programs the academic authority could be an academic division, a research centre or an interdisciplinary administrative committee. Regardless of the name, it is the structure and purpose of the academic or administrative unit that determines the nomenclature that applies.

University of Saskatchewan

Academic and Curricular Nomenclature

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Affiliated College

An educational institution recognized by the University of Saskatchewan as carrying on work of a university level. As described in the bylaws of council, the aim of affiliation is to associate with the university for the purposes of promoting the general advancement of higher education in the province, those institutions which are carrying on work recognized by council as of university grade, where such association is of mutual benefit to the university and the institution seeking affiliation. The colleges affiliated with the University of Saskatchewan are Horizon College and Seminary, Saskatoon; College of Emmanuel and St. Chad, Saskatoon; Gabriel Dumont College, Saskatoon and Prince Albert; Lutheran Theological Seminary, Saskatoon; St. Andrew's College, Saskatoon; St. Peter's College, Muenster; and Briercrest College and Seminary, Caronport, SK.

Board of Governors

A governing unit of the university, with duties and authority described in The University of Saskatchewan Act 1995. The board is responsible for overseeing and directing all matters involving the management, administration and control of the university's property, revenues and financial affairs.

Centre

The university currently hosts a variety of centres, variously known as centres, institutes, units, organizations, <u>or</u> networks, <u>or programs</u>, including incorporated entities. For purposes of this policy, a centre is a formally structured organization which is not a division, department, school or college, but which is established within or in conjunction with the university, for the pursuit or support of: scholarly, artistic, scientific, or technological objectives; teaching; or outreach.

- *Type A Centres* are those that are organizationally part of one college, and report to a dean. These centres involve activities that complement and enhance the work of primarily one college, and could involve multi-disciplinary and multi-faculty work. The activities of the centre should be congruent with approved college plans and would be established with the dean's endorsement and council approval. Responsibility for funding of these centres rests with the college.
- *Type B Centres* are those that involve activities beyond the scope of a single college and/or involve significant resources and will require the endorsement of the deans involved, the appropriate vice-president (usually the vice-president research) and Provost's Committee on Integrated Planning (PCIP)-Advisory Committee (PAC) before seeking the approval of council. These centres are organizationally part of the university and are subject to university management and control, reporting to a designated dean, an executive director that reports to the vice-provost, or an appropriate vice-president (usually the vice-president research).
- *Type C Centres* are incorporated and legally distinct from the university, and which have academic/research implications for the university. These centres must have the authorization of the vice-presidents and secure council approval before being recommended to the Board of Governors. These centres may be either a cooperative relationship involving the sharing of resources, or a landlord-tenant relationship, reflecting the academic interest of the university in

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the centre's activities and recognizing the university's community obligation to promote the greatest community use of its faculties and resources. These centres will report on their academic and research activities to a dean to the extent possible, and/or to an appropriate vice-president. A financial report must also be provided to the vice-president (finance and resources) for the board, and all legal requirements of incorporated entities met.

Type D Centres are legally incorporated entities, established to support the activities of the
university, but which have no academic focus. Such centres may be proposed by a college or
administrative unit, and their establishment would require the approval of the vice-president
finance and resources, <u>PCIPPAC</u>, and the Board of Governors. Type D centres would report on
an annual basis to the vice-president finance and resources and through that office to the board.

Chancellor and Senate

The duties and authority of the chancellor and senate are described in The University of Saskatchewan Act 1995. In general, the chancellor presides at meetings of convocation and senate, and confers degrees. In general, senate is responsible for non-academic student discipline, examination for professional societies, grants honorary degrees, and confirms the decisions of council in the areas of admission requirements, quotas, the disestablishment of departments and colleges, and the dissolution of affiliations.

College

An organizational unit of the university, the faculty council of which is assigned the general responsibility for the development and delivery of programs and courses leading to degrees, certificates, diplomas and other forms of recognition approved by the university and for matters of scholarship and discipline relating to the students enrolled therein.

The dean of a college is an officer of the university with duties and authority described in The University of Saskatchewan Act (1995). The dean is responsible for general supervision over and direction of the work of the college and of the teaching and training of the students of the college. In a non-departmentalized college, the college is also responsible for instruction, research and scholarly work, as described for departments.

Department

An organizational unit of a college, the faculty of which is responsible for the development and delivery of instruction and for carrying out research and scholarly work in a particular subject and/or related subjects.

The head of a department is an officer of the university with duties and authority described in The University of Saskatchewan Act (1995). The department head has general supervision over and direction of the work of the department and shall assign teaching duties to the members of the department following consultation with the department as a whole. The head is also responsible to the dean for the satisfactory performance of the work of the department.

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Division

A division may be an academic division or an administrative division. **Academic divisions** are under the authority of University Council, Senate, and the Board of Governors, and operate much like departments, defining the unit's disciplinary or interdisciplinary approach towards program delivery and research, scholarly and artistic work. Examples of academic divisions include the Division of Nutrition in the College of Pharmacy and Nutrition and the Biomedical Engineering Division in the College of Graduate Studies and Research. Academic divisions operate under the direction of a dean and are often governed by an interdisciplinary committee of faculty members. In contrast to academic divisions, **administrative divisions** do not require oversight by University Council, Senate, or the Board of Governors. These units are organized to facilitate administration of a group of departments, programs, or other specific activity in order to achieve administrative efficiencies.

Faculty

A faculty member is defined in The University of Saskatchewan Act (1995) as a person who serves as a professor, associate professor, assistant professor, lecturer, special lecturer, instructor, or librarian. The act requires full-time employment. However, the bylaws of university council defines as members of a college or school faculty, those professors, associate professors, assistant professors, and full-time lecturers, who are members of departments which, for administrative purposes, are assigned to the dean of that college or the head of that school.

Federated College

An educational institution authorized by the university to offer for university credit, courses in certain subject areas. As described in the bylaws of university council, a federated college must be authorized by the university to give courses recognized for credit toward a Bachelor of Arts degree in the subjects of at least four departments of the College of Arts and Science. The members of the federated college teaching staff, must possess qualifications sufficiently high to be recognized as members of the Faculty of Arts and Science and shall be so recognized, and the college must be situated on or adjacent to the campus at Saskatoon. St. Thomas More College, Saskatoon, is the university's only federated college.

Off-Campus

- *Off-Campus Site* a regional college or other educational institution where students may be admitted to the University of Saskatchewan for one or more years of study. Sites designated are reviewed at regular intervals under a policy that requires, among other things that the site offer classes in humanities, social sciences and sciences so that students can complete at least the first year of studies.
- Off-Campus Class the administration of the class is not through the main university campus (e.g. through a regional college), if the class is not taught in Saskatoon, or if permitted by the registrar. This definition is used in the determination of student fees.
 See also <u>"Off-Campus Class" under Course Definitions.</u>
- Off-Campus Activity refers to university-affiliated activities involving faculty, staff, or students which occurs off of the main university campus. This includes academic activities,

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including fieldwork and all off-campus modes of instruction, and non-academic activities, such as ratified student group events.

• **Off-Campus Graduate Student** – students completing thesis and project requirements are considered to be on-campus unless specifically designated by the registrar for program purposes.

See also "Off-Campus Class" under Course Definitions.

Officers of the University

The authority and duties of the following are described in The University of Saskatchewan Act 1995: president, vice-president and acting president, deans, heads of departments, secretary, and controller. The president is responsible for supervising and directing the academic work of the university, its faculty and student body, and the business affairs of the university.

School

A school may be a university-level or a college-level school. Differences between colleges and university-level schools exist relative to representation on University Council, the appointment of faculty, and the collegial review processes and career progression of faculty within the school.

- The **university-level school** is governed by a faculty council and carries a status that is similar to a college, with the head of the school having a status similar to a Dean. The head of the university-level school is responsible for the school's curriculum, financial affairs and human resource requirements and reports to the Provost and vice-president academic. Faculty associated with the school are assigned through a variety of appointments and are responsible for the general responsibilities assigned to colleges, which include outreach activity, service, research, and the delivery of programs. These programs are most often graduate programs that are interdisciplinary in nature. Examples include: the Johnson-Shoyama Graduate School of Public Policy, the School of Environment and Sustainability, and the School of Public Health.
- The **college-level school** is an academic unit focused on the delivery of programs and courses within a college. These programs may be accredited and prepare their students for particular professional designations. The college-level school carries a status that is similar to a department, with the head of the school reporting to the dean of the associated college. The college-level school may be governed by a faculty council. Examples of college-level schools are the <u>School of Physical TherapySchool of Rehabilitation Science</u> in the College of Medicine, which offers the Master of Physical Therapy and the School of Professional Development in the College of Engineering, which offers the Certificate in Professional Communication.

University Council

A governing unit of the university, with duties and authority described in The University of Saskatchewan Act 1995. In general, council is responsible for overseeing and directing the university's academic affairs. This includes establishment of departments, colleges and programs; affiliations; student discipline for academic offences; admission standards and quotas: scholarships and bursaries;

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examinations; library policies; and advising the board on physical and budgetary plans.

SECTION II: ADMISSION DEFINITIONS

Admission Category

A way to differentiate and compare applicants with similar qualifications (i.e. regular admission, special admission).

Admission Qualifications

These are the credentials that an applicant must present in order to establish eligibility for admission. They include but are not restricted to objective qualifications such as high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests. Qualifications may vary for some admission categories. Colleges may make recommendations to University Council concerning the qualifications for admission to programs offered by the college.

Admission Requirements

These consist of all admission qualifications, selection criteria and administrative processes (such as completion of application form, payment of application fee, adhering to application deadlines) that an applicant must present or complete to be considered.

Provisional Admission

Available to applicants who have attempted less than 18 credit units and are currently in grade 12 or wish to take a course for interest only.

Regular Admission

Applicants who have completed grade 12 and those who are in attendance at, or have attended, other post-secondary institutions.

- *Early Admission* applicants currently completing high school considered based on preliminary high school marks and are admitted with conditions that must be fulfilled by a specified date.
- **Conditional Admission** applicants who have completed grade 12 and those who are in attendance at, or have attended, other post-secondary institutions are considered for admission with partial or incomplete documentation. All conditions must be fulfilled by a specified date.

Residency Regulations for Admission

The required length of residency in Saskatchewan and/or Canada is program specific and is determined by each college, with final approval being conferred by University Senate.

Selection Criteria

These are the means by which a college assesses and ranks its applicants for admission. They include but are not restricted to admission test scores, cut-off averages, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, definitions of essential

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abilities for professional practice, and the relative weighting to be given to the various requirements. Selection criteria may vary for some admission categories. Colleges may establish specific selection criteria for admission to programs administered by the college, subject to the general qualifications for admission to the university.

Special (Mature) Admission

Available to applicants who do not qualify for regular admission. Most direct-entry colleges consider applicants for special (mature) admission. Applicants must be 21 years of age or older.

SECTION III: STUDENT DEFINITIONS

Audit Student

An individual who is admitted to the University of Saskatchewan in order to sit in a particular course but do not wish to take the course for credit. Audit students are not entitled to have assignments corrected or to write any examinations.

Continuing Student

An individual who is currently registered and not yet graduating in a college or program at the University of Saskatchewan.

Exchange Student

- **Inbound exchange student:** an individual who is admitted to the University of Saskatchewan on the basis of an exchange agreement which enables the student to pay tuition to their home institution, and to register and study at the University of Saskatchewan, with credit transferred back to their home institution.
- **Outbound exchange student:** an individual who is admitted to a host partner institution on the basis of an exchange agreement which enables to student to pay tuition to the University of Saskatchewan, and to register and study at the host institution, with credit transferred back to the University of Saskatchewan.

Full Time Student

A student is defined as being full time if:

- An undergraduate student who registers for 9 or more CUs (Operational and/or Academic CUs) during a regular term or 4 or more CUs in a spring or summer term.
- <u>A non-degree student who registers for 9 or more **non-degree level** CUs (Operational and/or Academic CUs) during a regular term or 4 or more CUs in a spring or summer term.</u>
- A graduate student who registers for 6 or more CUs (Operational and/or Academic CUs) during a regular term or spring and summer term; or who is designated as having full time status by the College of Graduate Studies and Research.

Commented [SW1]: Per the College of Agriculture and Bioresources. All of our non-degree programs use the same number of out to define full and part-time status. The only difference is that non-degree programs utilize non-degree cu.

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• A student who does not meet the above requirements but is deemed to be full time by the university secretary or registrar. Examples include certain <u>Access and EquityDSS</u> students, elected USSU representatives or the editor of the Sheaf.

Graduate Student

An individual who has been admitted to the College of Graduate Studies and Research.

Internal Transfer Student

An individual who is currently studying or who most recently attended the University of Saskatchewan and wants to apply to a different college or program within the University of Saskatchewan. An internal transfer student may apply part way through their studies or they may have already graduated. Applicants who have attended another post-secondary institution after the University of Saskatchewan would then be designated as transfer students.

New Student

An individual that has never attended any post-secondary institution prior to attending the University of Saskatchewan.

Non-Degree Certificate/Diploma Student

An individual who is enrolled in <u>non-degree level</u> courses, <u>eg. courses that are</u> not accepted for credit in a degree program. The topics covered by these students may be similar to topics covered by degree students but the distinguishing features are normally differences in the breadth and depth of understanding required for successful completion.

Part-Time Student

Any student who does not meet the criteria of full time student as defined above.

Postdoctoral Fellow (PDF)

An individual with a doctoral degree (PhD or equivalent) completing defined research mentored by a faculty member over a specified time period.

Probationary Student

An individual who has not met the required minimum admission average or has been required to discontinue multiple times. Admission is at the discretion of the college.

Student in Good Standing

The term "good standing" describes a student who has met the requirements of their program, as defined in the Course and Program Catalogue, and who may proceed in their course of study. A student is considered in good standing if they are not currently the subject of a suspension, an expulsion, or a faculty action, such as being required to discontinue (RTD).

Provisional Student

An individual who has attempted less than 18 credit units and is currently in grade 12 or wishes to take a

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course for interest only. Provisional admission is valid for one academic year and allows the completion of a maximum of 12 credit units.

Returning Student

An individual who has previously studied at the University of Saskatchewan and is applying to return to the same college they last attended, without having attending another recognized post-secondary institution during that time. Students may re-apply after an absence from their studies or they may have already graduated.

Special (Mature) Student

An individual who is 21 years of age or older, has attempted less than 18 credit units of post-secondary studies and does not meet the requirements for regular admission.

Transfer Student

An individual who has studied at another post-secondary institution prior to studying at the University of Saskatchewan. A transfer student may apply part way through studies at a post-secondary institution, or they may have already graduated.

Undergraduate Student

An individual who is registered in a degree level course(s) offered by a school or college other than the College of Graduate Studies and Research.

Visiting Student

An individual who is admitted to the University of Saskatchewan, with the purpose of receiving credit <u>for course work or research</u> at their home institute. Visiting students <u>are normally assessed tuition and</u> <u>student fees</u>, may be undergraduate or graduate, and they may be here through an established agreement or through a letter of permission.

Visiting Research Student

An individual who has been admitted to the University of Saskatchewan as an undergraduate or graduate student for the purpose of engaging in an approved plan of research with a faculty supervisor. Visiting research students are not assessed tuition, will not be enrolled in any credit course work, and are registered at the university for a period not exceeding six12 months in anyper 1218 month period.

Year in Program

This designation is attached to a student record for individuals working toward a degree-level <u>qualification eertification</u>. It signifies the progress a student has made towards the program requirements and has an effect on administrative process (e.g. assigned registration windows).

SECTION IV: PROGRAM DEFINITIONS

Academic Program Type

A prescribed set of requirements related to fields of study within a program.

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Commented [WS2]: Per University Council October 19, 2017 and Senate October 21, 2017

Certificates and Diplomas

The terminology of "certificate" and "diploma" is used both for degree-level (undergraduate and graduate) programs and for non-degree-level programs.

• **Degree Level Certificate** Under the authority of council and the Academic Programs Committee, these certificates signify the completion of a recognized program of degree-level courses and imply the attainment of a degree-level standard of proficiency, achievement, or promotion. <u>These programs are entirely comprised of degree-level courses, numbered from 100 – 999. See Appendix One below for details on course level numbering.-Undergraduate programs in this category include certificates, post-degree certificates, post-degree specialization certificates; graduate programs in this category include certificates. These programs may be completed alongside a degree program, or as a stand-alone program.</u>

Undergraduate Programs

- Certificates
- Post-Degree Certificates
- Post-Degree Specialization Certificates

Graduate Programs

- o <u>Graduate</u> Certificates
- Postgraduate Specialization Certificates
- **Degree Level Diploma** Under the authority of council and the Academic Programs Committee, these programs include are entirely comprised of degree-level courses, and completion implies the attainment of a university-level standard of achievement which is fully transferable into certain undergraduate degree-level programs. See Appendix One below for details on course level numbering
- Non-Degree Level Certificate These programs are approved by the vice-president academic & provost following consultation with the registrar and the Academic Programs Committee. This term is used to signify the successful completion of a course or program of courses appropriate for post-secondary training but not classified as degree-level courses. <u>Generally, these programs are entirely comprised of non-degree level courses numbered from 010-099</u>. The topics covered in these courses may be similar to topics covered in degree-level courses, but the distinguishing features are normally differences in the breadth and depth of understanding required for successful completion. Implies the attainment of a standard of proficiency, achievement or promotion appropriate for post-secondary training. Non-degree level certificates not under the authority of a college shall fall under the authority of an identified administrative unit.
- *Community Level Certificate* These programs are approved by the vice-provost, teaching and learning or the dean of a college, after consultation with the provost & vice-president (academic). This term is used to certify satisfactory attendance at a community-level, non-academic course or

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program of courses sponsored by vice-provost, teaching and learning or a college at the university. It does not imply attainment of a standard of proficiency, achievement or promotion, and these programs are entirely comprised of non-academic courses numbered 001-009.

Combined Degree

The terms "combined degree" or "second degree" are used by colleges to describe two degree programs containing courses which may be counted toward the requirements of both degrees, so that a student can achieve both degrees in less time than if the programs were taken separately. This can involve the awarding of more than one degree or the creation of a new degree entity.

Community Level Program

These programs lead to community level certificates which are available to the general public. They are comprised of a single course or program of courses, usually numbered 001 to 009, which are non-academic, not accepted for credit toward any certificate or degree, and not listed on transcripts.

Degree Level Program

Approved by council, these programs lead to a specific academic credential, such as a degree, diploma, or degree level certificate at this university.

- Undergraduate Level Program a program of courses numbered 100 to 699 and other educational experiences intended for students at the university undergraduate level, for example, <u>a-(bachelor degree). Undergraduate level programs are also described in the following ways:</u>
 - *Direct-Entry*: undergraduate programs which admit students with high-school level preparation.
 - *Non-Direct Entry*: undergraduate programs which admit students only after one or more years of university-level preparation.
 - ← Professional: programs which are designed to ensure that students will qualify to receive professional certification from a professional body or association in addition to their degree. Professional certification bodies usually specify course requirements and graduation standards expected. The U of S offers the following professional doctorates at the undergraduate level: Doctor of Dental Medicine (D.M.D.); Doctor of Medicine (M.D.); Juris Doctor (J.D.); Doctor of Pharmacy (Pharm.D.); Doctor of Veterinary Medicine (D.V.M.).
- Graduate Level Program a program of courses numbered 700 to 999 and educational experiences intended for students at the graduate level (post-graduate diploma, for example, a master's degree and or a Ph.D. degree). Graduate level programs are also described in the following ways:
 - Direct-Entry <u>Ph.D.</u>: direct-entry Ph.D. programs at the graduate level allow students to be admitted to a Ph.D. program without having been admitted to a master's program.

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- <u>Non-Direct Entry Ph.D.</u>: non-direct entry Ph.D. programs require completion of a master's degree before admission.
- **Professional Doctorate**: a professionally-focused doctoral program at the graduate level designed for working professionals and oriented toward practice and leadership, for example, the Doctor of Education (Ed.D.) in Educational Leadership.

Depth of Study

In undergraduate programs, several depths of study in a field of study are recognized.

- Minor (18-24 CUs) is a depth of study which prescribes a minimum number of courses in one or more related fields of study and which may require the student to maintain a specific scholastic standing in these courses. In contrast to degree-level certificates, a minor may or may not include the completion of a capstone course. Cross-college minors are governed by policies and procedures outlined in the "Adoption and Oversight of Cross College Minors" document, approved by University Council in 2007. Cross-college minors are comprised of courses from more than one college. Authority for cross-college minors is distributed as follows:
 - *Adopting College* the college responsible for the degree program to which the minor is attached.
 - **Resource Unit** may be a college, department, school or interdisciplinary group, which provides the majority of resources for the cross-college minor and is the academic unit with primary expertise for a field of study.
 - *Resource College* the resource unit, in the event that it is a department or interdisciplinary group, will reside within an identified resource college.
- *Major* (>24CUs) is a depth of study which prescribes a significant number of courses in one or more related fields of study and usually requires the student to maintain a specific scholastic standing in these courses. Colleges offering majors with less than 24 credit units must complete the Consultation with the Registrar Form and obtain Academic Programs Committee approval. Exceptions outside of the credit unit values can be approved only by the Academic Programs Committee.
- *Honours* (>42CUs) is a depth of study which prescribes a high number of courses in one or more related fields of study and which always requires the student to maintain a high scholastic standing in these courses (double honours is also permitted as a type of honours program.)
- *Concentration* is a depth of study which prescribes a suite of courses that provides students additional expertise and specialized training in one aspect of their major within a degree program. <u>Concentrations may not be paired with certificates and diplomas</u>. Typically, a concentration will be similar in requirement to a minor, but the majority of coursework will

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occur within the student's major field of study rather than outside of it. A concentration cannot be completed as a stand-alone program, independent of the student's major field of study. Other formats of concentration are possible such as, for example, the Business Cooperative Education Program.

Colleges have developed a variety of terms for concentrations (*option, specialization within a major, themes, streams, focus,* etc.). It is possible (within technical limitations) to have the concentrations appear on the transcript, but these terms collectively are referred to and displayed as "concentrations". While the connotation of "option" varies across academic units, it is necessary to have a single term to describe this level of study, and concentration is the simplest and most descriptive at the university/information systems level.

The first three depths of study within a field of study always appear on university transcripts. Concentrations may also appear on the transcript, provided that the proposed concentration is consistent with Canadian university general practices and/or acknowledged and desirable for professional organizations and accreditation and is feasible within the technical limitations of the transcript's reporting system. Consultation with the registrar and Academic Programs Committee must be performed for new concentrations to appear on transcripts.

Discipline

Academic areas of study, research and scholarly work are described at many universities as "disciplines" and terms like "disciplinary", "interdisciplinary" and so forth are used worldwide. In considering descriptive terminology for programs and curriculum at the U of S, however, the term "field of study", as defined below, is a more inclusive term to describe student programs.

Dual Degree Program

A program where a student pursues a degree both at the University of Saskatchewan and another postsecondary institution with whom an agreement is established, with the student receiving two degrees at the end of the program, one from the U of S and one from the partner institution. The U of S parchment and transcript reflects the dual nature of the program. The degree can be at the undergraduate or graduate level.

• **Cotutelle Program:** A Cotutelle program is a type of dual degree program, where a doctoral student is jointly supervised by two supervisors, each from a different university, and, the student alternates time between the two universities. The student writes one thesis, under the supervision of an advisory committee comprised of members from both universities, and if successful, the student receives two degrees, each recognized by both universities. However, while the dual degree program is an agreement between two programs at two institutions, a Cotutelle program is an agreement tailored to an individual student studying at two institutions.

Field of Study

A field of study requires completion of a number of prescribed courses in a specific subject or discipline. Programs may permit several fields of study. The number of fields of study identified for a student may be limited by policy or practical considerations. In colleges with many fields of study, it is often convenient to group them by program type. For example, the College of Arts and Science defines three

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program types within the Bachelor of Arts programs and one program type within the Bachelor of Science program; the College of Education types its programs as secondary, and elementary/middle years. Within a program or program type, the student usually is required to complete a particular field of study. See also "Teaching Areas".

Interdisciplinary Program

An interdisciplinary program is a field of study which permits students to study beyond the boundaries of traditional disciplines, to explore the relationships among disciplines in depth, and to integrate knowledge gained into a central theme. It may be cross-departmental or cross-college in nature.

Joint Degree Program

A student pursues a degree<u>-level program</u> at both the University of Saskatchewan and another postsecondary institution with whom an agreement is established. The student will receive only one degree at the end of the program jointly awarded by both institutions, with the parchment issued either from the University of Saskatchewan or from the partner institution. The parchment and transcript reflect the joint nature of the program. The <u>degreeprogram</u> can be at the undergraduate or graduate level.

Non-Degree Programs

These programs lead to non-degree level certificates. These programs consist of courses which are generally numbered between 010 and 099. In some degree-level programs, these courses are treated as cognate courses or can be used towards the completion of a degree-level program

Program

A generally defined set of courses and other requirements described in the catalogue, which the student must successfully complete to obtain a specific degree, certificate or diploma or other recognized qualification. Programs are offered at four educational levels: community, non-degree level, undergraduate, and graduate levels. See also Appendix: Course level numbering.

Program Options

Within the general requirements of a particular program, many colleges provide one or more program options, which identify a specific set of courses and other requirements. Program options may be identified by program type, field of study, depth of study, thesis/non-thesis, and work experience. In graduate programs, a program may have a research option (thesis or project) or a non-research option (course based). Work experience is a program option used to identify a prescribed course or group of courses and associated requirements that provide university-recognized work experience (e.g. Business Co-operative Education Program, internship) in a program.

Residency Regulations for Degree Completion

Residency regulations for degree completion are determined by each college. In some cases, residency refers to a certain number of University of Saskatchewan credit units to be completed toward a program of study. These credit units may be completed online, by distance, or in-person, but must be awarded by the University of Saskatchewan. In other cases, residency refers specifically to the length of time a student must be physically present at the University of Saskatchewan while completing <u>their his/her</u> program of study.

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Teaching Areas

Similar to fields of study, teaching areas require the completion of a number of prescribed courses in a specific subject or discipline. Teaching areas, however, are specific to the Bachelor of Education (B.Ed.) and the Bachelor of Music (B.Mus.(Mus.Ed.)) degree programs. As defined by University Course Challenge (September 2011), teaching areas represent disciplinary fields developed by the Saskatchewan Ministry of Education in order to align with the Saskatchewan pre-kindergarten to grade twelve curriculum areas.

Work Experience Program Options

- **Professional Internship Program** is a supervised, <u>paid</u> practical training period for a student, usually endorsed by a professional association or accreditation body.
- <u>Cooperative Education Program</u> is a program which allows a student to combine academic study with work experience by combining terms on campus with terms working full-time in a job related to the field of study. <u>Students in cCo-operative programs are generally paid.</u>
- **Practicum Programs** are designed to give students supervised practical application of previously studied theory. These are generally extensions of a particular course and are generally not paid.

SECTION V: COURSE DEFINITIONS

Course

A unit of study in a subject area defined by a course description, title, and number in the Course and Program Catalogue. This unit of subject material is normally presented over a term to students in one or more registered classes. The smallest formally recognized academic unit of the curriculum is the course - a unit of study in a subject area identified by a description of activities.

Course Authority

Each course label is normally under the administrative authority of one academic unit. Control and management of course labels are delegated to the registrar, but authority for label association with specific courses remains with APC/council. Three types of authority can be defined for each course:

- *Resource authority*: provision of teaching resources for the course
- *Content authority*: determining what should be taught in the course. This is the authority that will be listed in the student information system. It is often referred to as academic authority. This authority includes such areas as grade approval.
- *Administrative authority*: administration of the course when it is taught, including such areas as times and location of classes, class maintenance and dealing with student complaints.

For most courses, all three types of authority are held within a single department or college (in the case of non-departmentalized colleges). For interdisciplinary courses the three types of authority can be spread over several departments, colleges, or other units.

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A course label is a subject area identifier (four alphabetic characters) and the course number (numeric). An academic department or college or interdisciplinary program may offer courses titled with several course labels. Each course label should be under the administrative authority of one academic unit or an identified administrative unit for courses in non-degree level certificates not under the authority of a college.

Cognate Courses

The practice of allowing students credit for a course from another department. For example, biology allows students to take several agriculture courses for credit towards a major in biology.

Corequisite Courses

A course or other requirement that must be taken at the same time as the course being described.

Course and Class Titles

Effective communication should be the primary consideration when determining appropriate titles. Course titles appear in the Course and Program Catalogue and class titles are listed on transcripts. As such, titles should reflect educational content and should not include administrative details like credit units, etc. Short titles must be limited to 30 characters in length so they can reasonably appear on transcripts and in the student information system and long titles should be no longer than 100 characters.

Course Numbers

Course numbers are used according to the conventional practices established by the university for course numbering, as adapted by each college within the academic structure of its programs.

Consistent with the usual university practice, colleges and departments may develop their own numbering schemes in consultation with the registrar for new and revised courses, based on numbers available, the level of study required, and on the order in which they want to have their courses appear in the catalogue. Frequent renumbering should be avoided if possible, as it causes administrative complexity and results in confusion for students. Please see Appendix: Course Level Numbering.

Course numbering will usually follow the conventional practice as described below and shown in the course levels chart.

- *Community level courses*: The numbers 01-09 are used for tracking membership in community-level classes and are not used for university credit towards a degree, diploma, or certificate.
- *Non-Degree courses*: The numbers 010-099 are used for courses developed for non-degree level programs.
- Undergraduate courses: The numbers 100-109 are used for general introductory courses which are not usually acceptable as a preparation for more advanced work in the subject area. In some specialized cases, 200-level courses may be considered introductory courses.

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Commented [WS3]: Renumbering within the same level has becoming very time-consuming for RS, SIS, and the colleges. Frequent number changes can make it harder for students to follow catalogue requirements, and can make registration more complex.

The numbers 110-199 are used for courses that introduce a subject area and which could serve as prerequisite to senior-level courses in that subject. These are often referred to as junior undergraduate courses. Usually these are taught in direct-entry programs.

Courses numbered 200-699 are also referred to as senior undergraduate courses, including courses in the first year of a non-direct-entry program. These numbers are used for courses that offer advanced study in a subject area. Some post-baccalaureate certificates requirements are comprised of 500 level courses (e.g. Special Education Certificate). 200-level courses usually have 100-level prerequisites, while 300-level and 400-level courses often have 200-level prerequisites. While 300- and 400-level courses are usually taken in the third and fourth years of a program, they need not be numbered according to the year-in-program in which the student completes them.

• *Graduate courses*: The numbers from 700 to 999 are used for graduate-level courses. The 800 series is usually for senior graduate courses which require undergraduate degree completion. The 900 series has been reserved for graduate research and seminar courses.

Consistent with the above scheme, colleges and departments may develop their own numbering schemes in consultation with the registrar for new and revised courses, based on numbers available and on the order in which they want to have their courses appear in the catalogue. The numbers x98 and x99 are reserved by the university for special topics courses, 990 for graduate level seminar requirements, 992 for masters level project-based program requirements, 994 for masters level thesis-based program requirements, and 996 for PhD level thesis requirements. After a course is deleted, that course number cannot be reused for a different course for a minimum of ten years. This avoids confusion for students in registration and transcripts.

Double-Counting or Multiple-Counting of Courses

Applying credit from one course toward more than one degree requirement.

Double-Listing or Cross-Listing of Courses in the Catalogue

The terms "double-listing" and "cross-listing" have been used to describe a variety of academic course delivery methods, but in this document, they are defined as following:

Academic Cross-Listing

Components of two different courses of different levels (often 400 and 800) which are taught by the same instructor in the same location at the same time. For example, sometimes two courses will be scheduled to share lectures, laboratories, or seminars. In this circumstance, the course requirements for completion of each course are different.

Administrative Cross-Listing

Refers to the practice of creating multiple sections for one class in order to facilitate reserved seating for two or more groups of students or other administrative purposes. For example, a class may require a certain number of seats to be allocated to students in several different colleges. This can be accomplished by creating several different sections and administratively cross-listing the sections back into a single class.

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Commented [WS4]: This is a repeat of above

• Double-Listing

The practice of offering a single course under two different course labels with the course requirements for successful completion being the same for all enrolled students. <u>This involves</u> <u>the two course labels using the same grading mode</u>. Typically, double listing is reserved for circumstances involving professional accreditation. The practice relies upon the coordination of multiple offices and is therefore more complex and time-consuming to administer. Historically, double-listing has hindered registration and it should continue to be used as a last resort. Please refer to the policy section for guidelines in the use of double-listing of courses. Proposed double-listings should be circulated through the Course Challenge Process and submitted to Academic Programs Committee for approval.

The following guidelines apply to double listings:

- Once a student has completed the course then that course label is the one for which they receive credit. However, equivalencies for double listed courses would apply in the event of program changes.
- The course must be delivered with the same credit units and level for both course labels. Double-listing of an undergraduate-level course with a graduate-level course is not allowed.
- It must be explicitly stated in the Course and Program Catalogue and on the syllabus that it is a double listed course.
- Content resource and administrative authority for the double listed course should be clearly explained and each authority must track back to a single unit. By default these authorities would reside with the unit of the faculty member who is delivering that section of the course.

Elective Courses

An elective course is one chosen by a student from a number of courses in a curriculum, as opposed to a required course which the student must take.

Equivalent Courses

Courses that are deemed to possess equivalent content such that they are considered to be interchangeable across all programs, and students may receive credit for only one of the courses. Equivalent status must be honoured by both or all colleges involved.

Moribund Courses

A moribund course is one that has not been taught in the previous 48 months. Moribund courses will be retained in the course archive for an additional 48 months and then will be deleted. A moribund course does not appear in the catalogue but can still be activated for registration.

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Mutually-Exclusive Course

Courses that are not entirely equivalent to each other, but possess similar or overlapping content. Students may receive credit for only one of the courses deemed to be mutually-exclusive. However, in contrast to the status of equivalent courses, the mutually-exclusive status is program-dependent and therefore does not automatically apply across all programs. Mutually-exclusive status must be honoured by both or all colleges involved.

Placeholder Course

Placeholder courses are <u>normally</u> created for administrative purposes, <u>normally-often</u> to allow students access to university services such as the library and the Physical Activity Complex. These courses may be listed on transcripts, but they do not signify the attainment of academic credit. Placeholder subject codes normally begin with the letter "X." Final authority for the technical setup or adjustment of placeholder courses rests with the Registrar.

Practicum Courses

At the University of Saskatchewan, a practicum is usually a course in which a student works part-time in a workplace for a specified number of hours per week. However, the term is used widely in undergraduate and graduate education to describe all kinds of work-based learning experiences from single courses to lengthy clinical practice experience. <u>Practicum courses are generally unpaid</u>.

Prerequisite Courses

A course or other requirement that must be satisfactorily completed before enrolment will be permitted into an advanced or succeeding course.

Required Courses

A course that all students following a particular program of studies are required to take.

Selected Topics Courses

Regular course offerings approved by University Course Challenge that allow for the subject of offering to change at the discretion of the Instructor. Typically, these courses are approved with a general topic area, for example, "Topics in Literary and Cultural Theory".

Special Topics Courses

These courses are offered on a special case basis, to allow colleges and schools some latitude in course offerings in special circumstances. These courses must be approved by the faculty of the college responsible for the course, forwarded to APC and the Registrar's Office for information, and should be numbered 298, 398, 498, 598, 898 or 299, 399, 499, 599, or 899. Special Topics courses are not normally used to substitute for required courses in a program. Please see the Special Topics Policy for further information.

Subject Codes

A code that most accurately and comprehensively represents the subject matter being taught in the course(s). Most subject codes consist of 4 characters. Courses are identified on transcripts and the Course and Program Catalogue by subject codes, so effective communication should be the primary

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consideration when determining subject codes. After a subject code has been expired, it cannot be repurposed for different subject matter. This ensures the integrity of academic history records.

Interdisciplinary use of Subject Codes

New subject codes are initiated by colleges and approved by the registrar. Approval involves assigning authority for each subject code to a specific department or academic unit within the college of ownership. After approval by the registrar, the college and academic unit/departmental ownership is recorded in the student information system. A college may permit the use of a subject code under its authority by another academic unit for a specific course or courses, with the secondary unit then having administrative, content and/or resource authority for this specific course. This arrangement requires the agreement of the college authority and is contingent upon consultation with the registrar and the approval of APC via the course challenge process. This arrangement would allow for specific classes to be delivered and administered by faculty from another academic unit (a different resource authority), which is important and desirable for both inter- and multi-disciplinary programs. This would mirror the cross-college minor system where both colleges must agree to the minor for it to be delivered.

SECTION VI: CLASS DEFINITIONS

Class

While "course" is used to identify subject matter, "class" is used to refer to the offering of a course to one or more students within a term for a specific period of time.

Class Scheduling for Common Components

Components of two different courses can be taught in common – for example, sometimes two courses will be scheduled to share lectures, laboratories, or seminars. In this circumstance, the course requirements for completion of each course are different.

Registered Class

When a group of one or more students register in a course under the general direction of a particular instructor(s) at a given time. Each class requires an assigned academic instructor. A registered class may consist of one or more instructional units. Registered classes are defined by the label of the course under study and a registered class section number <u>or-and</u> by the term and course reference number attached to the class.

Off-Campus Class

Classes are defined as on-campus or off-campus for various reasons, including <u>for the</u> assessment of fees. An off-campus class is usually a class offered though a Regional College, at a Saskatchewan Polytechnic campus, or by an affiliated college such as Gabriel Dumont College. Off-campus classes are those offered completely, or almost completely, outside of Saskatoon city limits; those not held at the University of Saskatchewan Prince Albert campus; those designated as web-based; those offered through another institution that assesses its own student fees (eg. Saskatchewan Polytechnic or a regional or affiliated college), or those as designated by the Registrar. See also "off-campus" under organizational definitions. All web based classes are considered off-campus. Occasionally, if an

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affiliated college is offering a class at the Saskatoon campus, these would still be considered as "offeampus" classes for the purposes of student fee assessment. Such classes are offered at a number of locations throughout the province. They are taught by instructors approved by the university's academic departments. See also "Off-campus" under organizational definitions.

Section Numbers

1

Classes are identified by section numbers which may contain a prefix indicating the delivery mode or other information. Prefix codes are as follows:

| А | Taught as a mixture of delivery modes at off campus sites (multi-mode) |
|---|--|
| С | Taught in person at off-campus sites |
| Е | Taught through or for a contracting agency |
| G | Sponsored by a government agency |
| L | Laboratory |
| Ν | College of Nursing class |
| Р | Practicum |
| R | Taught in Regina (used by JSGS) |
| S | Seminar |
| Т | Tutorial |
| U | University sponsored classes not taught through U of S |
| V | Television deliver mode at off-campus sites |
| W | Online or web-based deliver mode |
| Х | Independent Studies deliver mode |

Section number without delivery mode codes are 2 characters in length (eg: Section 21 or Section 03). Section number with embedded delivery mode codes are 3 characters in length (eg: Section L01 or Section W21). Certain number ranges also are reserved to help identify various administrative functions of the class:

| 01-29 | General Use – On Campus |
|-------|--------------------------|
| 30-49 | General Use – Off Campus |
| 50-59 | *Reserved |
| 60-67 | STM Classes |
| 68-69 | *NORTEPReserved |
| 70-75 | Outbound Exchange |
| 76-79 | USLC Classes |
| 80-83 | SUNTEP (Saskatoon) |
| 84-85 | SUNTEP (PA) |
| 86-87 | ITEP (Elementary) |
| 88-89 | ITEP (Secondary) |
| 90 | *Reserved |

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| 91-95 | Aboriginal Student Achievement Program |
|-------|--|
| 96-99 | St Peter's College |

SECTION VII: MODES OF INSTRUCTION

Schedule Types

The following types of instruction are offered in various classes (all schedule types are gradable and appear on transcripts unless otherwise noted).

- Clinical Service (CL) and Teacher Supervision (SUP) an instructional unit in which the students are required to meet with instructors for scheduled instructional periods to perform a professional service while receiving instruction. Examples are clinical classes in the Health Sciences and Student Teaching in Education. Instruction is typically provided on a one-to-one basis or to very small groups of students.
- <u>Co-op Work Experience/Internship</u> (COO, IN1, IN2, IN3) the portion of an instructional unit which comprises the counseling and on-going monitoring contact in a paid-work experience class. Only the number of instructor hours for the scheduled supervision by a campus instructor should be reported. See Work Experience Program options.
- Internship (IN1, IN2, IN3) the portion of an instructional unit which comprises the counseling and on-going monitoring contact in a paid work experience class. Only the number of instructor hours for the scheduled supervision by a campus instructor should be reported. See Work Experience Program options.
- **Field Study (FST)** Field study/fieldwork refers to activities conducted for the purpose of research, teaching, or study, and are undertaken by students of the university at any "off-campus" workplace where the standard operating procedures of the university would not apply.
- Independent Studies (IND) A class offered by a department utilizing non-face to face and nonweb based methods of instruction.
- Individual Research/Reading (RES or RDG) included in this category are individual research, reading and other studies or projects in which each student works independently under the direction and supervision of an assigned instructor(s). The student and instructor usually meet on an "as required" basis. Since the number of hours spent by the student and the number of hours of instruction given by the instructor cannot be determined, only the number of students enrolled in the activity are recorded.
- Laboratory (LAB) an instructional unit in which the instructor is responsible for instructing, preparing and supervising student investigations, experiments, practicum experiences, etc., usually requiring the use of special equipment or facilities (non-gradable). <u>Laboratory</u> examinations are not centrally scheduled, nor are they gradable or listed on transcripts.

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- Lecture (LEC) an instructional unit in which the instructor is responsible for preparing and presenting the course material.
- **Multimode (MM)** an instructional unit in which the instructor uses a combination of instruction types in a way which makes a breakdown by specific instruction type difficult.
- **Practicum (PRA)** an instructional unit in which the instructor is responsible for instructing, preparing and supervising student investigations, experiments, practicum experiences, etc., usually requiring the use of special equipment or facilities. <u>Practicums are generally unpaid. See Work Experience Program options.</u>
- Seminar (SEM) an instructional unit in which the students usually share some of the responsibility for preparing and presenting course topics. It may include more discussion types of interaction between instructor and students.
- Supervised Self-Instruction (SSI) an instructional unit in which instructors are scheduled to be available for instruction and supervision of a group of students engaged in solving problem assignments; in using programmed or automated instructional materials; or in other supervised activities. A room or facility may be scheduled for this activity. However, the extent to which the individual student takes advantage of the facility or opportunity to meet with the instructor is not known. Problem labs are an example of SSI. The number of students attending each class may vary; therefore assign maximum enrolment limits as an average number in attendance (can be both gradable and non-gradable).
- **Tutorial (TUT)** a mechanism to review in class materials and content with greater student interaction between instructor and students outside of the central lecture (non-gradable). <u>Tutorial</u> examinations are not centrally scheduled, nor are they gradable or listed on transcripts.
- Web-Based (WEB) A class where either the entire class or a <u>significant</u> majority of the class is presented to students with a web tool.

Instructional Activity Codes

Abbreviations are used to describe instruction type and modes of delivery.

| IND | Independent Studies |
|-------|-----------------------------------|
| LIVE | Live Face to Face |
| MULTI | Multimode |
| PRINT | Print Based |
| TELE | Televised |
| WEB | Web Based |
| XHIGH | High School (Admin Only) |
| XINA | Instructional Mode Not Applicable |

SECTION VIII: CREDIT UNITS AND BILLING HOURS

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Academic Credit Units

Academic credit units (CU) define the amount of credit awarded for successful completion of a course and are displayed on the transcript or, in the case of transfer credit, of study elsewhere. A frequent criterion used in judging credit units would be the expected student effort in the course. Hours of instruction are also a component of this value with a course requiring approximately 330-39 instructional course hours of lecture per 3 credit units. Courses may be offered with any whole number of credit units. The use of fractional credit units is discouraged, due to administrative complexity.

Courses offered to meet requirements for a non-degree level diploma or certificate will have courses with <u>non-degree level</u> credit units at the non-degree level, in contrast to degree-level classes with degree-level credit units, attached to them. Non-degree level credit units are attached to courses appropriate for post-secondary training but not classified as degree-level courses. Non-degree level courses are numbered 010 - 099. The value of these non-degree level credit units compared to degree-level credit units is established by the college concerned.

Operational Credit Units

For administrative purposes, courses often carry "operational" credit units, rather than academic credit units. While the course <u>may will</u> be listed on transcripts with 0 credit units, the operational credit unit weight of the class are used to determine a student's full or part time status; control the number of classes a student may register in for a term (maximum credit units); determine a student's loan eligibility; determine eligibility for full or part time months for T2202A processing.

Billing Hour Units

The billing hour (BH) unit applied to a class is used in the calculation of tuition and student fees.

SECTION IX: TRANSFER CREDIT DEFINITIONS

Articulation

A process by which institutions assess learning acquired elsewhere in order that credit toward their own credential may be provided. Articulation is based on faculty decisions and established institutional principles, policies and procedures. It acknowledges the missions of different types of institutions and the quality and integrity of their programs. Transfer credit is the result of the articulation process.

Block Transfer

The process of granting of credit for a group of completed courses from one institution to another without requiring course-by-course assessment. An example would be granting a block of 30 to 60 transfer credits for a completed postsecondary diploma at a recognized institution. Block transfer credit assessments establish and recognize that certificate, diploma, and other program graduates possess the knowledge, skills and abilities necessary to succeed in upper-year courses at the receiving institution.

Course-by-Course Transfer

The process of granting credit for a course (or courses) from one institution to another by completing a comparison of course content and learning outcomes for each individual course. Credit may be awarded

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for a specific U of S course (or courses), non-specific credit for a subject area, or an elective at the junior-level, senior-level, or unspecified-level.

Laddering

Seamless movement of a student between certificate, diploma, and degree studies with no or limited loss of coursework. Typically a student would complete two years in a diploma program and then move into a degree program, completing their studies in an additional two years.

Learning Outcomes

The knowledge, skills, competencies, and abilities that a student has attained and is able to demonstrate as a result of successfully completing a particular set of educational experiences.

Learning Pathways

Different routes that individuals choose to progress into, within, and out of the post-secondary education system. Learning pathways are used to describe the recognized mobility options available to different learners.

Mobility

The ability to move freely from one jurisdiction to another and to gain entry into an academic institution, trade or profession or to participate in a learning experience without undue obstacles or hindrances.

Recognized Post-Secondary Institution

A public or private institution that has been given authority to grant degrees, diplomas, certificates, and other formal credentials by competent authorities within the country or that is widely accepted by other institutions and organizations inside and/or outside the country. Examples that designate an institution as such include a public or private act of the provincial/territorial legislature, a government-mandated quality assurance mechanism, or a national accrediting body.

Transfer Credit (Credit Transfer)

Transfer credit refers to a course or courses taken at one post-secondary institution (the sending institution) that are transferred to another postsecondary institution for credit (the receiving institution). Transfer credit is sometimes also called credit transfer or advanced standing. The U of S accepts, for transfer of credit, courses from accredited institutions in Canada and internationally. The purpose of transfer credit is to give students fair and reasonable credit for academic work which has been completed at another institution and to reduce the likelihood of a student repeating academic work for which there has already been a demonstrated competence.

SECTION X: STUDY ABROAD DEFINITIONS

Cotutelle Agreement

The agreement required to establish a Cotutelle program. Please see "Cotutelle program" under program definitions.

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Dual Degree Program

Please see "dual degree program" under program definitions.

Independent Study Abroad

A credit-based education abroad activity initiated and arranged by the student with the home institution, and recognized by establishing an independent leaning course or the granting of transfer credit.

Internship Abroad Program

A supervised work-placement abroad where the primary motivation is educational. Internships may be credit or non-credit, and paid-or unpaid.and are usually paid.

Joint Degree Program

The agreement required to establish a joint degree program. Please see "joint degree program" under program definitions.

Student Exchange Program

A Student Exchange is a program of study whereby partner institutions establish a reciprocal agreement which enables students to pay tuition at their home institution and to register and study at the host partner institution, with credit transferred back to the home institution. <u>Student fees are collected by the host institution</u>. The typical duration of an exchange is one or two terms.

Taught Abroad Course/Program

A short-term credit-based activity, involving a group of students taking one or two University of Saskatchewan courses abroad, under the supervision of a University of Saskatchewan faculty member.

Term Abroad Program

A one term group program abroad with a prescribed course of study offered by an institution such that the student obtains home-institution credit.

Visiting Student Program

A program of study either formally established through an agreement or through a letter of permission, enabling a student to attend the University of Saskatchewan, with credit transferred back to their home institution. Tuition and student fees are is paid to the University of Saskatchewan.

Visiting Research Student Program

A program of study whereby an undergraduate or graduate student is admitted to the University of Saskatchewan for the purpose of engaging in an approved plan of research with a faculty supervisor. Visiting research students are not assessed tuition, and are registered at the university for a period not exceeding <u>twelvesix</u>-months.

SECTION XI: MOBILITY AGREEMENT DEFINITIONS

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Block Transfer Agreements

A type of block transfer credit agreement between the U of S and another academic institution which allows a student to complete 1, 2 or 3 years at the sending institution and the balance of coursework at the U of S. This type of agreement goes beyond a basic transfer credit agreement because it specifies that the completion of specific courses, or completion of a specific credential, will fulfill the requirements of a particular program at the U of S. Students would receive their final credential from the U of S. Some examples of these agreements include, but are not limited to: 2+2, 1+3 and 3+1.

Consortium

A network to which the university is a member, along with other universities or institutions with the objective of facilitating student mobility (eg. TASSEP, CALDO, MICEFA).

Dual Degree Agreement

The agreement required to establish a dual degree program. The agreement required to establish a Dual Degree Program.

Home Institution

The institution in which a student is formally enrolled and is expected to graduate from.

Host Institution

The institution which has agreed to accept a student from the home institution for a limited period of study.

Joint Degree Agreement

The agreement required to establish a Joint Degree Program.

MOU (Memorandum of Understanding)

A non-legally binding umbrella agreement that provides a framework for collaborative activities between international partners. This agreement has also commonly been referred to as a "handshake agreement" or "parent agreement." This agreement is often the beginning of a formal relationship between two institutions.

Student Exchange Agreement

A reciprocal agreement which allows for the exchange of students where students pay tuition at their home institution and study at the host partner institution, with credit transferred back to the home institution. These agreements can be university wide or restricted to specific colleges, departments or levels of study.

Transfer Credit Agreement (Articulation Agreement)

An agreement between two institutions that authorizes studies completed at one institution to be credited toward studies taken at another institution. Transfer credit agreements can be bilateral (with each institution agreeing to recognize the other's courses) or unilateral. Transfer credit can be recognized course-by-course or as a block transfer credit.

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Visiting Student Agreement

An agreement established between two universities that allows students from the home institution to attend the host institution as a visiting student.

STUDENT XII: STUDENT RECORD DEFINITIONS

Student Record

The student record holds the program and course information related to a specific student. It will typically contain information related to the specific classes, sections, and sessionsterms.

Qualification

The qualification is the degree, diploma, or certificate awarded to the student, which may be accompanied by an indication of distinction (Distinction, Great Distinction, Honors, or High Honours).

Transcript

The transcript is the official and unabridged version of a student's educational record at the University of Saskatchewan provided to the student and at the student's request to third parties. <u>Transcripts are a complete listing of a student's educational record up until the day the transcript is produced</u>. The transcript shows the label, title, class, term and result for each course in which a student was registered past the add/drop deadline. It also records such information as faculty actions, suspensions, expulsions, transfer credits, and qualifications and distinctions. The nature, extent and format of information that appears on the transcript are determined by the registrar in accordance with national and international professional standards, normal practice in higher education, and practical systems. An official transcript is one issued directly to another agency or institution and bearing the seal of the University of Saskatchewan and the signature of the registrar. The seal and the signature may be in electronic form in accordance with the university's signing policy.

The nature, extent and format of information that appears on the transcript are determined by the registrar and university secretary in accordance with national and international professional standards, normal practice in higher education, and practical systems.

Co-Curricular Record

The Co-Curricular Record (CCR) is a personalized and official record of university-approved and facilitated activities in which students have been involved outside of regular academic course work. This document can be used to further employment and educational goals.

Parchment

The parchment is a legal document issued by the University of Saskatchewan, that confirms the recipient has successfully completed a specific program and confers an academic qualification. The parchment displays the University of Saskatchewan seal, at minimum the signatures of the university president, university chancellor, university secretary, dean of the college with academic authority for the program,

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and the date, degree, and major (or program in the case of the College of Graduate Studies and Research) where appropriate.

The nature, extent and format of information that appears on the <u>transcript the parchment</u> are determined by the registrar and university secretary in accordance with national and international professional standards, normal practice in higher education, and practical systems.

SECTION XIII: TIME-PERIOD DEFINITIONS

Academic Calendar

A listing of the dates of major academic events or deadlines for the academic calendar year.

Academic Calendar Catalogue Year

A twelve month time period beginning May 1st of each year around which admission procedures and curricular changes are organized. Students are generally expected to complete the program requirements approved for the academic calendar year in which they were admitted. As such, program changes and new programs are typically implemented with an effective date of May 1st. The degree audit system evaluates each student's progress toward program completion based upon their his/her designated academic calendar year.

Academic Year

A twelve-month period beginning on July 1st of each year. This is the usual time period used for academic appointments in the hiring and promotion of faculty.

Final Exam Period Definitions

Fall term: The examination period begins on the first day following the last day of instruction and goes no later than December 23^{rd} .

Winter term: The examination period begins the first day following the last day of instruction and goes no later than April 30th.

Spring & summer: The examination periods for spring and summer include the two days following the last day of instruction after each quarter and the 3 days following the last day of instruction after each term.

- Deferred examinations: A deferred examination is the sitting of a final examination at a time other than the scheduled time and date of the final examination. A deferred examination may be granted to a student who is not able to complete a final examination through no fault of their his/her own, for medical, compassionate, or other valid reasonsserious personal circumstances. These examinations are granted-approved and granted under regulations established by the college and subject to the Academic Courses Policy.
- Supplemental examinations: A supplemental examination is the re-writing of a final examination. <u>These examinations are approved and granted under regulations established by the</u> <u>college A student may be granted a supplemental examination under regulations established by</u>

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the college and subject to the Academic Courses Policy.

• Special deferred and special supplemental examinations: the college may, under extenuating circumstances, <u>approve and grant</u> a special deferred or supplemental examination to a student who submits satisfactory evidence of inability to be present at the <u>scheduled</u> deferred or supplemental examination under regulations established <u>by the college and</u> the Academic Courses Policy_and the college.

Fiscal Year

The fiscal year for the university runs from May 1 to April 30 as defined in The University Act (1995).

Instructional cycle and instructional periods

For fall and winter term standard day period lecture classes:

- 50 minute instructional periods starting half-past the hour, on the instructional cycle every Monday, Wednesday and Friday; or 75 minute instructional periods starting at 0830, 1000, 1130, 1300 or 1430, on the instructional cycle every Tuesday and Thursday;
- Edwards School of Business (ESB) offers Monday/Wednesday classes on a 75 minute instructional period AND the current instruction period and instruction cycle does not capture the delivery of MBA and MPAce classes

For fall and winter term standard evening period lecture classes:

• 150 minute instructional periods, on the instructional cycle of one evening per week;

For fall and winter term standard Saturday lecture classes: • 150 minute instructional period starting at 0900 or 13000

For spring and summer terms lecture classes:

• Presently these are usually taught for about two instructional hours per day (110 minutes), five days per week, but this can vary depending on the course requirements.

Classes can be offered in any day or night standard instructional period except Sundays.

Instructional period

A scheduled period of time in which a group of students participate in a particular type of instructional activity (laboratory, lecture, discussion, etc.) related to a specific subject.

- *Day period* an instructional period currently between 0730 and 1730 hours.
- *Evening period* an instructional period currently between 1730 and 2200 hours.

Classes on campus can be held from 0730 - 2230 using standard time blocks as defined by the registrar. Colleges using non-standard time blocks need the approval of the registrar.

Term

A period of time defined in the Academic Calendar, for which a course for credit may be offered. Terms

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are identified by the year and the month of when they occur (e.g. 201609 is September of 20016). Each term usually allows for a minimum of 33 instructional period hours of instruction per term. For graduate students, the year is divided into graduate term one, graduate term two and graduate term three.

- *Fall and winter (fall term 1 and winter term 2)* each term usually allows for 13 weeks of instruction followed by the examination period. Fall term 1 runs from September to December and term 2 runs January to April. Some professional colleges have longer fall and/or winter terms, and different start and end times.
- Spring and summer (spring term 1 and summer term 2) these two terms begin in mid-May and end in mid-August. Instructional periods and times differ from those in the fall and winter. Spring term 1 runs through May and June and is split into quarter 1 and quarter 2. Summer term 2 runs through July and August and is split into quarter 3 and quarter 4.
- *Irregular terms* some programs have longer terms, and different start and end times. Several colleges deviate from this terminology for example, for graduate students, the year is divided into graduate term 1, graduate term 2, and graduate term 3, while Veterinary Medicine divides its instructional sessions into "Quarters".

Graduation Term

The term in which a student has completed all necessary degreeprogram requirements in order to be eligible for convocation. Please note the following:

- Completion of all degreeprogram requirements in the Summer Term (07) determines a student's eligibility for convocation at the Fall Convocation Ceremony.
- <u>Completion of all degreeprogram requirements in the Winter Term (01) determines a student's</u> <u>eligibility for convocation at the Spring Convocation Ceremony</u>.

Quarter

A division of the university academic year composed of half a term.

SECTION XIV: UNIVERSITY CATALOGUE DEFINITIONS AND STANDARDS

University Catalogue

Formerly known as the University Calendar, the The University Catalogue is the University of Saskatchewan's official source of course and program information, academic calendar dates, tuition and fee information; registration and admissions policies; promotion, graduation and grading standards; and other information and services. The University Catalogue includes the Course and Program Catalogue; Academic Calendar; tuition and fee information; registration and admissions policies. Not all University of Saskatchewan policies and regulations are contained within this University Catalogue. For the most current and complete information about matters outlined in the University Catalogue, contact the relevant academic or administrative unit.

The contents of the University Catalogue are subject to continuing review and revision. The courses listed in the Course and Program Catalogue are not necessarily offered each year. The University of Saskatchewan reserves the right to remove, change or amend, at any time and without notice, the

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information contained in the University Catalogue, including its programs, course offerings, fee structure, policies and regulations.

The University of Saskatchewan is not liable to any person who may suffer any loss or damage of any type arising from the use of or reliance upon any information contained in the University Catalogue, any action of the University of Saskatchewan in regard to the University Catalogue, including but not limited to any amendment, addition or withdrawal to or from the information provided, or any inability to access any information contained in the University Catalogue for any reason whatsoever including technical or administrative difficulties

Catalogue Format for Programs

All programs shown in the catalogue should list all degree requirements, including specified and elective courses, required averages for graduation, and any other requirements.

Catalogue Format for Courses

The format for presenting consistent course information in all formats includes:

1) the course label (consisting of a subject code of 4 characters and a 3 digit numeric code)

- 2) the full title of the course (in English)
- 3) the course academic credit unit value

4) prerequisites (course(s) that must be completed prior to the start of the course for which registration is occurring), corequisites (course(s) that must be taken at the same time as the course for which

registration is occurring), permissions and restrictions if any

5) course description of 150 words or less

6) additional information about transferability, duplication, or loss of credit

Title, label, and credit unit value identify the courses used to meet requirements for graduate and undergraduate degrees. Typically credit units are attached to these courses. Courses offered to meet either degree or certificate requirements follow the same identification system as degree-level courses.

Appendix One: Course Level Numbering

| Educational | Course | General Description of Courses Numbered |
|-------------|---------|--|
| Level | Level | in this Range |
| Community | 001-009 | Courses or groups of courses intended for the general public |

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| Non-Degree Non- University | | 010-089 | Courses intended primarily for Non-university level programs. These are appropriate for post-secondary training and may have content similar to degree-level courses, but do not have the breadth or depth of understanding. |
|----------------------------------|-------------------------------|-----------------|--|
| Upper Level Non-Degree | | 090-099 | Courses which do not require the matriculation level preparation generally required by most Universities as a necessary prerequisite for a first year undergraduate level course in the subject. In particular, this series of course numbers are used when a department also offers a junior level course in a subject for students with matriculation level 30 preparation (identified by a 100 series number). Students should be advised that courses numbered in the 90 series <u>may not</u> be accepted for credit toward a degree in some programs at this or another University and therefore should check course descriptions and program requirements carefully. |
| University Degree-Level | Undergraduate Junior Level | 100-109 | General introductory courses usually not intended as preparation for more advanced study in the subject but are designed to acquaint the student with a field of knowledge in which they do not propose to concentrate. Students should be advised that these courses may not be accepted as prerequisites for advanced undergraduate study in the subject or as adequate preparation for entry into some programs and should therefore check course descriptions and program requirements carefully. |
| Educational Level | | Course Level | General Description of Courses Numbered in this Range |
| University Degree-Level | Undergraduate Junior Level | 110-199 | All other courses offered for junior undergraduate level credit. These courses are usually accepted toward meeting introductory-level program requirements and are usually used as prerequisites to senior-level courses. |

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| University Degree-Level | Undergraduate Senior Level | 200-699 | Courses intended for an advanced level of study. In some non-direct entry programs, the first digit will indicate the year of the program for which the course has been designed. For example, first year program courses will usually be numbered 200-299, second year program courses 300-399, etc. Post-Baccalaureate Certificate programs would typically use 500-699 course numbers. |
|----------------------------|-------------------------------|---------|---|
| University Degree-Level | Graduate Junior Level | 700-799 | A graduate course which has a significant amount of content on the undergraduate level should be numbered on the 700 level. A 700-level designation does not suggest that students taking the course are unprepared for the program in which they are registered; it only indicates that they lack the normally expected undergraduate preparation in the subject area of the course itself. |
| University Degree-Level | Graduate Senior Level | 800-899 | A course which may be taken only by students who have completed the undergraduate level preparation generally expected for a graduate level course in the subject. |
| | | 990-999 | Graduate Seminars, Projects, Theses, Exhibitions |

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UNIVERSITY COUNCIL ACADEMIC PROGRAMS COMMITTEE FOR INFORMATION ONLY

| PRESENTED BY: | Susan Detmer, Chair, Academic Programs Committee |
|------------------|--|
| DATE OF MEETING: | May 21, 2020 |
| SUBJECT: | Annual Report to Council for 2019-20 |
| COUNCIL ACTION: | For information only |

ANNUAL REPORT OF THE ACADEMIC PROGRAMS COMMITTEE OF COUNCIL 2019-2020

The terms of reference for the Academic Programs Committee are as follows:

- 1) Recommending to Council policies and procedures related to academic programs and sustaining program quality.
- 2) Recommending to Council on new programs, major program revisions and program deletions, including their budgetary implications.
- 3) Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses and reporting them to Council.
- 4) Considering outreach and engagement aspects of programs.
- 5) Reporting to Council processes and outcomes of academic program review, following consultation with planning and priorities and other Council committees as appropriate.
- 6) Undertaking the academic and budgetary review of proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program and forwarding recommendations to the planning and priorities committee.
- 7) Undertaking the academic and budgetary review of the proposed or continuing affiliation or federation of other institutions with the University and forwarding recommendations to the planning and priorities committee.
- 8) Reporting to Council on the academic implications of quotas and admission standards.
- 9) Approving the annual academic schedule and reporting the schedule to Council for information and recommending to Council substantive changes in policy governing dates for the academic sessions.
- 10) Approving minor changes (such as wording and renumbering) to rules governing examinations and reviewing and recommending to Council substantive changes.

- 11) Recommending to Council classifications and conventions for instructional programs.
- 12) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.
- 13) Consider the priorities of the University, such as Indigenization and internationalization, when assessing current and new academic programs and policies.
- 14) Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

Members of the Academic Programs Committee

Lucy Vuong/Terry Summers

| Council Members | | | | |
|--------------------------------|--|--|--|--|
| Susan Detmer (chair) | Veterinary Pathology | 2020 | | |
| Ryan Brook | Animal and Poultry Science | 2021 | | |
| Roy Dobson | Pharmacy and Nutrition | 2020 | | |
| Matthew Neufeld | History | 2021 | | |
| Reza Fotouhi | Mechanical Engineering | 2022 | | |
| Timothy Kelly | Chemistry | 2020 | | |
| Shelley Spurr | Nursing | 2020 | | |
| General Academic Assembly Me | embers | | | |
| Michael Cottrell | Educational Administration | 2020 | | |
| Karen Lawson | Psychology | 2022 | | |
| Alison Oates | Kinesiology | 2022 | | |
| Jeremy Rayner | Johnson Shoyama Graduate School of | 2021 | | |
| 5 | Public Policy | | | |
| Sessional Lecturer | · | | | |
| Yliana Baron Gavidia | Chemical and Biological Engineering | 2020 | | |
| Other members | | | | |
| Patti McDougall | [Provost designate] Vice-Provost, To | eaching Learning and | | |
| i atti MeDougan | Student Experience (<i>ex officio</i>) | cuoning, Lourning and | | |
| Russell Isinger | University Registrar (<i>ex officio</i>) | | | |
| Carlos Muñoz Pimentel/Kiefer R | | | | |
| Chiamaka Ezekwesili/Carmen M | | | | |
| | | | | |
| Resource members | | | | |
| Alison Pickrell | Assistant Vice-Provost, Strategic En | rolment Management | | |
| Dena McMartin | Associate Provost, Institutional Plan | Associate Provost, Institutional Planning and Assessment | | |

Designate, VP Finance and Resources

Secretary:

The Academic Programs Committee of Council held 11 meetings this year (compared to 14 last year.) The Committee also met as needed asynchronously as the Covid-19 pandemic unfolded. The Committee has dealt with 34 proposals for new programs, program revisions, and policy revisions to date (compared to 36 last year.)

Curricular Changes

Council's curricular approval process. As indicated in the Terms of Reference, the Academic Programs Committee has responsibility for oversight of curricular changes at the University of Saskatchewan. Before 1995, the U of S system required that every change, even as much as a course title, had to be approved by a university-level committee. The resulting complexity and gridlock were disincentives for curricular renewal. Approval authority has been devolved so that colleges are now in substantial control of their own curriculum.

University-level approval procedures now focus on major curricular changes or changes that may affect the students or programs in other colleges. Many curricular changes can be approved quickly and, for the most part, automatically through the Course Challenge. This allows the Academic Programs Committee to focus on the major curricular innovations and improvements that colleges propose. The committee also deals with wider academic and curricular policy issues, and acts as a reference and approval body for various academic policies.

New programs, major program revisions, and program terminations. The Academic Programs Committee reviews major curricular innovations and improvements and makes recommendations to Council regarding approval. The Academic Programs Committee has also been delegated the authority to approve several types of program changes from colleges, including new Options and Minors in new fields of specialization. This improves Council's ability to handle these types of program changes more quickly and efficiently, while still maintaining a university-level review of the changes to maintain quality and resolve any conflicts with other colleges.

The following proposals and policies were dealt with by APC this year and forwarded to Council for decision or for information:

October 2019

Requests for Decision

- Program name change Kanawayihetaytan Askiy Diploma in Aboriginal Lands Governance (to Indigenous Lands Governance) and Kanawayihetaytan Askiy Diploma in Aboriginal Resource Management (to Indigenous Resource Management)
- Admissions Qualification Change Master of Science (MSc) in Marketing

November 2019

Request for Decision:

- Admissions Qualifications Change Bachelor of Commerce (BComm) programs
- Degree-level Early Childhood Education Certificate

Items for Information:

- Changes to the Biomedical Science programs in the College of Arts and Science
- Bachelor of Science in Environmental Geoscience program
- Engineering Co-op Internship Program

December 2019

Request for Decision:

- Curriculum Revision for Doctor of Veterinary Medicine (DVM) Program
- Change to Admissions Qualifications Doctor of Veterinary Medicine (DVM) Program
- Change to Admissions Qualifications Bachelor of Science in Nursing (BSN) Program

Item for information

• Change to the Bachelor of Science in Nursing (BSN) program – addition of NURS 206.1

January 2020

Request for Decision

• Admissions Qualifications change – Master of Water Security (MWS) Program

Items for information

- Changes to graduate programs in the Biomedical Science programs
- Change to the Bachelor of Science in Engineering (BE) program in Engineering Physics credit unit reduction

February 2020

Request of Decision

- Admissions Qualifications change Biochemistry, Microbiology and Immunology graduate programs
- Admissions Qualifications change Master of Physical Therapy (MPT) program
- Admissions Qualifications change Doctor of Dental Medicine (DMD) program pilot
- Doctor of Philosophy (PhD) in Precision Oral and Systemic Health
- Master of International Public Management and Administration (MIPMA)

Item for Information

• Deletion of the Postgraduate Diploma in Biochemistry

March 2020

Request for Decision

- Language Teacher Education Program (LTEP) for the Bachelor of Education (BEd) Program
- Admissions Qualifications change Doctor of Medicine (MD) program
- Admissions Qualifications change Master of Arts (MA) in Applied Social Psychology

Items for Information

- Degree-level certificate in Medical Language
- Academic Calendar 2020-21

April 2020

Request for Decision

• Arts and Science Program Template – Bachelor of Science [Biomedical Science]

Item for Information

• Change to the 2019-20 Academic Calendar

May 2020

Request for Input

- Academic Courses Policy
- Nomenclature Report

Item for Information:

- Admissions Templates 2020-21
- Annual Report from Academic Programs Committee

June 2020 (anticipated)

Request for Decision

- Academic Courses Policy
- Nomenclature Report
- Curriculum revision Bachelor of Science in Engineering first year curriculum

Item for Information

• Bachelor of Science in Interdisciplinary Biomedical Sciences

University Course Challenge. The University Course Challenge is a process mandated by University Council that allows for efficient collegial review and approval of curricular revisions. University Course Challenge documents are posted on the UCC website at http://www.usask.ca/secretariat/governing-bodies/council/committee/academic_programs/index.php

During the 2019-20 year, a total of 11 Course Challenge documents will have been posted (August 2019-June 2020). These included new courses, prerequisite changes, course deletions, and program revisions for programs in Agriculture & Bioresources, Arts & Science, Dentistry Education, Engineering, Graduate and Postdoctoral Studies, Kinesiology, Law, Medicine, Nursing, Pharmacy and Nutrition, and the School of Environment and Sustainability

The University Course Challenge is posted on a regular schedule, so that items posted on approximately the 15th of each month are considered to be approved by the end of the month.

There were no challenges raised through the Course Challenge process this year.

Other curricular changes, Council has delegated authority for approval of many other curricular changes, such as course titles and descriptions, to colleges. In some cases, such as changes of course labels, this should be done in consultation with Teaching, Learning, and Student Experience (TLSE) Portfolio. Changes of this type, which affect the Catalogue listings of other colleges, can be posted for information in a course challenge posting.

Under the approval authority delegated by Council, the appropriate Dean and/or the Provost can approve changes to non-university-level programs, such as non-degree and community level certificates. There were no non-degree level certificates or community-level certificates approved

Policies and Procedures

Several areas of Council policy and procedures are reviewed on a regular basis by the Academic Programs Committee. These include issues around implementation of the enrolment plan, exam regulations, admission policies and procedures, and other areas of interest to students and faculty. This year, the Academic Programs Committee dealt with the following:

- Enrolment management
- Changes to APC terms of reference in response to the dissolution of the International Activities Committee and changes to committee members
- Committee's role with regard to assessing Indigenous Content
- Input into disestablishment of the School of Public Health
- Update to the University Course Challenge and Moribund Course Archive Policy

Student Enrolment and Services Division

The following item was presented to Council for information, as shown above:

• 2020-21 Admissions Templates

Academic calendar

The APC reviewed and approved the 2020-21 Academic Calendar. This was reported at the March 2020 meeting of Council.

APC also approved immediate changes to the 2019-20 Academic Calendar to change the deadline for withdrawal from classes in response to the Covid-19 Pandemic and the move to remote teaching and learning.

I wish to thank committee members for their willingness to undertake detailed and comprehensive reviews of program proposals. I also want to thank every member for their flexibility and responsiveness as we transitioned to different meeting formats as a result of the pandemic. Their commitment to excellence and high standards resulted in improved programs for the University of Saskatchewan.

I wish also to thank the many proponents and their administrative support who appeared at meetings of APC over the last year to present proposals and to answer questions of committee members. I offer thanks to Ryan Brook for serving as vice chair and on behalf of the whole committee, I offer thanks to Amanda Storey for her administrative support.

Respectfully submitted on behalf of the Committee,

Jusan E Detmes

Susan Detmer, Chair

UNIVERSITY COUNCIL ACADEMIC PROGRAMS COMMITTEE REPORT FOR INFORMATION

| PRESENTED BY: | Susan Detmer; chair, Academic Programs Committee |
|------------------|---|
| DATE OF MEETING: | May 21, 2020 |
| SUBJECT: | Admissions Templates 2020/21 |
| COUNCIL ACTION: | For Information Only |

SUMMARY:

The 2020/21 Admissions Templates were received by the Academic Programs Committee at its May 6, 2020 meeting and are forwarded to Council for information. The Admissions Policy defines admission qualifications and selection criteria, and describes the implementation of approval procedures required in the *University of Saskatchewan Act, 1995*.

Admissions qualifications are the credentials that an applicant must present in order to establish eligibility for admission. They include but are not restricted to objective qualifications such as high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests. All changes to admissions qualifications that are represented in these templates have already been reviewed and approved by Council and confirmed by University Senate.

Selection criteria are the means by which a college assesses and ranks its applicants for admission. They include but are not restricted to admission test scores, cut-off averages, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, definitions of essential abilities for professional practice, and the relative weighting to be given to the various requirements. Changes to selection criteria are approved by faculty councils, and therefore are not approved at this body.

To facilitate the creation of a central repository of admission qualifications and selection criteria, Student and Enrolment Services developed an admissions template, which are updated annually. These changes are then reported to Council and posted online alongside the Admissions Policy.

ATTACHMENTS:

- 1. Changes to the 2020/21 Selection Criteria
- 2. 2020/21 Admission Templates

Changes to Admission Templates for 2020-21

Education

New Template added

Bachelor of Science in Kinesiology/Bachelor of Education Combined Program (B.Sc.(Kin.)/B.Ed.) Program changed to a direct-entry program.

Previous Template

Bachelor of Science Kinesiology/Bachelor of Education Combined Program

 Added Statement: Only those students admitted to the College of Kinesiology in 2019-2020 (or before) will be eligible for admission to the College of Education to complete the following Combined Kinesiology/Education program requirements.

Pharmacy & Nutrition

Doctor of Pharmacy (PharmD.) Selection Criteria

• For the test of critical skills, the statement was changed from" **the** test of critical skills" to "**a** test of critical skills".

Western College of Veterinary Medicine

SELECTION CRITERIA

• Statement removed: up to 78 students are admitted to first year class.

CATEGORIES OF APPLICANTS

- Statement removed: Alberta: 20
- Statement Removed: Note IPA seat numbers posted above are minimum values and may increase. In addition to the IPA seats, the WCVM will be offering 10-25 non-IPA seats for fall 2020 entry. Non-IPA seats are available to applicants meeting the residency requirements for IPA seats as well as individuals meeting the residency requirements in the province of Alberta. Priority will be given to applicants meeting the IPA residency requirement over Albertans when filling the non-IPA seats.



College: Agriculture and Bioresources

Program(s): Bachelor of Science in Agribusiness [B.Sc.(Agbus)] or Diploma in Agribusiness (Dipl. Agbus)

Admission Qualifications:

- Regular Admission High School (less than 18 credit units of transferable post-secondary):
 - o Grade 12 standing or equivalent.
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - Prerequisite subjects from each of the following subject areas*:
 - Natural Sciences: Biology 30 or Chemistry 30 or Physics 30
 - Mathematics: Foundations of Mathematics 30 or Pre-Calculus 30
 - o Proficiency in English.

*Applicants may be admitted with one subject deficiency that must be cleared before second year of study.

- Regular Admission post-secondary (18 credit units or more transferable post-secondary):
 - Minimum average of 65% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
 - 0
 - Prerequisite subjects from each of the following subject areas*:
 - Natural Sciences: Biology 30 or Chemistry 30 or Physics 30
 - Mathematics: Foundations of Mathematics 30 or Pre-Calculus 30
 - o Proficiency in English.

*Applicants may be admitted with one subject deficiency that must be cleared before the second year of study.

Provisional Admission:

- Signed declaration of preparedness to study at the university-level including confirmation that the applicant meets the college's English proficiency requirements.
- Special (Mature) Admission:
 - Proof of age (21 or older).
 - o Biology 30 or Chemistry 30 or Physics 30; and Foundations of Mathematics 30 or Pre-Calculus 30
 - o A written submission demonstrating capacity to undertake university-level studies.
 - o Transcripts of any secondary or post-secondary coursework.
 - o Less than 18 credit units of transferable post-secondary coursework.
 - o Resume
 - o Proficiency in English.



Selection Criteria:

- Regular Admission: Academic average 100% weighting
- Provisional Admission: Declaration form 100% weighting
- Special (Mature) Admission: Special admission package 100% weighting
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants:

Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at recognized and/or accredited post-secondary institution, with an average of at least 65%.

Provisional Admission

Provisional Admission is an alternate means of admission for applicants who wish to take a class without going through the full admission process. Instead of submitting transcripts, applicants must sign a declaration stating that they have the academic preparation required to take a university-level course

Admission is for one academic year only. Applicants are restricted to a maximum of 6 credit units of study per term.

Special (Mature) Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first-year of study, and have successfully completed less than 18 credit units of transferable university-level coursework. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

Dean's Signature:



College: Agriculture and Bioresources

Program(s): Bachelor of Science in Agriculture (B.S.A.), Bachelor of Science in Renewable Resource Management [B.Sc.(R.R.M.)], Diploma in Agronomy (Dipl. Agron.)

Admission Qualifications:

- Regular Admission High School (less than 18 credit units of transferable post-secondary):
 - o Grade 12 standing or equivalent.
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - Prerequisite subjects from each of the following subject areas*:
 - Natural Sciences: Biology 30 and Chemistry 30
 - Mathematics: Foundations of Mathematics 30 or Pre-Calculus 30
 - o Proficiency in English.

*Applicants may be admitted with one subject deficiency that must be cleared before second year of study.

• Regular Admission - post-secondary (18 credit units or more transferable post-secondary):

- Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
- Prerequisite subjects from each of the following subject areas*:
 - Natural Sciences: Biology 30 and Chemistry 30
 - Mathematics: Foundations of Mathematics 30 or Pre-Calculus 30
- Proficiency in English.

*Applicants may be admitted with one subject deficiency that must be cleared before the second year of study.

Provisional Admission:

• Signed declaration of preparedness to study at the university-level including confirmation that the applicant meets the college's English proficiency requirements.

Special (Mature) Admission:

- Proof of age (21 or older).
- o Biology 30; Chemistry 30; and Foundations of Mathematics 30 or Pre-Calculus 30.
- o A written submission demonstrating capacity to undertake university-level studies.
- o Transcripts of any secondary or post-secondary coursework.
- o Less than 18 credit units of transferable post-secondary coursework.
- o Resume.
- o Proficiency in English.



Selection Criteria:

- Regular Admission: Academic average 100% weighting
- Provisional Admission: Declaration form 100% weighting
- Special (Mature) Admission: Special admission package -100% weighting
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants:

Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized and/or accredited post-secondary institution, with an average of at least 60%.

Provisional Admission

Provisional Admission is an alternate means of admission for applicants who wish to take a class without going through the full admission process. Instead of submitting transcripts, applicants must sign a declaration stating that they have the academic preparation required to take a university-level course.

Admission is for one academic year only. Applicants are restricted to a maximum of 6 credit units of study per term.

Special (Mature) Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first-year of study, and have successfully completed less than 18 credit units of transferable university-level coursework. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

Dean's Signature:



College: Agriculture and Bioresources

Program(s): Bachelor of Science in Animal Bioscience [B.Sc. (AnBio)]

Admission Qualifications:

- Regular Admission High School (less than 18 credit units of transferable post-secondary):
 - o Grade 12 standing or equivalent.
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - Prerequisite subjects from each of the following subject areas:
 - Natural Sciences: Biology 30 and Chemistry 30
 - Mathematics: Foundations of Mathematics 30 or Pre-Calculus 30
 - o Proficiency in English.
- Regular Admission post-secondary (18 credit units or more transferable post-secondary):
 - Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
 - 0
 - o Prerequisite subjects from each of the following subject areas:
 - **Natural Sciences:** Biology 30 and Chemistry 30
 - Mathematics: Foundations of Mathematics 30 or Pre-Calculus 30
 - o Proficiency in English.
- Special (Mature) Admission:
 - Proof of age (21 or older).
 - o Biology 30; Chemistry 30; and Foundations of Mathematics 30 or Pre-Calculus 30
 - o A written submission demonstrating capacity to undertake university-level studies.
 - o Transcripts of any secondary or post-secondary coursework.
 - o Less than 18 credit units of transferable post-secondary coursework.
 - o Resume.
 - o Proficiency in English.



Selection Criteria:

Regular Admission: Academic average – 100% weighting

• Competitive average is set each year in consultation with the College to manage enrolment. An early admission deadline and average will be set in consultation with the College. After the early admission deadline, applications will continue to be accepted until the final deadline. All applicants will be ranked by admission average and spaces will be offered to the top applicants.

- Special (Mature) Admission: Special admission package -100% weighting
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants:

Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized and/or accredited post-secondary institution, with an average of at least 60%. The competitive average is set each year in consultation with the College to manage enrolment.

Special (Mature) Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first-year of study, and have successfully completed less than 18 credit units of transferable university-level coursework. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

Dean's Signature:



College: Agriculture and Bioresources

Program(s): Kanawayihetaytan Askiy (KA) Certificate

Admission Qualifications:

- Provisional Admission
 - o Complete application for admission

Selection Criteria:

- Provisional Admission: Written submission -100% weighting
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's completed application with includes essay questions (demonstrating potential for success).
 - o Admission is open to all applicants, regardless of Aboriginal ancestry, age or level of education.

Categories of Applicants:

Provisional Admission

All applicants are considered under the Provisional Admissions category. Admission is based solely on the written submission contained within the application for admission. Secondary and post-secondary level standing are not considered for admission to the program.

Dean's Signature:

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College: Agriculture and Bioresources

Program(s): Kanawayihetaytan Askiy (Let Us Take Care of the Land) Diploma in Indigenous Lands Governance (KA Dip Indig Lands Govr)

Admission Qualifications:

Regular Admission

Completion of the Kanawayihetaytan Askiy Certificate with a minimum cumulative weighted average of 60%, OR completion of the Indigenous Peoples Resource Management (IPRM) certificate with a minimum cumulative weighted average of 60%. Students accepted with an IPRM certificate are required to complete INDG 107.3 within the first year of their program.

Selection Criteria:

 Regular Admission: Academic average – 100% weighting Completion of the Kanawayihetaytan Askiy Certificate or the Indigenous Peoples Resource Management Certificate.

Dean's Signature:

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College: Agriculture and Bioresources

Program(s): Kanawayihetaytan Askiy (Let Us Take Care of the Land) Diploma in Indigenous Resource Management (KA Dip Indig Resrce Mgmt)

Admission Qualifications:

Regular Admission

Completion of the Kanawayihetaytan Askiy Certificate with a minimum cumulative weighted average of 60%, OR completion of the Indigenous Peoples Resource Management (IPRM) certificate with a minimum cumulative weighted average of 60%. Students accepted with an IPRM certificate are required to complete INDG 107.3 within the first year of their program.

Selection Criteria:

 Regular Admission: Academic average – 100% weighting Completion of the Kanawayihetaytan Askiy Certificate or the Indigenous Peoples Resource Management Certificate.

Dean's Signature:

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College: Arts & Science

Program(s): Bachelor of Arts (B.A); Bachelor of Science (BSc.); Bachelor of Arts & Science B.A.Sc.)

Admission Qualifications:

- Regular Admission High School (less than 18 credit units of transferable post-secondary):
 - o Grade 12 standing or equivalent.
 - Foundations of Mathematics 30 or Pre-Calculus 30*
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - o Proficiency in English.

*Applicants may be admitted with a mathematics deficiency.

- Regular Admission post-secondary (18 credit units or more transferable post-secondary):
 - Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the College of Arts & Science.
 - Foundations of Mathematics 30 or Pre-Calculus 30*
 - o Proficiency in English.

*Applicants may be admitted with a mathematics deficiency.

- Provisional Admission:
 - Signed declaration of preparedness to study at the university-level including confirmation that the applicant meets the college's English proficiency requirements.
- Special (Mature) Admission:
 - o Proof of age (21 or older).
 - o A written submission demonstrating capacity to undertake university-level studies.
 - Transcripts of any secondary or post-secondary coursework.
 - o Less than 18 credit units of transferable post-secondary coursework.
 - o Resume.
 - o Proficiency in English.

Selection Criteria:

- Provisional Admission: Declaration form 100% weighting
- Special (Mature) Admission: Special admission package -100% weighting
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.

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Categories of Applicants:

Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized and/or accredited post-secondary institution, with an average of at least 60%.

Provisional Admission

Provisional Admission is an alternate means of admission for applicants who wish to take a class without going through the full admission process. Instead of submitting transcripts, applicants must sign a declaration stating that they have the academic preparation required to take a university-level course.

Admission is for one term only. Applicants are restricted to a maximum of 6 credit units of study per term.

Special (Mature) Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first-year of study, and have successfully completed less than 18 credit units of transferable university-level coursework. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

Home-based Learners

Applicants should submit an academic portfolio and a statement of intent indicating their preparedness for university study. This is for students who have been home-schooled and demonstrate a reasonable probability of academic success.

Dean's Signature:





College: Arts & Science

Program(s): Bachelor of Arts (Major in Music) (B.A.)

Admission Qualifications:

- Regular Admission High School (less than 18 credit units of transferable post-secondary):
 - o Grade 12 standing or equivalent.
 - o Foundations of Mathematics 30 or Pre-Calculus 30*
 - o Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - o Music theory placement test.
 - o Proficiency in English.

*Applicants may be admitted with a mathematics deficiency.

- Regular Admission post-secondary (18 credit units or more transferable post-secondary):
 - Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the College of Arts & Science.
 - o Foundations of Mathematics 30 or Pre-Calculus 30*
 - o Music theory placement test.
 - o Proficiency in English.

*Applicants may be admitted with a mathematics deficiency.

• Special (Mature) Admission:

- o Proof of age (21 or older).
- o A written submission demonstrating capacity to undertake university-level studies.
- o Transcripts of any secondary or post-secondary coursework.
- o Less than 18 credit units of transferable post-secondary coursework.
- o Resume.
- o Music theory placement test.
- o Proficiency in English.

Selection Criteria:

- Regular Admission:
 - o Applicants are selected based on academic average.
- Special (Mature) Admission: Special admission package:
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.



Categories of Applicants:

Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized and/or accredited post-secondary institution, with an average of at least 60%.

Special (Mature) Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first-year of study, and have successfully completed less than 18 credit units of transferable university-level coursework. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

Dean's Signature:



College: Arts & Science

Program(s): Bachelor of Music (B.Mus.); Bachelor of Music (Music Education) [B.Mus.(Mus.Ed.)]

Admission Qualifications:

- Regular Admission High School (less than 18 credit units of transferable post-secondary): •
 - o Grade 12 standing or equivalent.
 - o Foundations of Mathematics 30 or Pre-Calculus 30*
 - o Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - Music performance audition. 0
 - 0 Music theory placement test.
 - Proficiency in English. 0

*Applicants may be admitted with a mathematics deficiency.

- Regular Admission post-secondary (18 credit units or more transferable post-secondary):
 - Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted 0 average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the College of Arts & Science.
 - Foundations of Mathematics 30 or Pre-Calculus 30*
 - o Music performance audition.
 - Music theory placement test.
 - o Proficiency in English.

*Applicants may be admitted with a mathematics deficiency.

- Special (Mature) Admission:
 - o Proof of age (21 or older).
 - o A written submission demonstrating capacity to undertake university-level studies.
 - Transcripts of any secondary or post-secondary coursework. ο
 - o Less than 18 credit units of transferable post-secondary coursework.
 - o Resume.
 - Music performance audition. 0
 - Music theory placement test. 0
 - Proficiency in English. 0

Selection Criteria:

- **Regular Admission:** .
- Applicants are selected based on performance in the music performance audition and interview. Applicants must meet the minimum admission average of the university. Music theory placement 0 tests help determine possible remedial training prior to beginning the program should a student be admitted. The final admission decision is made by the Department of Music, based on the audition, interview and entrance requirements of the university.
 - Special (Mature) Admission: Special admission package:



 Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants:

Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized and/or accredited post-secondary institution, with an average of at least 60%.

Special (Mature) Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first-year of study, and have successfully completed less than 18 credit units of transferable university-level coursework. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

Dean's Signature:

Date:



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College: Arts & Science

Program(s): University Transition Program

Admission Qualifications:

- Five high school 30-level subjects (or equivalent), one of which must be English, with a combined average between 60.0% – 69.9%. Subjects must be from the approved list of acceptable high school courses (see Admission calculation and average policy (April 2004).
- Proficiency in English.

Selection Criteria:

- Applicants presenting five acceptable subjects with minimum pass grades and proof of English proficiency will be considered. Admission is not solely based on academic average.
- A completed response to the 'Application of intent'.

Categories of Applicants:

University Transition is an admission category designed for students under the age of 21 whose high school grades fall below the minimum admission average for the College of Arts & Science. Students in the Transition Program can take up to 18 credit units on the U of S main campus and/or our designated off-campus sites. After successfully completing 18 credit units with a minimum CWA of 56%, students can remain in the College of Arts & Science and begin studies on the U of S main campus.

Dean's Signature:

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College: Arts & Science

Program(s): Post Degree Specialization Certificate (P.D.S.C.)

Admission Qualifications:

- Regular Admission
 - A three-year or four-year completed degree from a recognized and/or accredited post-secondary institution.
 - o Proficiency in English.

Selection Criteria:

- Regular Admission:
 - o Admission is based on evidence of a completed degree program. No admission average is calculated.

Categories of Applicants:

Regular Admission

Admission is based on successful completion of a three-year or four-year degree program from a recognized and/or accredited post-secondary institution.

Dean's Signature:

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College: College of Graduate and Postdoctoral Studies

Program(s): Master's Degree

Admission Qualifications:

- All applicants must meet these minimums but meeting or exceeding these minimums does not guarantee an applicant will be offered admission.
 - A four-year honours degree or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study OR
 - A three-year first-cycle undergraduate degree in an academic discipline relevant to the proposed field of study, from a European institution that meets the criteria set forth in the Bologna Declaration, will be the acceptable as the equivalent of an undergraduate honours degree.
 - A cumulative weighted average of at least 70% (UofS grade system equivalent) in the last two years of study (last 60 credit units).
 - When necessary, English proficiency scores shown in the following two tables:

Table 1: Minimum levels for approved language exams

| Test | Minimumin each area | Overall score |
|--|---------------------|---------------|
| Test of English as a Foreign Language Internet Based Test (TOEFL IBT) | 19 | 86 |
| International English Language Testing System (IELTS) | 6.0 | 6.5 |
| CanTEST* | 4.5 | 4.5 |
| Pearson Test of English (PTE) | 59 | 63 |

*Would require evaluation of speaking skills as well

Table 2: Minimum levels for other approved, but less common language exams or courses

| Test | Minimum required score |
|--|-------------------------------|
| University Preparation 2 (U-PREP 2) from the U of S Language Center | 75% |
| Canadian Academic English Language (CAEL) | 70% (min 60% in in each area) |
| University of Regina Intensive ESL Advanced Level (ESL 50); Plus completion of Academic Writing Elective A | 60% |



Selection Criteria:

- Discipline/field preparedness
 - Demonstrated by the applicant meeting the minimum degree level qualification
 - Ability to do higher level academic study
 - o Demonstrated by the applicant meeting the minimum admission average qualification
- Ability to do advanced research and self-directed study:
 - This will be assessed by the unit using:
 - i. Three confidential letters of recommendation from persons under whom the applicant has studied or worked recently;
 - OR with the approval of the CGPS, other criteria which may include one or more of the following:
 i. An entrance interview;
 - ii. Publications, conference presentations, public performances, examples of artistic work or other demonstrations of ability to perform at an advanced level academically.
 - Ability to do academic study and research (written and oral forms) in English:
 - Demonstrated by one of the following:
 - Transcripts indicating completion of three consecutive years of post-secondary education in English in Canada, or in a country or institution designated as one from which students do not need to provide proof of English proficiency;
 - ii. Original test results for English proficiency from one of the approved testing agencies, sent directly from the testing site to the University of Saskatchewan, or verifiable online.
- Supervisory and research capacity of the academic unit.

Categories of Applicants:

Regular Admission

Applicant applies for and is admitted into a regularized program.

Special Admission

Applicant applies for a program that is not regularized. A minimum cumulative weighted average of 75% is required. Other qualifications and selection criteria are the same, and applicants must also submit a proposal, including a complete program of studies.

Dean's Signature:

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College: College of Graduate and Postdoctoral Studies

Program(s): Post-Graduate Degree Specialization Certificate

Admission Qualifications:

- All applicants must meet these minimums but meeting or exceeding these minimums does not guarantee an applicant will be offered admission.
 - A Master's degree or equivalent from a recognized university in an academic discipline relevant to the proposed field of study.
 - A cumulative weighted average of at least 70% (UofS grade system equivalent) in all graduate coursework completed for the Master's degree.
 - o When necessary, English proficiency scores shown in the following two tables:

Table 1: Minimum levels for approved language exams

| Test | Minimumin each area | Overall score |
|--|---------------------|---------------|
| Test of English as a Foreign Language Internet Based Test (TOEFL IBT) | 19 | 86 |
| International English Language Testing System (IELTS) | 6.0 | 6.5 |
| CanTEST* | 4.5 | 4.5 |
| Pearson Test of English (PTE) | 59 | 63 |

*Would require evaluation of speaking skills as well

Table 2: Minimum levels for other approved, but less common language exams or courses

| Test | Minimum required score |
|--|----------------------------|
| University Preparation 2 (U-PREP 2) from the U of S Language Center | 75% |
| Canadian Academic English Language (CAEL) | 70% (min 60% in each area) |
| University of Regina Intensive ESL Advanced Level (ESL 50); Plus completion of Academic Writing Elective A | 60% |



Selection Criteria:

Discipline/field preparedness

JNIVERSITY OF SASKATCHEWAN

- Demonstrated by the applicant meeting the minimum degree level qualification
- Ability to do higher level academic study
 - Demonstrated by the applicant meeting the minimum admission average qualification
- Ability to do advanced research and self-directed study
 - This will be assessed by the unit using:
 - i. Three confidential letters of recommendation from persons under whom the applicant has studied or worked recently;
 - OR with the approval of the CGPS, other criteria which may include one or more of the following:
 An entrance interview;
 - ii. Publications, conference presentations, public performances, examples of artistic work or other demonstrations of ability to perform at an advanced level academically.
 - Ability to do academic study and research (written and oral forms) in English
 - Demonstrated by one of the following:
 - Transcripts indicating either completion of three consecutive years of secondary or postsecondary education in English in Canada, or in a country or institution designated as one from which students do not need to provide proof of English proficiency;
 - ii. Original test results for English proficiency from one of the approved testing agencies, sent directly from the testing site to the University of Saskatchewan, or verifiable online.
- Supervisory and research capacity of the academic unit

Categories of Applicants:

Regular Admission

Applicant applies for and is admitted into a regularized program.

Vat 31,2019

Dean's Signature:



College: College of Graduate and Postdoctoral Studies

Program(s): Ph.D. Degree

Admission Qualifications:

- All applicants must meet these minimums but meeting or exceeding these minimums does not guarantee an applicant will be offered admission.
 - A Master's degree or equivalent from a recognized university in an academic discipline relevant to the proposed field of study.
 - A cumulative weighted average of at least 70% (UofS grade system equivalent) in all graduate coursework completed for the Master's degree.
 - \circ $\;$ When necessary, English proficiency scores shown in the following two tables:

Table 1: Minimum levels for approved language exams

| Test | Minimumin each area | Overall score |
|--|---------------------|---------------|
| Test of English as a Foreign Language Internet Based Test (TOEFL IBT) | 19 | 86 |
| International English Language Testing System (IELTS) | 6.0 | 6.5 |
| CanTEST* | 4.5 | 4.5 |
| Pearson Test of English (PTE) | 59 | 63 |

*Would require evaluation of speaking skills as well

Table 2: Minimum levels for other approved, but less common language exams or courses

| Test | Minimum required score |
|--|----------------------------|
| University Preparation 2 (U-PREP 2) from the U of S Language Center | 75% |
| Canadian Academic English Language (CAEL) | 70% (min 60% in each area) |
| University of Regina Intensive ESL Advanced Level (ESL 50); Plus completion of Academic Writing Elective A | 60% |



Selection Criteria:

- Discipline/field preparedness
 - Demonstrated by the applicant meeting the minimum degree level qualification
 - Ability to do higher level academic study
 - Demonstrated by the applicant meeting the minimum admission average qualification
- Ability to do advanced research and self-directed study
 - This will be assessed by the unit using:
 - ii. Three confidential letters of recommendation from persons under whom the applicant has studied or worked recently;
 - OR with the approval of the CGPS, other criteria which may include one or more of the following:
 iii. An entrance interview;
 - iv. Publications, conference presentations, public performances, examples of artistic work or other demonstrations of ability to perform at an advanced level academically.
 - Ability to do academic study and research (written and oral forms) in English
 - Demonstrated by one of the following:
 - iii. Transcripts indicating either completion of three consecutive years of secondary or postsecondary education in English in Canada, or in a country or institution designated as one from which students do not need to provide proof of English proficiency.
 - iv. Original test results for English proficiency from one of the approved testing agencies, sent directly from the testing site to the University of Saskatchewan, or verifiable online.
- Supervisory and research capacity of the academic unit

Categories of Applicants:

Regular Admission

Applicant applies for and is admitted into a regularized program.

Special Admission

Applicant applies for a program that is not regularized. A minimum cumulative weighted average of 75% is required. Other qualifications and selection criteria are the same, and applicants must also submit a proposal, including a complete program of studies.

Dean's Signature:



College: College of Graduate and Postdoctoral Studies

Program(s): Postgraduate Diploma

Admission Qualifications:

- All applicants must meet these minimums but meeting or exceeding these minimums does not guarantee an applicant will be offered admission.
 - A four-year honours degree or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study OR
 - A three-year first-cycle undergraduate degree in an academic discipline relevant to the proposed field of study, from a European institution that meets the criteria set forth in the Bologna Declaration, will be the acceptable as the equivalent of an undergraduate honours degree.
 - A cumulative weighted average of at least 65% (UofS grade system equivalent) in the last two years of study (last 60 credit units).
 - When necessary, English proficiency scores shown in the following two tables:

| Test | Minimumin each area | Overall score |
|--|---------------------|---------------|
| Test of English as a Foreign Language Internet Based Test (TOEFL IBT) | 19 | 86 |
| International English Language Testing System (IELTS) | 6.0 | 6.5 |
| CanTEST* | 4.5 | 4.5 |
| Pearson Test of English (PTE) | 59 | 63 |

Table 1: Minimum levels for approved language exams

*Would require evaluation of speaking skills as well

Table 2: Minimum levels for other approved, but less common language exams or courses

| Test | Minimum required score |
|---|----------------------------|
| University Preparation 2 (U-PREP 2) from the U of S Language Center | 75% |
| Canadian Academic English Language (CAEL) | 70% (min 60% in each area) |
| University of Regina Intensive ESL Advanced Level (ESL 50); Plus completion of Academic Writing Elective A | |

Selection Criteria:



- Discipline/field preparedness
 - Demonstrated by the applicant meeting the minimum degree level qualification
- Ability to do higher level academic study
 - Demonstrated by the applicant meeting the minimum admission average qualification
 - Ability to do advanced research and self-directed study
 - This will be assessed by the unit using:
 - i. Three confidential letters of recommendation from persons under whom the applicant has studied or worked recently;
 - OR with the approval of the CGPS, other criteria which may include one or more of the following:
 - i. An entrance interview;
 - ii. Publications, conference presentations, public performances, examples of artistic work or other demonstrations of ability to perform at an advanced level academically.
- Ability to do academic study and research (written and oral forms) in English
 - Demonstrated by one of the following:
 - i. Transcripts indicating either completion of three consecutive years of secondary or postsecondary education in English in Canada, or in a country or institution designated as one from which students do not need to provide proof of English proficiency.
 - ii. Original test results for English proficiency from one of the approved testing agencies, sent directly from the testing site to the University of Saskatchewan, or verifiable online.
- Supervisory and research capacity of the academic unit.

Categories of Applicants:

Regular Admission

Applicant applies for and is admitted into a regularized program.

Dean's Signature:

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College: College of Graduate and Postdoctoral Studies

Program(s): Direct Entry Ph.D. Degree

Admission Qualifications:

- All applicants must meet these minimums but meeting or exceeding these minimums does not guarantee an applicant will be offered admission.
 - A four-year honours degree or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study OR
 - A three-year first-cycle undergraduate degree in an academic discipline relevant to the proposed field of study, from a European institution that meets the criteria set forth in the Bologna Declaration, will be the acceptable as the equivalent of an undergraduate honours degree.
 - A cumulative weighted average of at least 80% (UofS grade system equivalent) in the last two years of study (last 60 credit units).
 - When necessary, English proficiency scores shown in the following two tables:

| Test | Minimumin each area | Overall score |
|--|---------------------|---------------|
| Test of English as a Foreign Language Internet Based Test (TOEFL IBT) | 19 | 86 |
| International English Language Testing System (IELTS) | 6.0 | 6.5 |
| CanTEST* | 4.5 | 4.5 |
| Pearson Test of English (PTE) | 59 | 63 |

Table 1: Minimum levels for approved language exams

*Would require evaluation of speaking skills as well

Table 2: Minimum levels for other approved, but less common language exams or courses

| Test | Minimum required score |
|--|----------------------------|
| University Preparation 2 (U-PREP 2) from the U of S Language Center | 75% |
| Canadian Academic English Language (CAEL) | 70% (min 60% in each area) |
| Iniversity of Regina Intensive ESL Advanced Level (ESL 50); Plus ompletion of Academic Writing Elective A 60% | |



Selection Criteria:

Discipline/field preparedness

UNIVERSITY OF SASKATCHEWAN

- Demonstrated by the applicant meeting the minimum degree level qualification
- Ability to do higher level academic study
 - Demonstrated by the applicant meeting the minimum admission average qualification
- Ability to do advanced research and self-directed study
 - This will be assessed by the unit using:
 - i. Three confidential letters of recommendation from persons under whom the applicant has studied or worked recently
 - OR with the approval of the CGPS, other criteria which may include one or more of the following:
 i. An entrance interview
 - ii. Publications, conference presentations, public performances, examples of artistic work or other demonstrations of ability to perform at an advanced level academically
 - Ability to do academic study and research (written and oral forms) in English
 - Demonstrated by one of the following:
 - i. Transcripts indicating either completion of three consecutive years of secondary or postsecondary education in English in Canada, or in a country or institution designated as one from which students do not need to provide proof of English proficiency.
 - ii. Original test results for English proficiency from one of the approved testing agencies, sent directly from the testing site to the University of Saskatchewan, or verifiable online.
- Supervisory and research capacity of the academic unit

Categories of Applicants:

Regular Admission

Applicant applies for and is admitted into a regularized program.

Special Admission

Applicant applies for a program that is not regularized. A minimum cumulative weighted average of 75% is required. Other qualifications and selection criteria are the same, and applicants must also submit a proposal, including a complete program of studies.

Dean's Signature:

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College: Dentistry

Program(s): D.M.D.

Admission Qualifications:

- Minimum overall average of 70% in required pre-dentistry courses (39 credit units):
 - o BIOL 120.3 and BIOL 121.3 or BIOL 224.3 or BMSC 224.3 General Biology
 - o CHEM 112.3 General Chemistry 1
 - o CHEM 250.3 Introduction to Organic Chemistry
 - o PHYS 115.3 Physics and the Universe
 - o BMSC 200.3 Biomolecules
 - o BMSC 230.3 Metabolism
 - o PHSI 208.6 or PHPY 302.3 and PHPY 303.3 Human Body Systems
 - o NUTR 120.3 Basic Nutrition
 - o BMSC 210.3 Microbiology
 - o Six credit units (full course equivalent) in Social Sciences/Humanities

Note that these are University of Saskatchewan courses: equivalents from other post-secondary institutions will be considered.

- Completion of three 30-credit unit academic years of university-level coursework towards the requirements of an undergraduate degree. An academic year is defined as two standard academic terms consisting of eight consecutive months (September to April).
- A cumulative weighted average of 75% over the two best academic years of study.
- Completion of 39 credit units of required pre-dentistry courses (or equivalents) with a minimum overall average of 70%
- Applicants must maintain BOTH of the following conditions for any course work during the year of application: a minimum overall academic average of at least 75% AND a minimum 70% average on any pre-requisite course.
- Dental Aptitude Test
- Proficiency in English

Selection Criteria:

- Academic Record 65% overall weighting
 - o Cumulative weighted average of the best two 30-credit years
 - Applicants must have achieved a minimum cumulative weighted average of 75% over their two best academic years of study and must maintain an average of 75% in their current year of study.
- Dental Aptitude Test 15% overall weighting
 - o Reading comprehension (1/3)
 - o Academic average (1/3)
 - o Perceptual ability (1/3)

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Applicants will not be considered for admission if they have, in their best DAT score, achieved any of the following:

- o An Academic Average score of less than 15 or
- A Perceptual Ability score of less than 14 or
- A Reading Comprehension score of less than 14
- Interview 20% overall weighting
 - Interview selection is based on the academic average of the two best academic years of study and the single best overall DAT score.
- Other credentials to be submitted after admission
 - o Criminal Record Check and Vulnerable Sector Search

Categories of Applicants:

The College of Dentistry admits 34 students to the program each year. A minimum of 22 seats are reserved for residents of Saskatchewan and up to 12 seats for all other applicants regardless of residency. Applicants must designate their category on the online application form. All applicants must be Canadian citizens or landed immigrants at the time of application.

Saskatchewan Residents

Applicants must be Canadian citizens or permanent residents at the time of application. Applicants must have resided in Saskatchewan for at least four years immediately prior to September 1st of the year in which admission is begin sought. Applicants who left the province, but who previously lived in Saskatchewan for an accumulated period of 15 years (permanent residency), will be treated as residents. Applicants who have previously lived in Saskatchewan for an accumulated period of less than 15 years and who do not qualify under the four year condition will receive credit of one year toward the four year requirement for every four years of residency in the province. There are no exceptions of the four year Saskatchewan residency rule.

Canadian Applicants

Applicants are required to complete courses equivalent to those listed under Admission Qualifications.

Indigenous Equity Access Program

There is a separate category in which six first-year seats are reserved for persons of Canadian Indigenous ancestry. Applicants must meet the minimum Admission Qualifications, above. Applicants must achieve an acceptable rating on the interview and complete the Dental Aptitude Test (DAT). Applicants must identify themselves on the online application form. Applicants must provide proof of Aboriginal ancestry.



Foreign Trained Dentists

This is a separate category in which one first-year seat is reserved for a foreign trained dentist. Applicants in this category will compete in a separate pool and must meet all of the following requirements:

- o Applicants must have earned a dental degree from a recognized dental school outside of Canada or the USA.
- o Proof of degree and official transcripts must be provided.
- o Applicants must meet the Saskatchewan residency rules.
- o If applicable, applicants must submit proof of English proficiency.
- Applicants must take the Canadian Dental Aptitude Test (DAT) administered by the Canadian Dental Association and meet the minimum requirements.
- → Applicants must be interviewed at the University of Saskatchewan for the year in which admission is being sought.
- Applicants must provide a one page biography (curriculum vita) on the relevant dental experiences and other information that would be helpful to the Admissions Committee during the selection process.

Applicants will be evaluated on all the above criteria. Admission under the foreign trained dentist category is NOT guaranteed.

Special Case Category

The College of Dentistry may consider applicants with special circumstances with regard to any of the three 30-credit unit years of study, such that one or all years may have been completed over 12 consecutive months as part of a program requirement. All special case applicants will be considered by the college admissions committee and they will compete with other applicants in the general pool of candidates. Special case applicants that have met all other requirements must submit a letter to support their application explaining their special circumstances.

The College of Dentistry has no provision for special cases pertaining to the academic or residency requirements and letters will not be considered.

Transfer Students

There is no provision for accepting transfer students into the DMD program at this time.

International Students

Effective the 2016-2017 admission cycle, the college will no longer accept applications from international students.

USWAL

Dean's Signature:



College: Dentistry

Program(s): International Dental Degree Program.

Admission Qualifications:

- Completion of a degree in a dental program from an academic institution not recognized by the Commission on Dental Accreditation of Canada (CDAC),
- Completion of the Assessment of Fundamental Knowledge (AFK) examination of the National Dental Examining Board of Canada (NDEB) within 3 years of the application deadline.
- Proficiency in English

IDDP Assessment of Clinical Skills Examination and Interview

Applicants may be selected to participate in the IDDP Assessment of Clinical Skills Examination and Interview. Selection of applicants will be based on AFK score. Clinical and/or academic experience, as detailed in the required Letter of Application, will be the secondary criterion used for selection between applicants with equal AFK scores. A maximum of 30 applicants will be invited to participate in the IDDP Assessment of Clinical Skills and Interview with a maximum of 5 positions reserved for residents of Saskatchewan. Applicants will be assessed on clinical skills as well as communication skills in a clinical setting using the common North American dental vernacular and a formal panel interview.

Selection Criteria:

Selection is based on performance at the IDDP Assessment of Clinical Skills as follows:

- Assessment of Clinical Skills 60% overall weighting
- Assessment of Communication Skills in a Clinical Setting 25% overall weighting
- Interview 15% overall weighting

Other credentials to be submitted after admission

- Criminal Record Check self-declaration of an adult criminal record is required of all applicants on the application form. Applicants accepted into the program are required to complete and submit a Criminal Record Check with Vulnerable Sector Screening *after* the date of offer by the specified deadline.
- Immunization requirements Successful applicants must comply with the University of Saskatchewan's policy on immunization, which states that all students attending a health science college must provide documented proof of immunization. Immunization records for accepted applicants must be received by the date stated in the letter of offer



Categories of Applicants:

The College of Dentistry admits minimum of 3 students to the program each year. Applicants must be citizens of Canada or have permanent residency status (landed immigrant) on the date of application. A minimum of one space is reserved for residents of the province of Saskatchewan, the remaining spaces are available to Canadian citizens or landed immigrants.

USWAK Nov

Dean's Signature:



College: Education

Program(s): Bachelor of Education (B.ED.), Early/Middle Years (EDEM) and Secondary (EDSY) Programs - 4 Year

Admission Qualifications:

- Regular Admission High School (less than 18 credit units of transferable post-secondary):
 - Grade 12 standing or equivalent.
 - Minimum average of 70% on five-subject high school average (see Admission calculation and 0 average April, 2004).
 - Proficiency in English. 0
 - One prerequisite subject from each of the following subject areas*: 0
 - Natural Sciences: Biology 30 or Chemistry 30 or Physics 30 or Earth Science 30 or **Computer Science 30**
 - Social Sciences: History 30 or Social Studies 30 or Native Studies 30
 - Mathematics: Foundations of Mathematics 30 or Pre-Calculus 30
 - Approved Second Language or Fine/Performing Art: 30-level language (other than English) or 30-level Fine/Performing Art

*An applicant is permitted to be deficient in two of these subject areas. If admitted, students must clear any deficiencies before entering the second year of study.

- Regular Admission post-secondary (18 credit units or more of transferable post-secondary):
 - Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted 0 average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
 - Proficiency in English. 0
 - No high school prerequisites required. 0
- Special Mature Admission (less than 18 credit units of transferable post-secondary):
 - 21 years of age by the first day of classes;
 - Have not previously attended university or college;
 - Have attempted or completed less than 18 credit units of post-secondary coursework; 0
 - Do not meet the standards for regular admission (this includes not having a Grade 12 standing, and/or not having a minimum admission average of 70%, and/or having deficiencies in the required Grade 12 courses/pre-requisites).
 - Proficiency in English 0

Note: A student who meets the minimum admission average but is deficient in the required courses of study can hold Special (Mature) student status.

Selection Criteria:

Competitive ranked admission (top down by average) is in place to manage enrolment in the college.

- Academic record 100% weighting but with the option for applicants to include information for subjective consideration by the College of Education, Admissions Subcommittee where circumstances might otherwise deem them inadmissible.
- Average is calculated on five high school subjects or on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution. Preference may be given to post-secondary



applicants (18 credit units or more of transferable post-secondary coursework) with undersubscribed teaching areas, as determined by the College of Education Admissions Subcommittee. All applicants must meet minimum admission qualifications.

Special Consideration

Applicants have the opportunity to provide an optional statement at the time of application that
outlines extenuating or special circumstances that might have affected an applicant's admissibility.
The College of Education also provides applicants with the opportunity to declare membership in an
equity category, if they choose to do so. Applicants who provide an optional statement may also be
asked to provide contact information for two references who can attest to the applicant's knowledge,
skills, and disposition to be considered in cases where the applicant may not otherwise be accepted.

Categories of Applicants:

Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized and/or accredited post-secondary institution, with an average of at least 60%.

Special (Mature) Admission

Admissions is based upon students meeting the admissions qualifications criteria for the special (mature) selection criteria listed above. Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

Dean's Signature:



College: Education Program(s): Indian Teacher Education Program (ITEP)

To be admitted, applicants must be recommended by ITEP.

Admission Qualifications:

- Regular Admission High School (less than 18-credit units of transferable post-secondary):
 - o Grade 12 standing or equivalent
 - Minimum average of 70% on five-subject high school average (see Admission calculation and average April, 2004).
 - o Proficiency in English.
 - One prerequisite subject from each of the following subject areas*:
 - Natural Sciences: Biology 30 or Chemistry 30 or Physics 30 or Earth Science 30 or Computer Science 30
 - Social Sciences: History 30 or Social Studies 30 or Native Studies 30
 - Mathematics: Foundations of Mathematics 30 or Pre-Calculus 30
 - Approved Second Language or Fine/Performing Art: 30-level language (other than English) or 30-level Fine/Performing Art

*An applicant is permitted to be deficient in two of these subject areas. If admitted, students must clear any deficiencies before entering the second year of study.

Regular Admission – post-secondary (18 credit units of transferable post-secondary):

- Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
- o Proficiency in English.
- No high school prerequisites required.
- Special Mature Admission (less than 18 credit units of transferable post-secondary):
 - 21 years of age by the first day of classes;
 - Have not previously attended university or college;
 - Have attempted or completed less than 18 credit units of post-secondary coursework;
 - Do not meet the standards for regular admission (this includes not having a Grade 12 standing,
 - and/or not having a minimum admission average of 70%, and/or having deficiencies in the required Grade 12 courses/pre-requisites).
 - o Proficiency in English

Note: A student who meets the minimum admission average but is deficient in the required courses of study can hold Special (Mature) student status.

Selection Criteria:

- Academic record
 - Average is calculated on five high school subjects or on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution.
 - Transfer applicants to the ITEP program are not required to meet a transfer average.
 - Final admission decisions for the ITEP programs are made by the program office.



 Preference may be given to post-secondary applicants (18 credit units or more of transferable postsecondary coursework) with undersubscribed teaching areas, as determined by the College of Education Admissions Subcommittee. All applicants must meet minimum admission qualifications.

Categories of Applicants:

Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework from a recognized and/or accredited post-secondary institution. Transfer applicants to the ITEP program are not required to meet a transfer average.

Special (Mature) Admission

Admissions is based upon students meeting the admissions qualifications criteria for the special (mature) selection criteria listed above. Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

Dean's Signature:

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College: Education

Program(s): Saskatchewan Urban Native Teacher Education Program (SUNTEP)

- SUNTEP Prince Albert (PA)
- SUNTEP Saskatoon (SK)

To be admitted, applicants must be recommended by SUNTEP/Gabriel Dumont Institute (GDI).

Admission Qualifications:

- Regular Admission High School (less than 18 credit units of transferable post-secondary):
 - Grade 12 standing or equivalent.
 - Minimum average of 70% on five-subject high school average (see Admission calculation and o average April, 2004).
 - Proficiency in English. 0
 - One prerequisite subject from each of the following subject areas*: Ö
 - Natural Sciences: Biology 30 or Chemistry 30 or Physics 30 or Earth Science 30 or **Computer Science 30**
 - Social Sciences: History 30 or Social Studies 30 or Native Studies 30
 - Mathematics: Foundations of Mathematics 30 or Pre-Calculus 30
 - Approved Second Language or Fine/Performing Art: 30-level language (other than . English) or 30-level Fine/Performing Art

An applicant is permitted to be deficient in two of these subject areas. If admitted, students must* clear any deficiencies before entering the second year of study.

- Regular Admission post-secondary (18 credit units of transferable post-secondary):
 - Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted 0 average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
 - Proficiency in English. 0
 - No high school prerequisites required. 0
- Special Mature Admission (less than 18 credit units of transferable post-secondary):
 - 21 years of age by the first day of classes;
 - Have not previously attended university or college; 0
 - Have attempted or completed less than 18 credit units of post-secondary coursework; 0
 - Do not meet the standards for regular admission (this includes not having a Grade 12 standing, 0 and/or not having a minimum admission average of 70%, and/or having deficiencies in the required Grade 12 courses/pre-requisites).
 - **Proficiency in English** 0

Note: A student who meets the minimum admission average but is deficient in the required courses of study can hold Special (Mature) student status.



Selection Criteria:

- Academic record
 - Average is calculated using five high school subjects or on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution.
 - o Final admission decisions for the SUNTEP programs are made by the program office.
- Preference may be given to post-secondary applicants (18 credit units or more of transferable postsecondary coursework) with undersubscribed teaching areas, as determined by the College of Education Admissions Subcommittee. All applicants must meet minimum admission qualifications.

Categories of Applicants:

Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework from a recognized and/or accredited post-secondary institution, with an average of at least 60%.

Special (Mature) Admission

Admissions is based upon students meeting the admissions qualifications criteria for the special (mature) selection criteria listed above. Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

Dean's Signature:



College: Education

Program(s): Certificate in Practical and Applied Arts

(Home Economics Stream; Industrial Arts Stream)

Admission Qualifications:

 Completed Bachelor of Education (B.Ed.) degree from a recognized and/or accredited post-secondary institution.

OR

Enrolled in the Bachelor of Education (B.Ed.) degree program at the University of Saskatchewan (certificate will not be awarded until the degree (B.Ed.) program has been completed).

Proficiency in English.

Selection Criteria:

Proof of a Bachelor of Education (B.Ed.) degree from a recognized and/or accredited post-secondary
institution (or enrollment in the B.Ed. program at the U of S).

Categories of Applicants:

There are no distinct categories of applicants to this program.

Oct 31, 2019

Dean's Signature:



College: Education

Program(s): Certificate in Secondary Technical Vocational Education, Technical Vocational Degree

Admission Qualifications:

- Journeyperson Certificate or appropriate technical writing.
- Proficiency in English.

Selection Criteria:

- Journeyperson Certificate 100% weighting
 - Applicants to the Certificate in Secondary Technical Vocational Education and Technical Vocational Degree programs are admitted based on their Journeyperson Certification and an academic average is not calculated.

Categories of Applicants:

There are no distinct categories of applicants to this program.

Dean's Signature:

Date:

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Que C. Wallin



College: Education

Program(s): Aboriginal Teacher Association Certificate

Admission Qualifications:

- Regular Admission High School (less than 18 credit units of transferable post-secondary):
 - o Grade 12 standing or equivalent
 - o 30-level English
 - History 30 or Social Studies 30 or Native Studies 30
 - Prerequisite subjects from each of the following subject areas*:
 - Natural Sciences: Biology 30 or Chemistry 30 or Physics 30 or Geology 30 or Computer Science 30
 - Mathematics: 30-level mathematics (workplace and apprenticeship math is not acceptable)
 - Approved Second Language or Fine/Performing Art: 30-level language (other than English) or Fine/Performing Art
 - o Proficiency in English.

*Students may be admitted with one deficiency among these subjects. The deficient subject must be completed prior to entering the second year of study.

Regular Admission – post-secondary (18 credit units of transferable post-secondary):

- Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
- 0
- o 30-level English
- o History 30 or Social Studies 30 or Native Studies 30
- Prerequisite subjects from each of the following subject areas*:
 - Natural Sciences: Biology 30 or Chemistry 30 or Physics 30 or Geology 30 or Computer Science 30
 - Mathematics: 30-level mathematics (workplace and apprenticeship math is not acceptable)
 - Approved Second Language or Fine/Performing Art: 30-level language (other than English) or Fine/Performing Art
- o Proficiency in English.

*Students may be admitted with one deficiency among these subjects. The deficient subject must be completed prior to entering the second year of study.

- Special Mature Admission (less than 18 credit units of transferable post-secondary):
 - 21 years of age by the first day of classes;
 - Have not previously attended university or college;
 - Have attempted or completed less than 18 credit units of post-secondary coursework;



- Do not meet the standards for regular admission (this includes not having a Grade 12 standing, and/or not having a minimum admission average of 70%, and/or having deficiencies in the required Grade 12 courses/pre-requisites).
- o Proficiency in English

Note: A student who meets the minimum admission average but is deficient in the required courses of study can hold Special (Mature) student status.

Selection Criteria:

- Academic record
 - Average is calculated using or on five high school subjects or on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution.

Categories of Applicants:

Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework from a recognized and/or accredited post-secondary institution, with an average of at least 60%.

Special (Mature) Admission

Admissions is based upon students meeting the admissions qualifications criteria for the special (mature) selection criteria listed above. Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

Dean's Signature:

Down C. Wallin



College: Education

Program(s): Bachelor of Science in Kinesiology/Bachelor of Education Combined Program [B.Sc. (Kin.)/B.Ed.]

Admission Qualifications:

- Regular Admission High School (less than 18 credit units of transferable post-secondary):
 - o Grade 12 standing or equivalent.
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - o Prerequisite subjects from each of the following subject areas:
 - Natural Sciences:
 - o Biology 30
 - o Chemistry 30 or Physics 30
 - Mathematics: Foundations of Mathematics 30 or Pre-Calculus 30
 - o Proficiency in English.
- Regular Admission post-secondary (18 credit units or more transferable post-secondary):
 - Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
 - Prerequisite subjects from each of the following subject areas:
 - Natural Sciences: Biology 30 and Chemistry 30 or Physics 30
 - Mathematics: Foundations of Mathematics 30 or Pre-Calculus 30
 - Proficiency in English.
- Special (Mature) Admission:
 - Proof of age (21 or older).
 - o A written submission demonstrating capacity to undertake university-level studies.
 - o Transcripts of any secondary or post-secondary coursework.
 - o Less than 18 credit units of transferable post-secondary coursework.
 - o Resume.
 - o Proficiency in English.

Selection Criteria:

- Regular Admission: Academic record 100% weighting
 - o Competitive ranked admission (top down average) is in place to manage enrolment in college.
 - Physical Education (PE) 30 may be used in the calculation of the five subject high school average if including it advantages the applicant.
 - PE 20 can be used in the calculation of the of the five subject high school admission average if the student has not taken PE 30; however, PE 30 must be taken in semester 2.
- Special (Mature) Admission: Special admission package 100% weighting
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.



- Special Consideration
 - Applicants have the opportunity to provide an optional statement at the time of application that outlines extenuating or special circumstances that might have affected an applicant's admissibility. The College of Education also provides applicants with the opportunity to declare membership in an equity category, if they choose to do so. Applicants who provide an optional statement may also be asked to provide contact information for two references who can attest to the applicant's knowledge, skills, and disposition to be considered in cases where the applicant may not otherwise be accepted.

Categories of Applicants:

Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized and/or accredited post-secondary institution, with an average of at least 60%.

Special (Mature) Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first-year of study, and have successfully completed less than 18 credit units of transferable university-level coursework. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

Indigenous Equity Admission

One (1) first-year seat is designated for admission for direct and transfer entry in the Combined Kin/Ed Program for students of Canadian Indigenous descent. Students are required to see an academic advisor in the College of Kinesiology or the College of Education and provide proof of Indigenous ancestry. Students who have self-declared are eligible to be considered for admission if they have an admission average of 75% or higher OR if they fall within 5% of the minimum average admitted to the Combined Kin/Ed Program.

Dean's Signature:



College: Education

Program(s): Bachelor of Science Kinesiology/Bachelor of Education Combined Program

Only those students admitted to the College of Kinesiology in 2019-2020 (or before) will be eligible for admission to the College of Education to complete the following Combined Kinesiology/Education program requirements.

Admission Qualifications:

- Students registered in the College of Kinesiology are eligible to apply for entrance into the Combined Program if they have completed a minimum of 95 credit units.
- The following courses are compulsory as part of the 95 credit units required*: ACB 221.3; BIOL 120.3 and BIOL 224.3; ENG 110.6 or two of ENG 111.3, ENG 112.2, or ENG 114.3; KIN 121.3, KIN 122.3, KIN 150.3, KIN 222.3, KIN 223.3, KIN 225.3, KIN 226.3, KIN 231.3, KIN 240.3, KIN 281.3, KIN 320.3, KIN 322.3, KIN 341.3, KIN 380.3 and 3 credit units of KIN elective (choose from KIN 232.3, KIN 233.3, KIN 255.3, KIN 321.3, KIN 334.3, KIN 381.3, KIN 425.3, KIN 428.3, KIN 431.3, KIN 442.3, or KIN 451.3); KINA 200.2, KINA 210.2, KINA 211.2, KINA 235.2; MATH 104.3 (or MATH 110.3); INDG 107.3 and 3 credit units in social sciences or humanities; and STAT 245.3 or PLSC 214.3 or PSY 233.3; and,15 credit units in a second teaching area.
- Minimum of 95 credit units of post-secondary courses, including compulsory courses, teaching area course requirements, and elective courses with a minimum overall average of 60%.
- Two teaching area requirements are part of the 95 credit units required:
 - Teaching Area 1: Physical Education, comprised of 24 credit units of KIN classes.

Teaching Area 2: 15 credit units with a minimum average of 60%.
 *An applicant is permitted to be deficient in 5 credit units: one KIN elective (.3) and one KINA (.2) or a combination thereof.

Selection Criteria:

- Academic record 100%
 - Average is calculated on completed pre-requisite courses.

Special Consideration

Applicants have the opportunity to provide an optional statement at the time of application that outlines extenuating or special circumstances that might have affected an applicant's admissibility. The College of Education also provides applicants with the opportunity to declare membership in an equity category, if they choose to do so. Applicants who provide an optional statement may also be asked to provide contact information for two references who can attest to the applicant's knowledge, skills, and disposition to be considered in cases where the applicant may not otherwise be accepted.



Categories of Applicants:

There are no distinct categories of applicants to this program.

Cown C. Wallin Oct 31, 2019

Dean's Signature:



College: Education

Program(s): Bachelor of Education (B.ED.), Sequential Music Program, Early/Middle Years and Secondary

Admission Qualifications:

- Completion of the Bachelor of Music degree in Music Education.
- For the Secondary Concentration, a minimum Teaching Area 2 average of 60% is required.

Selection Criteria:

• B.Mus. (Mus. Ed.) - 100% weighting

Categories of Applicants:

There are no distinct categories of applicants to this program.

Dean's Signature:

Date:

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Teaching, Learning and Student Experience



College: Education

Program(s): Internationally Educated Teachers Certificate (IETC) Program

Admission Qualifications:

- Letter of Permission to enroll in the certificate from Saskatchewan Professional Teachers Regulatory Board (SPTRB).
- Proficiency English, according to the University of Saskatchewan Language Proficiency Regulations.

Selection Criteria:

• Letter of Permission - 100% weighting

Categories of Applicants:

There are no distinct categories of applicants to this program.

Dean's Signature:

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College: Edwards School of Business

Program(s): Bachelor of Commerce (B.Comm.)

Admission Qualifications:

- Regular Admission High School (less than 18 credit units of transferable post-secondary):
 - Grade 12 standing or equivalent.
 - Foundations of Mathematics 30 or Pre-Calculus 30 (recommended); or
 MATH 102.3 at the university level
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - Proficiency in English.
- Regular Admission post-secondary (18 credit units or more transferable post-secondary):
 - Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
 - Foundations of Mathematics 30 or Pre-Calculus 30 (recommended); or
 - MATH 102.3 at the university level; or
 - MATH 110.3 (or its equivalent) at the university level; or
 - Math 104.3 (min. grade of 65%) at the university level if completed prior to September 2019
 - Proficiency in English.

• Special Mature Admission:

- Proof of age (21 or older).
- o A written submission demonstrating capacity to undertake university-level studies.
- o Less than 18 credit units of transferable post-secondary coursework.
- o Transcripts of any secondary or post-secondary coursework.
- o Resume.
- o Proficiency in English.

Selection Criteria:

- Regular Admission: Academic average 100% weighting
 - Average is calculated using five high school subjects or on 18 or more transferable credit units At the discretion of the College, enrolment numbers will be determined in consultation with Admissions.
- Special Mature Admission: Special admission package 100% weighting
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.

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Categories of Applicants:

Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized and/or accredited post-secondary institution, with an average of at least 60%.

Special (Mature) Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first-year of study, and have successfully completed less than 18 credit units of transferable university-level coursework. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

Home based Learners

Applicants should submit a home-based transcript with details of all Grade 11 and Grade 12 courses completed. An interview will be required. A portfolio may be submitted but is not required. Independent third party examinations such as SAT or ACT may be considered. This is for students who have been home-schooled and demonstrate a reasonable probability of academic success.

Aboriginal Equity Admission

Aboriginal applicants must meet Edwards School of Business minimum admission qualifications identified for regular admission. Applicants wishing to apply in this category must self-declare on the application for admission. Applicants must provide proof of Aboriginal ancestry by the published document deadline in one of the following ways:

- Indian Status or Treaty Card
- Metis Membership Card
- Nunavut Trust Service Card
- Inuit roll number

Dean's Signature:



College: Edwards School of Business

Program(s): Aboriginal Business Administration Certificate (ABAC)

Admission Qualifications:

- Regular Admission High School (less than 18 credit units of transferable post-secondary):
 - First Nations, Métis or Inuit ancestry.
 - Grade 12 standing or equivalent.
 - o Foundations of Mathematics 20 or Pre-Calculus 20
 - o Successful completion of Foundations of Mathematics 30 or Pre-Calculus 30 preferred.
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - Proficiency in English.
- Regular Admission post-secondary (18 credit units or more transferable post-secondary):
 - First Nations, Métis or Inuit ancestry.
 - Grade 12 standing or equivalent.
 - Foundations of Mathematics 20 or Pre-Calculus 20
 - o Successful completion of Foundations of Mathematics 30 or Pre-Calculus 30 preferred.
 - Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
 - Proficiency in English.

• Special Mature Admission:

- First Nations, Métis or Inuit ancestry.
- Proof of age (21 or older).
- o A written submission demonstrating capacity to undertake university-level studies.
- o Less than 18 credit units of transferable post-secondary coursework.
- o Transcripts of any secondary or post-secondary coursework.
- o Copies of supporting documents covering any non-credit programs completed.
- o Resume.
- o Proficiency in English.

Selection Criteria:

- Regular Admission: Academic average 100% weighting
 - Average is calculated using five high school subjects or on 18 or more transferable credit units.
 - Special (Mature) Admission: Special admission package 100% weighting
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.



Categories of Applicants:

Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework from a recognized and/or accredited post-secondary institution, with an average of at least 60%.

Special (Mature) Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first-year of study, and have successfully completed less than 18 credit units of transferable university-level coursework. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

Dean's Signature:

Oct 31, 2019

Date:



Teaching, Learning and Student Experience



College: Edwards School of Business

Program(s): Certificate in Business; Certificate in Entrepreneurship

Admission Qualifications:

- Regular Admission High School (less than 18 credit units of transferable post-secondary):
 - o Grade 12 standing or equivalent.
 - Successful completion of Foundations of Mathematics 30 or Pre-Calculus 30 recommended, but not required.
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - Proficiency in English.
- Regular Admission post-secondary (18 credit units or more transferable post-secondary):
 - Successful completion of Foundations of Mathematics 30 or Pre-Calculus 30 (or university-level equivalent) is recommended, but not required.
 - Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
 - Proficiency in English.

• Special Mature Admission:

- Proof of age (21 or older).
- o A written submission demonstrating capacity to undertake university-level studies.
- Less than 18 credit units of transferable post-secondary coursework.
- o Transcripts of any secondary or post-secondary coursework.
- o Copies of supporting documents covering any non-credit programs completed.
- o Resume.
- o Proficiency in English.

Selection Criteria:

- Regular Admission: Academic average 100% weighting
 - Average is calculated using five high school subjects or on 18 or more transferable credit units.
- Special (Mature) Admission: Special admission package 100% weighting
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.



Categories of Applicants:

Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework from a recognized and/or accredited post-secondary institution, with an average of at least 60%.

Special (Mature) Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first-year of study, and have successfully completed less than 18 credit units of transferable university-level coursework. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

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Date:

Dean's Signature:



College: Engineering

Program(s): Bachelor of Science in Engineering (B.E.)

Admission Qualifications:

- Regular Admission High School (less than 18 credit units of transferable post-secondary):
 - o Grade 12 standing or equivalent.
 - Chemistry 30; Physics 30, and Pre-Calculus 30 with a minimum grade of 70% in each of these courses.
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004)).
 - o Proficiency in English.
- Regular Admission post-secondary (18credit units or more transferable post-secondary):
 - Minimum average of 60% on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses which are transferable to the University of Saskatchewan.
 - Chemistry 30; Physics 30, and Pre-Calculus 30 with a minimum grade of 70% in each of these courses.
 - o Proficiency in English.
- Provisional Admission:
 - Signed declaration of preparedness to study at the university-level including confirmation that the applicant meets the college's English proficiency requirements.
- Special (Mature) Admission:
 - Proof of age (21 or older) by the first day of classes.
 - Chemistry 30; Physics 30, and Pre-Calculus 30 with a minimum grade of 70% in each of these courses.
 - o A written submission demonstrating capacity to undertake university-level studies.
 - o Transcripts of any secondary or post-secondary coursework.
 - o Less than 18 credit units of transferable post-secondary coursework.
 - o Resume.
 - o Proficiency in English.

Selection Criteria:

- Regular Admission: Academic average 100% weighting
 - Average is calculated using five high school subjects or on 18 or more transferable credits.
 - o At the discretion of the College, enrolment numbers will be determined in consultation with Admissions.
- Special (Mature) Admission: Special admission package 100% weighting
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential as well as an interview (electronically or in person) with the Associate Dean Academic.



Categories of Applicants:

Regular Admission

Admissions is based upon students meeting the admissions qualifications criteria for the regular admissions criteria for high school and post-secondary as listed above.

Access Programs

Post-Secondary – College of Arts and Science

Available to University of Saskatchewan Arts & Science students who are transferring to the College of Engineering. Admission is based on the successful completion of the following eight courses (or their equivalents): CHEM 114 or (CHEM 112), GE 111, GE 124, MATH 123 (or MATH 110), GE 121, GE 125, MATH 124 (or MATH 116), PHYS 155, with a minimum average of 60% in these courses. The students must also meet the promotion requirements of the College of Engineering in their most recent academic session.

Post-Secondary – ISAP-STEM Pathways Program

Available to University of Saskatchewan Arts & Science students who are registered in the ISAP-STEM program and who are transferring to the College of Engineering. Admission is based upon successful completion of the ISAP-STEM pathways program, with a program average of at least 60%. In addition, students must have completed the following courses (or their equivalents): PHYS 30, CHEM 30, PRE-CALC 30.

Post-Secondary – PRES Program

Available to Northlands College students who are registered in the PRES Program and are transferring to the College of Engineering. Admission is based upon successful completion of the PRES Program, including the PHYS 30 requirement, with a minimum program average of 60%.

Special (Mature) Admission

Admissions is based upon students meeting the admissions qualifications criteria for the special (mature) selection criteria listed above.

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.



Indigenous Admission

Applicants of Indigenous ancestry can apply under this category. Applicants must meet the minimum admission qualifications for the College of Engineering. They will be required to provide proof of Indigenous ancestry as a condition for admission under this category.

There is no quota for Indigenous applicants. Applications will be forwarded to the Associate Dean Academic for review and decision.

Dean's Signature:



College: Engineering

Program(s): Certificate in Professional Communication

Admission Qualifications:

Regular Admission

- o 60% average in the most recent 18 credit units of completed coursework
- o Completed at least 60 credit units of post-secondary studies
- o Proficiency in English.

Selection Criteria:

- Regular Admission: Academic average 100% weighting
- Competitive ranked admission (top down average) is in place to manage enrolment in the College.

Categories of Applicants:

Regular Admission

Admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized and/or accredited post-secondary institution, with an average of at least 60%.

Dean's Signature: Date:

Director's Signature: Date:

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College: Engineering

Program(s): Technological Innovation Certificate

Admission Qualifications:

Regular Admission

- o Completed at least 60 credit units of post-secondary studies
- o 60% average in the most recent 18 credit units of completed coursework
- o Proficiency in English

Selection Criteria:

- Regular Admission: Academic average 100% weighting
- Competitive ranked admission (top down average) is in place to manage enrolment in the College.

Categories of Applicants:

Regular Admission

Admission is based on the successful completion of at least 60 credit units of transferable university-level coursework at a recognized and/or accredited post-secondary institution, with an average of at least 60% in the most recent 18 credit units of completed coursework.

Dean's Signature: Date:

Director's Signature: Date:

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College: Kinesiology

Program(s): Bachelor of Science in Kinesiology [B.Sc. (Kin.)]

Admission Qualifications:

- Regular Admission High School (less than 18 credit units of transferable post-secondary):
 - o Grade 12 standing or equivalent.
 - Minimum average of 70% on five subject high school average (see Admissions calculation and average (April 2004).
 - Prerequisite subjects from each of the following subject areas:
 - Natural Sciences: Biology 30 and Chemistry 30 or Physics 30
 - Mathematics: Foundations of Mathematics 30 or Pre-Calculus 30 (recommended)
 - o Proficiency in English.
- Regular Admission post-secondary (18 credit units or more transferable post-secondary):
 - Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
 - Prerequisite subjects from each of the following subject areas:
 - Natural Sciences: Biology 30 and Chemistry 30 or Physics 30
 - Mathematics: Foundations of Mathematics 30 or Pre-Calculus 30 (recommended)
 - o Proficiency in English.
- Special (Mature) Admission:
 - Proof of age (21 or older).
 - o A written submission demonstrating capacity to undertake university-level studies.
 - o Transcripts of any secondary or post-secondary coursework.
 - o Less than 18 credit units of transferable post-secondary coursework.
 - o Resume.
 - o Proficiency in English.

Selection Criteria:

- Regular Admission: Academic record 100% weighting
 - o Competitive ranked admission (top down average) is in place to manage enrolment in college.
 - Physical Education (PE) 30 may be used in the calculation of the five subject high school average if including it advantages the applicant.
 - PE 20 can be used in the calculation of the of the five subject high school admission average if the student has not taken PE 30; however, PE 30 must be taken in semester 2.
- Special (Mature) Admission: Special admission package 100% weighting
 - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant's written submission and demonstrated academic potential.

Categories of Applicants:



Teaching, Learning and Student Experience



Regular Admission

Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized and/or accredited post-secondary institution, with an average of at least 60%.

Special (Mature) Admission

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first-year of study, and have successfully completed less than 18 credit units of transferable university-level coursework. Applicants must submit a special admission package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

Indigenous Equity Admission

Ten (10) first-year seats (in addition to the non-equity seats), are designated for admission for direct and transfer entry in the college for students of Canadian Indigenous descent. Students are required to see the college Academic Advisor and provide proof of Indigenous ancestry.

Dean's Signature:

Date:

CMZ October 30,2019





College: Law

Program(s): Juris Doctor (JD)

Admission Qualifications:

- Two full years of undergraduate study (60 credit units)
- Law School Admission Test (LSAT)
- Personal statement
- Proficiency in English

Selection Criteria:

Admission is at the discretion of the College of Law Admissions Committee, and in exercising this discretion the Committee considers the following criteria:

- Academic Record
- LSAT score
- Personal statement

Categories of Applicants:

Regular Admission

There is no resident requirement, but the college admissions committee gives a slight preference to applicants with a Saskatchewan connection, or residents of the Yukon, Northwest and Nunavut Territories, Prince Edward Island and Newfoundland and Labrador. (i.e. provinces and territories with no law college). A Saskatchewan connection may include: any immediate family connection to law school, parent, sibling, spouse or partner currently attending the University of Saskatchewan or partner currently living in Saskaton area.

Aboriginal Admission

Applicants of Aboriginal ancestry should apply under this category. There is no quota for Aboriginal applicants. Aboriginal applicants are strongly encouraged to enroll in the Native Law Centre Summer Program (NLC Summer Program). While some applicants will be required to complete the NLC Summer Program as a condition of their admission to the College of Law, all Aboriginal applicants, conditionally or unconditionally accepted to law school will benefit immensely from the NLC Summer Program's focus on legal reading, legal writing and legal analysis skill building. Program completion is considered a special supplementary predictor of success in law school by the college admissions committee.

Special Admission

The Admissions Committee will consider special applicants based on the Committee's assessment of the applicant's ability to cope successfully with the requirements of the JD Program. LSAT score is usually given significant weight. There is no formal quota under this category, but the number of seats are limited. Applicants under this category must complete all steps in the regular application process and provide additional documentation that includes:

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Teaching, Learning and Student Experience



- a) A statement explaining the nature of their educational disadvantage (which may include first language other than English, barriers resulting from ethnic or racial background, employment or family obligations, significant interruption of post-secondary education)
- b) Relevant supporting documentation such as medical reports.
- c) Details of any relevant occupational experience or community involvement.
- d) Two or three supporting letters of reference.

ssociate Associ-te Dean's Signature:

Date:

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College: Medicine

Program(s): M.D.

Admission Qualifications:

Saskatchewan Residents

Academic performance for Saskatchewan residents is based on all courses taken up to the awarding of a four-year Baccalaureate degree. The degree must be completed prior to entry into Medicine. Academic performance is reviewed for consistency or improvement, and to ensure that the MCAT requirement has been met.

- MCAT Requirement:
 - All Saskatchewan resident applicants (including those eligible to apply through the Aboriginal Admissions Program) must complete the Medical College Admission Test (MCAT) prior to the application deadline.
 - For application for fall of 2019 for entry fall of 2020, no minimum MCAT section or sum scores will be required to apply, but the Admissions Committee will set a minimum acceptable MCAT sum score percentile once the scores of all applicants are known.
 MCAT scores must be obtained in one sitting prior to the application deadline. The earliest accepted scores for application 2019 for entry fall of 2020 are from January 2016. Only the most recent MCAT will be considered.
 - The Admissions Committee, in assessing an individual's application, will review the MCAT section scores for consistency and for concordance of the MCAT total score percentile with the individual's university academic average (UAA). Inconsistency within the MCAT section results, or discordance between the MCAT total score percentile and the UAA (e.g., MCAT result unexpectedly low based on the UAA), can serve as grounds for the Admissions Committee to remove an individual's application from further consideration.
 - While prerequisite courses are not mandatory, applicants are strongly encouraged to complete courses in the subject areas of Biochemistry, Biology, Chemistry, English, Physics, Psychology, Sociology, and Statistics to ensure readiness for the MCAT, as well as, the basic sciences covered in the first-two years of the undergraduate medical curriculum.
- Degree Requirement:
 - Application by Saskatchewan resident applicants (including those eligible to apply through the Aboriginal Admissions Program) can be made only during or after the final year of a four-year degree. The degree must be completed by the end of April of the year they are seeking admission.
 - The degree must be completed in ≤5 years.
 - A minimum university academic average (UAA) of 75% is required.
 - Applicants in a non-direct entry college can apply if ≥90 credit units have been completed prior to application. At least 120 credit units must be completed by the end of April prior to entry to the college.
 - Graduate level courses and degrees will be considered if it works to the applicant's advantage.



Out-of-Province Residents

Academic performance for out-of-province resident applicants will be based on the MCAT total score percentile along with a required minimum UAA of 85%.

- MCAT Requirement:
 - All out-of-province applicants must complete the Medical College Admission Test (MCAT) prior to the application deadline.
 - For application fall of 2019 for entry fall of 2020, a minimum of the 80th percentile for the test sum score and for each of the four section scores is required. MCAT scores must be obtained in one sitting. The earliest accepted scores for application 2019 for entry fall of 2020 are from January 2016. Only the most recent MCAT will be considered.
 - While prerequisite courses are not mandatory, applicants are strongly encouraged to complete courses in the subject areas of Biochemistry, Biology, Chemistry, English, Physics, Psychology, Sociology, and Statistics to ensure readiness for the MCAT, as well as, the basic sciences covered in the first-two years of the undergraduate medical curriculum.
- Degree Requirement:
 - Application by out-of-province applicants can be made only during or after the final year of a four-year degree. The degree must be completed by the end of April of the year they are seeking admission. The degree must be completed within a 5-year period.
 - If applicants are in the final year of a four-year degree, a minimum of 90 credit units must have been completed in the 48 months prior to the end of August immediately before application.
 - All courses completed by the application deadline (or up to the awarding of the degree in the case where the degree has been awarded prior to application) will be used for the calculation of the UAA.
 - The minimum UAA required for application will be 85%.
 - The four-year degree must be completed by the end of April prior to starting medical training. All remaining courses completed after the date of application must minimally average 85%.
 - Graduate level courses and degrees will be considered if it works to the applicant's advantage.

Selection Criteria:

- Weighting
 - The weighting of academic performance to personal qualities (College of Medicine Multiple Mini Interview – MMI) for Saskatchewan resident applicants is 20% MCAT; 30% UAA; and 50% MMI.
 - Out-of-province resident applicants invited for an interview will be ranked for admission based on 100% on the applicant's performance in the MMI.
- References
 - The names of three referees and their contact information will be requested from applicants at the time of application.
 - Referees must have supervised the applicant in a research, employment or volunteer role.
 - References are not scored; they are used on a rule out basis.



Criminal Record Check

 All applicants offered admission will be required to submit a criminal record check, including vulnerable sector screening, to the College of Medicine by the first day of Orientation of the year of entry.

Categories of Applicants:

Ninety-five of the first-year seats are reserved for Saskatchewan residents. To increase the number of Aboriginal physicians, 10 of the first-year seats are available for qualified, self-identified First Nations, Métis and Inuit applicants through the Aboriginal Admissions Program (Note: these seats are included in the 95 allocated Saskatchewan seats).

All applicants must have lived in Canada for at least three years prior to August 1 of the year in which admission is being sought and they must be a Canadian citizen or have Permanent Resident status by the application deadline of October 1.

Saskatchewan Residents

To be eligible to apply as a Saskatchewan resident, applicants must have physically resided in Saskatchewan for the three years immediately preceding August 1 of the year in which admission is being sought. However, applicants who have left the province, but have previously lived in Saskatchewan for an accumulated period of 15 years (permanent residency) will be treated as residents.

Applicants who have previously lived in Saskatchewan for an accumulated period of less than 15 years, and do not qualify under the three-year condition, will receive credit of one year toward the three-year requirement for every five years of residency in the province.

An exception to the three-year ruling may be made for members of the Armed Forces of Canada or RCMP, or for an applicant whose spouse, parent or guardian is a member of the Armed Forces of Canada or RCMP, who has moved to Saskatchewan due to being reassigned. In these cases, the applicant must have resided in Saskatchewan for at least 12 consecutive months immediately preceding October 1st of the year of application and obtained written approval prior to the application deadline to waive the three year requirement.

Individuals who have been in three years of full-time study at the University of Saskatchewan or the University of Regina directly preceding the date of entry being sought are considered to be Saskatchewan residents.

Applicants who meet the same criteria based on residency in Yukon, Northwest or Nunavut territory can apply as a Saskatchewan resident.

Canadian Out-of-Province Residents

Up to five the first-year seats may be offered to out-of-province resident applicants.



Aboriginal Admissions Program

Ten of the first-year seats are reserved for persons of Canadian Aboriginal descent (with a preference for applicants meeting the Saskatchewan residency requirement and a maximum of five Aboriginal Admissions seats open to out-of-province resident applicants of Aboriginal descent) accepted through the Aboriginal Admissions seats each year. Note: Applicants of Aboriginal ancestry are first considered within the Saskatchewan pool, and if not competitive, then within the Aboriginal Admissions pool.

Diversity and Social Accountability Admissions Program (DSAAP)

The DSAAP will involve six of the first-year seats. The DSAAP seats are reserved for applicants that meet the Saskatchewan residency requirement. Saskatchewan residents will first be considered through the regular Saskatchewan admission rank number (ARN) process. If unsuccessful in achieving a regular offered seat, Saskatchewan residents who qualify through the answers they provide to a DSAAP supplemental admissions questionnaire will then be considered for a DSAAP seat. Self-declared Aboriginal applicants are not eligible for the DSAAP, instead they are similarly first considered through the usual Saskatchewan ARN process and then subsequently through the Aboriginal Admissions Program.

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Dean's Signature:

Date:

2019, 10.31



College: Nursing

Program(s): Post-Degree BSN

Admission Qualifications:

- A complete baccalaureate degree OR 90 credit units towards a degree
- At least 36 credit units at the senior level
- Minimum weighted average of at least 70%
- Pre-requisite courses:
 - o Statistics: 3 credit units
 - o Nutrition: 3 credit units*
 - o Indigenous Studies: 3 credit units
 - Microbiology: 3 credit units*
 - Anatomy and Physiology: 6 credit units*
 - o Humanities: 3 credit units
 - o Social Sciences: 6 credit units.

*Nutrition, anatomy and physiology, and microbiology pre-requisites must have been completed no more than 10 years prior to admission.

One deficiency is permitted in the following areas (Applicants must successfully complete the deficient prerequisite by December 31 of the year they are admitted. Proof of completion is required by January 31):

- o Social Science: 3 credit units
- o Nutrition: 3 credit units
- o Indigenous Studies: 3 credit units.
- Proficiency in English

Selection Criteria:

- Academic Record 100% Weighting
 - o Average is calculated on the most recent 60 credit units of coursework towards a degree.
 - o All courses towards a degree within each academic year must be included.
 - Coursework completed between January and April prior to May 1 admission will not be used in the initial admission average. However, the coursework can count towards the final admission average (If used to meet degree(s) program requirements) and pre-requisite requirements.
 - 90 credit units of recognized post-secondary study towards a degree must be completed by April 30 of the year of expected entrance to the program.
- **Program Reference Form** required by applicants applying from another nursing program or those applicants who have completed a minimum of 6 credit units or equivalent of nursing classes in Canada. The program reference form will be used to access the applicants suitability for admission, based on the applicants academic standing and previous performance in a nursing program.
- Other credentials to be submitted after admission
 - o Respiratory Protection Fit Testing (Due date to be determined)
 - Criminal Record Check and Vulnerable Sector Search (must not be dated more than 6 months prior to submission)
 - o Transferring Lifting Repositioning (TLR) course
 - o CPR C Certification and AED
 - o Standard First Aid Certification



- o Immunizations
- o Workplace Hazardous Materials Information System (WHMIS)

Categories of Applicants:

Regular Applicants

Applicants are admitted on the basis of the required post-secondary coursework. Applications are accepted from residents of all Canadian provinces and international countries. Canadian or international residency status is not considered in the application process.

Aboriginal Equity Access

16.6% of the total number of seats are reserved for persons of Aboriginal ancestry. Applicants must provide proof of Aboriginal ancestry.

Special Case Admission to the Post Degree BSN

One student may be admitted as a special case admission into the Post-Degree BSN each May. Special Case admission is available to applicants who do not qualify for regular admission because their average is less than 70%. Special case admission is available to applicants who:

- Have a minimum average of 65% calculated in the same way as the regular Post-Degree BSN admission averages.
- o Meet all other admission requirements including pre-requisite courses.
- o Are not currently in a BSN/PDBSN Program

Applicants are considered on a case-by-case basis and the seat may not be filled each year. Students must apply to the Post-Degree BSN option by the posted deadlines and send documents required for admission by the posted document deadline.

If eligible for special case admission, the documents listed below will be requested:

- A resume and a letter to the Associate Dean outlining why you should be considered as a special case for admission. The letter should include:
 - o Relevant Information on your academic record
 - Work/life experience that highlights you as a special case for admission
 - o Any additional education
 - o Strategies for your success in the Post-Degree BSN option
 - o Motivations for nursing
 - Please include the names and contact information of three people who can provide a reference, for example: academic (one only), work place (direct report), volunteer/community

Please note: Only short listed candidates will be called for an interview.

Dean's Signature:

Date:



College: Nursing

Program(s): Bachelor of Science in Nursing (BSN) (4 year)

Admission Qualifications:

- Minimum weighted average of 60% on 30 credit units pre-professional year with the following required courses:
 - o English: 3 credit units
 - o Indigenous Studies: 3 credit units*
 - o Chemistry: 3 credit units
 - o Biology: 3 credit units
 - o Statistics: 3 credit units*
 - Nutrition: 3 credit units* (Must be completed no more than 10 years prior to admission year)
 - o Psychology: 3 credit units
 - o Social Science Elective: 3 credit units*
 - o Elective: 3 credit units
 - o Elective: 3 credit units

*A deficiency is allowed in one of these four areas. 50% is used in place of the deficiency in the average calculation. Applicants must successfully complete the deficient pre-professional course by December 31 of the year in which they are admitted to Year 2 of the BSN program and provide proof of completion of the course by January 31.

• Proficiency in English

Selection Criteria:

- Academic Record 100% Weighting
 - Admission is competitive; applicants are ranked according to average and the top candidates are selected.
 - Average is calculated on the 30 credit unit pre-professional year; however, if a student takes a
 higher level course for which the pre-professional course is its pre-requisite, then the course with
 the higher average will be used in the admission average calculation.
 - For repeated courses, the highest grade will be used.
- Program Reference Form required by applicants applying from another nursing program or those applicants who have completed a minimum of 6 credit units or equivalent of nursing classes in Canada. The program reference form will be used to access the applicants suitability for admission, based on the applicants academic standing and previous performance in a nursing program.
- Other credentials to be submitted after admission
 - Respiratory Protection Fit Testing (Due date to be determined)
 - CPR C Certification and AED
 - Standard First Aid Certification
 - Criminal Record Check and Vulnerable Sector Search (must not be dated more than 6 months prior to submission)
 - Immunizations
 - Workplace Hazardous Materials Information System (WHMIS)
 - Transferring Lifting Repositioning (TLR) course



Categories of Applicants:

Regular Applicants

Applicants are admitted on the basis of the required post-secondary coursework. Applications are accepted from residents of all Canadian provinces and international countries. Canadian or international residency status is not considered in the application process. Applicants select the site in which they prefer to study at the time of application. Applicants who select to study in Northern Saskatchewan must be residents of that area according to provincial geographical definition.

Aboriginal Equity Access

16.6% of the total number of seats are reserved for persons of Aboriginal ancestry. Applicants must provide proof of Aboriginal ancestry.

Transfer Students

Like regular applicants, transfer applicants are admitted on the basis of post-secondary work and must meet the same admission average.

Any transfer credit given for prior Nursing courses will be determined by the College of Nursing.

Dean's Signature:

Date:



College: Pharmacy & Nutrition

Program(s): Doctor of Pharmacy (PharmD.)

Admission Qualifications:

- At least 60 credit units of coursework as listed below (or equivalents), including specific pre-requisite courses, with a minimum average of 70%.
 - o Biology 120.3 (The Nature of Life) and Biology 121.3 (The Diversity of Life) or equivalent
 - o Chemistry 112.3 (General Chemistry I) or equivalent
 - o Chemistry 250.3 (Organic Chemistry I) or equivalent
 - o Chemistry 255.3 (Organic Chemistry II) or equivalent
 - English 110.6 OR 6 credit units from English 111.3, 112.3, 113.3 and 114.3 or equivalent
 - o Biomedical Sciences 200.3 (Biomolecules) or equivalent
 - o Biomedical Sciences 230.3 (Metabolism) or equivalent
 - Physiology 208.6 (Human Body Systems) or equivalent
 - Mathematics 125.3 (Mathematics for the Life Sciences) or equivalent
 - Statistics 246.3 (Biostatistics) or equivalent
 - \circ Biomedical Sciences 210.3 (Microbiology) or equivalent
 - Nutrition 120.3 (Basic Nutrition) or equivalent
 - o Electives: 9 credit units general electives
 - o Electives: 6 credit units from psychology, sociology, native studies, or philosophy
- Test of Critical Skills
- Personal Video Interview
- Proficiency in English

Selection Criteria:

Ranking for admission is based on academic performance and personal qualities.

- Academic Record 60% Weighting
 - The admission average is based on the 60 credit units of required subjects (weighted as 40% of the admission average) and the cumulative average obtained on all courses at the university level (weighted as 60% of the admission average)
- Test of Critical Skills 30 % weighting
 - Applicants are required to attain a minimum level of achievement on a Test of Critical Skills to be considered for admission.
- Personal Video Interview 10% weighting
 - Personal interview that will be conducted as a video interview. Applicants should be prepared to discuss why they have chosen the health care profession they want to enter and various required characteristics of health care professionals.

Categories of Applicants:

There are up to 90 first-year seats.

Saskatchewan Residents

Applicants must have lived and worked full-time in Saskatchewan for at least 12 consecutive months prior to admission without being a full-time student. To qualify, you must pay income taxes in Saskatchewan and have a

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Teaching, Learning and Student Experience



Saskatchewan Health Card. You cannot qualify for residency by attending school if your home is elsewhere. Applicants from border communities (e.g. Lloydminster, AB and Flin Flon MB), residents of the Yukon, Northwest Territories and Nunavut, members of the RCMP or the Canadian Armed Forces, graduates of the University of Saskatchewan and children or spouses of graduates of the University of Saskatchewan are considered Saskatchewan residents for the purpose of their admission to Pharmacy & Nutrition.

Non-Saskatchewan Canadian Residents and International Applicants

Up to 14 of 90 positions may be offered to out-of-province and international applicants.

Education Equity Program – Saskatchewan Residents

A maximum of four spaces are reserved for qualified Aboriginal applicants. Applicants under this category must have completed the pre-pharmacy years with a minimum average of 70%. Applicants must supply proof of Aboriginal ancestry.

Special Admission Category

One Saskatchewan student may be admitted under special circumstances or for compassionate reasons. Applicants applying under this category must provide appropriate documentation for review and are considered on a case-by-case basis. This position may not be filled every year.

Repeating or Returning Student

Applicants who have previously attended the College of Pharmacy and Nutrition (and completed at least one full semester in the program) may be considered for readmission under this category.

Dean's Signature:

Date:

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College: Pharmacy & Nutrition

Program(s): Bachelor of Science in Nutrition (B.Sc. [Nutrition])

Admission Qualifications:

- At least 30 credit units of course work, including specific pre-requisite courses, with a minimum average of 70%.
 - o Biology 120.3 (The Nature of Life) and Biology 121.3 (The Diversity of Life) or equivalent
 - o Chemistry 112.3 (General Chemistry I) or equivalent
 - o Chemistry 250.3 (Organic Chemistry I) or equivalent
 - English 110.6 OR 6 credit units from English 111.3, 112.3, 113.3 and 114.3 OR French 121.3 (or 122.3) and 125.3 OR Literature 110.6
 - Psychology or Sociology: 6 credit units
 - Electives: 6 credit units general electives
- Test of Critical Skills
- Personal Video Interview
- Proficiency in English

Selection Criteria:

Ranking for admission is based on academic performance and personal qualities.

- Academic Record 60% Weighting
 - The admission average is based on the 30 credit units of required subjects (weighted as 40% of the admission average) and the cumulative average obtained on all courses at the university level (weighted as 60% of the admission average)
- Test of Critical Skills 30 % weighting
 - Applicants are required to attain a minimum level of achievement on a Test of Critical Skills to be considered for admission.
- Personal Video Interview 10% weighting
 - Personal interview that will be conducted as a video interview. Applicants should be prepared to discuss why they have chosen the health care profession they want to enter and various required characteristics of health care professionals.

Categories of Applicants:

There are up to 28 first year seats.

Saskatchewan Residents

Applicants must have lived and worked full-time in Saskatchewan for at least 12 consecutive months prior to admission without being a full-time student. To qualify, you must pay income taxes in Saskatchewan and have a Saskatchewan Health Card. You cannot qualify for residency by attending school if your home is elsewhere. Applicants from border communities (e.g. Lloydminster, AB and Flin Flon MB), residents of the Yukon, Northwest Territories and Nunavut, members of the RCMP or the Canadian Armed Forces, graduates of the University of Saskatchewan and children or spouses of graduates of the University of Saskatchewan are considered Saskatchewan residents for the purpose of their admission to Pharmacy & Nutrition.



Non-Saskatchewan Canadian Residents and International Applicants

Up to four of the 28 positions may be offered to out-of-province and international applicants.

Education Equity Program – Saskatchewan Residents

A maximum of two spaces are reserved for qualified Aboriginal applicants. Applicants under this category must have completed the pre-nutrition year with a minimum average of 70%. Applicants must supply proof of Aboriginal ancestry.

Special Admission Category

One Saskatchewan student may be admitted under special circumstances or for compassionate reasons. Applicants applying under this category must provide appropriate documentation for review and are considered on a case-by-case basis. This position may not be filled every year.

Repeating or Returning Student

Applicants who have previously attended the College of Pharmacy and Nutrition (and completed at least one full semester in the program) may be considered for readmission under this category.

Dean's Signature:

Date:

Jan alcon Oct 30, 2019

Teaching, Learning and Student Experience

🕷 www.usask.ca



College: Veterinary Medicine

Program(s): DVM

Admission Qualifications:

- 60 credit units of pre-veterinary courses (at least two years)
 - Biology: 6 credit units
 - o Chemistry: 6 credit units
 - English: 6 credit units
 - Mathematics and Statistics: 6 credit units
 - Physics: 3 credit units
 - Organic Chemistry: 3 credit units
 - Biochemistry: 3 credit units
 - o Genetics: 3 credit units
 - o Introductory Microbiology: 3 credit units
 - o Electives: 21 credit units
- Minimum cumulative average of 75% in all university courses

Selection Criteria:

Selection is based on a number of factors including: mental aptitude, academic performance, motivation, maturity, experience with animals, leadership qualities, social awareness, deportment, verbal facility, and ability to communicate and an understanding and knowledge of the veterinary profession. These factors are assessed through the following criteria.

- Academic Record
 - At least two years of university courses are required to complete the pre-requisite course requirements.
 - Applicants must have a minimum cumulative average of 75% to be considered.
- Interview
 - Applicants are selected for interview based primarily on their academic performance.
- References
 - Two references are required: one must be a veterinarian, while the other must have an animal related or agricultural background.
- Selection of Students
 - Applicants are ranked for admission based on a weighted formula: 60:40 academic vs nonacademic.

Categories of Applicants:

As a regional veterinary college, the program accepts applicants who are residents of the following western provinces and the northern territories into provincially-funded seats – also known as Interprovincial Agreement <u>or</u> IPA seats. The number of IPA seats is:

- British Columbia: 20
- Saskatchewan: 20
- Manitoba: 15
- Other**/Northern territories (Yukon, Nunavut and Northwest Territories): 1
- Education Equity Program: 2





** Applicants with service to the Government of Canada (a member of the Canadian Forces, an RCMP officer or another similar role) who do not meet the criteria for residency under the rules described below may be considered through the Other/Territories designated seat. Service considered may pertain to the applicant, their parent or spouse. Applicants should contact the WCVM Admissions Office to determine eligibility.

All applicants must be Canadian citizens or permanent residents of Canada. Residents of foreign countries are not eligible to be considered for admission to the WCVM.

Note: IPA seat numbers posted above are minimum values and may increase. In addition to the IPA seats, the WCVM will be offering 10-25 non-IPA seats for fall 2020 entry. Non-IPA seats are available to applicants meeting the residency requirements for IPA seats as well as individuals meeting the residency requirements in the province of Alberta. Priority will be given to applicants meeting the IPA residency requirement over Albertans when filling the non-IPA seats.

Determining Applicants' Residency

An interprovincial agreement between the WCVM and its partner provinces outlines definite rules to determine an applicant's province of residence:

- In the case of an applicant who has not established his or her own residence and lived in that residence for 12 continuous months (excluding any time enrolled as a post-secondary student in or outside of that province), the WCVM will consider the applicant's residence to be the province or territory of Canada where his or her parent(s) have lived most recently for 12 continuous months before the WCVM's December 1 application deadline.
- In the case of an applicant who has established his or her own residence in a province or territory in Canada, the WCVM will consider the individual's residence to be the Canadian province or territory where the applicant lived most recently for 12 continuous months before the WCVM's December 1 application deadline. This 12-month period excludes any time enrolled as a post-secondary student in or outside of that province.
- In the case of an applicant who has established his or her own residence outside Canada and intends to reestablish residence in this country, the WCVM will consider the applicant's residence to be the Canadian province or territory where he or she lived most recently for 12 continuous months before leaving Canada. This 12-month period excludes any time enrolled as a post-secondary student in or outside of that province.
- In the case of an applicant who is a Permanent Resident of Canada (as defined in Canada's Immigration and Refugee Protection Act), the WCVM will consider the applicant's residence to be the province or territory where he or she first resided in Canada under two conditions: the applicant has established his or her own residence in a Canadian province or territory but has not yet accumulated 12 continuous months without post-secondary study, and the applicant's parent(s) do not reside in Canada.
- In the case of an applicant who is from the Northern territories, residency is defined by their own rules because the Yukon, Nunavut and Northwest Territories are not formal signatories of the college's Interprovincial funding contract.



Indigenous Applicants – Education Equity Program

Each year, two seats are available for Indigenous students through the Education Equity Program. Applicants must be residents of the four western Canadian provinces or the northern territories and will be considered for admission in both their provincial pool as well as the equity pool.

The WCVM requires proof of Indigenous ancestry that must be provided at the time of application.

Acceptable proofs of ancestry include a certified copy of one of the following cards:

- Indian Status or Treaty Card
- Métis Membership Card *
- Nunavut Trust Service Card
- Inuit roll number

* Metis Membership cards must be from provincial counterparts of the Metis National Council. Please see website: <u>www.metisnation.ca</u>

Dean's Signature:

Date:

March 23, 2020

UNIVERSITY COUNCIL

TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE

FOR INFORMATION ONLY

| PRESENTED BY: | Vince Bruni-Bossio, Chair, Teaching, Learning and Academic |
|---------------|--|
| | Resources |
| | Committee of Council |

DATE OF MEETING:

- SUBJECT: Teaching, Learning and Academic Resources Committee Annual Report
- **COUNCIL ACTION:** For Information Only

ANNUAL REPORT OF THE TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE OF COUNCIL 2019-20

The Teaching, Learning and Academic Resources Committee (TLARC) deals with a range of teaching and learning issues at the university.

The committee is composed primarily of faculty from colleges and departments across the institution who share their experience and expertise in many areas. University staff, who sit as committee members or resource people, provide important input from administrative and technical perspectives.

Terms of Reference

- 1) Commissioning, receiving and reviewing reports related to teaching, learning and academic resources, with a view to supporting the delivery of academic programs and services at the University of Saskatchewan.
- Making recommendations to Council and the Planning and Priorities committee on policies, activities and priorities to enhance the effectiveness, evaluation and scholarship of teaching, learning and academic resources at the University of Saskatchewan.
- 3) Promoting student, instructor and institutional commitments and responsibilities, as set out in the University of Saskatchewan Learning Charter and as reflected in the top priority areas of the University of Saskatchewan Integrated Plans.
- Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.

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

Membership

| <u>Council Members</u> Vince Bruni-Bossio (Chair) Petros Papagerakis (Vice-chair) Paul Jones Jo Ann Murphy Jaris Swidrovich | Management and Marketing Dentistry Toxicology Library Pharmacy and Nutrition | 2020 2020 2020 2020 2020 2021 |
|--|--|--|
| General Academic Assembly Mem Manar Angrini Loleen Berdahl Jorden Cummings Kathleen James-Cavan Gail MacKay Sean Maw | bers Biology Political Studies Psychology English Curriculum Studies Ron and Jane Graham School of Professional Development | 2022 2022 2021 2021 2021 2021 2020 |
| <u>Sessional Lecturer</u> Ranjhan Datta | Political Studies | 2020 |
| Other members Patti McDougall Shari Baraniuk Rachel Sarjeant-Jenkins Cheri Spooner Nancy Turner Candice Weingartner Graeme Joseph (Candace Wasacase-Lafferty on leave) Carlos Munoz Pimentel Reggie Nyamekye (for Alejandra Fonseca) Saalimah Saeed | Vice-Provost, Teaching, Learning and S Experience Chief Information Officer, Information an Communications Technology Designate of the Dean, University Librar Director, Distance Education Unit Director, Teaching and Learning Enhand Director, Academic Technology Director, Indigenous Initiatives VP Academic Responsibilities, USSU GSA Designate Committee Secretary | nd 'Y |
| <u>Associate Members</u> Kate Langrell | Copyright Coordinator | |

Overview of TLARC Committee Responsibilities:

At the September 2019 meeting, I explained that TLARC committee members would complete three functions as part of their role: (1) receiving information about teaching and learning, (2) providing input and insight when needed, and (3) voting on teaching and learning issues, policies and processes. I also explained that TLARC committee members would also be asked to contribute to working groups when possible. Below I outline the work completed this past year that encompassed these functions.

Issues, Discussions and Work Completed

The Teaching, Learning and Academic Resources Committee (TLARC) of Council met ten times during the 2019-20 year and addressed many issues that have an impact on teaching and learning activities at the University of Saskatchewan. In addition, in response to a request by the Governance Committee, TLARC reviewed its terms of reference.

Working groups

At its September 2019 meeting, TLARC identified general priorities for the coming year. This discussion resulted in the continuation of four previously established working groups and two new working groups. These working groups, for the most part, were engaged in implementing various initiatives and developing policy and procedures (see below).

Please note: The need to allocate resources to the institution's COVID-19 response required that many working group activities be postponed in March 2020. The specific activities that have been postponed are noted below.

1. Assessment (Chairs: Patti McDougall and Nancy Turner)

This working group was established in September 2019 to focus on the development of a set of principles to guide fair assessment. There is a proliferation of research on assessment of student learning but also perceived barriers to changing assessment practices and policies. While the educational commitments in the Learning Charter focus on fair assessment, there is still a need to articulate what fair assessment means in practice. A draft project charter has been created and further progress of this working group will resume post COVID-19.

2. Experiential Learning (Chair: Nancy Turner)

This working group was established in September 2019 in response to the strategic priority of the University to expand and make explicit core skill development for students. This working group was in the process of constructing a more inclusive framework for experiential learning for tracking and reporting purposes. Part of this process involved consulting with experiential learning experts to comprehend how the different types of experiential learning activities across campus could be categorized within the priority areas flagged in the new experiential learning framework. The work on constructing experiential learning framework was paused temporarily in March 2020 due COVID-19.

3. <u>Homework Systems (Chairs: Patti McDougall and Carlos Munoz Pimentel)</u>

This working group was established in September 2018 in response to a concern raised by the USSU about the increased use of online homework systems for summative assessment

within courses and the financial burden the use of such systems places on students. In 2019-20 this group worked on a paper to outline the scope of the issue and options available for moving forward with online homework system (OHS) use in courses, particularly where the system is used for summative assessment. Where appropriate, the working group also considered processes to enable review of associated fees. This working group presented at TLARC in December 2019 where it received full support for proceeding with Online Homework System guidelines. A small project team within the working group was in the process of consulting with OHS users to gain input regarding what could be included in the OHS guidelines, but the consultations had to pause in March 2020 due to COVID-19.

4. Internationalization (Chair: Nancy Turner)

This working group began in September 2018 in response to an action item in the University's International Blueprint (IB) for the creation of a mechanism to track courses with international content. The group began by examining the rationale for this work, as outlined in the IB, focusing on internationalization of teaching and learning, and included a review of literature and sector good practices. A concept paper, including a proposed definition of and rational for internationalization of teaching and learning for USask, was presented to TLARC in November 2019 and was broadly endorsed. With a definition and clear outcomes confirmed, a small project team progressed forward with the development of options for creation of a baseline of data and tracking of courses/institutional activities that align with the definition and outcomes. The project team had to pause this work in March 2020 due to COVID-19.

5. Teaching Quality (Chair: Patti McDougall)

The working group developed policy and procedure documents for student learning experience feedback institutionally. This past year the working group developed a Student Learning Experience Feedback Policy, which frames the purpose, principles, and responsibilities related to the generation and use of student feedback as well as the procedures that would be used to guide the administration of the Student Learning Experience Questionnaire (SLEQ). The policy document was approved by University Council in Fall 2019.

Going forward this working group will be identifying and suggesting ways to enhance the peer review process across campus. The project plan of this working group was to be developed after consultation with TLARC but was paused in March 2020 due to COVID-19.

6. Wellness Strategy (Chairs: Nancy Turner and Petros Papagerakis)

This group's work focuses on the aspects or practices within the learning environment that enable and constrain student mental health and well-being. After approval of a project charter, a small project team, under the guidance of the working group, proceeded with addressing the need for change as well as identifying potential foci for this change and identifying examples where change has been successfully undertaken institutionally. The project team produced a report for the working group in February 2020 on Learning and Teaching Practices that supports student mental health and well-being. The project team was in the process of reviewing feedback from the working group but had to pause in March 2020 due to COVID-19.

Consultations

In response to a request from the Governance Committee, TLARC reviewed its terms of reference and concluded that TLARC fulfills criteria for appropriate composition of membership. The mandates and action items of the TLARC working groups also satisfy the requirement for being action oriented.

Reports Received: Trauma guidelines

In April 2019, Dr. Ann Martin from the Department of English presented at TLARC on how course materials can cause or trigger trauma for students. Under Dr. Martin's guidance, the Department of English developed guidelines on the use of inclusive language and reconciliatory writing to assist faculty in being aware of potential triggers for trauma and ways to assist students to find help if needed. For information, this report was taken to the Council in November 2019.

Other activities

The committee welcomed presentations from its members and a variety of guests, who shared information and updates on programs and university-wide strategies, including:

- Updates on LTSE Plan and TLSE Portfolio
- Library journal collections
- Promotion & Tenure Standards as it relates to Teaching
- Department of English's guidelines regarding use of inclusive
- Future Skills and FUSION
- Robotics, 3D Printing & Virtual Reality
- Teaching and Learning with Virtual Reality
- Academic Integrity Tutorial
- Learning Management Systems Renewal
- Learning Charter Pursuits updates
- Micro-credentials
- Scholarship of Teaching and Learning

Acknowledgements

My sincere thanks to our executive committee of Dr. Petros Papagerakis, who served as vice chair, Vice-Provost Patti McDougall and Dr. Nancy Turner. They provided exceptional guidance and leadership for all aspects of TLARC's work. As well, my thanks to all the members of TLARC. This highly engaged group continually offered their time, wisdom and energy to sustain and advance the valuable work of TLARC. I would also like to thank all the guests and speakers who offered their insight and wisdom about teaching and learning issues across campus. A special thanks also to Saalimah Saeed for the exceptional support she provided TLARC this past year.

Respectfully submitted,

Vince Bruni-Bossio, Chair Teaching, Learning and Academic Resource Committee of Council

UNIVERSITY COUNCIL

SCHOLARSHIP AND AWARDS COMMITTEE

FOR INFORMATION ONLY

| PRESENTED BY: | Dr. Tracie Risling Chair, Scholarship and Awards Committee |
|------------------|--|
| DATE OF MEETING: | May 20, 2020 |
| SUBJECT: | Annual Report to Council: Undergraduate and Graduate Scholarships and Awards |
| COUNCIL ACTION: | For information only |

ORIGIN OF REQUEST AND ADVANCED CONSULTATION:

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

| 1) 2019-2020 | Annual summary of centrally administered <i>and</i> college administered |
|--------------|--|
| | awards distributed to students |

2) 2019 Calendar year description of Committee Activities

The Committee has four responsibilities and this report outlines the Committee's activities with respect to undergraduate scholarships and awards within the framework of the four areas of responsibility.

The Student Finance and Awards Office disbursed approximately \$12.3 million in undergraduate student awards in 2019-2020 on behalf of the Scholarships and Awards Committee of University Council, the college deans, and Huskie Athletics. The majority of this funding is awarded as Guaranteed Entrance Scholarships, Competitive Entrance Awards, Transfer Scholarships, and Continuing Awards (both scholarships and bursaries). This annual report also includes information regarding the distribution of graduate awards for the 2019-2020 year, as this is the reporting vehicle upon which graduate scholarships and awards can be reported to Council.

DISCUSSION SUMMARY:

Part A – Undergraduate

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

This Committee last reported to University Council on May 21, 2019.¹ Since that time, the Committee had four regular meetings during the 2019 and 2020 calendar years and various subcommittee meetings to discuss encouraging students to apply for high-value external awards, and to select undergraduate recipients for awards with subjective criteria.

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

The Awards Development Liaison, Student Finance and Awards, and Development Officers within University Relations and the respective colleges work with donors to establish new scholarships, bursaries, awards, and prizes, and revise Terms of Reference for previously existing awards. During the 2019-2020 fiscal year, the University of Saskatchewan signed Terms of Reference agreements to accept donations establishing 79 new awards for undergraduate students and 10 new awards for graduate students. Of the 79 undergraduate awards, 20 are merit-based, 11 are need-based, and 48 are a combination of merit and need. Of the 10 graduate awards, all are merit based. Five of the undergraduate awards are for indigenous students.

| | New Awards (Graduate and Undergraduate) by College |
|-------------------------------------|---|
| Agriculture and Bioresources | 9 |
| Arts and Science | 7 |
| Dentistry | 3 |
| Engineering | 9 |
| Edwards School of Business | 12 |
| Huskie Athletics | 7 |
| Law | 8 |
| Medicine | 4 |
| Pharmacy and Nutrition | 1 |
| Veterinary Medicine | 10 |
| Multi-College Awards | 9 |
| Graduate Studies | 9 |
| Indigenous Awards (5 undergraduate) | 5 |
| Total New Awards | 79 |

¹The May 21, 2019 Report to Council was based on data compiled May 5, 2019. \$441,728 in undergraduate student awards was disbursed as part of the 2018-2019 academic year after that date.

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

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

Entrance Awards

Entrance Awards are available to students who are entering the University of Saskatchewan with no previous post-secondary experience.² There were two components to the Entrance Awards cycle in 2019-2020: Guaranteed Entrance Scholarships and Competitive Entrance Awards. The Guaranteed Entrance Scholarships are distributed to students upon applying for admission and are guaranteed to students, so long as they meet the average requirements outlined in Table 1.

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

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

| Award Tier | | Number of Recipients Paid | Total Value |
|--|------------------------------|------------------------------|-------------|
| \$3,000 Guaranteed Entrance Scholar | rship (95% +) | | |
| | Agriculture and Bioresources | 5 38 | \$114,000 |
| | Arts and Science | 234 | \$702,000 |
| | Education | 26 | \$78,000 |
| | Engineering | 77 | \$231,000 |
| | Edwards School of Business | 46 | \$138,000 |
| | Kinesiology | 40 | \$120,000 |
| Total \$3,000 Guaranteed Entranc | e Scholarships | 461 | \$1,383,000 |
| \$2,000 Guaranteed Entrance Scholar | rships (93 - 94.9%) | | |
| | Agriculture and Bioresources | s 31 | \$62,000 |
| | Arts and Science | 142 | \$284,000 |
| | Education | 19 | \$38,000 |
| | Engineering | 42 | \$84,000 |
| | Edwards School of Business | 39 | \$78,000 |
| | Kinesiology | 32 | \$64,000 |
| Total \$2,000 Guaranteed Entranc | e Scholarships | 305 | \$610,000 |
| \$1,000 Guaranteed Entrance Scholar | rships (90 – 92.9%) | | |
| | Agriculture and Bioresources | 5 32 | \$32,000 |
| | Arts and Science | 221 | \$221,000 |
| | Education | 32 | \$32,000 |
| | Engineering | 61 | \$61,000 |
| | Edwards School of Business | 42 | \$42,000 |
| | Kinesiology | 32 | \$32,000 |
| Total \$1,000 Guaranteed Entranc | e Scholarships | 420 | \$420,000 |
| \$500 Guaranteed Entrance Scholars | hips (85 – 89.9%) | | |
| | Agriculture and Bioresources | 5 71 | \$35,500 |
| | Arts and Science | 323 | \$161,500 |
| | Dentistry | 2 | \$1,000 |
| | Education | 53 | \$26,500 |
| | Engineering | 57 | \$28,500 |
| | Edwards School of Business | 89 | \$44,500 |
| | Kinesiology | 38 | \$19,000 |
| Total \$500 Guaranteed Entrance Scholarships | | 682 | \$290,000 |
| Total Guaranteed Entrance Scholars | hips | 1,853 | \$2,703,000 |

Table 1 - Guaranteed Entrance Scholarship Distribution for 2019-2020³

The Competitive Entrance Awards Program requires a separate application, and includes both centrally and donor-funded scholarships, bursaries and prizes. The majority of the awards are one-time, but there are several awards which are renewable if certain criteria are met each year. Prestigious renewable entrance awards include the George and Marsha Ivany - President's First and Best

³ Data as of March 22, 2020.

Scholarships, valued at \$40,000 over four years, and the Dallas and Sandra Howe Entrance Award, valued at \$32,000 over four years.

Based on a policy exception approved by University Council in 2012, entering students were eligible to receive both a Guaranteed Entrance Scholarship and a Competitive Entrance Award in 2018-2019. There are also a few very specific awards which are also listed as an exception in the *Limits on Receiving Awards* section of the Undergraduate Awards Policies approved by University Council. Because of their very specific nature, these awards with subjective criteria may be distributed to students who have won another Competitive Entrance Award. Also, most college-specific awards⁴ may be received in addition to the Guaranteed Entrance Scholarship and Competitive Entrance Awards governed by the Scholarships and Awards Committee.

| | Number of Recipients ⁶ | Total Value | |
|---|---|-------------------|--|
| University of Saskatchewan Funded Competiti | University of Saskatchewan Funded Competitive Entrance Awards | | |
| Agriculture and Bioresources | 4 | \$25,000 | |
| Arts and Science | 27 | \$204,000 | |
| Education | 4 | \$26,500 | |
| Engineering | 11 | \$115,000 | |
| Edwards School of Business | 7 | \$63 <i>,</i> 500 | |
| Kinesiology | 4 | \$29,500 | |
| Total U of S Funded | 57 | \$424,000 | |
| Donor Funded Competitive Entrance Awards | | | |
| Agriculture and Bioresources | 21 | \$54,188 | |
| Arts and Science | 61 | \$326,677 | |
| Education | 5 | \$31,550 | |
| Engineering | 22 | \$108,258 | |
| Edwards School of Business | 15 | \$55,100 | |
| Kinesiology | 18 | \$28,750 | |
| Total Donor Funded | 142 | \$604,523 | |
| Total Competitive Entrance Awards | 199 | \$1,028,523 | |

Transfer Scholarships

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

⁵ Rounded to the nearest dollar.

⁶ Here and elsewhere in this document, each recipient is only counted once on a given table, regardless of the number of awards they received relevant to the table in question.

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

| Transfer Average | Scholarship Amount | Number of Recipients Paid | Total Distributed |
|------------------------------------|-----------------------|---------------------------------|----------------------|
| Incentive Institution ⁷ | \$2,500 | 0 | \$0 |
| 85% + | \$2,000 | 29 | \$58,000 |
| 80-84.9% | \$1,500 | 23 | \$34,500 |
| 78-79.9% | \$1,000 | 7 | \$7,000 |
| TOTAL | | 59 | \$99,500 |

Table 3 - Transfer Scholarship Distribution for 2019-2020

Continuing Awards

Continuing students are defined as students who attended the University of Saskatchewan in the previous fall and winter terms (September to April) as full-time students. Students who completed 18 credit units⁸ or more in 2019-2020 were eligible for the 2019-2020 continuing scholarships and continuing bursaries. Awards are offered to these students both centrally (because the awards are open to students from multiple colleges) and from their individual colleges (because the awards are restricted to students from that specific college). Table 4 outlines the **centrally-administered awards** (excluding the Transfer Scholarships) distributed to continuing students in 2019-2020.

⁷ Incentive institutions include: Athabasca University; Beijing Institute of Technology (BIT), China (Dual degree program, flagship partner institution); Briercrest College; Camosun College; Columbia College; Coquitlam College; Douglas College; Grand Prairie Regional College; Huazhong Agricultural University (HZAU), China (Dual degree program, flagship partner institution); INTI College, Malaysia; Lakeland College; Langara College; Lethbridge Community College; Medicine Hat College; Red Deer College, Saskatchewan Polytechnic; Taylor's College, Malaysia; Xi'an Jiaotong University (XJTU), China (Dual degree program, flagship partner institution). The list of institutions is reviewed annually.

⁸ Students registered with Access and Equity Services (AESS) and approved to study on a Reduced Course Load (RCL) are required to complete 12 credit units in the previous fall and winter terms.

| University of Saskatchewan Funded Continuing Awards | | |
|---|-------|-------------|
| | | |
| Agriculture and Bioresources | 37 | \$92,000 |
| Arts and Science | 222 | \$457,195 |
| Dentistry | 11 | \$21,500 |
| Education | 88 | \$181,864 |
| Edwards School of Business | 69 | \$188,616 |
| Engineering | 78 | \$234,500 |
| Kinesiology | 40 | \$107,733 |
| Law | 34 | \$67,000 |
| Medicine | 45 | \$88,000 |
| Nursing | 70 | \$144,744 |
| Pharmacy and Nutrition | 38 | \$92,244 |
| Western College of Veterinary Medicine | 52 | \$96,000 |
| Graduate Studies and Research ¹⁰ | 2 | \$2,232 |
| Total University of Saskatchewan Funded | 786 | \$1,773,629 |
| Donor Funded Continuing Awards | | |
| Agriculture and Bioresources | 29 | \$120,093 |
| Arts and Science | 102 | \$379,454 |
| Dentistry | 8 | \$8,000 |
| Education | 52 | \$274,500 |
| Edwards School of Business | 14 | \$37,250 |
| Engineering | 28 | \$186,430 |
| Kinesiology | 9 | \$40,705 |
| Law | 19 | \$47,605 |
| Medicine | 14 | \$26,500 |
| Nursing | 20 | \$62,000 |
| Pharmacy & Nutrition | 52 | \$117,500 |
| Western College of Veterinary Medicine | 18 | \$43,000 |
| Graduate Studies and Research ¹¹ | 4 | \$11,100 |
| Total Donor Funded | 369 | \$1,354,137 |
| Total Continuing Awards | 1,155 | \$3,127,765 |

Table 4 – Centrally-Administered⁹ Continuing Awards Distribution for 2019-2020

Saskatchewan Innovation and Opportunity Scholarship (SIOS)

⁹ Some continuing awards are funded from U of S funds but selected by the college/department (e.g., U of S Scholarships, U of S Undergraduate Scholarships, etc.). Also, the Indigenous Achievement Book Prizes and Indigenous Students with Dependent Children Bursaries are paid in two installments and counted as such.

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

¹¹ There are a few select Continuing Awards administered by the Student Finance and Awards Office that are open to both undergraduate and graduate students.

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

| College | Total Payouts | Total Value |
|--------------------------------|------------------|----------------|
| Arts and Science | 10 | \$14,000 |
| Education | 3 | \$4,000 |
| Edwards School of Business | 3 | \$4,000 |
| Engineering | 1 | \$2,500 |
| Kinesiology | 1 | \$2,000 |
| Law | 10 | \$22,500 |
| Graduate Studies ¹⁴ | 9 | \$9,000 |
| TOTAL | 37 | \$58,000 |

Table 5 – Saskatchewan Innovation and Opportunity Scholarships (SIOS)¹² to support undergraduate students in 2019-2020¹³

University of Saskatchewan Faculty Association (USFA) Scholarship Fund Program

Each year \$250,000 is contributed to the USFA Scholarship Fund. The amount in the fund is divided by the number of credit units eligible applicants have successfully completed. In 2018-2019, 179 applications were received. Sixteen of the applicants were considered ineligible for consideration. The total paid out for the credit units completed during the 2018-2019 academic year, was \$245,649.50. Eligible applicants received \$59 per credit unit they successfully completed. The 2019-2020 USFA Scholarships have not been awarded yet.

Table 6 – University of Saskatchewan Faculty Association (USFA) Scholarship Fund 2018-2019 Distribution¹⁵

| | Number of Recipients |
|---------------|----------------------|
| Undergraduate | 140 |
| Graduate | 23 |
| Total | 163 |

Administrative and Supervisory Personnel Association (ASPA) Tuition Reimbursement Fund

¹² Saskatchewan Innovation and Opportunity Scholarships (SIOS) administered by SESD (including ISSAC). Additional scholarships are administered by Graduate Awards and Scholarships.

¹³ Rounded to the nearest dollar.

¹⁴ Includes the Saskatchewan Innovation and Opportunity Scholarships, which are also open to graduate students, awarded by the ISSAC Office.

¹⁵ The funding source for the USFA Scholarship Fund is the University of Saskatchewan, as negotiated in the USFA Collective Agreement. The USFA Scholarship Fund awards are based on credit units completed in the 2018-2019 academic year.

In 2018-2019, there were 150 applications for the ASPA Tuition Reimbursement Fund. Six applicants were considered ineligible. Eligible applicants received partial tuition reimbursement for the credit units completed during the academic year of May 1, 2018-April 30, 2019. There was \$180,526 available for allocation and it was divided among the number of eligible credit units the applicants successfully completed. Given the number of completed credit units, eligible applicants received \$50 per credit unit they successfully completed. The total payout for tuition reimbursements in 2018-2019 was \$178,950.00. The 2019-2020 ASPA Tuition Reimbursements have not been awarded yet.

Table 7 – ASPA Tuition Reimbursement Fund 2018-2019 Distribution¹⁶

| | Number of Recipients |
|---------------|----------------------|
| Undergraduate | 127 |
| Graduate | 17 |
| TOTAL | 144 |

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

In 2010, Policy #45 *Student Appeals of Revoked Awards* was implemented. As such, the Awards and Financial Aid Office, on behalf of the Scholarships and Awards Committee of University Council, adjudicates the student appeals of revoked awards. There were nine student appeals submitted to the Student Finance and Awards Office during the 2019 calendar year.

Four appeals of decisions regarding awards were initiated as a result of a successful fee appeal made on compassionate or medical grounds. Three of these appeals were based on medical grounds, and one appeal was based on compassionate grounds with supporting medical documentation provided. In each case, the appellant was allowed to retain his or her award.

Of the five remaining appeals, three were based on medical grounds, one was based on compassionate grounds, and one was based on both medical and compassionate grounds. The appeal was successful in each case, and each appellant was allowed to retain his or her award.

¹⁶ According to Article 12.4 of the old Collective Agreement (May 1, 2011 – April 30, 2014), "Effective 1 May 2012, the university will provide an annual allotment of \$180,000 to the TRF." Based on this agreement, two allotments are anticipated one on May 1, 2012 and the second on May 1, 2013 for a total of \$360,000. The ASPA executive agreed to divide the \$360,000 over three years in order to provide tuition reimbursement to applicants for the 2011/12, 2012/13 and 2013/14 academic years. In May 2019, \$180,000 was received. The ASPA TRF is based on credit units completed in the 2018-2019 academic year.

Additional Section: 2019-2020 Total Distribution of College Administered University of Saskatchewan Undergraduate Awards

Although awards distributed by the colleges are not within the purview of the Committee except the requirement that they are created and disbursed in compliance with the Undergrad Awards Policy, the members felt it appropriate to include them in order to give an accurate picture of the total state of awards on campus. The following table indicates how many college-specific awards were given to undergraduate students in each college.

Table 8 – College-specific Awards at the University of Saskatchewan 2019-2020¹⁷

| College | Total Payouts | Total Value |
|--|------------------|----------------|
| Agriculture and Bioresources ¹⁸ | 204 | \$447,680 |
| Arts and Science ¹⁹ | 257 | \$370,626 |
| Dentistry | 8 | \$16,600 |
| Education | 121 | \$98,417 |
| Edwards School of Business ²⁰ | 380 | \$749,852 |
| Engineering ²¹ | 348 | \$702,327 |
| Kinesiology | 21 | \$16,925 |
| Law | 122 | \$383,900 |
| Medicine | 124 | \$432,448 |
| Nursing | 53 | \$116,772 |
| Pharmacy and Nutrition | 69 | \$56,660 |
| Veterinary Medicine | 148 | \$257,350 |
| Huskie Athletics | 619 | \$914,155 |
| TOTAL | 2,474 | \$4,563,713 |

In addition to the above listed college-specific awards, \$343,579 was distributed through Enrolment and Student Affairs funding. \$194,000 was distributed in the form of \$1,000 Global Engagement Scholarships to help offset costs related to studying abroad. The remaining \$149,579 was distributed in the form of varyingly sized U of S Student Travel Awards to provide financial assistant to students participating in a conference, competition or other activities off-campus. Both awards are available to graduate and undergraduate students.

Part B – Graduate

¹⁷ Number and values reported as of March 22, 2020. Totals are rounded to the nearest dollar.

¹⁸ Numbers include awards and values for College of Agriculture and Bioresources entrance awards administered by Student Finance and Awards.

¹⁹ Number does not include Aboriginal Student Learning Community Award, as the fund is under the University Registrar Organization.

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

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

The College of Graduate and Postdoctoral Studies (CGPS) administers approximately \$8.4 million of centrally funded money for graduate student support. The majority of this funding is allocated between three major scholarship programs: Devolved, Non-Devolved, and the Dean's Scholarship programs.

Funding Programs

More than \$4 million is available to support students through the Devolved and Non-Devolved funding arrangements. The amount of funding available through each pool is determined based on the number of scholarship-eligible students to be funded.

Devolved Funding Program

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

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

| Graduate Program | Allocation |
|---------------------------------------|--------------|
| College of Agriculture & Bioresources | |
| Agricultural & Resource Economics | \$59,893.00 |
| Animal and Poultry Science | \$111,448.95 |
| Food and Bioproduct Sciences | \$72,685.33 |
| Plant Sciences | \$132,232.28 |
| Soil Science | \$93,163.16 |
| College of Arts and Science | |
| Archaeology | \$27,841.48 |
| Biology | \$136,903.20 |
| Chemistry | \$148,392.04 |
| Computer Science | \$196,616.43 |
| Economics | \$40,296.90 |
| English | \$69,224.71 |
| Geography and Planning | \$86,010.24 |
| Geological Sciences | \$88,724.91 |
| History | \$90,358.08 |
| Graduate Program | Allocation |
| College of Arts and Science (cont.) | |
| Mathematics & Statistics | \$44,614.45 |

Allocations for Devolved Graduate Programs for 2019-202

| Physics and Engineering Physics | \$107,475.45 |
|--|--|
| Political Studies | \$36,178.70 |
| Psychology | \$127,191.80 |
| Sociology | \$62,228.64 |
| Edward School of Business | <i>\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\</i> |
| Finance & Management Science | \$23,736.89 |
| College of Education | +===;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;; |
| Educational Administration | \$90,416.08 |
| Educational Foundations | \$30,823.93 |
| Educational Psychology and Spec. Ed. | \$68,313.69 |
| College of Engineering | |
| Biomedical Engineering | \$77,072.62 |
| Chemical and Biological Engineering (Biological) | \$37,332.96 |
| Chemical and Biological Engineering (Chemical) | \$69,118.93 |
| Civil and Geological Engineering | \$108,032.99 |
| Electrical and Computer Engineering | \$138,694.46 |
| Mechanical Engineering | \$177,972.49 |
| Interdisciplinary Studies | |
| Interdisciplinary Studies | \$33,226.27 |
| College of Kinesiology | |
| Kinesiology | \$75,215.22 |
| College of Law | |
| Law | \$25,251.94 |
| College of Medicine | |
| Anatomy and Cell Biology | \$30,894.32 |
| Biochemistry | \$56,263.38 |
| Community Health and Epidemiology | \$94,030.14 |
| Health Sciences | \$86,189.53 |
| Microbiology and Immunology | \$36,452.99 |
| College of Nursing | |
| Nursing | \$66,973.12 |
| College of Pharmacy and Nutrition | |
| Pharmacy and Nutrition | \$110,668.33 |
| College of Veterinary Medicine | |
| Veterinary Biomedical Sciences | \$67,076.92 |
| Veterinary Microbiology | \$55,100.96 |
| Schools | |
| School of Environment and Sustainability | \$132,765.58 |
| School of Public Health | \$68,594.54 |
| School of Public Policy | \$79,105.35 |
| Toxicology | |
| Toxicology | \$71,627.74 |
| Total | \$3,670,750.55 |

Non-Devolved Funding Program

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

The following is a list of new and continuing awards in 2019/2020, as part of the Non-Devolved Funding Program.

| \$72,000 \$60,000 \$32,000 \$64,000 |
|--|
| \$60,000 |
| |
| \$72,000 |
| |
| \$32,000 |
| \$16,000 |
| \$16,000 |
| \$52,000 |
| t |
| \$20,000 |
| \$48,000 |
| \$16,000 |
| |

Table 9 – Number and Value of Non-Devolved Funding in 2019-2020

Teacher-Scholar Doctoral Fellowships

The Teacher-Scholar Doctoral Fellowships provide an annual stipend of approximately \$20,000 and a mentored teaching experience, which is made possible by partnerships with other graduate units and the Gwenna Moss Centre for Teaching and Learning. Seventeen doctoral students across campus received this Fellowship in 2019/2020.

Graduate Teaching Fellowships Program

The CGPS allocated 47 Graduate Teaching Fellowships (GTF's) in 2019/2020 valued at approximately \$17,100 each for a total of approximately \$828,000. The GTF's are allocated to the 12 colleges with graduate programs based on a formula that takes into account the number of undergraduate course credits and the number of graduate students registered in each college.

Graduate Research Fellowships

The CGPS introduced the Graduate Research Fellowship program several years ago funded by the Provost's Committee on Integrated Planning. This is a shared-cost program that provides \$8,000 per year to 30 graduate students across campus who receive at least an equal amount in salary or scholarship funds from faculty research grants or contracts from external sources.

Dean's Scholarship Program

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

In 2015, the value of the Dean's PhD Scholarship increased from \$20,000 to \$22,000 and the Master's from \$16,000 to \$18,000. Additional funds were provided centrally and increased the total amount of Dean's Scholarship funding to \$1.2 million. An additional \$650k was used to create Dean's scholarships for international students.

In 2017/2018, there was a one-time additional allocation to the base budget for Dean's scholarships.

The PhD Dean's Scholarship is valued at \$22,000 per year for three years and the Dean's Master award is valued at \$18,000 per year for two years. This program requires one year of funding (either \$18,000 or \$22,000 for Master or PhD students, respectively) from the departments for the final year of funding of these awards.

Effective September 1, 2017, doctoral students holding a Dean's Scholarship became eligible to receive up to 3 years of tuition scholarships. The CGPS received \$483,000 from the Academic's Priorities Fund to establish the Dean's Doctoral Tuition Scholarship Program.

At the time of this report, 7 Master's (6 Canadian and 11 International) and 34 PhD (19 Canadian and 15 International) students were awarded Dean's and International Dean's Scholarships in 2019/2020.

Indigenous Graduate Leadership Award

In 2018/2019, CGPS awarded the first Indigenous Graduate Leadership Awards. The purpose of this award is to recognize students who have demonstrated academic excellence and leadership with a personal commitment to improving their communities. The value of the PhD award is \$20,000 plus tuition per year for up to 4 years and the Master's awards are valued at \$16,000 plus tuition per year for up to 2 years.

In 2019/2020 the committee received reviewed 13 applications and awarded 9 recipients (3 at the Master's level; 6 at the PhD level).

The Saskatchewan Innovation and Opportunity Scholarship (SIOS) program (in partnership with the province of Saskatchewan)

The SIOS was established to provide support for students in emerging fields of study where innovative work is being done. The scholarship includes two components: innovation and academic/research excellence, and targets disciplines as diverse as, but not limited to, mining, biotechnology, environment, engineering, medicine and science. Furthermore, the projects must align with one of the six signature areas of the U of S

- (a) Aboriginal Peoples (Engagement and Scholarship)
- (b) Agriculture (Foods and Bioproducts for a Sustainable Future)
- (c) Energy and Mineral Resources (Technology and Public Policy for a Sustainable Future)
- (d) One Health (Solutions at the Animal-Human-Environment Interface)
- (e) Synchrotron Science (Innovation in Health, Environment, and Advanced Technologies)
- (f) Water Security (Stewardship of the World's Freshwater Resources).

This year, the CGPS offered 15 awards (5 at the Master's level; 10 at the PhD level), with the value of a Master's scholarship set at \$16,000 for one year and the value of a PhD scholarship set at \$20,000 for one year. Over \$500,000 of this year's SIOS funding envelope was used for top-ups for national award holders (again, recognizing excellence and innovation).

New Faculty Graduate Student Support Program

The CGPS administers the New Faculty Graduate Student Support Program to provide start-up funds to new tenure-track faculty to help establish their graduate education and research programs. In 2019/2020, \$252,000 was allocated to 14 new tenure-track faculty across campus.

Graduate Teaching Assistantships

In 2019/2020, the CGPS allocated approximately \$299,567 in graduate teaching assistant support to colleges with graduate programs. The annual distribution is based on relative enrollment of full-time graduate students in thesis-based programs, using annual census data. This fund was established to provide support to Colleges for teaching or duties specifically related to teaching (e.g. marking, lab demonstrations, and tutorials).

Graduate Service Fellowships

The CGPS created the Graduate Service Fellowship Program to provide fellowships to graduate students who will carry out projects or initiatives that will enhance services and the quality of graduate programs for a broad base of graduate students. In addition to the financial support, each Graduate Service Fellow receives valuable work experience and learns skills related to project organization, delivery, and reporting. In 2019/2020, approximately \$90,000 was allocated for various projects across campus.

Sponsored Student Agreements

The CGPS has several key agreements with foreign governments to facilitate the recruitment of international students to study at the University on scholarships provided by their own governments. Some of the agreements include funding from USASK. For 2019-2020, the following was provided by CGPS to students that have come to USASK through the following agreements:

- China Scholarship Council (CSC) is a government agency in China, which provides scholarships to Chinese citizens for doctoral and postdoctoral studies abroad. The requirement from the CSC for any student studying abroad is that the host institution provides a tuition bursary or tuition waiver. At USASK, this bursary is provided by the department or faculty supervisor, not by CGPS. However, during the 2019-2020 school year, CGPS continued to give out 3 x \$4000 in supplemental scholarships to CSC students. The CGPS-CSC supplemental scholarship is no longer given out to new CSC students, but there are still students in their PhD studies that had been offered this supplemental scholarship as a top-up incentive when they started their studies at USASK.
- Secretaría Nacional de Educación Superior, Ciencia, Tecnología e Innovación (SENESCYT), an agency within the Ecuadorian government's Ministry of Education, which provides scholarships to Ecuadorian citizens to complete graduate programs overseas. During 2019-2020, CGPS gave out \$36,000 to two students funded through the agreement with SENESCYT.