

AGENDA

2:30 p.m. Thursday, December 17, 2020

Via WebEx – <https://usask.webex.com/usask/j.php?MTID=md697eed20060338a8b47ea87822007ac>**Please note the following steps for the December 17th meeting:**

- **Thursday December 17th from 2:30 – 4:30 pm:** We will host a virtual WebEx meeting with access to the link provided, you do not need a WebEx account to join the meeting. The virtual meeting will have access to both video and audio with everyone's microphones automatically muted (red icon). Video will be enabled for the **presenters of the Council Meeting use only**. Please be sure to turn your video off to ensure our meeting can run with no technical issues. If you are called on by the chair to speak, you will need to unmute your microphone. Please mute again once you have finished speaking.
- **Motions:** Only voting members can move or second a motion. Please use the 'Chat' function to move or second a motion so that it can be recorded in the meeting minutes. There will be a Polling feature enabled after each motion is presented. The Chair will give instructions on the voting process.
- **Questions or Comments:** If you have a question or comment after a report, please use the chat function to indicate the same. The Chair will call on the speakers in the order that they appear on the list in the chat. **Please do not type your question or comment** directly into the chat dialogue box.
- **Attendance and quorum** will be determined by the list of participants at the virtual WebEx meeting.

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 2020/21 academic year marks the 26th 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 māmawī 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 mīyaanaanik lii Praamyayr Naasyoon pi ni waahkoomaakaanuk lii Michif iita kaa maashakoonitooyaahk pi ni shoohkamoonihtaanaan ka ishi waakohtooyaahk.

1. **Call to Order**
2. **Tributes** (none)
3. **Adoption of the agenda**
4. **Chair's Opening remarks**
5. **Approval of Minutes of the meeting of November 19, 2020**
6. **Business Arising from the Minutes**
7. **Report of the President**
8. **Report of the Provost**
9. **PRT (Pandemic Response and Recovery Team) Verbal Report** – presented by Darcy Marciniuk, Associate Vice-President Research, PRT Chair

10. Student Societies

10.1 Report from the USSU

10.2 Report from the GSA

11. Academic Programs Committee

11.1 Request for Decision: Admissions Qualification Change – Post-degree certificate in English as an Additional Language (PDCEAL) program

It is recommended that Council approve the proposed changes to the admissions qualifications for the Post-degree certificate in English as an Additional Language (PDCEAL) program to remove the requirement of one full year of teaching experience or equivalent, effective the 2022-23 admissions cycle.

11.2 Request for Decision: Admissions Qualification Change – for the graduate degree-level certificates in 1) Quality Health Professions Education and 2) Improving Teaching and Learning in Health Professions Education

It is recommended that Council approve changes to the admissions qualifications for the graduate degree-level certificates in Improving Teaching and Learning in Health Professions Education and Quality Teaching in Health Professions education to reduce the admissions average from 70% to 65%, effective for the 2022-23 admission cycle

11.3 Request for Decision: Changes to the Academic Courses Policy

It is recommended that Council approve the proposed addition to Clause 1.2 of the Academic Courses Policy to ensure appropriate flexibility and oversight over changes to syllabi, effective January 1, 2021.

11.4 Report for Information: Program Changes – Postgraduate Diploma in Food and Bioproduct Science

11.5 Report for Information: Change to the 2020-21 Academic Calendar

12. Nominations Committee

12.1 Request for Decision: Conflict of Interest Procedures Advisory Committee Nomination

It is recommended that Council approve the nomination of Jaswant Singh to the Conflict of Interest Procedures Advisory Committee effective January 4, 2021 until the completion of the project.

13. Governance Committee

13.1 Notice of Motion: School of Environment and Sustainability (SENS) Faculty Council Membership

It is recommended that Council approve the membership of the School of Environment and Sustainability's Faculty Council effective immediately, as part Part III section V.1. (A&B) of the Council Bylaws.

14. Planning and Priorities Committee

14.1 Request for Input: USask Sustainability Strategy (2021-2030)

15. Research, Scholarly and Artistic Work Committee

15.1 Report for Information: Annual Reports from the Research Ethics Boards

16. Other business

17. Question period

18. Adjournment

*Next Council meeting is January 28, 2021 – Please send regrets to michelle.kjargaard@usask.ca.
Deadline for submission of motions to the coordinating committee: December 23, 2020*



MINUTES OF UNIVERSITY COUNCIL
2:30 p.m. Thursday, November 19, 2020
Via WebEx

1. Call to Order

The meeting was called to order at 2:30pm.

2. Tributes

None.

3. Adoption of the agenda

(Deters/Urquhart): *That the agenda be approved as circulated.*

CARRIED.

4. Chair's Opening remarks

The Chair of Council, Dr. Jay Wilson, acknowledged that Council meets on Treaty 6 Territory and the Homeland of the Métis, paying respect to the First Nations and Métis ancestors of our gathering place and reaffirming our relationship with one another. He also noted that given the remote meeting modality, that members may be connecting from other locations and that we acknowledge our shared relations with the Indigenous peoples of this land.

The chair informed Council members of the protocols for the synchronous remote meeting.

Dr. Wilson reported on the regular monthly meeting between Council chairs and the President's Executive Committee (PEC). He reported that the discussion topics were the pandemic response, strategies for supporting students, and the provincial election results.

Dr. Wilson acknowledged the recent announcement of the incoming Provost, Dr. Airini. He congratulated her and thanked Dr. Melissa Just, Interim Provost for her work.

Dr. Wilson conveyed his warmest condolences to the family, friends, and colleagues of Dr. Joe Garcea from the Department of Political Studies who recently passed away.

5. Approval of Minutes of the meeting of September 17, 2020

(Chowdhury/Willoughby): *That the minutes be approved as circulated.*

CARRIED.

6. Business Arising from the Minutes

None.

7. Report of the President

President Stoicheff echoed Dr. Wilson's condolences to the family and friends of Dr. Garcea.

He expressed excitement regarding the appointment of the incoming Provost, Dr. Airini, who will begin in the role on February 1st, 2021. He thanked Dr. Melissa Just for her service as Interim Provost and VP Academic, and the members of the Provost's search committee for their excellent work.

He noted the recent elections in the United States, in the province, and in the city. He remarked on the importance of the relationships with the Provincial Government and the City of Saskatoon.

He also congratulated Dr. Pamela Downe for being awarded the YWCA Women of Distinction Award in Research and Technology.

The President announced that a new initiative called the Post-Pandemic Shift Project would soon get underway. It will be led by Dr. Debra Pozega Osburn, Vice President, University Relations, and chaired by Vince Bruni-Bossio and Candace Wasacase-Lafferty.

Dr. Pozega Osburn gave a presentation regarding the Post Pandemic Shift Project (attachment B). She emphasized that we must emerge from this pandemic stronger, as a new version of ourselves, in order to “Be the University the World Needs” as committed to in the university’s strategic plan. Vince Bruni-Bossio spoke to the planned process and timelines, and Candace Wasacase-Lafferty spoke to the principles and values that will underpin the work, in alignment with the University Plan: 2025. She indicated it will also be grounded in *wakhotowin*.

There was a comment from a Council member about the use of the term “researchers” vs. the more encompassing terminology of “research, scholarly and artistic work” in the presentation. There was another comment about the importance of ensuring the university’s relevance for the future. There was also a recommendation that the work be undertaken in a careful and considerate manner given the additional pressures on all individuals and members of the community during these difficult times.

8. Report of the Provost

Dr. Just, Interim Provost, focused her comments on feedback received from students about perceived disparities in the quality of online courses. She indicated that reports are varying, i.e., that students understand the commitment to learning and the extra efforts of faculty, but that there are also areas where there is room for improvement. She indicated that the Vice Provost, Teaching, Learning and Student Experience, Dr. Patti McDougall, was meeting with students and student leaders to better understand the issues, gather data, and provide supports. The concerns have been brought to PEC and to Deans’ Council. The Gwenna Moss Centre for Teaching Excellence has been working with individual faculty and is available for further support. She suggested that the SLEQ could be used midway through courses in order to get formative feedback, and that there are other ways to get feedback during courses. She reported that there will be a university-wide survey at the end of November to inquire about students’ positive and challenging experiences with online learning.

There was a round of Q&A.

A question was raised about the report from the provost at the previous Council meeting in October indicating that the university is not abiding by the Board-approved Reserves Policy. Greg Fowler, Vice President, Finance and Resources, responded that the policy is to hold 1.5 to 6 percent of overall expenses. At one point we had reserves of over \$100 million, but at the end of the last fiscal year we were in a negative position of (\$14.8) million.

A Council member expressed concern over the issues raised by students about the quality of undergraduate teaching. He also noted that faculty are also being asked to do more with less and are under considerable pressure. The provost replied that it is important to acknowledge the concerns, and to

continue to have meaningful conversations in response. Dr. McDougall also pointed out that some of the concerns raised were actually about the challenges students were facing due to (perhaps overly) ambitious pedagogy, and the importance of striking the right balance. Another Council member indicated that additional support for exam delivery and processes would be appreciated. Dr. McDougall noted the work being done by a TLARC subcommittee.

9. PRT (Pandemic Response and Recovery Team) Report

Dr. Darcy Marciniuk, chair of the Pandemic Response Team, gave a verbal update on the COVID-19 situation at USask. He reported on:

- The number of positive COVID-19 rates and case prevalence rates on- and off-campus at USask.
- Planning underway for the Spring and Summer sessions, and Fall of 2020/21.
- The number of active researchers currently on campus.
- Ongoing and new pressures to procure personal protective equipment (PPE) supplies.

He requested that members complete the upcoming Pandemic Response Survey. He also reiterated that the university continues to abide by Public Health directives, and that the university mitigated risk through early action.

10. Student Societies

10.1 Report from the USSU

Autumn Larose-Smith, President of the USSU, gave the report of the USSU as provided in the materials. She expressed appreciation for the administration's responsiveness to the concerns raised by students regarding the quality of education in the online learning environment. She also acknowledged the extra time that it takes for faculty to prepare for online course delivery.

There were no questions on the report.

10.2 Report from the GSA

Humaira Inam, President of the GSA, presented the report from the GSA as provided in the materials. She reported on the GSA needs-based bursaries being awarded, on the recent graduate three-minute thesis competition, and other activities advocating for the needs of GSA members. She reminded Council of the importance of the mandatory student-supervisor agreement. She also reported a Vice President Indigenous for the GSA would be announced soon.

There were no questions on the report.

11. Academic Programs Committee (APC)

Dr. Susan Detmer, Chair of APC, presented items for decision and information as provided in the materials.

11.1 Request for Decision: Master of Sustainability Degree and Certificate Programs

- M.Ss. in Regenerative Sustainability
- M.S. in Energy Security
- Graduate degree-level Certificate in Sustainability Solutions
- Graduate degree-level Certificate in Governance Foundations for Sustainability
- Graduate degree-level Certificate in Community Energy Finance and Planning
- Graduate degree-level Certificate in Energy Transitions

(Detmer/Deters): *It is recommended:*

- *that Council approve the Master of Sustainability (M.Ss.) degree program in Regenerative Sustainability, effective May 2021.*
- *that Council approve the Master of Sustainability (M.Ss.) degree program in Energy Security, effective May 2021.*
- *That Council approve the graduate degree-level certificate in Sustainability Solutions, effective May 2021.*
- *That Council approve the graduate degree-level certificate in Governance Foundations for Sustainability, effective May 2021.*
- *That Council approve the graduate degree-level certificate in Community Energy Finance and Planning, effective May 2021.*
- *That Council approve the graduate degree-level certificate in Energy Transitions, effective May 2021.*

There was a concern raised about the use of the name “regenerative sustainability” in the programs. The Council member suggested that it may not be reflective of the content and may cause some confusion with other programs. In particular, there are differences between the social science-based content of the proposed program and the biophysical content generally associated with the term “regeneration” in other disciplines. Dr. Martha Smith, Associate Dean, College of Graduate and Postdoctoral Studies, responded that the use of the term is only for one of the streams in the program, not the program itself, and that the name of the stream had been given careful consideration and was deemed appropriate.

CARRIED.

11.2 Request for Decision: Termination of the Masters of Sustainable Environment Management

(Detmer/Deters): *It is recommended that Council approve the termination of the Master of Sustainable Environmental Management (MSEM) degree program, effective August 2021.*

CARRIED.

11.3 Request for Decision: Graduate degree-level certificates – Water Security program

- Graduate degree-level certificate in Water Resources
- Graduate degree-level certificate in Water Science
- Graduate degree-level certificate in Sustainable Water Management

(Detmer/Deters): *It is recommended:*

- *That Council approve the graduate degree-level certificate in Water Resources, effective May 2021.*
- *That Council approve the graduate degree-level certificate in Water Science, effective May 2021*
- *That Council approve the graduate degree-level certificate in Sustainable Water Management, effective May 2021*

CARRIED.

11.4 Request for Decision: Admissions Qualifications Change – PharmD

(Detmer/Deters): *It is recommended that Council approve the proposed changes to the admissions qualifications for the Doctor of Pharmacy (PharmD) program, effective the 2021-22 admissions cycle.*

There was a question about the number of students that may be interested in the new class. Dr. Shevchuk, Associate Dean, Pharmacy & Nutrition, responded that there could be up to 90 students.

There was a suggestion that these kinds of details, such as the specific references to the new Math/Statistics class, should be included in the motion or at least on the covering memo. Dr. Detmer thanked the member for the comment and indicated she would bring the question back to the Office of the University Secretary and the committee [Table 1. action item 1].

CARRIED.

11.5 Request for Decision: Graduate programs in the Scholarship of Teaching and Learning

- Master of the Scholarship of Teaching and Learning (MSoTL)
- Certificate in the Scholarship of Teaching and Learning

Dr. Wilson recused himself from chairing the meeting due to a conflict of interest. Dr. Pam Downe, Vice Chair of Council, took over as chair.

(Detmer/Deters): *It is recommended:*

- *That Council approve Master of the Scholarship of Teaching and Learning, effective May 2021.*
- *That Council approve the Graduate degree-level certificate in the Scholarship of Teaching and Learning, effective May 2021.*

CARRIED.

11.6 Report for Information: Degree-level Certificate in Catholic Studies

Dr. Wilson resumed chairing the meeting.

There were no questions related to the report.

11.7 Report for Information: Degree-level Certificate in Urban Design

There were no questions related to the report.

11.8 Report for Information: Degree-level Certificate in Water Science

There were no questions related to the report.

12. Governance Committee

Dr. Terry Wotherspoon, Chair of the Governance Committee, presented two requests for decision.

12.1 Request for Decision: College of Education Faculty Council Membership

Dr. Wotherspoon gave an overview of the rationale for the proposed changes, including the need to change the balance of representation of non-faculty representatives and of student societies.

(Wotherspoon/Larre): *It is recommended that Council approve the membership of the College of Education's Faculty Council effective immediately, as Part III section V.1. (A&B) of the Council Bylaws.*

CARRIED.

12.2 Request for Decision: Planning and Priorities Committee Terms of Reference

(Wotherspoon/Larre): *It is recommended that Council approve the addition of the standing subcommittee on centres to the Planning and Priorities Committee (PPC) of Council's terms of reference as part two, section V of the Council bylaws, effective immediately.*

Dr. Wotherspoon reported that this change was precipitated by the revisions to the Centres Policy.

CARRIED.

13. Planning and Priorities Committee (PPC)

Dr. Darrell Mousseau, the Chair of PPC, presented one item for decision.

13.1 Request for Decision: Department of Psychology Name Change

(Mousseau/Wotherspoon): *It is recommended that Council approve the name change of the Department of Psychology to the Department of Psychology and Health Studies.*

There were two questions about the choice of the terminology "Health Studies" rather than "Mental Health." Dr. Sarty, Head of the Department of Psychology, responded that the Health Studies program focuses on more than mental health therefore the name is appropriate. He also indicated that department has hosted the program since its inception. Dr. Gordon DesBrisay, Associate Dean, Academic, College of Arts & Science, added that the college has found that interdisciplinary programs such as this thrive when then have a departmental home, and that the college is fully supportive of the proposal.

CARRIED.

14. Annual Report on Research Output, Performance and Opportunities

Dr. Karen Chad, Vice-President Research, gave a report on the university's research output, performance, and opportunities (attachment C).

Dr. Chad highlighted achievements in research, scholarly and artistic work at USask. She reported that in March 2020 her office shifted their focus and adapted to remote work arrangements while ensuring resources and supports were provided to USask researchers. She also reported that a "researching remotely" website had been created, and that they had worked with Library, ICT, and Communications to create a one-stop-shop to support research needs through the research lifecycle. In addition, a grants calendar would go online soon to communicate research deadlines across campus.

Dr. Chad reported that in June 2020, due to budget adjustment measures, the number of departments and staff in her office were reduced but with a focus on maintaining foundational levels of support, and streamlining resources.

Dr. Chad also reported that her office was continuing to play leading role in the university's response to the COVID-19 pandemic. The ethics team worked extended hours and on weekends to ensure COVID-19 research projects could get underway. She also reported that over a two-year period, there has been an increase of 20% in ethics applications, and that year-over-year rates have increased by 30% in biomedical ethics applications, and 31% in behavioural ethics applications. By offering new ethics workshops, they have reached about 700 participants. In addition, she commended the animal care and research support teams that maintained over 100,000 research animals during the COVID-19 shut-down.

Dr. Chad thanked and recognized fabulous research leaders on campus.

There were no questions related to the report.

15. Other business

None.

16. Question period

There were questions about when Council would receive updates on the resource allocation process, tuition rate-setting, and potential changes to the TABBS model. The provost responded that there were no changes being contemplated to the TABBS model for this year, and that an update on tuition rates and resource allocation would be provided to Council in April after the budget is approved by the Board of Governors [Table 1. action item 2].

There was a question about potential differences between first- and upper-year student experiences in the online learning environment. Dr. McDougall responded that the student survey will allow for such analysis, as well as comparison between undergraduate and graduate student experiences. The focus will be to ask students about their own successes and challenges rather than trying to link the survey results to other outcomes data.

A student Council member inquired as to how to ensure the confidentiality of students in engagement surveys at the college and department levels. Dr. McDougall offered to provide support following the Council meeting.

17. Adjournment

(Jones): *Adjourned.*

Table 1. Action Items

Pg. and no.	Action item	Responsibility	Timeline
p.5 s.11.4	1. Specific wording of APC motions	Dr. Detmer	TBD
p.7 s.16	2. Report on tuition rates and resource allocation	Provost	April 2021

Appendix A: Listing of members in attendance

Appendix B: Post Pandemic Shift presentation

Appendix C: Presentation on Research Output, Performance and Opportunities

Next Council meeting is December 17, 2020 – Please send regrets to Michelle.Kjargaard@usask.ca

Attendance Summary - Voting Participants

Sep 17, 2020 - meetings are being held via Webex and attendance is taken as per the participant list while meeting is on.

Last Name	First Name	Sept 17	Oct 15	Nov 19	Dec 17	Jan 28	No Mtng	Mar 18	Apr 15	May 20	Jun 17
Adl	Sina	A	P	P							
Aitken	Alec	R	P	P							
Alcorn	Jane	A	A	A							
Augusta	Carolyn	P	P	P							
Bedard	Derek	n/a	n/a	A							
Bedard-Haughn	Angela	P	P	P							
Bell	Scott	P	A	P							
Boland	Mark	R	A	A							
Bonham-Smith	Peta	P	P	P							
Brook	Ryan	A	P	P							
Brothwell	Doug	P	P	P							
Bruni-Bossio	Vince	P	P	P							
Burgess	David	P	P	A							
Burshtyn	Deborah	P	P	P							
Card	Claire	P	P	P							
Chernoff	Egan	R	R	R							
Chibbar	Ravindra	P	P	P							
Chowdhury	Nurul	P	P	P							
Cooper	David	P	P	P							
Cross	Emma	n/a	n/a	P							
Dadachova	Kate (Ekaterina)	P	P	P							
DaSilva	Keith	P	P	P							
Dawson	DeDe	P	P	P							
de Boer	Dirk	A	A	P							
Delbaere	Majorie	P	P	P							
Deters	Ralph	P	P	P							
Detmer	Susan	A	P	P							
Dick	Rainer	P	A	A							
Downe	Pamela	P	P	P							
Flynn	Kevin	A	P	A							
Fotohui	Reza	A	A	A							
Gabriel	Andrew	A	A	P							
Gillis	Glen	P	P	P							
Gjevre	John	P	P	P							
Gyurcsik	Nancy	P	P	P							
Harrison	William	A	P	A							
Harvey	Evan	n/a	n/a	P							
Hu	Katie	A	A	A							
Illing	Kate	n/a	n/a	A							
Jacob	Sharon	n/a	n/a	P							
Jamali	Nadeem	P	P	P							
James-Cavan	Kathleen	R	P	P							
Jensen	Gordon	P	P	P							
Jones	Paul	P	P	P							
Just	Melissa	P	P	P							
Kahn	Maria	n/a	n/a	P							
Kalra	Jay	A	A	A							
Keller	Taylor	n/a	n/a	P							
Kelly	Timothy	P	P	P							
Khandelwal	Ramji	P	P	P							
Kim	David	n/a	n/a	A							
Koechl	Natasha Martina	P	P	P							
Kresta	Suzanne	P	P	R							
Kumaran	Arul	P	P	P							
Lamb	Eric	A	P	P							
Langhorst	Barbara	P	A	P							
Larre	Tamara	P	P	P							

Last Name	First Name	Sept 17	Oct 15	Nov 19	Dec 17	Jan 28	No Mtng	Mar 18	Apr 15	May 20	Jun 17
Lies	Madelyn	n/a	n/a	A							
Lindenschmidt	Karl	P	P	P							
London	Chad	P	P	P							
Lovick	Olga	P	P	P							
Luke	Iain	P	P	A							
Lummerding	Dominique	A	A	A							
Macfarlane	Cal	A	A	A							
Makarova	Veronika	P	P	P							
Mamun	Abdullah	P	R	P							
Manley-Tannis	Richard	R	A	A							
Marquez	Carmen	P	P	P							
Mousseau	Darrell	P	P	P							
Muir	Gillian	R	A	A							
Murphy	JoAnn	P	P	P							
Neufeld	Matthew	P	P	P							
O'Connell	Ryan	P	P	A							
Palmer	Sue	n/a	n/a	A							
Papagerakis	Petros	P	A	P							
Paslawski	Teresa	P	P	P							
Peternej-Taylor	Cindy	A	P	P							
Phillipson	Martin	P	P	A							
Pocha	Sheila	A	P	A							
Poettcker	Grant	A	A	A							
Pomazon	Alisha	P	P	P							
Prytula	Michelle	P	P	P							
Racine	Louise	A	A	A							
Rayan	Steven	P	P	P							
Ripley	Laura	n/a	n/a	P							
Risling	Tracie	P	P	P							
Sarjeant-Jenkins	Rachel	P	P	P							
Sarty	Gordon	P	P	P							
Shevchuk	Yvonne	P	P	P							
Shin	Hyunjung	R	R	R							
Singh	Jaswant	P	A	P							
Smith	Martha	P	P	P							
Smith	Preston	P	P	P							
Smyth	Stuart	P	P	P							
Somerville	Kara	P	P	A							
Sorensen	Charlene	P	P	P							
Spurr	Shelley	P	P	P							
Squires	Vicki	P	P	P							
Steele	Tom	P	P	P							
Stoicheff	Peter	P	P	P							
Stuart	Glenn	A	P	P							
Urquhart	Stephen	P	P	P							
Waldner	Cheryl	P	P	P							
Walker	Keith	P	P	P							
Wallace	Alexa	n/a	n/a	A							
Willenborg	Christian	P	P	P							
Willoughby	Keith	R	A	P							
Wilson	Jay	P	P	P							
Woods	Phil	A	R	P							
Wotherspoon	Terry	P	P	P							
Xiao	Jing	P	P	P							
Yao	Yansun	P	A	A							
Zhang	Chris	A	P	P							

COUNCIL ATTENDANCE 2020-2021

Attendance Summary - Non-voting participants

Sep 17, 2020 - meetings are being held via Webex and attendance is taken as per the participant list while meeting is on.

Last Name	First Name	Sep 17	Oct 15	Nov 19	Dec 17	Jan 28	No Mtng	Mar 18	Apr 15	May 20	Jun 17
Baljit	Singh	Dr. Singh to begin as VP Research Feb 1, 2021									
Chad	Karen	P	P	P			Dr. Chad has completed her VP Research as of Jan 31, 2021				
Fowler	Greg	P	P	P							
Gill	Qasim	A	A	A							
Inam	Humaira	P	P	P							
Isinger	Russell	P	P	P							
Kaminski	Nicholas	P	P	P							
LaRose-Smith	Autumn	P	P	P							
McDougall	Patricia	P	P	P							
Osburn	Debra Pozega	P	P	P							
Ottmann	Jacqueline	A	A	A							
Roberts	Kiefer	P	R	P							
Still	Carl	P	P	P							
Thronberg	John	P	P	A							
Willness	Chelsea	P	P	P							



Post-Pandemic Shift Project

University Council
November 19, 2020

Project Goal

The Post-Pandemic Shift Project (PPSP) will help ensure our University is well informed as it makes decisions about how to be the university the world needs in a post-pandemic world.

Discussions with stakeholders

Through wide-ranging discussions with stakeholders about how their lives have changed – their work, their communities, their families, their futures – we can better understand what the world needs.

The project will then link the genuine voice of the broader community with the critical thinking, pedagogic expertise, and informed experience of the USask academic community to inform our planning for a post-pandemic world.



UNIVERSITY OF
SASKATCHEWAN

Society

Inspire Communities &
Amplify Value

USask

Vice-President, University Relations

Commission

Circles of Voice

Grounded in the principles of *wahkotowin*.
Our shared kinship, our interdependence
will shape our future.

**Individual
Citizens**

Thematic Voices
(e.g. Health
Care,
Families,
Economy)

**Organizational
Partners**

Deans

Elders

Staff

Researchers

Students

Faculty

Engagement Groups

Final Report
(Resource & Guidance)

Questions



Bi-Annual Report

Karen Chad
Vice-President Research

University Council
November 19, 2020

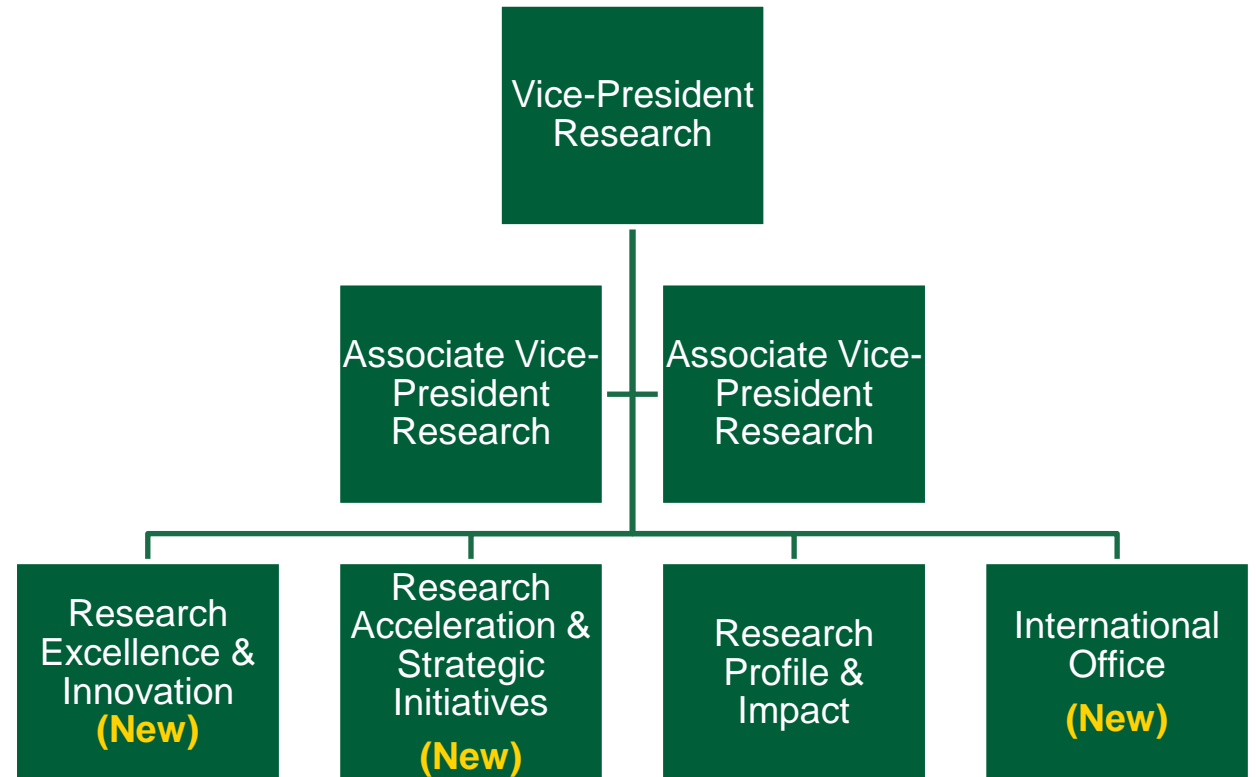
Overview



Photo: Images of Research - "Oh the Places You'll Go"

Organizational Change

- Significant change over the past six months.
- Scaled back research programs, services, and supports, given significant budgetary adjustments.
- Leading a seamless transition for USask's next Vice-President Research.



Pandemic Planning

- OVPR plays a leading role in pandemic planning activities and response
- Prioritized research activity as on-campus activities were restored beginning in spring

843 research projects supported during the pandemic

3,247 named individuals participating in these projects

20% faculty

35% graduate students

11% undergraduate students

27% staff

\$1.96M+ Canada Research Continuity Emergency Funding
(approximately **\$3M** left on the table)

Research Success





- Maintained strong performance in our tri-agency research revenue:
 - **NSERC:** \$17.59M*  9% (from 18-19)
 - **CIHR:** \$18.95M*  11% (from 18-19)
 - **SSHRC:** \$4.03M*  8% (from 18-19)
 - **Total:** \$41.4M*  2% (from 18-19)
- USask researchers continue to receive large-scale grants and investments.



Photo: Images of Research - "Bioprospect Bloom"

Research Awards

- USask faculty recognized:
 - **Royal Society of Canada** - *Valerie Korinek, Alison Norlen, Christy Morrissey*
 - **Bancroft Award** - *Irena Creed*
 - **Miroslaw Romanowski Medal** - *Ajay Dalai*
 - **Canadian Academy of Health Sciences** - *Marek Radomski*
 - **Distinguished Researcher Award** - *Kate Dadachova, Alex Wilson*
 - **New Researcher Award** - *Helen Baulch, Charity Evans*



Photo: Images of Research - "The Moment"

COVID-19 Research

- USask's leading role in Canada's fight against COVID-19.
 - **College of Medicine** researchers (*Lavender, Wilson*) explore therapeutics to fight COVID-19.
 - **Interdisciplinary USask researchers** (*Giesy, McPhedran, Brinkmann*), SHA, and City are developing a COVID-19 early warning system via water sampling.
 - **VIDO-InterVac** has received over \$50M in investment to lead Canada's vaccine development and manufacturing efforts.



Photo: Dr. Volker Gerdts, Director of VIDO-InterVac

Many, many, more examples of us leading discovery the world needs.

Strategic Initiatives

- Several strategic initiatives are underway at our institution:
 - Agricultural Technology Hub
 - Collaborative Use of Infrastructure
 - International Indigenous Health Research and Training Centre
 - Wanuskewin Centre of Excellence
 - Canada's "Centre for Pandemic Research"
 - Policy Development and Revisions
 - Centres, IP, and Responsible Conduct of Research
 - Publicly Engaged Scholarship Initiative
 - Signature Areas Report
 - Open Access Initiative



Photo: Images of Research - "Monet Impression: Duck out of Water"

Thank You



PRESIDENT'S REPORT TO COUNCIL

December 2020

Dear colleagues,

As we wind down a year like no other at the University of Saskatchewan, I want to thank each of you personally for your leadership in these unprecedented times. While the global pandemic has fundamentally changed the way we operate, your efforts have helped us keep focused on our mission to deliver world-class academic programming and conduct vital research with local, national and global impact. Much has been asked of you and all members of our campus community this year, beginning with the monumental task of suddenly shifting to remote delivery for all classes and exams in March. Your efforts also helped establish our successful hybrid model of course delivery that carried us through the fall term and will continue through the upcoming winter semester. These structural changes wouldn't have been possible without your leadership, and I want to commend you for helping ensure this critical transition was successful.

I would also like to take a moment to offer a warm welcome to the newest members of our leadership group – Dr. Airini, our new provost and vice-president academic, and Dr. Baljit Singh, joining us as our new vice-president research. Both will officially begin their new roles on February 1st. Congratulations also to Dr. Angela Bedard-Haughn, our new dean of the College of Agriculture and Bioresources, Dr. Debby Burshtyn, who has joined us in the summer as dean of Graduate and Postdoctoral Studies, and our latest Master Teacher Award recipient, Dr. Loleen Berdahl, now serving as executive director of the Johnson Shoyama Graduate School of Public Policy.

Thank you again for remaining focused on our mission to be the university the world needs and for your dedication and determination under these most challenging circumstances. During the holiday season, I hope you take time to rest, to reflect and to recharge. Spend time with friends and family, in whatever safe form that takes, and cherish the people who matter most in your life. The pandemic may keep us from safely gathering together as we traditionally do at this time of year, but whether virtually or in person, I hope you have the opportunity to share moments and memories with loved ones near and far.

I wish you all the best this holiday season and a happy New Year.

All the best,
Peter

USask Sustainability Strategy to Council for input

USask plays a vital role in nurturing, empowering, and unleashing the curiosity that will allow us to imagine a brighter, more sustainable future. As you know, we have an active Office of Sustainability and always have a number of sustainability initiatives underway to better the operations and facilities of the University including – building greener buildings, expanding renewable energy generation, and dedicating more than \$1.5 million to sustainability projects around campus.

Last December, I appointed a Special Advisor to the President on Sustainability, Dr. Irena Creed, to help create a comprehensive Sustainability Strategy for our campus that would span our teaching, research, and outreach missions in addition to our campus operations. With that mandate, Dr. Creed established a President's Advisory Circle on Sustainability comprised of sustainability leaders and champions from across campus with the primary purpose of advising on the creation of the plan. With the help of the Circle, she consulted with students, faculty, and staff over the first half of 2020 to determine the scope, direction, and detail of what a made-in-USask sustainability strategy should be.

Once a draft document was developed, further consultations took place over the fall term, where we have sought input from the campus community and beyond to ensure that our strategy expresses the commitments we aspire to. That draft has been discussed amongst executive leadership, student groups, and Council committees and I am happy to report that Dr. Creed will present this sustainability strategy to Council for input with the intention of bringing it back in January to be adopted.

USask appoints new Provost and VP Academic

I am pleased to announce that Dr. Airini (PhD) is joining USask's leadership team as the next provost and vice-president academic for a five-year term beginning on February 1, 2021. In this role, Dr. Airini will be the senior academic, planning and budget officer at USask. Working with colleges and schools, Dr. Airini will lead the development of an academic agenda that is connected to the university's financial realities in order to give students an outstanding experience at USask.

A highly accomplished education researcher, educator and administrator, Dr. Airini's current research explores how education can help build a more equitable society for all. Her award-winning research and development initiatives in Canada and internationally have directly shaped universities and 21st century education systems to close achievement gaps at school and post-secondary levels.

Dr. Airini, holds a PhD from the University of British Columbia, an MBA from Massey University and a Master of Education from the University of Canterbury. Prior to taking up her current role as dean of the Faculty of Education and Social Work at Thompson Rivers University (TRU) in 2014, Dr. Airini held a variety of posts at the University of Auckland's Faculty of Education. As a Fulbright Scholar in 2014 at Howard University in Washington, D.C., Dr. Airini examined how education policy can change results for under-served students in higher education. At TRU, a specialist in virtual learning and internationally recognized for environmental sustainability, Dr. Airini has led pan-university initiatives delivering on the Truth and Reconciliation Commission's Calls to Action.

I am proud to have Dr. Airini join our senior leadership team. She is passionate about post-secondary education, and I look forward to her exceptional academic and administrative records helping move USask forward on its commitment to be the university the world needs.

Dr. Carrie Bourassa honoured with SHRF Achievement Award

I wish to congratulate Dr. Carrie Bourassa on receiving the Achievement Award from the Saskatchewan Health Research Foundation (SHRF). A prominent national leader and researcher in Indigenous health, Dr. Bourassa is the scientific director of the USask-based CIHR Institute of Indigenous Peoples' Health and a faculty member in the College of Medicine. Dr. Bourassa's leadership and knowledge are sought after around the world—from the community to the institutional levels. Her achievements include the establishment of a national network of centres focused on research, research capacity development, and knowledge translation centred on First Nations, Inuit and Métis Peoples. She is a mentor and research lead at Morning Star Lab which focuses on community-based research into hepatitis C/HIV/AIDS, aging, dementia, and Alzheimer's disease, as well as water governance and policies.

I also wish to congratulate USask College of Medicine researcher Dr. Humphrey Fonge, who was honoured with the Impact Award for his work in developing new precision drug molecules that target resistant types of breast cancers.

Excellence Awards were presented to the six top-ranked researchers and teams that received SHRF funding for their projects in the past year:

- Dr. Walter Siqueira of the College of Dentistry
- Dr. Sarah Donkers of the School of Rehabilitation Science
- Dr. Yuliang Wu and Dr. John DeCoteau of the College of Medicine
- Dr. Paulette Hunter of St. Thomas More College
- Dr. Bhanu Prasad of the College of Medicine and the Saskatchewan Health Authority
- Dr. Marta Erlandson and Dr. Corey Tomczak of the College of Kinesiology

Landmark study generates first genomic atlas for global wheat improvement

A USask - led international team has sequenced the genomes for 15 wheat varieties representing breeding programs around the world, enabling scientists and breeders to much more quickly identify influential genes for improved yield, pest resistance and other important crop traits. Project leader, Dr. Curtis Pozniak, wheat breeder and director of the USask Crop Development Centre (CDC), noted "it's like finding the missing pieces for your favourite puzzle that you have been working on for decades."

The research results, just published in *Nature*, provide the most comprehensive atlas of wheat genome sequences ever reported. The 10+ Genome Project collaboration involved more than 95 scientists from universities and institutes in Canada, Switzerland, Germany, Japan, the U.K., Saudi Arabia, Mexico, Israel, Australia, and the U.S. Scientific groups across the global wheat community are expected to use the new resource to identify genes linked to in-demand traits, which will accelerate breeding efficiency.

USask wastewater surveillance team monitors COVID-19 cases

A USask wastewater surveillance project, developed by USask researchers and partners at the City of Saskatoon (CoS) and the Saskatchewan Health Authority (SHA), has been successful at tracking the total amount of SARS-CoV-2 virus circulating in the city's wastewater through lab analysis of samples from Saskatoon's municipal

treatment plant. The researchers can accurately predict from the collected wastewater data the community levels of COVID-19 one week in advance, informing public health messaging and policy.

USask community members appointed to the Order of Canada

Several members of the community with strong ties to USask have been named to the Order of Canada, a distinction for their outstanding achievement, dedication to the community and service to Canada.

- Chief Darcy Bear (BUSADM'09, DDL'14) is the long-serving chief of the Whitecap Dakota First Nation.
- Crop scientist Alfred Slinkard, an American by birth, joins as an Honourary Member, a designation for foreign-born recipients; he is regarded as a pioneer in lentil production in the province and the country.
- Dan Bereskin (LL.B'63) founded one of the very first boutique intellectual property law firms in Toronto in 1965 (Bereskin & Parr).



Provost's Report to Council

December 2020

GENERAL REMARKS

Many of you will be tracking the actions of universities across Canada and will have seen that some have moved to a delayed start of term in January. The concept of a delayed start simply means that classes start later than original planned whereas staff and faculty begin their work when the university opens. Delaying the start of winter term classes has the benefit of giving students more time to recover from the intensity of the fall as well as hopefully providing faculty and instructors time for a break over the holiday season alongside additional time to prepare for delivery of the academic program in January. In late November, we were able to canvas all of the colleges and schools to identify where it might be possible to delay the start of classes for winter without causing unintentional harm to an academic program. As a result of these discussions, a number of colleges and schools will commence winter term classes on Monday, January 11th. Colleges and schools that were not in a position to delay start without compromising the integrity of programming will stick to their original start dates.

COLLEGE AND SCHOOL UPDATES

College of Kinesiology

The College of Kinesiology at the University of Saskatchewan proudly launched the inaugural [Don Bailey Lecture Series](#) on November 5th, 2020. The Don Bailey Lecture Series honours and commemorates the work of Dr. Don Bailey, an internationally acclaimed visionary. As a University of Saskatchewan faculty member and researcher, Don worked at the cutting edge of science and technology in the area of health sciences. Amongst many of Don's achievements, four ground-breaking projects stand out as having a major impact on health: The Saskatchewan Growth and Development Study, ParticipACTION, the Lifestyle Inventory Fitness Evaluation and the Bone Mineral Accrual Study.

The lecture series will feature kinesiology-related topics of interest to students, the public, and scholars. This year's lecture took place virtually on November 5 and saw over 150 participants remote-in to hear from the inaugural speaker, Dr. Joe Eisenmann. As a donor-funded initiative, the lecture series is open to the public and offered free of charge.

College of Arts and Science

Dr. Valerie Korinek, Vice Dean Faculty Relations, has created a new Equity, Diversity, and Inclusion (EDI) committee in the College of Arts and Science. The committee includes faculty representation across the disciplines, and includes women and men; Assistant, Associate and Full Professors; Indigenous and racialized faculty; and 2SLGBTQ+ scholars who will work together for actionable changes within our college.



College of Education

Webinar Event with Dr. Max Eisen

On Thursday, November 19, the College of Education, along with University Relations, had the honour of hosting a conversation with Holocaust survivor, author, historian and 2020 Honorary Doctor of Laws recipient Max Eisen. Held via WebEx, over 60 faculty, staff and students were privileged to hear Dr. Eisen's powerful story—a story marked by tragedy, courage, survival and a promise to educate society about this appalling chapter in our shared history. Judge David Arnot, Chief Commissioner of the Saskatchewan Human Rights Commission and Jewish community leader Heather Fenyes (BEd'89) joined Dean Michelle Prytula in providing remarks that stressed the critical role education has in ensuring global citizenship and the eradication of racism.

Strategic Plan Fall 2020 Update

The College of Education [has released its Fall 2020 Strategic Planning update](#) which outlines key milestones and contributions in our collaborative journey in becoming *The University the World Needs*. The college is fulfilling its commitments by engaging in the development of interdisciplinary programs and partnerships, increasing enrolments, prioritizing peer-reviewed funding, rising in academic rankings, enhancing alumni engagement, and [continuing its role as a leader in Indigenization](#).

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Thursday December 17th, 2020

With the first term of the 2020-2021 school year coming to an end, students are just finishing up the last of their finals. The university announced extending the start date of the winter term to January 11th, giving students and faculty an extra week to recuperate. Students continue to express concerns about the quality of their education as well as struggling mental health. The transition to online classes has been and will continue to be a process that needs constant evaluation, compassion, and patience to ensure the success of the university community. As an executive we are hearing that there is a desire for the hybrid model to continue post pandemic for students who do not live in Saskatoon or who have more success learning at home. We also continue to hear concerns of students who express that their learning cannot continue online as the quality and experience does not suit their needs. This will prove to be a much needed challenge for the University, one which the USSU is excited to be a part of.

During the third week of November the USSU executive participated in the Undergraduate of Canadian Research-Intensive Universities (UCRU) Federal Lobby week. As a collective of ten of the U15 universities, we were able to meet with 50 members of parliament and their staff. Our asks (shared below) were well received and the research done to back them up were much appreciated. A number of members of parliament have expressed their support and will discuss them with their committees and/or send letters to other members of the federal government. We are pleased to hear the most recent announcement regarding the increased investments in the Youth Employment and Skills Strategy and Canada Summer Jobs, as well as the removal of the interest on all Canada Student Loans for 2021-2022. We are hopeful that our federal lobbying efforts will create positive outcomes for undergraduate students.

It has been a busy month for our center coordinators who have been hard at work and continue to bring programming to undergraduate students. We celebrated Queerapalooza, organized by the USSU Pride Centre that came to an end with our virtual Trans Day of Remembrance ceremony on November 20th. Our Womens' Center coordinator has organized Who Needs Feminism, a week long celebration and educational campaign. We have also had our Mental Health Week organized by the USSU Help center. This week showcased alumni and Usask faculty and staff to bring different speakers and undergraduate students together.

On November 19th the USSU hosted its first virtual Annual General Meeting which was a success thanks to the hard work and innovative thinking by USSU staff members. The USSU executives were able to present and have passed a number of bylaw changes that relate to our many committees and student council positions. We have also hosted the first of our Town Hall Series, the First Year Town Hall. This event was a great success, inviting first year students to

share about their experiences so far. We welcomed a few Usask staff who were in attendance to learn and better their services for students.

We look forward to the winter break and wish the Usask community a very safe and happy holiday. If you wish to work with the USSU in any capacity we welcome your collaboration. Do not hesitate to reach out, our emails and more information is on our website at USSU.ca.

With respect,

Jamie Bell

Kiefer Roberts

Jory Mckay

Autumn LaRose-Smith



ADVOCACY BRIEF PACKAGE 2020

Contents:

Student Financial Support

Supporting International Students

Undergraduate Research Opportunities

Access for Indigenous Students



Undergraduates of Canadian Research-Intensive Universities (UCRU) is a coalition of student associations whose mandate is to advocate for an affordable, inclusive and high-calibre undergraduate university education with opportunities for increased access to undergraduate research. Our coalition began in 2015 to advocate on issues that disproportionately and uniquely affect undergraduates from Canada's U15 universities – which is what sets our strategic advocacy priorities apart from other student advocacy organizations at the federal level.

UCRU acknowledges that our members live, work and study across Canada on the traditional and unceded territory of many Indigenous peoples including the Cree, Dené, Métis, Sioux, Huron-Wendat, Attawandaran, Anishinaabeg, Haudenosaunee, Leni-Lunaape and the many distinct Coast Salish peoples.

UCRU is committed to advocating for the needs of Indigenous students and furthering Indigenization, decolonization, and reconciliation in our communities and beyond.

SUMMARY OF RECOMMENDATIONS

Student Financial Support

1. Invest \$230 million dollars per year to implement a 2-year grace period on all federal student loans for new graduates.
2. Increase the 2019 Canada Student Grants by \$1200 per student for the 2021 federal budget.

Supporting International Students

3. Make \$20 million dollars available to support Student Work Placement Program opportunities for both international and domestic students.
4. Include international students in the Youth Employment and Skills Strategy.
5. Prioritize international students in Canada's Immigration Levels Plan.

Undergraduate Research Opportunities

6. Invest \$15 million dollars per year to expand the Undergraduate Student Research Awards Program to 3,400 students annually in health, humanities, and social science research.
7. Prioritize projects that fulfill a 'future global challenge' as identified by the SSHRC.

Access for Indigenous Students

8. Further expand funding for the Post-Secondary Student Support Program.

STUDENT FINANCIAL SUPPORT

INCREASE STUDENT FINANCIAL SUPPORT TO ENSURE STUDENTS RECEIVE ADEQUATE TRAINING TO ENTER THE WORKFORCE.

1. Invest \$230 million dollars per year to implement a 2 year grace period on all federal student loans for new graduates.

The long-term implications of COVID-19 will have an enormous impact on students as they enter the workforce. These impacts have already begun to emerge, as a survey completed by Abacus Data found 75% of students say COVID-19 will have a lasting impact on their financial situation beyond this year.

Furthermore, graduating into economic uncertainty can be detrimental for many students' careers, as this leads to initial earning losses of 30-40% after graduation.¹ Implementing a two-year grace period on student loans for all new graduates relieves some financial burden and enables students to gain more financial stability.

According to Statistics Canada, the average student takes on \$28,000 dollars in debt while pursuing an undergraduate degree.²

By extending the National Student Loan Grace Period for new graduates, the government will assist students training for good jobs while taking on less debt, supporting Canadians and stimulating the Canadian economy in response to COVID-19. With less pressure on repaying their student loans, students will be able to reconceptualize their life plans, moving towards home ownership and entering the middle class sooner than was possible before.


Statistics Canada's research highlights that 54% of students graduate with debt, and the average student takes on \$28,000 in debt while pursuing an undergraduate degree.³ Therefore, UCRU urges the Government of Canada to invest in a two-year grace period on all new graduates' federal student loans, which will undoubtedly have a positive impact on 1.4M students in Canada, their families, and the entire Canadian economy.⁴ This investment will reduce students' financial stress, allowing students to engage in the economy, achieve their goals, receive training for new jobs, and join the middle class.

1. National Bureau of Economic Research, 1050 Massachusetts Ave., Cambridge, MA 02138; 617-868-3900


2. Statistics Canada, "National Graduates Survey (NGS), student debt from all sources, by province of study and level of study," Government of Canada, July 14, 2020.

3. Ibid.


4. Universities Canada, "Facts and Stats."



Investing in students receiving the training and skills for tomorrow's workforce will help Canada rebuild its economy.




2. Invest \$1 billion to increase the 2019 Canada Student Grants by \$1200 dollars per student for the 2021 federal budget.



This investment was included in the Liberal Party's 2019 election platform and would go a long way to support students through this prolonged economic uncertainty. For most jobs, a degree or diploma has become a prerequisite to entering the workforce in the 21st century, with Universities Canada identifying that 80% of top jobs require a university degree.⁵ However, for many Canadians, financial barriers serve as a significant hurdle to accessing post-secondary education. Following the outbreak of COVID-19 in March, the Government of Canada increased grants available to \$6000 dollars for full time students and \$3600 dollars for part time students.

This response was needed, as 29% of all post-secondary students lost all of their




5. Universities Canada, "80% of top jobs require a university degree."

predicted or planned summer income, impacting their ability to pay for school. Though the support for the 2020-2021 academic year is appreciated, the pandemic will have a lasting impact on students' finances, as around half of all students are extremely concerned about taking on more debt because of COVID-19.⁶ Canadian students need continued financial aid to ensure that they can pursue post-secondary education through the coming economic uncertainty.

Ensuring affordable access to post-secondary education can bolster our economy, help train Canadians for future jobs, support young Canadians' financial futures, and build our middle class.

To ensure the long-term success of students in Canada, the government should increase the 2019 Canada Student Grants levels by \$1200 dollars for the 2021 federal budget.



6. Statistics Canada, "COVID-19 Pandemic Financial Impacts on postsecondary students in Canada," Government of Canada, May 15, 2020.

Undergraduates of Canadian Research-Intensive Universities is a coalition of student associations from across Canada. We represent over 250,000 students from ten U15 universities. Learn more at ucru.ca

SUPPORTING INTERNATIONAL STUDENTS

INVEST IN STUDENTS TO KEEP TOP TALENT IN CANADA AFTER GRADUATION.

3. Make \$20 million dollars available to support Student Work Placement Program opportunities for both international and domestic students.

International students are a vital part of the Canadian economy, contributing \$22 billion dollars annually.⁷ The government's support for co-ops and internships through the Student Work Placement Program is invaluable to facilitating career opportunities for students. However, employers cannot currently access these programs when hiring international students. This can cause an unfair hiring bias towards domestic students which denies international students the same valuable experiences.

On top of training them to enter the workforce in the future, Canadian work experience helps international students prepare to apply for a post-graduation work permit. In order to address Canada's skilled labour shortage, we must work to retain our students after they graduate. International students who receive training in the Canadian workforce will be more likely to remain in Canada after graduation

while contributing to Canada's economy and workforce. To incentivise employers to hire international students, we recommend that the government create a stream of Student Work Placement Program funding which is available for hiring international students and domestic students. We propose a \$20 million dollar investment which would fund positions for up to 7,000 additional domestic and international students to help achieve this goal.


Canada is competing with countries around the world to attract international talent.⁸

Supporting our international students alongside domestic students will create an attractive landscape for these young people. Therefore, UCRU recommends that the government match funding currently available to domestic students by allocating \$20 million in the Student Work Placement Program to be available for both international and domestic Students.

4. Include international students in the Youth Employment and Skills Strategy.

7. Kareem El-Asslam, "642,000 international students: Canada now ranks 3rd globally in foreign student attraction," CIC News, February 20, 2020.

8. Lewington, Jennifer, "Why universities are trying to recruit overseas students from as many places as possible," Macleans, November 4, 2019.



UCRU was excited to hear about the government's investment in employment through the Youth Employment Skills Strategy.

We believe that this support will be invaluable for our students as they seek employment and contribute to the Canadian economy over the next year.

Now, more than ever, employment for our international students is critical for their success in school. International student tuition is typically three to five times higher than domestic tuition. This means that finding employment is even more critical for our international students. In order to support them in finding a job during this difficult time, UCRU recommends that the government support projects targeting international students in the allocation of the Youth Employment Skills Strategy funding.



5. Prioritize international students in Canada's Immigration Levels Plan.



UCRU believes that immigrants are key contributors to Canada's culture and economic prosperity. We are looking forward to welcoming many new immigrants to Canada in the coming years. International students are a critical avenue that Canada can use to bring skilled workers into the Canadian workforce.

After studying in Canada, international students have become acquainted with Canada, gained valuable work experience and often wish to stay here and contribute

to the Canadian economy. However, these students face many barriers to permanent residency. Currently, summer employment and co-op work experiences cannot be counted towards Express Entry pathways despite fulfilling a similar purpose. This concern showcases one of the challenges UCRU identifies with the current Express Entry programs.

COVID-19 has posed specific challenges for international students that will impact their ability to achieve permanent residency after graduation. Rising costs of international tuition, concerns about travelling to pursue their education and a shrinking job market that prioritizes domestic students all make it more difficult for international students to settle in Canada after they are finished their degrees.

In light of COVID-19, we recommend that the government extend post-graduation work permits for all international students by 2 years, allowing for ample time to satisfy permanent residency work experience requirements.

More than 80,000 international students will graduate in Canada this year.⁹ This extension would be critical in allowing international students to gain their required work experience despite the current job market.



9. Statistics Canada, "Postgraduate Students by Institution Type & Status of Student in Canada." 2018.

UNDERGRADUATE RESEARCH OPPORTUNITIES

INVEST IN UNDERGRADUATE RESEARCH IN HEALTH, SOCIAL SCIENCE, AND HUMANITIES RESEARCH.

6. Invest \$15 million per year to expand the Undergraduate Student Research Awards Program to 3,400 students annually in health, humanities, and social science research.

At present, the Natural Sciences and Engineering Research Council (NSERC) strives to support students in their studies while fostering innovation in the natural sciences and engineering.¹⁰ The Council achieves these goals in part through the provision of research scholarships available at every stage of study, from undergraduate to postdoctoral.¹¹ Working in parallel with NSERC, the SSHRC “supports postsecondary-based research and training in the social sciences and humanities,” while the CIHR seeks to train and support health researchers. Despite the similar goals of NSERC and SSHRC, NSERC is the only member to holistically fulfill its mandate through the inclusion of any undergraduate programming, namely

via the provision of Undergraduate Student Research Awards (USRAs).

The USRA is a comprehensive award in the value of \$4,500 plus institutional contribution for undergraduate researchers.


Successful applicants become immersed in high-level research training for 16-weeks, representing a crucial opportunity for work-integrated learning at the undergraduate level.

Across UCRU’s member institutions, undergraduates comprise on average 80% of enrolled students. Yet, those enrolled in the humanities, health and social science programs have few opportunities to receive research training beyond the classroom.



Utilizing the existing USRA infrastructure in use by NSERC, UCRU recommends the government commit \$15 million to extend opportunities to 3,400 undergraduate students in the humanities, social sciences, and health fields. On the microscale, research opportunities - which are generally lacking in the humanities, health and social sciences - improve employability and foster the development of transferable skills in new graduates.

10. Natural Science and Engineering Research Council of Canada, “Breakthrough answers to timeless questions,” Government of Canada.

11. Natural Science and Engineering Research Council of Canada, “Students and fellows,” Government of Canada.




In fact, leaders across industries hold degrees in the social sciences, health and humanities more often than any other course of study.¹² These leaders are defined by their skills in critical thinking, complex decision-making, and creative exploration, which are all but essential in the age of artificial intelligence.



7. Prioritize projects that fulfill a ‘future global challenge’ as identified by the SSHRC.

An investment in the USRA program - especially if priority is granted to students working on a ‘future global challenge’ project as defined by the SSHRC - would allow the Government of Canada to guide social science, health and humanities undergraduates toward research projects that address issues crucial to our nation’s future, cultivating early and sustained interest among critical areas for investigation.

The most obvious ‘future global challenge’ would be the need to address ‘Global Health and Wellness for the 21st Century.’ Enabling undergraduate students the opportunity to receive hands-on training as part of Canada’s next wave of health researchers which will help Canada address the long-term impacts of COVID-19. The COVID-19 pandemic has revealed how gaps in the social determinants of health - which include income distribution, early childhood development, food insecurity,



12. British Council, “The Educational Pathways of Leaders, an International Comparison,” Ipsos Public Affairs.

and race - has harmed the health outcomes of far too many in Canada.

As of April 30th 2020, a higher percentage of confirmed positive COVID-19 tests were observed in neighbourhoods with the highest ethnic concentration, greatest material deprivation, and lowest income, as compared to the least marginalized quintiles of each measure. Similarly, groups with the highest percentage of people from racialized communities, newcomers to Canada, those with lower education levels, and higher rates of unemployment, had higher rates of COVID-19 cases and hospitalizations.¹³ This highlights the need for social science, health and humanities research, as equitable social services like healthcare is as important as ever during COVID-19. These challenges can be addressed by investing in timely and topical research.

Social sciences, health and humanities fields are uniquely suited to engage with socioeconomic gaps and aid the Government of Canada in developing evidence-based policy to solve them.

This work requires robust support from students at all levels of their post-secondary career, beginning with undergraduates. One this is for certain: “choosing to overlook the impact on the social determinants of health is not a prescription for a healthy Canada.”



13. Public Health Ontario, “COVID-19 – What We Know So Far About... Social Determinants of Health,” 2020.

14. Canadian Public Health Association, “What are the social determinants of health?”

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ACCESS FOR INDIGENOUS STUDENTS

REDUCE FINANCIAL BARRIERS FOR INDIGENOUS STUDENTS TO ACCESS POST-SECONDARY EDUCATION

8. Further expand funding for the Post-Secondary Student Support Program.

The Post-Secondary Student Support Program (PSSSP) is an integral part of ensuring that Indigenous students can pursue post-secondary education in Canada. The PSSSP provides funding for Indigenous students through their bands and is consistent with the principle of First Nations controlling First Nations education. In 2019, the Federal Government invested \$327.5 million over five years in supporting the PSSSP, marking a great investment in post-secondary education for Indigenous students.¹⁵

Education is a reliable determinant of future job opportunities and income.¹⁶ However, there has historically been a disparity between Indigenous and non-Indigenous populations' rates of educational attainment.¹⁷ The Truth and Reconciliation Commission acknowledged this gap through recommendation #7 which is aimed at closing educational and

employment gaps between Aboriginal and non-Aboriginal Canadians.

The disparity in access to education results in negative outcomes for Indigenous students & their communities, our university communities, and for Canada. Engaging more Indigenous people in higher education would create multifaceted positive outcomes for the nearly 1.5 million Indigenous Canadians and kick start economic growth across Canada.¹⁸ This improvement in education would add up to \$7 billion to Canada's gross domestic product.¹⁹ By investing in Indigenous peoples' access to post-secondary education, we are investing in Canada.

An additional investment in the PSSSP is in line with Truth and Reconciliation Commission's recommendation #11, which calls to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.²⁰

15. Thea Udwadia, "Federal budget promises over \$900 million for Indigenous students," *The Ubyssy*, March 26, 2019.


16. Miles Corak, Garth Lipps, and John Zhao, "Family income and participation in postsecondary education," Government of Canada.

17. Government of Canada, "Investing in the Middle Class: Budget 2019," March 19th, 2019, p. 49.

18. Ibid.

19. Ibid.

20. Truth and Reconciliation Commission of Canada, "Summary of the Final Report of the Truth and Reconciliation Commission of Canada," 2015.



UCRU continues to hear concerns about the backlog of First Nations students seeking post-secondary education that spans generations, with parents unable to receive funding even when their children graduate from high school.

To ensure access for all willing and qualified Indigenous students, the Government of Canada should invest additional money in the Post-Secondary Student Support Program up to the required levels calculated by the Assembly of First Nations to remove financial barriers to Indigenous students accessing post-secondary education. This investment will allow Indigenous students obtain the training and experiences they need to succeed in a changing economy and contribute to stronger economic growth for all Canadians through post-secondary education.



CONTACT

Mackenzy Metcalfe
UCRU Chair
info@ucru.ca
(519) 661-2111 x82617



University of Saskatchewan Graduate Students' Association

University Council Report, December 2020

Dear Members of Council,

It has been a challenging term with the ongoing pandemic, and the GSA Executives are now busy preparing for the winter 2021 term as the year is fast approaching its end. Currently, we are working on the following initiatives:

1. Holiday Hangout
2. Winter 2021 Orientation

1. Holiday Hangout

The Holiday Hangout has been a successful event that began in December 2019, led by the GSA Executives and supported by other university partners across campus. It was an initiative where students who were away from home could come together, feel a sense of community, participate in fun activities, and share a meal. Unfortunately, due to COVID-19, and the measures in place by the Saskatchewan Health Authority, we are unable to offer an in-person Holiday Hangout event this year. However, with the support from our USask community, such as the International Student and Study Abroad Centre (ISSAC) and members of our Faither Leaders, we are pleased to continue our Holiday Hangout initiative in an alternative format. This year for Holiday Hangout, the GSA will be distributing and delivering meals to graduate students on December 28, and December 29, 2020 with the support of our graduate student volunteers, so

we can continue a sense of community for students that are away from their families during the holidays.

2. Winter 2021 Orientation

At the beginning of the new year, the GSA will be welcoming incoming graduate students for the winter term with an introduction to the services that the GSA and the University offers during these unprecedented times. The GSA is looking forward to holding its virtual orientation on January 11, 2021, and a modified version of our curbside pickup. Due to the rise in COVID-19 cases in Saskatchewan, the GSA will be offering swag bags to students for the winter orientation by way of appointment and with the permission of the Pandemic Response Team.

The GSA continues its role to advocate on behalf of graduate students in order to support student success and relay student concerns, organize events to engage students, and collaborate with the USask community to foster an environment of positivity. On behalf of the GSA, we wish members of council a wonderful winter break and a happy new year. I look forward to continuing our work with members of council for the year 2021.

Humaira Inam

President

Graduate Students' Association

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Susan Detmer, Chair, Academic Programs Committee

DATE OF MEETING: December 17, 2020

SUBJECT: **Admissions Qualification Change – Post-degree certificate in English as an Additional Language (PDCEAL) program**

DECISIONS REQUESTED:

*It is recommended:
That Council approve the proposed changes to the admissions qualifications for the Post-degree certificate in English as an Additional Language (PDCEAL) program to remove the requirement of one full year of teaching experience or equivalent, effective the 2022-23 admissions cycle.*

PURPOSE:

University Council has the authority to approve changes to the admissions qualifications for degrees and degree-level programs, but requires confirmation of University Senate before such changes can be implemented.

CONTEXT AND BACKGROUND:

The Post-degree certificate in English as an Additional Language (PDCEAL) program aligns with Additional Qualification Certification (AQC) required of the Saskatchewan Professional Teachers Regulatory Board (SPTRB). Removing the requirement of one full year of teaching experience would not affect the PDCEAL's alignment with the AQC requirements and would allow novice teachers to begin the program immediately after graduation. Since the program's implementation in 2017, the Department of Curriculum Studies has fielded requests from graduates of the Bachelor of Education program that would like to begin on this qualification prior to gaining a full year of teaching experience. This move will allow more teachers to gain the needed knowledge to support the growing number of EAL students in Saskatchewan classrooms.

CONSULTATION:

The College of Education Faculty Council voted in favor of removing the requirement that applicants have a full year of teaching experience for the PDCEAL program at its October 30, 2020 meeting. The academic programs committee reviewed the proposal for this change to admissions qualifications at its December 2, 2020 meeting. The committee supported a change that would students to access this program earlier following completion of their B.Ed. degree.

ATTACHMENTS:

- 1. Memorandum – PDCEAL Admissions Qualification**



UNIVERSITY OF SASKATCHEWAN

College of Education

USASK.CA/EDUCATION

MEMORANDUM

To: Dr. Susan Detmer, Chair, Academic Programs Committee

From: Dr. Dawn Wallin, Associate Dean, College of Education

Date: November 2, 2020

RE: PDCEAL Admission Qualification

On October 30, 2020, the College of Education Faculty Council voted in favour of removing the admission qualification of “one full year of teaching experience or equivalent” for the Post-Degree Certificate in English as an Additional Language program. The College of Education is now seeking the approval of the Academic Programs Committee. Below please find the preamble and rationale for this proposed change.

In creating the Post-Degree Certificate in English as an Additional Language Education (PDCEAL) in 2015-2016, the Department of Curriculum Studies in the College of Education consulted with various educational stakeholders, both internal and external, as well as the Saskatchewan Professional Teachers Regulatory Board (SPTRB). The PDCEAL program was created to meet College of Education certificate guidelines and align with the Additional Qualification Certification (AQC) requirements of the SPTRB.

SPTRB requirements stipulate that AQC candidates must have 30 credit units of instruction as well as hold a B.Ed. degree. The Department of Curriculum Studies added its own recommendation that certificate candidates also have one year of teaching experience. Teachers without a full year of experience were allowed into the PDCEAL program on a case-by-case basis, at the discretion of the Department Head.

In the past three years, the Department of Curriculum Studies has fielded requests from eager B.Ed. graduates who would like to begin the PDCEAL program immediately after graduation, prior to gaining a full year of teaching experience. The department recognizes that novice teachers have become aware of the number of EAL learners in Saskatchewan classrooms, usually based on their extended practicum experiences, and these teachers would like to be better prepared to meet a range of EAL needs. Therefore, the Department of Curriculum Studies is seeking removal of the “one full year of teaching experience or equivalency” as an admission qualification for the PDCEAL program. Although experience is an asset, it should not be a barrier to novice teachers who are actively seeking more professional learning in EAL education.

Consultation with the Registrar Form

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

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

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

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

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

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

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

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

Yes ☐ No ☐

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

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

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

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

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

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

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

1 Is this a new program?

Yes ☐ No ☒

Is an existing program being revised?

Yes ☐ No ☒

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☐

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

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐
☐

International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

☐
☐

Joint Degree

☐
☐

Dual Degree

☐
☐

Professional Internship Program

☐
☐

Faculty-Led Course Abroad

☐
☐

Term Abroad Program

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

Yes ☐ No ☐

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

4b

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

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

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

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

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

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

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

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

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

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

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

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

2

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

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

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

Yes ☐ No ☐

If NO, please describe.

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

Yes ☐ No ☐

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information - as per current set-up except as noted below in 7.

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

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

3 Does this impact enrollment?

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

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

6 What is the application deadline?

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

Removal of the following admission qualification.

- One full year of teaching experience.

It is recommended that you have one full year (200 days) of teaching experience after receiving your B.Ed. degree. If you have been a substitute teacher, you may count these days as well.

If teaching experience was outside of Saskatchewan additional required documentation may be required (see below)

If you don't have one full year of experience you may still be admitted with additional documentation (see below)".

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

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

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

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

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

13 Will the standard application fee apply?

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

15 Are international students admissible to this program?

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

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

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

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

Section 10: Convocation Information (only for new degrees)

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

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

- 3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information

- 1 What is the start term?

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

Yes ☐ No ☒

If YES, what and by what date?

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

- 1 What year in program is appropriate for this program (NA or a numeric year)?

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

- 2 Will students register themselves?

Yes ☐ No ☐

If YES, what priority group should they be in?

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

- 1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

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

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

- 1 Should classes count towards T2202s?

Yes ☐ No ☐

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

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

Yes ☐ No ☐

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

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

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

Yes ☐ No ☐

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1

Is this a program termination?

Yes☐ No☒

If yes, what is the name of the program?

2

What is the effective date of this termination?

3

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

Yes☐ No☐

If yes, what courses?

4

Are there currently any students enrolled in the program?

Yes☐ No☐

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

5

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

6

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

7

Is there mobility associated with this program termination?

Yes☐ No☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

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

Yes☐ No☐

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

1 How will tuition be assessed?

Standard Undergraduate per credit	<input type="text"/>
Standard Graduate per credit	<input type="text"/>
Standard Graduate per term	<input type="text"/>
Non standard per credit*	<input type="text"/>
Non standard per term*	<input type="text"/>
Other *	<input type="text"/>
Program Based*	<input type="text"/>

* See attached documents for further details

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

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes ☐ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☐

If YES, from which tuition code to which tuition code?

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

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

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

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11	What is the highest level of financial approval required for this submission? Check all that apply.				
	a. None - as it has no financial implications		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Susan Detmer, Chair, Academic Programs Committee

DATE OF MEETING: December 17, 2020

SUBJECT: **Admissions Qualification Change – for the graduate degree-level certificates in 1) Quality Health Professions Education and 2) Improving Teaching and Learning in Health Professions Education**

DECISIONS REQUESTED:

It is recommended:

That Council approve changes to the admissions qualifications for the graduate degree-level certificates in Improving Teaching and Learning in Health Professions Education and Quality Teaching in Health Professions education to reduce the admissions average from 70% to 65%, effective for the 2022-23 admission cycle

PURPOSE:

University Council has the authority to approve changes to the admissions qualifications for degrees and degree-level programs, but requires confirmation of University Senate before such changes can be implemented.

CONTEXT AND BACKGROUND:

The graduate degree-level certificates in 1) Quality Health Professions Education and 2) Improving Teaching and Learning in Health Professions Education can be completed independently or can be used to ladder in the Master of Education in Health Professions Education. The programming is a partnership between education and the health science disciplines. Partners in some health science programs would like the ability offer admission to applicants who do not satisfy the current 70% requirement. It was noted that applicants for these programs are often health care professionals and practitioners whose undergraduate averages do not meet the required threshold, but who are interested in obtaining graduate-level training to improve their ability as educators within their discipline.

By lowering the admissions average to 65% for the graduate degree-level certificates, they would be able to offer admission to a broader range of students. This move would also allow those candidates who are interested in pursuing the M.Ed. in Health Professions Education to first complete a certificate, and then apply for the full degree program, if their certificate grade average meets the requirements.

It should be noted that the admissions average is only one of the criteria for admission to the certificate program and that the proposed change would apply only to the graduate degree-level certificates.

CONSULTATION:

The Graduate Programs Committee of the College of Graduate and Postdoctoral Studies voted in favor of this change at its June 8, 2020 meeting, and Executive Committee indicated its support at its September 9, 2020 meeting. The academic programs committee reviewed the proposal for this change to admissions qualifications at its December 2, 2020 meeting. The committee recognized that this change would allow more applicants to qualify for admission for the program, but were assured that the departments involved will still ensure that applicants accepted will be capable of being successful within their selected program. The committee was also satisfied that the change would apply only to the certificate programs, and not the full degree program.

ATTACHMENTS:

1. **Memorandum – Proposed Changes to Admissions Requirements for Graduate Certificates: 1) Quality Teaching in Health Profession Education and 2) Improving and Learning in Health Professions Education**

**M E M O R A N D U M**

To: Academic Programs Committee of Council

Copy: Dirk Morrison, Graduate Chair, Departments of Educational Administration and Curriculum Studies

From: Office of the Associate Dean, College of Graduate and Postdoctoral Studies

Date: November 25, 2020

Re: Proposed Changes to Admission Requirements for Graduate Certificates: 1) Quality Teaching in Health Professions Education and 2) Improving Teaching and Learning in Health Professions Education

The College of Graduate and Postdoctoral Studies is recommending a change to the required grade point average (GPA) for admission to the above-noted certificates from 70% to 65%. The minimum GPA for admission to any programming within CGPS is 65% on most postgraduate diploma programs. As certificates are lower level credentials than diplomas, it would be reasonable to allow the same standards for admission to these certificate programs.

These certificate programs can be completed independently, or they can be completed as components of the Master of Education in Health Professions Education. The programming is a partnership with many stakeholders in education and health science disciplines. Partners in the College of Medicine would like to offer admission to applicants not quite satisfying the current 70% admission requirement for the certificates. It was suggested that for graduates from the Colleges of Medicine and Dentistry, a 70% would be considered quite high. Those two colleges have professionals interested in obtaining graduate-level training. It was clarified that the 65% admission average would be applicable to all applicants, and not just those with a health sciences background. It was noted that a marketing team promoted the programming, and they had held program information webinars with attendees from a variety of backgrounds.

The admission requirements for the two certificate programs with the proposed change marked up is provided here:

- A cumulative weighted average of at least a ~~70%~~ 65% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- A four-year degree, or equivalent, from a recognized college or university

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- Teaching responsibilities and/or the ability to demonstrate teaching experience

The proposal was supported by the Graduate Programs Committee of CGPS on June 8, 2020, and the Executive Committee of CGPS on September 9, 2020. Faculty in the Department of Educational Administration confirmed support for the change on October 1, 2020.

Attached please find the memos of support from the Graduate Programs Committee and Executive Committee, the proposal, and consultation with the registrar forms.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca

:kc



MEMORANDUM

To: Graduate Academic Affairs Committee (GAAC)

From: Debby Burshtyn, Chair - Executive Committee

Date: October 29, 2020

Re: Proposed Changes to Admission Requirements for Graduate Certificates: 1) Quality Teaching in Health Professions Education and 2) Improving Teaching and Learning in Health Professions Education

On September 9, 2020, the Executive Committee (EC) considered the noted proposals.

The EC provisionally approved the change to admission averages from 70% to 65% for both the Graduate Certificate in Quality Teaching in Health Professions Education and the Graduate Certificate in Improving Teaching and Learning in Health Professions Education upon receiving **receipt of confirmation from the Department of Educational Administration Faculty Council approval.**

Notification was received from the GAAC on October 29, 2020, that the Department of Educational Administration met on October 1, 2020, and unanimously approved changing the admission average requirement from 70% to 65% on both certificates. (Walker/Newton)

The Executive Committee gives its full support to move forward.

If you have any questions, please contact Debby Burshtyn, chair of the CGPS Executive Committee at debby.burshtyn@usask.ca or 306-966-5759.

/II



MEMORANDUM

To: Executive Committee of CGPS

Copy: Dr. Jay Wilson, Head, Department of Curriculum Studies; Acting Head,
Department of Educational Administration

From: Graduate Programs Committee

Date: September 3, 2020

Re: Proposed Changes to Admission Requirements for Graduate Certificates: 1)
Quality Teaching in Health Professions Education and 2) Improving Teaching
and Learning in Health Professions Education

On June 8, 2020, the Graduate Programs Committee considered a proposal to change the required grade point average (GPA) for admission from 70% to 65%. The minimum GPA for admission to any programming within CGPS is 65% on most postgraduate diploma programs. As certificates are lower level credentials than diplomas, it would be reasonable to allow the same standards for admission to these certificate programs.

These certificate programs can be completed independently, or they can be completed as components of the Master of Education in Health Professions Education. The programming is a partnership with many stakeholders in education and health science disciplines.

Partners in the College of Medicine would like to offer admission to applicants not quite satisfying the current 70% admission requirement for the certificates. It was suggested that for graduates from the Colleges of Medicine and Dentistry, a 70% would be considered quite high. Those two colleges have professionals interested in obtaining graduate-level training. It was clarified that the 65% admission average would be applicable to all applicants, and not just those with a health sciences background. It was noted that a marketing team promoted the programming, and they had held program information webinars with attendees from a variety of backgrounds.

It was noted that the admission average was only one of the criteria for admission. There were requirements for an undergraduate degree, letter of intent, and references.

The Graduate Programs Committee passed the following motions:

Motion: *To approve the changes to the admission average from 70% to 65% for the Graduate Certificate in Quality Teaching in Health Professions Education.*

Tanaka/Ophir 3 abstentions, 6 in favour CARRIED

Motion: *To approve the changes to the admission average from 70% to 65% for the Graduate Certificate in Improving Teaching and Learning in Health Professions Education.*

Tanaka/Ophir 3 abstentions, 6 in favour CARRIED

Attached please find the full proposal.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca

:kc

**MEMORANDUM**

TO: Graduate Programs Committee

FROM: Dr. Dirk Morrison, Graduate Chair of Health Professions Education
Dr. Vicki Squires, Graduate Chair of Health Professions Education

DATE: May 21, 2020

RE: Certificates in Quality Teaching and Improving Teaching and Learning in Health Professions Education programs modification

After consultation with the Associate Dean, CGPS, the College of Education is recommending changes to the admission requirements into the Certificate Programs of 1) *Quality Teaching in Health Professions* and 2) *Improving Teaching & Learning in Health Professions Education*. The proposed change includes decreasing the minimum admission average from 70% to 65%. Direct entry into the M.Ed. stream will still maintain a cumulative GPA of 70%, as per policy of CGPS.

Rationale for the Admission requirement Program change:

1. The Masters in Health Professions Education Program, approved by University Council and Senate, implements a “laddering” model, whereby potential students can choose to first complete the Certificate in Quality Teaching and, then, if so choose, move on to completing an additional four Masters-level courses to obtain a second Certificate (Learning in Health Professions Education). CGPS Policy indicates that a minimum GPA of 65% is adequate for admittance to this stream of completion. Those completing the eight courses (or awarded two Certificates) with a 70% or above on all courses, will be eligible to complete three additional research courses, thereby fulfilling the degree requirements for the M.Ed. designation.
2. A number of excellent candidates for this program will come from the Health Sciences (e.g., Medical Degree), where it is common for graduating students to have a GPA of less than the required 70% for direct entry into the Masters stream. However, holding advanced degrees, it is anticipated that most of these candidates would be successful in their course work (toward their Certificates), as well as their research and capstone courses.

Preferred Outcome:

With this moderate request for the admission requirement change, it will allow for consideration of potential students, who may have an advanced degree, but not a 70% GPA (required for direct admission to the Masters stream), but who will, with the 65% GPA minimum, be able to apply for consideration to be admitted directly into the Certificate stream and then be able to “ladder” these credentials/courses directly in an admission into the Masters in HPE.

Best regards,

Dr. Dirk Morrison, Graduate Chair,
Curriculum Studies, College of Education

Dr. Vicki Squires, Graduate Chair,
Curriculum Studies, College of Education

Clement, Kelly

From: Clement, Kelly
Sent: Wednesday, November 25, 2020 9:06 AM
To: Warrington, Seanine; Isinger, Russ; Smith, Martha
Cc: Doell, Jason; Zagiel, Eileen; Vuong, Lucy
Subject: RE: Signed CWR - Admission Changes - Graduate Certificates in Health Professions Education

Good Morning,

On behalf of Associate Dean Martha Smith I am confirming these are approved for CGPS.

Thanks everyone,

➤ Kelly Clement

Committee and Programs Administrator

College of Graduate and Postdoctoral Studies

Thorvaldson Bldg. University of Saskatchewan

116-110 Science Place

Saskatoon, SK S7N 5C9

Tel: (306) 966-2229

BE WHAT THE WORLD NEEDS

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

From: Warrington, Seanine <seanine.warrington@usask.ca>
Sent: Wednesday, November 4, 2020 9:02 AM
To: Isinger, Russell <russell.isinger@usask.ca>; Smith, Martha <martha.smith@usask.ca>
Cc: Clement, Kelly <kelly.clement@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Vuong, Lucy <lucy.vuong@usask.ca>
Subject: FW: Signed CWR - Admission Changes - Graduate Certificates in Health Professions Education

Good morning!

Since these two admission changes are now marching toward approval, I want to ensure the CWR process is complete. Martha, can you provide your "signatures" for these two CWR forms?

Seanine

From: Warrington, Seanine
Sent: Wednesday, September 16, 2020 10:31 AM
To: Isinger, Russell <russell.isinger@usask.ca>; Smith, Martha <martha.smith@usask.ca>
Cc: Clement, Kelly <kelly.clement@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Vuong, Lucy <lucy.vuong@usask.ca>
Subject: FW: Signed CWR - Admission Changes - Graduate Certificates in Health Professions Education

Russ,

Thank you for the chat and for letting me know that these CWRs are officially signed by the Registrar.

Martha, can you provide your confirmation for these two as well?

Seanine

From: Warrington, Seanine

Sent: Wednesday, September 9, 2020 10:27 AM

To: Isinger, Russell <russell.isinger@usask.ca>; Smith, Martha <martha.smith@usask.ca>

Cc: Clement, Kelly <kelly.clement@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Vuong, Lucy <lucy.vuong@usask.ca>

Subject: Signed CWR - Admission Changes - Graduate Certificates in Health Professions Education

Good morning,

Please see the completed Consultation with the Registrar Forms that propose a change to the required admission averages for the following existing Graduate-Level Certificates:

- Quality Teaching in Health Professions Education
- Improving Teaching and Learning in Health Professions Education

The only change being proposed to APC, Council and Senate is the reduction of the required admission average from 70% to 65%. As such, we decided a formal meeting was unnecessary, but please let me know if you would rather proceed with a meeting. Pending approvals, this will be implemented in May, 2021.

Russ and Martha, please “reply-all” with your confirmation that the details of the form are correct. Your confirmation email will replace a signature of approval in the midst of the coronavirus pandemic (COVID-19) disruptions.

Thank you,

Seanine

Seanine Warrington, M.A.

Senior Editor and Coordinator

Catalogue and Academic Programs

Registrarial Services

University of Saskatchewan

Teaching, Learning and Student Experience

Ph: 306-966-1874

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. I pay respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

Consultation with the Registrar Form

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

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

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

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

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

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

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

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

Yes ☐ No ☐

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

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

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

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

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

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

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

1 Is this a new program?

Yes ☐ No ☒

Is an existing program being revised?

Yes ☒ No ☐

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☒

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

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility - as per current set-up

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☐

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

☐
☐

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

☐
☐
☐
☐
☐
☐
☐

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

Yes ☐ No ☐

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

4b

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Yes ☐ No ☐

If NO, please describe.

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

Yes ☐ No ☐

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information - as per current set-up EXCEPT 7.

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

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

3 Does this impact enrollment?

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

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

6 What is the application deadline?

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

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

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

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

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

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

13 Will the standard application fee apply?

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

15 Are international students admissible to this program?

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

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

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

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

Section 10: Convocation Information (only for new degrees)

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

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

- 3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information

- 1 What is the start term?

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

Yes ☐ No ☒

If YES, what and by what date?

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

- 1 What year in program is appropriate for this program (NA or a numeric year)?

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

- 2 Will students register themselves?

Yes ☐ No ☐

If YES, what priority group should they be in?

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

- 1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

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

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

- 1 Should classes count towards T2202s?

Yes ☐ No ☐

Section 15: Awards Information

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

Yes ☐ No ☐

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

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

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

Yes ☐ No ☐

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1 Is this a program termination? Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

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

Yes ☐ No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program?

Yes ☐ No ☐

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

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

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

7 Is there mobility associated with this program termination?

Yes ☐ No ☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

☐
☐
☐
☐
☐
☐

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

Yes ☐ No ☐

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

1 How will tuition be assessed?

Standard Undergraduate per credit Standard Graduate per credit Standard Graduate per term Non standard per credit* Non standard per term* Other * Program Based*

* See attached documents for further details

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

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes ☐ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☐

If YES, from which tuition code to which tuition code?

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

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

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

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11	What is the highest level of financial approval required for this submission? Check all that apply.				
	a. None - as it has no financial implications		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

Consultation with the Registrar Form

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

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

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

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

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

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

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

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

Yes ☐ No ☐

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

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

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

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

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

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

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

1 Is this a new program?

Yes ☐ No ☒

Is an existing program being revised?

Yes ☒ No ☐

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☒

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

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility - as per current set-up

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☐

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

☐
☐

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

☐
☐
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☐
☐
☐
☐

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

Yes ☐ No ☐

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

4b

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Yes ☐ No ☐

If NO, please describe.

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

Yes ☐ No ☐

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information - as per current set-up EXCEPT 7.

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

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

3 Does this impact enrollment?

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

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

6 What is the application deadline?

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

Required admission average is changing from 70% to 65%

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

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

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

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

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

13 Will the standard application fee apply?

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

15 Are international students admissible to this program?

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

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

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

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

Section 10: Convocation Information (only for new degrees)

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

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

- 3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information

- 1 What is the start term?

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

Yes ☐ No ☒

If YES, what and by what date?

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

- 1 What year in program is appropriate for this program (NA or a numeric year)?

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

- 2 Will students register themselves?

Yes ☐ No ☐

If YES, what priority group should they be in?

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

- 1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

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

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

- 1 Should classes count towards T2202s?

Yes ☐ No ☐

Section 15: Awards Information

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

Yes ☐ No ☐

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

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

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

Yes ☐ No ☐

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1 Is this a program termination? Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

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

Yes ☐ No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program?

Yes ☐ No ☐

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

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

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

7 Is there mobility associated with this program termination?

Yes ☐ No ☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

☐
☐
☐
☐
☐
☐
☐

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

Yes ☐ No ☐

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

1 How will tuition be assessed?

Standard Undergraduate per credit Standard Graduate per credit Standard Graduate per term Non standard per credit* Non standard per term* Other * Program Based*

* See attached documents for further details

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

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes ☐ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☐

If YES, from which tuition code to which tuition code?

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

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

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

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11	What is the highest level of financial approval required for this submission? Check all that apply.		<input type="checkbox"/>		
	a. None - as it has no financial implications		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Susan Detmer, Chair, Academic Programs Committee

DATE OF MEETING: December 17, 2020

SUBJECT: Changes to the Academic Courses Policy

DECISIONS REQUESTED:

It is recommended:

That Council approve the proposed addition to Clause 1.2 of the Academic Courses Policy to ensure appropriate flexibility and oversight over changes to syllabi, effective January 1, 2021.

PURPOSE:

University Council has the authority to approve changes to academic policies.

CONTEXT AND BACKGROUND:

On March 13, 2020, when the University of Saskatchewan closed due to the pandemic, the Coordinating Committee of Council was authorized by Governance Committee to approve an emergency declaration that lifted the restrictions around syllabi. This allowed faculty and instructors to make whatever modifications were necessary to get through the remaining three weeks of classes and the final exam period. On September 17, 2020, University Council approved a return to the language of the Academic Courses Policy as it related to syllabi, to ensure normalcy and predictability for students.

As the university progressed through its first full term that primarily involved remote teaching and learning, it has become clear that we require another look at the section of the Academic Courses Policy dealing with syllabi (Clause 1.2). Given the lingering unpredictability of the pandemic, a temporary modification to the language of Clause 1.2 is recommended in order to protect the students and to address the need for structured flexibility. The clause currently reads:

“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.”

The proposed modification will allow for revisions to the course outline subject to the approval of the department and college, leaving out the department level in a non-departmentalized college. An instructor would not have to have the approval of the class to make a change as long as it has been reviewed and approved by the department and college. In addition to the language added to the Academic Courses Policy, the Registrar's Office will establish and communicate a process for the documenting the approval of changes to syllabi.

The following language is proposed as an addition to Clause 1.2 of the Academic Course Policy:

“To address the unpredictable nature of delivering academic programming in a pandemic, under certain circumstances, an instructor may deem it necessary to make a change to the syllabus that impacts such things including but not limited to assignments, assessments, and weighting of grades. Such changes will be permitted if they have been approved by the Department Head (in a departmentalized college) and by the Dean/Executive Director or designate within a College/School.

This provision regarding making changes to the syllabus is not permanent and will be reviewed for renewal by the APC at the beginning of each term until any permanent change on the abovementioned topic is finalized and approved.”

CONSULTATION:

The Academic Programs Committee reviewed this proposal at its December 2, 2020 meeting and agreed that the current language of the policy is too stringent, given the ongoing uncertainty of the pandemic and its impacts and that this proposal allows for appropriate oversight of changes, while still allowing flexibility to adjust.

ATTACHMENTS:

1. **Briefing note regarding – amendment to Clause 1.2 of the Academic Courses Policy – Syllabi**
2. **Academic Courses Policy**

Briefing note regarding – amendment to Clause 1.2 of the Academic Courses Policy – Syllabi

Background

On March 13, 2020, when the University of Saskatchewan was forced to close because of the pandemic, the Coordinating Committee of Council was authorized by Governance Committee to approve an emergency declaration that lifted the restrictions around syllabi and allowed faculty and instructors to make whatever modifications were necessary to get through the remaining three weeks of classes and the final exam period.

In September, University Council approved a return to the language of the Academic Courses Policy as it related to syllabi, to ensure normalcy and predictability for students. Clause 1.2 of the Academic Courses Policy states:

“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.”

Issues:

As the USask has progressed through its first full term taught primarily remotely, it has become clear that we require another look at the section of the Academic Courses Policy dealing with syllabi.

Some faculty members and instructors have developed courses for remote delivery that are superior in terms of quality (e.g., extent of engagement) but there is growing recognition that they may have gone a bit too far in terms of what is included in the course requirements creating an unsustainable workload for students. This is an unintended consequence of heroic efforts to deliver an outstanding learning experience in the remote environment. Accordingly, instructors and faculty need the freedom to alter a course by cutting back on some elements (e.g., dropping an assignment, reweighting an assessment, removing late penalties).

Additionally, as we proceed through Fall Term and into Winter Term, there is the definite possibility that faculty and instructors will require flexibility and change for a variety of reasons. For example, with regard to in-person delivery, it is possible that faculty members or instructors may become ill and/or unable to offer a significant segment of the course, which would require assigning the teaching to someone else who may not be able to follow the exact plan of the course outline, or a positive exposure in a COVID case requiring self-isolation for a group of students or the instructor, which in turn, could lead to the need to alter the modules within a class, dropping material and potentially dropping assessments related to that material.

Action:

Given the lingering unpredictability of the pandemic, the APC executive is recommending a temporary modification to the language of Clause 1.2 in order to protect the students and to address the need for flexibility. The proposed modification will allow for revisions to the course outline subject to the approval of the department and college, leaving out the department level in a non-departmentalized

college. An instructor would not have to have the approval of the class to make a change as long as it has been reviewed and approved by the department and college. In addition to the language added to the Academic Courses Policy, the Registrar's Office will establish and communicate a process for the documenting the approval of changes to syllabi

The following language is proposed as an addition to Clause 1.2 of the Academic Course Policy:

"To address the unpredictable nature of delivering academic programming in a pandemic, under certain circumstances, an instructor may deem it necessary to make a change to the syllabus that impacts such things including but not limited to assignments, assessments, and weighting of grades. Such changes will be permitted if they have been approved by the Department Head (in a departmentalized college) and by the Dean/Executive Director or designate within a College/School.

This provision regarding making changes to the syllabus is not permanent and will be reviewed for renewal by the APC at the beginning of each term until any permanent change on the abovementioned topic is finalized and approved."

Approval Authority:

As per the University of Saskatchewan Act, 1995, University Council has the authority to "do any other thing that the council considers necessary, incidental or conducive to exercising its powers, to promoting the best interests of the university or to meeting the purposes of this Act," including approving policies related to classes delivery, examination, and assessment.

The Academic Programs Committee has the responsibility of "recommending to Council policies and procedures related to academic programs and sustaining program quality," including the Academic Courses Policy.

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

Responsibility: University Registrar

Authorization: University Council

Approval Date: May 19, 2011; reapproved June 18, 2015; reapproved 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 [Student Appeals of Evaluation, Grading and Academic Standing](#) and the *Procedures for Student Appeals in Academic Matters* (December 2012)

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

Purpose

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

Principles

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

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

As articulated in the University [Learning Charter](#), students will be provided with a clear indication of what is expected in 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 also provide students with the opportunity to give candid feedback from peers and other sources on all aspects of teaching practice.

Scope of this Policy

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

It supersedes the following documents previously approved by University Council:

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

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

January, 2001 Academic Programs Committee Retroactive Withdrawal Policy

September, 1986 – University of Saskatchewan Grading Policy

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

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

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

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

June, 2010 University [Learning Charter](#)

June 2011 [Nomenclature Report](#)

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

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

Information and Communications Technology [Lecture Capture](#)

All regulations covering class delivery, student assessment, and examinations have been developed into a framework with three levels of authority and responsibility: university, college, and department. Within the framework of this policy, departments and colleges may develop additional regulations and procedures for class delivery and student assessment. For example, colleges and departments may develop their own template for the syllabus to be used by their instructors.

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

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

Policy

The *University of Saskatchewan Academic Courses Policy on Class Delivery, Examinations and*

Assessment of Student Learning covers policies, regulations, and procedures governing the following aspects of class delivery and student assessment, including the conduct of examinations.

Section I. Class Delivery

1 Class Syllabus

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

2 Contact Hours and Availability of Instructors

- 2.1 Availability of instructor

3 Student Attendance

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

4 Class Evaluation by Students

5 Class Recordings

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

Section II. Assessment of Students

6 Grading System

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

7 Examinations

7.1 Methods and types of examinations

7.2 Mid-term examinations

7.3 Final examinations

a. Modification of requirement to hold a final examination

b. Final examination period and scheduling

7.4 Conduct and invigilation of examinations

a. Invigilation

b. 30 minute rule

c. Identification

7.5 Access to materials in the examination room

7.6 Permission to leave the examination room

7.7 Food and beverages

7.8 Protocols for an academic misconduct breach

7.9 Retention and accessibility of examination papers

7.10 Retention of the exam materials during the examination

7.11 Additional invigilation standards

8 Student Assessment Issues and Special Circumstances

8.1 Final grade alternatives and comments

8.2 Withdrawal

8.3 Retroactive withdrawal

8.4 Incomplete class work (assignments and examinations) and Incomplete Fail (INF)

8.5 No Credit (N) grade alternative and grade comment

8.6 Deferred final examinations

8.7 Supplemental final examinations

8.8 Aegrotat standing

8.9 Special accommodations for disability, pregnancy, religious, and other reasons

9 Procedures for Grade Disputes

9.1 Grade dispute between instructor and department head or dean

9.2 Grade dispute between instructor and student

Authority and Responsibility

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

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

University

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

Colleges and Departments

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

Instructors and Departments

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

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

Section I. Class Delivery

The [Learning Charter](#) encourages a multitude of educational experiences that contribute to the core learning pursuits and the personal and professional interests of our members. This presumes that class delivery will support different ways of knowing and learning, including independently, experientially, and collaboratively. Educators and students should understand how one's subject area may intersect with related disciplines, perspectives, and worldviews different than one's own, including Indigenous worldviews. To achieve this goal, programs, curricula and learning activities should be grounded in ways that are socially and/or culturally relevant, adaptive, and responsive, and that will facilitate engagement and relationship building with the relevant communities. Educators should provide appropriate classroom, research, study and learning environments for learners; access to informational resources and expertise; and appropriate teaching and research technologies. Regardless of methodology, there are universal elements of class delivery that ensure appropriate learning opportunities are provided to the students of the university.

1. Class Syllabus

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

The syllabus is a public document that provides details about a particular class for both potential and enrolled students. It is useful for recruiting prospective students and sharing information about

university classes with the broader community (for example, for the purposes of transfer credit evaluation). Instructor syllabi must be submitted to department heads, or deans in non-departmentalized colleges, prior to the start of a class.

It is recommended that students also have online access to syllabi prior to the beginning of the class. After submission to the department head, or dean in non-departmentalized colleges, syllabi should be posted on through learning management systems 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
- 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.).
-

- 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 Teaching, Learning and Student Experience (TLSE) portfolio, Student Learning Services at the University Library, and colleges

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

1.2 Changes to the syllabus after distribution

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

1.3 Change of final examination date

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

2. Contact Hours and Availability of Instructors

As per [Nomenclature](#), a “traditional” three credit unit lecture course involves approximately 30-39 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).

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 Access and Equity Services, 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 Access and Equity Services 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 they have not written or passed the final examination, and any limits on the relative weighting of final examinations or any other term work.

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

Department

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

Appeal

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

6.2 Weighting in class grades

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

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

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

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

6.3 Grade descriptors

The university's implementation of the percentage system for reporting final grades was approved by University Council in 1986. University grade descriptors and the percentage system apply unless separate approved college regulations exist. Exceptions to the grade descriptors below require council approval:

Definitions

Percentage assessment for undergraduate courses is based on the literal descriptors, below, to provide consistency in grading among colleges.

The university-wide relationship between literal descriptors and percentage scores for undergraduate courses is as follows:

90-100 Exceptional

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative, and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

80-89 Excellent

An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative, and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

70-79 Good

A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner.

60-69 Satisfactory

A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

50-59 Minimal Pass

A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

<50 Failure

An unacceptable performance.

College of Dentistry

In January 2017, separate literal descriptors were approved by University Council for the grading of classes in the Doctor of Dental Medicine (D.M.D.) program in the College of Dentistry.

College of Graduate and Postdoctoral Studies

In May 1996, separate literal descriptors were approved by University Council for the grading of classes in the College of Graduate and Postdoctoral Studies.

College of Medicine

In January 2017, separate literal descriptors were approved by University Council for the grading of classes in the Doctor of Medicine (M.D.) program in the College of Medicine.

University

The registrar will record and report final grades in all classes 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 [*Course and Program Catalogue*](#) 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 his/her total program, the terms sessional weighted average, annual weighted average, and cumulative weighted average are frequently used.

Sessional weighted averages are calculated from classes taken in Fall Term and Winter Term, annual weighted averages are calculated from all classes taken in a year, and cumulative weighted averages are calculated from all classes taken at the University of Saskatchewan.

Weighted averages are calculated by multiplying the grade achieved in each class by the number of credit units in the class. The sum of the individual calculations is then divided by the total number of credit units to produce the weighted average. Students should consult with their college for policies on repeating classes and non-numeric grade conversion.

Example of calculation of a student average:

<i>Class</i>	<i>Grade</i>	<i>Credit Units</i>	<i>Weighted Marks</i>
ENG 111.3	83	3	249
MATH 110.3	87	3	261
PSY 121.3	97	3	291
POLS 111.3	98	3	294
INDG 107.3	92	3	276

BIOL 120.3	81	3	243
WGST 112.3	93	3	279
CREE 101.3	96	3	288
CHEM 112.3	87	3	261
ASTR 113.3	91	3	273

Total **30** **2715**

Weighted Average (2715/30) = 90.5%

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, mid-year 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 noted in the class syllabus, so that students have fair warning of such scheduling.

Any resultant conflicts with mid-term examinations for other classes, other 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. Denials of such accommodation may be appealed to the dean's office of the college authorizing the non-standard 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. This includes take-home final examinations, as well as, deferred and supplemental examinations. The registrar will post the schedules of final examinations as early in a term as possible.

Classes identified as having a primary schedule type of LAB (Laboratory) or TUT (Tutorial) will not be scheduled for a final examination and will 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 [*Academic Calendar*](#), 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 either in the evening or on a Saturday.

24-hour rule

The registrar will arrange the schedule so that no student writes more than two final examinations in one 24 hour period.

For example, if a student has final examinations scheduled in three consecutive examination periods - such as on day one at 2 pm and 7 pm, and on day two at 9 am - the registrar will move one of the examinations.

If a student has examinations scheduled only on two consecutive examination periods, with at least one period between examination groups - such as on day one at 2 pm and 7 pm, and on day two at 2 pm and 7 pm - the registrar will not move any of the examinations.

Conflicts for common examinations

Any student conflicts created by scheduling common final examinations between two or more classes will be accommodated by the instructors of those classes.

Warning about other commitments

Final examinations may be scheduled at any time during examination periods; until the schedule has been finalized and posted, students and instructors should avoid making travel or other professional or personal commitments for this period.

Warning about withdrawal

Students cannot withdraw from a class after the withdrawal deadline for that class.

7.4 Conduct and invigilation of examinations

All regulations for the invigilation of final examinations can apply to the invigilation of mid-term

examinations. It is expected that invigilators will be present while students are sitting for examinations, readily available to answer questions from students, and will monitor and report any instances of academic or non-academic misconduct according to the [Regulations on Student Academic Misconduct](#) and the [Standard of Student Conduct in Non-Academic Matters](#). Invigilators shall familiarize themselves with all related regulations and policies.

Invigilation

Normally, the class instructor of record is expected to invigilate their examinations. If the instructor is not available, in so much that it is possible it is the responsibility of the instructor and the department head, or dean in non-departmentalized colleges, to ensure the examination is invigilated by a qualified replacement that is familiar with the subject of the examination. The process by which backup or additional invigilation is provided should be established by the department head or dean.

It is recommended that a department, or non-departmentalized college, supply a sufficient number of invigilators as is appropriate for the size of the class, depending on the nature of the examination.

Invigilators may use a seating plan for their examinations which requires students to sit at a particular desk or table. In addition, invigilators may move any student to another desk or table in the examination room at any time before or during an examination.

Proctors provided by the registrar in gymnasiums, for deferred and supplemental examinations, for examinations accommodated by Access and Equity Services, 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 identification (ID) numbers and names on their examination papers, and by presenting their university-issued student ID cards during the examination and upon signing the tally sheet when leaving the examination, or both.

During the examination, invigilators can require students to place their student ID card on the desk or table where the student is writing the examination, in plain view for invigilators to check. Invigilators

may ask for additional government-issued photographic ID if the student does not have a student ID card or if they deem the student ID card insufficient to confirm a student's identity.

Students who do not present a student ID card, or other acceptable photographic identification, during an examination will be permitted to finish sitting the examination, but only upon completing and signing a *Failure to Produce Proper Identification at an Examination* form. The form indicates that there is no guarantee that the examination paper will be graded if any discrepancies in identification are discovered upon investigation. Students will then have to present themselves with a student ID card or other acceptable government-issued photographic identification to the invigilator within two working days of the examination at a time and place mutually agreeable to the invigilator and the student. Such students may also be asked to provide a sample of their handwriting. Failure to provide acceptable identification within two working days will result in an academic misconduct charge under the [Regulations on Student Academic Misconduct](#).

If a student refuses to produce a student ID, or other acceptable photographic identification, and refuses to complete and sign the *Failure to Produce Proper Identification at an Examination* form, the invigilator will permit them to continue writing. However, the student shall be informed that charges will be laid under the [Regulations on Student Academic Misconduct](#) and that there is no guarantee that the examination paper will be graded if any discrepancies in identification are discovered upon investigation.

Invigilators need not require identification if the student's identity can be vouched for by the instructor.

To assist with identification, students wearing caps, hats, or similar head-coverings of a non-religious or cultural nature can be asked to remove them.

Invigilators are permitted to take a photograph of any student if there is any question about the student's identity. Invigilators should take a photo in such a manner as to not cause a disruption in the examination room and respects the religious/cultural beliefs of the student. The registrar will arrange for any photographs taken by invigilators to be compared to student ID photos of record. Photographs will only be used for the purposes of verifying the identity of the student and will not be used or disclosed for any other purposes, and will be retained in a secure manner for a limited period of time.

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, 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 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 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 use a sign-out/sign-in sheet for students who are given permission to leave the examination room and may record the amount of time a student spends outside of the examination room, frequency of requests to leave, etc. Students must leave their examination paper, examination booklets, and any other examination or personal materials either in the custody of the invigilator for retrieval upon their return, or at the desk or table they were writing at, as per the invigilator.

Normally, only one student should be permitted to leave the room at one time. This prevents a student from discussing the examination with other students and enables invigilators to be aware of the whereabouts of their students.

Invigilators may choose to escort students to and from washrooms at their discretion, and can check washrooms for indications of academic misconduct (e.g., hidden notes or materials, books, or other papers, etc.). Invigilators may designate a nearby washroom for use by the students during the examination. However, invigilators may not deny students access to washrooms.

Students who have completed their examination are not permitted to leave the examination room until they have signed out and provided their student ID number on a university tally sheet confirming their attendance at the examination and their submission of the examination paper, examination booklets, and any other examination materials.

Emergency evacuation of an examination

If the examination is interrupted by fire alarm, power outage, or similar emergency requiring evacuation, the invigilator should lead the students out of the examination room in an orderly fashion and keep the students together as much as is possible. The invigilator should, to the extent that this is possible, advise the students not to communicate with each other about the examination and supervise the students until the resumption of the examination. If the situation requires cancellation of the examination, it will be rescheduled by the registrar at the earliest practical date and time.

7.7 Food and beverages

It is at the discretion of the invigilator whether or not food or beverages are permitted in an examination room, unless required for a medical purpose.

7.8 Protocols for an academic misconduct breach

Where there are reasonable grounds for an invigilator believing that a violation of the [Regulations on Student Academic Misconduct](#) has occurred, the invigilator has the authority to:

- remove anything on the desk or table not authorized for use in the examination.
- ask to examine any book bags or handbags, purses, laptop cases, dictionaries (print or electronic), instruments, calculators, electronic devices capable of data storage and retrieval or photography (computers, tablets, cell phones, personal music devices, etc.), and any other personal belongings if there is a reasonable suspicion that they contain evidence of academic misconduct. If allowed by the student, any such searches must be done in the presence of the student; the presence of another invigilator as a witness is recommended but not necessary.
- once examined, any personal belongings (e.g. cell phones, text books, and book bags) shall be returned to the student to be put back under the student's desk, with, in so much as it is possible, the evidence retained by the invigilator. Notes or similar unauthorized materials will be confiscated and attached to the incident report to be evaluated by the instructor for possible academic misconduct procedures. If the student requires a photocopy of any evidence discovered, a copy will be provided as soon as is reasonably possible with the original to be retained by the invigilator.
- the invigilator may take photographs or video recordings of any evidence. Photographs or video recordings will only be used in support of a charge under the [Regulations on Student Academic Misconduct](#) and will not be used or disclosed for any other purposes, and will be retained in a secure manner for a limited period of time period.
- require the student to move to a seat where the invigilator can more easily monitor the student.
- ask a student to produce evidence where the invigilator believes that student has hidden it on their person. If the student refuses, respect the refusal but note it when reporting. Under no circumstances can the student be touched or physically searched.
- if 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 [Student Academic Misconduct Regulations](#) 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 the same) of the circumstances and turn over all of the evidence available. In the event that the instructor is not available, the invigilator will inform the appropriate dean.

7.9 Retention and accessibility of examination materials and class syllabus

All marked final examination papers, together with the university tally sheets, shall be retained in the department, or college in non-departmentalized colleges, for a period of at least one year following the

examination period in which the final examination was held in case of student appeals under university policy.

It is recommended that examples of all final examination questions for a class, along with the class syllabus, shall be retained in the department, or college in non-departmentalized colleges, for a period of at least ten years following the end of the class. Retention supports the evaluation of transfer credit for students.

For details regarding accessibility of examination papers please refer to the policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

7.10 Retention of examination materials during the examination

Students are not permitted to leave the examination room with the examination paper, examination booklets, or any other examination materials unless permitted to do so by the invigilator. It is also the responsibility of an invigilator to ensure that no such examination materials are left unattended in an examination room before, during or after an examination.

7.11 Additional invigilation standards

It is recognized that departments and colleges may want additional invigilation standards for their instructors or may require them to meet professional or accreditation standards, and that invigilation may be provided differently for online, distributed learning, or off-campus classes. University Council therefore delegates to each college and department the responsibility and authority for setting additional standards for invigilation appropriate to their college or department and in compliance with university policy and federal and provincial legislation.

8. Student Assessment Issues and Special Circumstances

8.1 Final grade alternatives and comments

Definition:

Course Grade Modes

- Pass/Fail/In Progress (P/F/IP)
- Percentage/Numeric/In Progress (0-100/IP)
- Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)

The following final grading alternatives within certain grade modes also exist:

- Audit (AU)
- No Credit (N)
- Not Applicable (NA)
- Withdrawal (W)
- Withdrawal from Audit (WAU)
- Aegrotat Standing (AEG)
- In Progress (IP)
- No Grade Reported (NGR)

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 (normally medical or compassionate grounds such as a mental or physical illness or condition, the death of someone close, or similar reasons beyond the student's control which contributed to the failure in the class) rather than academic grounds.

Other procedures already exist for academic appeals, as described in the University Council policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

8.4 Incomplete class work (assignments and/or examinations) and Incomplete Failure (INF)

When a student has not completed the required class work, which includes any assignment or examination including the final examination, by the time of submission of the final grades, they may be granted an extension to permit completion of an assignment, or granted a deferred examination in the case of absence from a final examination.

Extensions past the final 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 a grade. The N grade (No Credit) is listed next to the percentage grade 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 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 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 approximately as follows:

- Fall Term classes, the four business days of the February midterm break;
- Fall and Winter two-term classes and Winter Term classes, the five business days following the second Thursday in June;
- Spring Term and Summer Term classes, the first or second Saturday following the start of classes in September.

The registrar may delegate authority to schedule final examinations to colleges where classes do not conform to the university's [Academic Calendar](#), or in such cases where colleges want to schedule and invigilate their own deferred, special deferred, and supplemental examinations.

Students granted a deferred, special deferred, or supplemental examination will be assessed the approved fee for such an examination.

College

The college must consider all requests for deferred examinations and notify the student, the instructor, and, in the case of approval, the registrar of its decision within ten business days of the close of the final examination period, and within ten business days of receipt of the application for special deferred examinations. The college, in consultation with the student and the instructor, is responsible for arrangements for special deferred examinations.

A student who has sat for and handed in a final examination for marking and signed the tally sheet will not be granted a deferred examination but may apply for a retroactive withdrawal or a supplemental examination, subject to individual college policy and procedures.

Barring exceptional circumstances, deferred examinations may be granted provided the following conditions are met:

- a student who is absent from a final examination for valid reasons such as medical or compassionate reasons may apply to their college for a deferred examination.
- a student who becomes ill during a final examination or who cannot complete the final examination for other valid reasons must notify the invigilator immediately of their inability to finish. The student may then apply for a deferred examination.
- a special deferred examination may be granted to a student who, for valid reasons such as medical or compassionate reasons is unable to write during the deferred examination period. An additional fee is charged for special deferred examinations; otherwise, they are subject to the same regulations as deferred examinations.
- a student must submit their application for a regular or special deferred examination, along with satisfactory supporting documentary evidence, to their college within three business days of the missed or interrupted final examination.

Instructors must provide deferred examinations to the registrar at least five business days prior to the start of the deferred examination period. Failure to do so may result in the instructor, 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 [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

8.7 Supplemental final examinations

A student who is assigned a failing grade in a class as a penalty for an academic offence is not eligible to be granted a supplemental examination in that class.

Examination period

The supplemental examination periods coincide with the deferred examination periods. Supplemental examinations resulting from deferred examinations will be specially accommodated.

College

Supplemental final examinations may be granted only according to the following conditions:

- in consultation with the department concerned, a college may grant a supplemental or special supplemental examination to a student registered in the college. Within the limits defined in this section, the college shall determine the grounds for granting supplemental and special supplemental examinations and the criteria for eligibility. This applies to all students regardless of year.
- factors to be taken into consideration for granting a supplemental or special supplemental examination include but are not limited to: the subsequent availability of the course or an appropriate substitute; the grades obtained by the student in term work; the weighting of the final examination in determining the final grade; the class schedule of the student in the subsequent session.
- supplemental final examinations may be granted under regulations established at the college level except that any student who is otherwise eligible to graduate and who fails one class in their graduating year shall be granted a supplemental examination, provided that a final examination was held in that class. A student who fails more than one class in the graduating year may be considered for supplemental examinations according to the regulations established by the student's college.
- the student must make formal application for a supplemental examination to their college by the stated deadline of the college.
- a special supplemental examination may be granted to a student who, for medical, compassionate or other valid reason, is unable to write during the supplemental examination period. An

additional fee is charged for special supplemental examinations; otherwise, they are subject to the same regulations as supplemental examinations.

Once the examination is written, the instructor will assign a revised final percentage grade. The grade comment of SUPPG (Supplemental Final Examination Granted) or SPECSPG (Special Supplemental Final Examination Granted) will be replaced with a grade comment of SUPP (Supplemental Final Examination Written) or SPECSUP (Special Supplemental Final Examination Written) on a student's official record. If the supplemental examination is not written, the original grade submitted by the instructor will stand.

Supplemental examinations shall be accorded the same weight as the original final examination in the computation of the student's final grade. However, college regulations may affect how grades based on supplemental examinations are calculated.

Instructors must provide supplemental examinations to the registrar at least five business days prior to the start of the supplemental examination period.

Exceptions

The registrar may arrange for supplemental and special supplemental examinations to be written at centres other than Saskatoon.

Appeal

A student is entitled to an Informal Consultation on a supplemental or special supplemental examination. A Formal Reassessment (re-read) will be granted upon receipt of the appropriate application. For more information about Informal Consultations and Formal Reassessments including deadlines, please see University Council policy on [*Student Appeals of Evaluation, Grading and Academic Standing*](#) and the [*Procedures for Student Appeals in Academic Matters*](#).

8.8 Aegrotat standing (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 Access and Equity Services may be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term

and final examinations) as per the [Academic Accommodation and Access for Students with Disabilities policy](#).

Students must arrange such special accommodations according to stated procedures and deadlines established by Access and Equity Services. Instructors must provide mid-term and final examinations for students who are being specially accommodated according to the processes and deadlines established by Access and Equity Services.

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 Access and Equity Services. Students can also arrange such special accommodations in consultation with their instructor, and can be asked to provide medical or other supporting documentation (for example, regarding prenatal or postnatal medical appointments, date of delivery, or confirmation of birth). Denials of special accommodation by an instructor may be appealed to the dean's office of the college of instruction.

c. Students may also request special accommodation with regard to attendance, availability of study materials, and assessment requirements (including of mid-term and final examinations) for religious reasons.

Students must arrange such special accommodations according to stated procedures and deadlines established by the registrar. Instructors must provide mid-term and final examinations for students who are being specially accommodated for religious reasons according to the processes and deadlines established by the registrar.

d. Students who are reservists in the Canadian Armed Forces and are required to attend training courses or military exercises, or deploy for full-time service either domestically or internationally, may be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations).

Student must arrange such special accommodations in consultation with their instructor. A signed [Student Permission to Travel for University Business](#) form shall be presented in support of any request for special accommodation. Denials of special accommodation may be appealed to the dean's office of the instructor's college.

e. Students shall be granted special accommodation due to participation in activities deemed to be official university business. Such activities are considered an important part of student development and include participation in Huskie Athletics, university fine or performing arts groups, participation at

academic conferences, workshops or seminars related to the student's academic work, or like activities. Travel time to and from such activities is also considered official university business.

In the event that such activities create a conflict with class work students shall be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations).

Student must arrange such special accommodations in consultation with their instructor. A signed [Student Permission to Travel for University Business](#) form shall be presented in support of any request for special accommodation. Denials of special accommodation may be appealed to the dean's office of the instructor's college.

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 lieu of a grade. NGR can be listed on a transcript to signify that the class status has changed from 'In Progress' to 'Completed,' but with no grade reported. This placeholder assigns no credit unit weight, final grade status, or average calculator, but is simply a stand-in used by the Registrar until a 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 non-departmentalized college shall immediately commence the conciliation procedure. The department or college has five business days to complete this conciliation process.
- c. If, after five business days the conciliation procedure does not resolve the dispute, the matter shall be immediately referred to the dean, or the provost and vice president (academic) in the case of non-departmentalized colleges, who will set up an arbitration committee within two business days. The committee shall consist of three members: one member nominated by the instructor, one member nominated by the department head, or dean in non-departmentalized colleges, and a chairperson. In the event that one of the parties does not nominate a member, the dean or provost and vice-president (academic) shall do so. All appointees to the arbitration committee should be members of the General Academic Assembly. The chairperson shall be appointed by the mutual agreement of the nominees for

the instructor and the department head or, if the two nominees cannot agree, by the dean. In non-departmentalized colleges, the chair will be appointed by the provost and vice-president (academic) if the dean and the instructor cannot agree.

d. Also within two business days of the failure of the conciliation process, the department head, or dean in a non-departmentalized college, must list in writing what material was considered in conciliation. A copy of this list shall be sent to the instructor who must immediately report in writing to the dean, or provost and vice-president (academic) for non-departmentalized colleges, as to the accuracy of the list. Within the same two business days, the department head, or dean in non-departmentalized colleges, and the instructor shall forward written submissions with supporting documents to the dean, or provost and vice-president (academic) in non-departmentalized colleges.

e. Written submissions and all supporting documentation considered in the conciliation (including the list drawn up by the department head, or dean in non-departmentalized colleges), and the response of the instructor, are to be forwarded to the arbitration committee. The committee shall consider only written submissions and all supporting documentation forwarded during their deliberations. To the extent possible, the arbitration committee will use the same relative weighting of final examination and class work as was used by the instructor in arriving at the final grades.

f. The arbitration committee shall be given a maximum of three business days to complete its deliberations and reach a final decision about the disputed marks. The committee can either uphold the disputed marks or assign new marks. Once the committee reaches a final decision a written report which explicitly outlines the rationale for the decision shall immediately be submitted to the registrar, with copies to the dean, department head (if applicable), and instructor. Any grade changes required by the decision shall be submitted by the instructor and approved by the department head, or dean in a non-departmentalized college.

g. If after three business days the arbitration committee has not submitted a final decision about the disputed marks, the dean or provost and vice-president (academic) will be notified as to the reasons for the impasse and the arbitration committee will be have two business days to resolve their differences and come to a final decision.

h. If, after two additional business days, an arbitration committee cannot come to a final decision, the dean, or the provost and vice president (academic) in the case of non-departmentalized colleges, will reach a final decision about the disputed marks based upon the written submissions and supporting documents. The dean, or the provost and vice-president (academic) shall immediately submit a written report which explicitly outlines the rationale for the decision to the registrar, with copies to the dean, department head (if applicable) and instructor. Any grade changes required by the decision shall be submitted by the instructor and approved by the department head, or dean in a non-departmentalized college

i. Once this process is completed, affected students who previously ordered a transcript can contact the registrar whereupon corrected transcripts will be issued free of charge.

9.2 Grade dispute between instructor and student

Students who are dissatisfied with the assessment of their class work or performance in any aspect of class work, including a midterm or final examination, should consult the University Council policy titled [*Student Appeals or Evaluation, Grading and Academic Standing*](#) and the [*Procedures for Student Appeals in Academic Matters*](#).

The policies describe the process to be followed in appealing the assessment. Appeals based on academic judgment follow a step-by-step process including consultation with the instructor and re-reading of written work or re-assessment of non-written work.

Contact Information

Contact Person: University Registrar

Phone: 306-966-6723

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Susan Detmer, Chair, Academic Programs Committee

DATE OF MEETING: December 17, 2020

SUBJECT: **Program Changes – Postgraduate Diploma in Food and Bioproduct Science**

COUNCIL ACTION: **For Information Only**

SUMMARY:

At its December 2, 2020 meeting, the academic programs committee approved the following motions:

That the Academic Programs Committee approve the name change for the Postgraduate Diploma in Food Science to the Postgraduate Diploma in Food and Bioproduct Science and associated program changes, effective May 2021.

That the Academic Programs Committee approve the termination of the Postgraduate Diploma in Applied Microbiology, effective May 2021.

The Department of Food and Bioproduct Science proposed a change to its existing Postgraduate Diplomas in Applied Microbiology and Food Science to streamline program offerings into a single PGD in Food and Bioproduct Science. This new program will have an additional required course (FABS 801.3) and will expand the offering of an introductory course to summer semester, which will help students, the majority of whom are international, to manage the course requirements for this course-based program.

The Academic Programs Committee considered these proposed changes and were supportive, recognizing that the changes would help with student success and would make better use of teaching resources within the department.

ATTACHMENTS:

- **Re: Changes to the postgraduate diploma programs in the Department of Food and Bioproduct Science**
- **Report Form for Program termination – Postgraduate Diploma in Applied Microbiology**



UNIVERSITY OF SASKATCHEWAN

College of Graduate
and Postdoctoral Studies

GRAD.USASK.CA

116, 110 Science Place
Saskatoon SK S7N 5C9 Canada
Telephone: 306-966-5751
Email: grad.studies@usask.ca

MEMORANDUM

To: Academic Programs Committee of Council

Copy: Dr. Tak Tanaka, Graduate Chair, Department of Food and Bioproduct Sciences

From: Office of the Associate Dean, College of Graduate and Postdoctoral Studies

Date: November 25, 2020

Re: Rename Postgraduate Diploma in Food Science; Terminate Postgraduate Diploma in Applied Microbiology

The Department of Food and Bioproduct Sciences has programming in the fields of Food Science and Applied Microbiology. In recent years, they have opened up admissions to the Postgraduate Diploma programs in both fields. The Postgraduate Diploma programs are course-based programs requiring 30 credit units of coursework. A maximum of 12 credit units of coursework can be completed at the 300- and/or 400-level, while a minimum of 18 credit units must be completed at the 800-level. No coursework was prescribed in either program. As the Postgraduate Diplomas are not research-based programs, students are completing coursework across the broader field of Food and Bioproduct Sciences. Having one Postgraduate Diploma program will more accurately reflect the students' area of study, provide cohesion in the programming, and reduce administration.

The renamed Postgraduate Diploma in Food and Bioproduct Sciences would introduce a requirement for completion of FABS 801.3: Introduction to Food and Bioproduct Sciences. Students would be required to complete a minimum of 15 additional credit units at the 800-level and a maximum of 12 credit units at the 300- and/or 400-level maintaining the 30 credit unit total program requirement.

On November 8, 2020, the Graduate Programs Committee passed the motions listed below, and those motions were subsequently passed by the CGPS Executive Committee on November 18, 2020.

Motion: To recommend approval of the name change of the Postgraduate Diploma in Food Science to become Food and Bioproduct Sciences with the introduction of the requirement to complete FABS 801.3.

Motion: To recommend approval of the termination of the Postgraduate Diploma in Applied Microbiology.

Attached please find the proposal with supporting documentation, catalogue description, and completed consultation with the registrar forms.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca

:kc



MEMORANDUM

To: Graduate Programs Committee (GPC)

From: Debby Burshtyn, Chair - Executive Committee

Date: November 23, 2020

Re: Rename Postgraduate Diploma in Food Science; Terminate Postgraduate Diploma in Applied Microbiology

On November 18, 2020, the Executive Committee (EC) considered the noted proposal.

The EC approved the recommended renaming of the Postgraduate Diploma in Food Science Graduate Certificate. The EC noted that the renaming is consistent with departmental standards and incorporates a mandatory 3 cu introductory course to be completed prior to student arrival and provide good rationale.

P. Jones/Simonson 1 abstention CARRIED

Termination of the Postgraduate Diploma in Applied Microbiology was approved. This addresses cleanup of the outdated course.

McIntyre/Roesler 1 abstention CARRIED

If you have any questions, please contact Debby Burshtyn, chair of the CGPS Executive Committee at debby.burshtyn@usask.ca or 306-966-5759.

/ll

**M E M O R A N D U M**

To: Executive Committee of CGPS

Copy: Dr. Tak Tanaka, Graduate Chair, Department of Food and Bioproduct Sciences

From: Graduate Programs Committee

Date: November 12, 2020

Re: Rename Postgraduate Diploma in Food Science; Terminate Postgraduate Diploma in Applied Microbiology

The Department of Food and Bioproduct Sciences has programming in the fields of Food Science and Applied Microbiology. In recent years, they have opened up admissions to the Postgraduate Diploma programs in both fields. The Postgraduate Diploma programs are course-based programs requiring 30 credit units of coursework. A maximum of 12 credit units of coursework can be completed at the 300- and/or 400-level, while a minimum of 18 credit units must be completed at the 800-level. No coursework was prescribed in either program. As the Postgraduate Diplomas are not research-based programs, students are completing coursework across the broader field of Food and Bioproduct Sciences. Having one Postgraduate Diploma program will more accurately reflect the students' area of study, provide cohesion in the programming, and reduce administration.

The renamed Postgraduate Diploma in Food and Bioproduct Sciences would introduce a requirement for completion of FABS 801.3: Introduction to Food and Bioproduct Sciences. Students would be required to complete a minimum of 15 additional credit units at the 800-level and a maximum of 12 credit units at the 300- and/or 400-level maintaining the 30 credit unit total program requirement.

On November 8, 2020, the Graduate Programs Committee passed the following motions:

Motion: *To recommend approval of the name change of the Postgraduate Diploma in Food Science to become Food and Bioproduct Sciences with the introduction of the requirement to complete FABS 801.3.* Morrison/Chibbar CARRIED 7 in favour/0 opposed/1 abstention (department member)

Motion: *To recommend approval of the termination of the Postgraduate Diploma in Applied Microbiology.* Morrison/Da Silva CARRIED 7 in favour/0 opposed/1 abstention (department member)

Attached please find the proposal with supporting documents.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca

:kc

November 6, 2020

Re: Changes to the postgraduate diploma programs of Department of Food and Bioproduct Sciences

The Department of Food and Bioproduct Sciences recently restarted to accept the students in two postgraduate diploma (PGD) programs; Food Science (FDSC) and Applied Microbiology (APMC). The first students registered in these programs in September 2018. During the last two years of offering these programs, the department decided to implement some modifications to better serve our PGD students.

Firstly, given the size of our faculty complement, it was decided that our two PGD programs should be merged into a single Food and Bioproduct Sciences (FABS) program. This would have the advantage of being consistent with our undergraduate programming, and also give students a wider range of courses to choose from.

Thus, the faculty agreed to merge the Applied Microbiology and Food Science PGD streams into a single PGD in Food and Bioproduct Sciences (FABS). For reasons of practicality, we propose to change the name of our PGD in FDSC to a PGD in FABS, and simply terminate the PGD in APMC. This program name-change will introduce a grad course with FABS designation. Since we still have M.Sc. and Ph.D. programs in FDSC and APMC, the existing courses which will service this new PGD in FABS will not change.

Secondly, review of our initial offering of these PGD programs identified some students, virtually all of which are international, who reportedly had difficulties in handling these courses (in terms of academic load). Our PGD programs require 30-CU to complete, and we initially planned to have the students take 5 of 3-CU courses in each of the Fall and Winter semesters. Since most graduate courses typically include additional elements, such as writing assignments, presentations, and other evaluation components, 5 courses per semester is too heavy for these students. Furthermore, some international students indicated that they needed a bit more time to adjust to the differences encountered in our program compared to others they were familiar with, especially in their first semester.

In order to address these issues, our department has decided to offer an introductory course as an intensive course that would be completed remotely, before they actually come to Canada. In the current standard plan, students initiate their programs on September 1, and take 5 courses each in Term 1 and Term 2, which would be a significant burden in terms of work load even for Canadian students who are familiar to our education system. We plan to offer an introductory course (FABS 801.3) in the summer semester as a remotely-offering. After completion of this remote 3-CU introductory course, the student can then take 4 courses in Term 1 and 5 courses in Term 2.

The summary of changes proposed are:

1) Changing the name of the PGD program in Food Science to a PGD program in Food and Bioproduct Sciences, and simultaneously terminating the PGD program in Applied Microbiology.

2) Offer of an introductory course:

FABS 801.3 "Introduction to Food and Bioproduct Sciences" as a required course for PGD (FABS) students.

Contact person(s) (name, telephone, fax, e-mail):

Darren Korber,
Head and Professor
Food and Bioproduct Sciences
College of Agriculture and Bioresources
306-966-7786

Martha Smith, Associate Dean
College of Graduate & Postdoctoral Studies c/o Kelly Clement
306-966-2229
kelly.clement@usask.ca

Proposed date of implementation: [July 1, 2021](#)

Postgraduate Diploma in Food and Bioproduct Sciences


Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- a cumulative weighted average of at least a 65% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
- a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [**Academic Policies**](#) for more information.

Diploma Requirements

- **GPS 960.0** Introduction to Ethics and Integrity
- **GPS 961.0** Ethics and Integrity in Human Research, if research involves human subjects
- **GPS 962.0** Ethics and Integrity in Animal Research, if research involves animal subjects
- **FABS 801.3 Introduction to Food and Bioproduct Sciences**
- a minimum of **27** credit units, at least **15** of which are at the 800-level

 UNIVERSITY OF SASKATCHEWAN	Report Form for Program Termination
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Program(s) to be deleted: Postgraduate Diploma in Applied Microbiology

Effective date of termination: December 31, 2021

1. List reasons for termination and describe the background leading to this decision.

Our department has offered two PDG programs (Food Science and Applied Microbiology). Considering the size of our department, we propose to terminate the PGD program in Applied Microbiology and to absorb it in the PGD program in Food Science. We separately propose to change the name of the PGD program in Food Science to PGD program in Food and Bioproduct Sciences. The new name of the PGD program will be consistent with that of our undergraduate program. This change would enable us to effectively implement the PGD program.

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses.

The courses in the PGD program of Applied Microbiology will be absorbed within the PGD program of Food and Bioproduct Sciences; therefore, we do not expect any changes in the resources.

2.2 Other resources (staff, technology, physical resources, etc) used for this program.

As described above, we do not expect there are any significant impacts on all resources.

2.3 Courses to be deleted, if any. '

None

2.4 Number of students presently enrolled.

A total of 13 students are accepted in this program for September 2020. Many of them are deferred to start from January 2021. In addition, we offered the seats to 2 more students to start January 2021. Two existing students will complete their program in December 2020 (see below).

2.5 Number of students enrolled and graduated over the last five years.

The program started in 2018, and 5 students have been enrolled in this program in the past two years. Among them, 3 students were transferred to M.Sc. programs, and other two will graduate in December, 2020.

3. Impact of the termination.

Internal

3.1 What if any impact will this termination have on undergraduate and graduate students?
How will they be advised to complete their programs?

The students enrolled in the program will complete their study according to the original schedule. The program change occurs after they complete their program. If some students cannot graduate on time, they will be transferred to the PGD program in Food and Bioproduct Sciences.

3.2 What impact will this termination have on faculty and teaching assignments?

None. All resources will be shifted to the PGD program in FABS.

3.3 Will this termination affect other programs, departments or colleges?

No.

3.4 If courses are also to be deleted, will these deletions affect any other programs?

No course will be deleted. All the courses in the Applied Microbiology program will be offered in the PGD FABS program.

3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?

Possibly, but not likely, since we still have M.Sc. and Ph.D. in Applied Microbiology.

3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

None is deleted.

3.7 Describe any impact on research projects.

None.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

No.

3.9 Describe the budgetary implications of this deletion.

None.

External

3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

None.

3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

It is possible, but in many institutes, it is a part of food science or other agriculture related subjects. Thus, it is not likely.

Other

3.12 Are there any other relevant impacts or considerations?

None.

3.13 Please provide any statements or opinions received about this termination.
None.

(Optional)

4. Additional information. *Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.*

Clement, Kelly

From: Crowe, Trever
Sent: Tuesday, November 3, 2020 9:33 PM
To: Clement, Kelly
Cc: Tanaka, Tak; Korber, Darren
Subject: Revisions to Postgraduate Diploma in the Dept of Food and Bioproduct Sciences

Dear Kelly

Please accept this letter as my indication of support for the proposed changes to the postgraduate diploma programs in the Department of Food and Bioproduct Sciences. Specifically, these proposed changes are:

- 1) Discontinue the PGD in Applied Microbiology (APMC),
- 2) Rename the PGD in Food Science (FDSC) to the PGD in Food and Bioproduct Sciences (FABS) and
- 3) Change the academic requirements of this PGD-FABS to include a new course, FABS 801, and confirm that the minimum total number of graduate course credit units would remain 18.

Please let me know if you or the Graduate Programs Committee has any questions. I would be happy to respond.

Best regards
Trever

» Trever Crowe, PhD, P.Eng., P.Ag.
Acting Associate Dean (Research and Graduate Studies)
College of Agriculture and Bioresources
University of Saskatchewan
51 Campus Drive
Saskatoon, Saskatchewan S7N 5A8
Canada
Ph: 306-966-8448
agbio.usask.ca

BE WHAT THE WORLD NEEDS

From: Doell, Jason jason.doell@usask.ca

Subject: RE: Inquiry of regulation/potential

Date: April 21, 2020 at 4:51 PM

To: Drennan, Jennifer jennifer.drennan@usask.ca, Tanaka, Tak takuji.tanaka@usask.ca

Cc: Korber, Darren drk137@mail.usask.ca, Vujanovic, Vladimir vlv699@mail.usask.ca, Clement, Kelly kelly.clement@usask.ca, Murza, Lynette lynette.murza@usask.ca

DJ

Dr Tanaka and Jennifer,

Re: PGD (Food Science and Applied Microbiology)

Yes, it is possible to accomplish this but requires admissions into the xx07 (Summer) term to facilitate registration for a class in that term. I believe this is a Post-Grad Diploma program so is assessed by Credit Unit. Over the length of the program, additional tuition would not be assessed.

Medicine is a good precedent but other factors make it a difficult model to emulate due to class dates and its unique tuition model.

To better understand your needs, which class would be offered in Summer term?

Thanks

Jason

Jason Doell

Associate Registrar (Academic)

306.966.1226

Jason.Doell@usask.ca

-----Original Message-----

From: Drennan, Jennifer

Sent: Monday, April 20, 2020 10:34 PM

To: Tanaka, Tak

Cc: Korber, Darren; Vujanovic, Vladimir; Doell, Jason; Clement, Kelly

Subject: RE: Inquiry of regulation/potential

Hello Dr. Tanaka,

Thank you for your message. I'm fairly certain there should be a way to achieve what you are looking to do in offering a condensed 3CU course in August at the outset of your PGD students' programs. However, the options for HOW exactly we can make this happen is an answer I don't have for you just yet.

I'm starting out by copying my colleague Jason Doell in the Registrar's office, so we can get some wisdom from him (or have him refer us to another expert in his office). Jason - see Dr. Tanaka's message below. In order to accomplish the new incoming PGD students starting with a 3Cu course in August, would we have to actually admit these students to the spring/summer term, or is there a way to accomplish this for students admitted to the Fall term? If I recall, some programs (undergrad medicine?) have students admitted to Fall actually begin in introductory activities beginning in early August, correct? But perhaps in that case it's non-credit activity, and therefore easier to facilitate?

I'm also copying Kelly Clement in our Associate Dean's office, as she supports course and program proposals/changes, which it sounds like this will involve regardless of how we are able to facilitate it. Kelly, your thoughts and suggestions on the below are welcome as well.

Thanks!

Jennifer

Jennifer Drennan, MBA
Director of Programs and Operations
College of Graduate and Postdoctoral Studies, University of Saskatchewan Room 116 Thorvaldson Bldg
110 Science Place
Saskatoon, SK S7N 5C9
Tel: (306) 966-6733 Fax: (306) 966-5756
Email: jennifer.drennan@usask.ca
Web: <http://www.usask.ca/cgps>

-----Original Message-----

From: Tanaka, Tak <takuji.tanaka@usask.ca>
Sent: Monday, April 20, 2020 2:57 PM
To: Drennan, Jennifer <jennifer.drennan@usask.ca>
Cc: Korber, Darren <drk137@mail.usask.ca>; Vujanovic, Vladimir <vlv699@mail.usask.ca>
Subject: Inquiry of regulation/potential

Hi, Jennifer:

We are looking at modifications in the program course arrangements in PGD programs (Food Sci and Appl. Microbiol.).

Currently the students come in September, and take five 3-cu course per semester, making 30 CU in two terms. In the past two years, we have done in this format, but we feel it is too heavy loads for new international students, especially for the first semester.

What we are considering it to offer a 3-CU introductory course in the summer semester, presumably in August. The August semester starts on August 3rd this year, so that one of the concerns we like to ask you is if it is possible to have the students for September intake starting in August instead of September. We consider to employ this style from 2021 acceptance.

Since they register a month earlier than the current practise, in order to do it, I believe there are some considerations CGPS arrange, such as acceptance letter date/contents, and tuition fees.

Can you tell us if the arrangement is possible under our regulations/rules/ administration? If it is possible, we like to make consensus among our faculty to make this happen.

Thanks for your inputs!

Stay well.

Tak

Takuji Tanaka, Ph.D.
Associate Professor & Graduate Chair
Department of Food & Bioproduct Sciences College of Agriculture & Bioresources University of Saskatchewan
51 Campus Dr.

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Canada

ph: +1-(306) 966-1697

fax: +1-(306) 966-8898

e-mail: takuji.tanaka@usask.ca

URL: <http://homepage.usask.ca/~tat268/>

Clement, Kelly

From: Smith, Martha
Sent: Tuesday, November 17, 2020 12:40 PM
To: Isinger, Russ; Warrington, Seanine
Cc: Vuong, Lucy; Doell, Jason; Zagiel, Eileen; Clement, Kelly
Subject: RE: Consultation with the Registrar Forms - CGPS Program Proposals (P.G.D. in Food and Bioproduct Sciences)

Approved.

Martha Smith, PhD
**Professor of History and
Interim Associate Dean**
College of Graduate and Postdoctoral Studies
Thorvaldson Bldg. University of Saskatchewan
116-110 Science Place
Saskatoon, SK S7N 5C9

BE WHAT THE WORLD NEEDS

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

From: Isinger, Russ <russell.isinger@usask.ca>
Sent: Tuesday, November 17, 2020 12:02 PM
To: Warrington, Seanine <seanine.warrington@usask.ca>
Cc: Smith, Martha <martha.smith@usask.ca>; Vuong, Lucy <lucy.vuong@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Clement, Kelly <kelly.clement@usask.ca>
Subject: Re: Consultation with the Registrar Forms - CGPS Program Proposals (P.G.D. in Food and Bioproduct Sciences)

Approved.

Russell Isinger, BA, MA
University Registrar
and Professional Affiliate, Department of Political Studies

University Registrar's Office
Teaching, Learning and Student Experience
University of Saskatchewan
E34 105 Administration Place
Saskatoon, Saskatchewan, Canada
S7N 5A2
Work Phone - [306-966-6723](tel:306-966-6723)
Cell Phone - [306-280-6178](tel:306-280-6178)
Fax - [306-966-6730](tel:306-966-6730)

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

Make your mark on a student's life with a gift today at give.usask.ca/students

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Sent from Russell Isinger's iPhone XSMax

On Nov 17, 2020, at 10:58 AM, Warrington, Seanine <seanine.warrington@usask.ca> wrote:

Dear Russ, Martha, and Lucy,

Please see the completed Consultation with the Registrar Forms that propose the following curricular changes for May 2021:

- Renaming of P.G.D. in Food Science to P.G.D. in Food and Bioproduct Sciences
- Termination of the P.G.D. in Applied Microbiology

There are no tuition implications.

Please "reply-all" with your confirmation that the details in the forms are correct. Your confirmation email will replace a signature of approval in the midst of the coronavirus pandemic (COVID-19) disruptions.

Thank you,

Seanine

Seanine Warrington, M.A.
Senior Editor and Coordinator
Catalogue and Academic Programs
Registrarial Services
University of Saskatchewan
Teaching, Learning and Student Experience
Ph: 306-966-1874

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Métis. I pay respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

<FDSC Renaming - Consultation with the Registrar Form.xls>
<APMC Termination - Consultation with the Registrar Form.xls>

Consultation with the Registrar Form

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

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

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

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

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

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

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

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

Yes ☐ No ☐

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

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

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

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

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

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

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

1 Is this a new program?

Yes ☐ No ☒

Is an existing program being revised?

Yes ☐ No ☒

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☐

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

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility

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

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐

International Mobility (one jurisdiction is outside of Canada)

☐

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

☐

Joint Degree

☐

Dual Degree

☐

Professional Internship Program

☐

Faculty-Led Course Abroad

☐

Term Abroad Program

☐

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

Yes ☐ No ☐

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

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

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

Yes ☒ No ☐ Revised ☐

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

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

Food and Bioproduct Sciences [FABS] - new major and currently exists in student system; terminated major is Food Science [FDSC]

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

Food and Bioproduct Sciences [FBS] - currently exists in student system

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

Not applicable

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

Not applicable

4b

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

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

Post Graduate Diploma [PGD-GP] - currently exists in student system

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

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

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

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

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

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

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

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

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

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

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

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

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

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

No

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

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

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

Yes ☐ No ☐

If NO, please describe.

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

Yes ☐ No ☐

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information - same as current set-up

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

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

3 Does this impact enrollment?

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

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

6 What is the application deadline?

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

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

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

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

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

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

13 Will the standard application fee apply?

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

15 Are international students admissible to this program?

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

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

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

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

Section 10: Convocation Information (only for new degrees)

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

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

- 3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information

- 1 What is the start term?

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

Yes ☐ No ☒

If YES, what and by what date?

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

- 1 What year in program is appropriate for this program (NA or a numeric year)?

(General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

- 2 Will students register themselves?

Yes ☐ No ☐

If YES, what priority group should they be in?

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

- 1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

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

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

- 1 Should classes count towards T2202s?

Yes ☐ No ☐

Section 15: Awards Information

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

Yes ☐ No ☒

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

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

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

Yes ☐ No ☐

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1 Is this a program termination? Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

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

If yes, what courses?

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

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

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

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

7 Is there mobility associated with this program termination? Yes ☐ No ☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

☐
☐
☐
☐
☐
☐

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

Yes ☐ No ☐

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

1 How will tuition be assessed?

Standard Undergraduate per credit ☐Standard Graduate per credit ☐Standard Graduate per term ☐Non standard per credit* ☐Non standard per term* ☐Other * ☐Program Based* ☐

* See attached documents for further details

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

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes ☐ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☐

If YES, from which tuition code to which tuition code?

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

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

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

1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2 Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4 Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5 Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7 Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8 Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10 Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11 What is the highest level of financial approval required for this submission? Check all that apply.				
a. None - as it has no financial implications		<input type="checkbox"/>		
<u>OR</u>				
b. Fee Review Committee		<input type="checkbox"/>		
c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
e. Board of Governors		<input type="checkbox"/>		
f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

Consultation with the Registrar Form

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

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

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

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

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

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

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

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

Yes ☐ No ☐

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

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

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

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

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

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

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

1 Is this a new program?

Yes ☐ No ☒

Is an existing program being revised?

Yes ☐ No ☒

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☐

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

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

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

Section 3: Mobility

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

- 1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

☐
☐

- 2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

☐
☐
☐
☐
☐
☐
☐

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

Yes ☐ No ☐

- 4 Please state the full name of the agreement that the U of S is entering into.

- 5 What is the name of the external partner?

- 6 What is the jurisdiction for the external partner?

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

4b

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 7: Course Information - NOT APPLICABLE

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

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

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

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

Yes ☐ No ☐

If NO, please describe.

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

Yes ☐ No ☐

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information - NOT APPLICABLE

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

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

3 Does this impact enrollment?

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

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

6 What is the application deadline?

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

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

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

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

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

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

13 Will the standard application fee apply?

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

15 Are international students admissible to this program?

Section 9: Government Loan Information - NOT APPLICABLE

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

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

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

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

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

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

- 3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information - NOT APPLICABLE

- 1 What is the start term?

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

Yes ☐ No ☐

If YES, what and by what date?

Section 12: Registration Information - NOT APPLICABLE

- 1 What year in program is appropriate for this program (NA or a numeric year)?

(General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

- 2 Will students register themselves?

Yes ☐ No ☐

If YES, what priority group should they be in?

Section 13: Academic History Information - NOT APPLICABLE

- 1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

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

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

- 1 Should classes count towards T2202s?

Yes ☐ No ☐

Section 15: Awards Information - NOT APPLICABLE

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

Yes ☐ No ☐

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - NOT APPLICABLE

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

Yes ☐ No ☐

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1 Is this a program termination? Yes ☒ No ☐

If yes, what is the name of the program?

Applied Microbiology [APMC] major in the Post Graduate Diploma [PGD-GP] Program

2 What is the effective date of this termination?

202105 [May 2021]

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

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes ☒ No ☐

10 active students according to search in Degree Works; proposal document indicates a total of 13 students

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

Students enrolled in the program will complete their study according to the original schedule; if some cannot graduate on time they will be transferred to the Food and Bioproduct Sciences major in the PDG-GP program

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

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

All students are expected to complete by December 31, 2021

7 Is there mobility associated with this program termination? Yes ☐ No ☒

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

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

Yes ☐ No ☐

Section 18: Proposed Tuition and Student Fees Information - NOT APPLICABLE

1 How will tuition be assessed?

Standard Undergraduate per credit	<input type="text"/>
Standard Graduate per credit	<input type="text"/>
Standard Graduate per term	<input type="text"/>
Non standard per credit*	<input type="text"/>
Non standard per term*	<input type="text"/>
Other *	<input type="text"/>
Program Based*	<input type="text"/>

* See attached documents for further details

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

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes ☐ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

12 Are you moving from one tuition code (TC) to another tuition code?

Yes ☐ No ☐

If YES, from which tuition code to which tuition code?

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

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

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

1	Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2	Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3	Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4	Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5	Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6	Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7	Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8	Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9	Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10	Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11	What is the highest level of financial approval required for this submission? Check all that apply.				
	a. None - as it has no financial implications		<input type="checkbox"/>		
	<u>OR</u>				
	b. Fee Review Committee		<input type="checkbox"/>		
	c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
	d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
	e. Board of Governors		<input type="checkbox"/>		
	f. Other		<input type="checkbox"/>		

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Susan Detmer, Chair, Academic Programs Committee

DATE OF MEETING: December 17, 2020

SUBJECT: Change to the 2020-21 Academic Calendar

COUNCIL ACTION: For Information Only

SUMMARY:

In response to the intensity of workloads during the Fall 2020 semester and the increased time needed to prepare for delivery of academic programming for Winter 2021 semester, the Academic Programs Committee was asked to consider approving a change to the Academic Calendar 2020-21 that would allow for a delayed start to Winter 2021 semester. The proposed change seeks to move the start of classes from January 5, 2021 to January 11, 2021. This move would impact the majority of colleges and programs, though not all programs were able make the adjustment to their academic schedule.

The four teaching days lost by delaying the start of the Winter 2021 semester would be made up at the end of the semester, with the term still containing 61 teaching days. The move also preserves the balance of hours between MWF and TTh classes.

The Academic Programs Committee considered this request and passed the following motion at its December 2, 2020 meeting:

That the Academic Programs Committee approve changes to the Academic Calendar to allow a delay to the start date for Winter 2021 Term to January 11, 2021 for those Colleges and School that have indicated they are able to accommodate such a change, effective immediately.

Change requested to Academic Calendar – delayed start of Winter 2021 term

Background and Reasons

In the last several weeks there have been a number of announcements from other universities across Canada regarding a delayed start of term in January (e.g., UManitoba, Carleton, Concordia, McGill, Wilfrid Laurier, UWaterloo). We are also aware that the University of Regina has a later start date in January. The concept of a delayed start simply means that classes start later than original planned, whereas staff and faculty begin their work when the university opens. For USask, the opening day is Monday, January 4, 2021 and the originally planned first day of classes (for the majority) was Tuesday, January 5, 2021.

Delaying the start of winter term classes has the benefit of giving students more time to recover from the intensity of the fall, as well as hopefully providing faculty and instructors time for a break over the holiday season alongside additional time to prepare for delivery of the academic program in January. In developing this proposal for a delayed start, the Vice Provost TLSE and the Registrar canvassed all colleges and schools to identify where it might be possible to delay the start of classes for winter without causing harm to an academic program. As a result of these discussions, a number of colleges and schools have asked to commence winter term classes on Monday, January 11, 2021. Colleges and schools that were not in a position to delay start without compromising the integrity of programming will stick to their original start dates.

This delayed start opportunity presented a relatively rare occasion in which making something work would NOT require every college and school to sign on for this delayed start. Having said that, it was important that the six direct entry colleges moved in the same direction (which they have) in order to avoid confusion and chaos amongst undergraduate students in these programs.

Impact of Decision

In order to move to a delayed start, we would NOT be rebuilding the winter classes around the new dates, which would entail de-registering and re-registering students. Rather, our approach would be “cleanup” when it comes to altered withdrawal deadlines affecting financial refunds. This will require manual intervention on student’s records within the Registrar’s Office. The April 7 withdrawal deadline for the term will not change however.

The Registrar has mapped out the model for colleges/schools that are currently following the standard term and seek to shift the term later. In the standard schedule, the first day of classes moves from Tuesday, January 5 to Monday, January 11. [Note: We would be trimming four days at the front end]. The last day of classes moves from Wednesday, April 7 to Tuesday, April 13 [We are adding back the same four days]. This preserves 61 teaching days in the term. This also preserves the balance between hours in MWF and TTh over the entire term. The final exam period will start on Wednesday, April 14. This means there will be no 24-hour break between the last day of classes and the start of final exams. Such a move is not unprecedented and USask often has no 24-hour break between the last day of classes and the start for final exams because of calendar constraints. Final exams would end on Friday, April 30. This provides 15 final exam days. With the predicted reduction in final exams and faculty accommodating any time conflicts that might arise from a shortened schedule, the Registrar’s Office has indicated that this will be manageable.

For any program that seeks to use the delayed start with a non-standard schedule, provisions will be made to ensure that the program is not harmed.

Decision Required

Below is a table with information on Colleges/Schools and the delayed start plan:

College/School	Undergraduate	Graduate
Agriculture and Bioresources	Yes	Yes
Arts and Science	Yes	Yes
Edwards School of Business	Yes	Yes
Education	Yes	Yes
Engineering	Yes	Yes
Kinesiology	Yes	Yes
Pharmacy and Nutrition	Yes (but not for Year 4)	Yes
Dentistry	Yes	Yes
Medicine (No for post-graduate medical residents)	No	Yes
Physical Therapy	---	No
Nursing	No	No
WCVI	No	No
JSGS	---	Yes
SENS	---	No
Public Health	---	Yes
Law	Yes (to be confirmed Dec. 2)	Yes (to be confirmed Dec. 2)

The Academic Programs Committee has delegated authority to approve and make changes to the Academic Schedule and as such, approval is sought for this change.

MOTION: That the Academic Programs Committee approve changes to the Academic Calendar to allow a delay to the start date for Winter 2021 Term to January 11, 2021 for those Colleges and School that have indicated they are able to accommodate such a change, effective immediately.

UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Paul Jones, Chair,
Nominations Committee of Council

DATE OF MEETING: December 17, 2020

SUBJECT: **Conflict of Interest Procedures Advisory Committee
Nomination**

DECISION REQUESTED:
*It is recommended that Council approve the nomination of
Jaswant Singh to the Conflict of Interest Procedures Advisory
Committee effective January 4, 2021 until the completion of the
project.*

DISCUSSION SUMMARY:

It is recommended that Jaswant Singh from the Department of Veterinary Biomedical Sciences be appointed to the university's Conflict of Interest Procedures Advisory Committee as the Council representative effective January 4, 2021 until the completion of the project.

The Nominations Committee voted electronically on December 11, 2020 in favour of nominating Dr. Singh to the Advisory Committee. Given that Dr. Singh is a member of the Nominations Committee, he abstained from the decision.

ATTACHED: Terms of Reference for the Conflict of Interest Procedures Project



Terms of Reference

Title: **Conflict of Interest Procedures Advisory Committee & Working Group**

Committee type: Advisory Committee/Working Group

Responsibility: USask Governance Office

Approval: President's Executive Committee

Date: **December 7, 2020**

CONTEXT

In 2019, a Senate approved the terms of reference for a Joint Conflict of Interest Policies Review Committee, at the suggestion of a Senate working group. The membership of the Joint Committee to Review the University's Conflict of Interest Policies was accordingly selected from members of the Board of Governors, Senate, and Council. The scope of policies under review as determined by this joint committee included the university's *Responsible Conduct of Research Policy*, *Gift Acceptance Policy*, and the *Conflict of Interest Policy*.

Upon conclusion of its review, the joint committee concluded that the policies it had examined were sufficiently robust and appropriate. However, the committee put forward a recommendation that the Board of Governors initiate the development of procedures and/or a procedural flow chart to accompany the policy, which the Board subsequently approved at their October 5th 2020 meeting.

This Terms of Reference pertains to the advisory committee and working group constituted to fulfill that recommendation.

ROLE AND MANDATE

The revision of the Conflict of Interest Procedures will be led by the USask Governance Office and chaired by the University Secretary & Chief Governance Officer. The Conflict of Interest Procedures Working Group will draft revisions to the existing procedures, including addressing non-compliance. An Advisory Committee will provide strategic advice and feedback to the Working Group. Both groups (the Working Group and Advisory Committee) will be instrumental in developing the procedures by providing knowledge, information, advice and input into the scope, format, and content of such a document.

The USask Governance Office will:

1. Lead the consultations with stakeholders.
2. Steward approval and communications processes.
3. Coordinate the meetings of the working and advisory groups.

The Advisory Committee will be asked to:

1. Collaborate on the scope and structure of a Conflict of Interest Procedures.
2. Advise on consultations and information gathering that will need to occur beyond the Working Group.
3. Provide information and suggestions for content of the procedures.
4. Review drafts and provide feedback in a timely manner.
5. Support, in principle, the completed procedures.

The Working Group will be asked to:

1. Lead the writing or drafting of documents.
2. Support, by consensus, the completed procedures.

AUTHORITY

Although the Advisory Committee will not have formal decision-making authority, their input, open feedback, and support for the outcomes will be sought. Final decisions with regard to the outcomes of the work will rest with the Chief Governance Officer, who shall consult with PEC and the Board of Governors as needed.

PRINCIPLES

Principles are taken from the university's approved Conflict of Interest Policy:

- To promote transparency, thereby increasing public trust in the University and the research enterprise.
- To create a culture of trust in the University and the research community.
- To ensure visibility and consistent application of measures to prevent and deal with conflict of interest.

COMPOSITION AND MEMBERSHIP

The project will be completed by a Working Group, with regular input and advice from an Advisory Committee. Membership of each group is shown in the table below.

Advisory Committee	
Chelsea Willness	University Secretary & Chief Governance Officer (chair)
Trever Crowe	Associate Dean Research, College of AgBio
Bruce Sparling	Associate Dean Academic, College of Engineering
TBD	People and Resources representative
Ken Wilson	Vice-Provost, Faculty Relations
Jaswant Singh	Council representative
Anne Doig	Senate representative
Working Group	
Jacquie Thomarat	Associate Secretary, Academic Governance (project lead)
Ana Crespo-Martin	Director, Faculty Relations
TBD	Research Services and Ethics representative
TBD	

TERM LENGTH

The Advisory Committee and Working Group will be constituted on January 4, 2020, and will remain active until completed procedures are submitted to the Governance Office (which will steward any further endorsement required, including the Board of Governors), at which time the Committee will be dissolved.

MEETINGS

Three meetings of the Advisory Committee are anticipated: first at the beginning of the project, then midway through (to review early drafts), and nearing the end of the project. Additional feedback may be sought via email if needed.

Working Group meetings will take place approximately monthly for one hour. Support for the work (including research, record keeping, consultation, writing, etc.) will be provided by the USask Governance Office. Working Group members or members' offices will be called on for their expertise and specialized contributions as required.

SCOPE OF WORK

The table below lists out deliverables and milestones.

Date	Deliverable
Dec 2020	Review and mark-up of existing Conflict of Interest procedures
Dec 2020	External U15 e-Scan of guidelines/procedures
Jan 2021	Internal scan of department and college-level procedures
Jan 2021	Define types of conflicts and hierarchy for addressing them (i.e. college or institutional level)
Jan 2021	Define conflicts by employee group or constituency (e.g. Board members, Senate members)
Feb 2021	Develop a disclosure process, forms, and annual declaration, document management
Feb 2021	Establish conflict resolution process, responsible offices, and resolutions/appeals committee
Mar 2021	Establish non-compliance procedures or process
Mar 2021	Draft procedural flowchart(s)
April 2021	Develop an FAQ or Q&A and overarching webpage
April 2021	Seek endorsement from PEC
April 2021	Consult with stakeholders on drafts as needed
April 2021	Report on progress to Senate
June 2021	Report on outcomes to Board and Council
TBD	Execute communications plan following finalization
Sept 2021	Present final procedures to Senate

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
NOTICE OF MOTION**

PRESENTED BY: Terry Wotherspoon, chair, Governance Committee

DATE OF MEETING: December 17, 2020

SUBJECT: **School of Environment and Sustainability (SENS) Faculty Council Membership**

NOTICE OF MOTION:

It is recommended that Council approve the membership of the School of Environment and Sustainability's Faculty Council effective immediately, as part Part III section V.1. (A&B) of the Council Bylaws.

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 councils. These changes require approval by University Council as the membership of faculty councils are part of University Council's Bylaws.

DISCUSSION SUMMARY:

At its meeting on January 11, 2019, the SENS Faculty Council approved revisions to the SENS Faculty Council Bylaws, including changes to the Faculty Council membership. However, these changes to the membership were not presented to the Governance Committee or University Council for approval. Upon the USask Governance Office's review of all faculty council bylaws, the oversight was identified.

On November 17, 2020, Dr. Karsten Liber, Interim Executive Director of SENS, attended a meeting of the Governance Committee of University Council. He went over the proposed changes to the SENS Faculty Council membership with the committee.

At that meeting, the Governance Committee of Council voted in favour of recommending to Council that the proposed changes to the Faculty Council membership be adopted.

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):

1. SENS proposed Faculty Council membership changes
2. SENS Faculty Council Bylaws

ATTACHMENT 1 – SENS proposed Faculty Council membership changes

Proposed additions are reflected in GREEN

Proposed deletions are reflected in RED

V. CONSTITUTION AND DUTIES OF FACULTY COUNCILS

Faculty Council of the School of Environment and Sustainability

See (i), Sections (a) to (o) above [in University Council Bylaws].

(p) All faculty members who hold a standard, 100%, in scope appointment in the School.

(q) All faculty members holding primary-joint and secondary-joint appointments in the School.

(r) One graduate student representative registered in either the PhD or MES programs and one project-based graduate student representative, one of which will be the president of the School of Environment and Sustainability Students' Association.

(s) One Postdoctoral Fellow registered in the School through the College of Graduate and Postdoctoral Studies, selected by the fellows.

(t) The following members may be heard in faculty council, but may not vote:

- i. Associate members
- ii. Adjunct members

Deleted

(r) The president of the SENS Students' Association

V. CONSTITUTION AND DUTIES OF FACULTY COUNCILS

1. Membership of the Faculty Councils

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

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

Faculty Council of the School of Environment and Sustainability

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

(p) All faculty members who hold a standard, 100%, in scope appointment in the School.

(q) All faculty members holding primary-joint and secondary-joint appointments in the School.

(r) One graduate student representative registered in either the PhD or MES programs and one project-based graduate student representative, one of which will be the president of the School of Environment and Sustainability Students' Association.

(s) One Postdoctoral Fellow registered in the School through the College of Graduate and Postdoctoral Studies, selected by the fellows.

(t) The following members may be heard in faculty council, but may not vote:

- i. Associate members
- ii. Adjunct members

Deleted

(r) The president of the SENS Students' Association



UNIVERSITY OF SASKATCHEWAN

School of Environment and Sustainability

USASK.CA/SENS

Faculty Council Bylaws

PREAMBLE

These bylaws describe and set forth procedures relating to the governance of the faculty council of the School of Environment and Sustainability, 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 faculty council of the School of Environment and Sustainability 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 faculty council of each college or school, 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 of matters of scholarship and discipline. The duties delegated by University Council to the faculty councils 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 School administration that directly affect those areas for which faculty council has responsibility.

B. Membership

The membership of the faculty council of the School of Environment and Sustainability is prescribed in the *Bylaws* of the University Council, *Part Three, Section V, Subsection 1*. At the time of approval of these bylaws, membership is specified as follows:

- (i) The faculty council of all colleges and schools shall include the following (*denotes non-voting members):
 - (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 Indigenous Engagement*
 - (g) The Vice-Provost Teaching and Learning*
 - (h) The Associate Vice-President Student and Enrolment Services*
 - (i) The Associate Vice-President Information and Communications Technology*
 - (j) The Dean of the College or School or, in the case of a School that is not part of a College, the Executive Director of the School
 - (k) The Dean of Graduate and Postdoctoral Studies
 - (l) The Dean, University Library or designate*
 - (m) The University Secretary*
 - (n) The Registrar*
 - (o) Such other persons as the University Council may, from time to time, appoint in a voting or non-voting capacity;
 - (p) Such other persons as the Faculty Council may, from time to time, appoint in a non-voting capacity*

Faculty of the School of Environment and Sustainability

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

- (q) All faculty members who hold a standard, 100%, in scope appointment in the School.
- (r) All faculty members holding primary-joint and secondary-joint appointments in the School.
- (s) One graduate student representative registered in either the PhD or MES Programs and one project-based graduate student representative, one of which will be the president of the School of Environment and Sustainability Students' Association.
- (t) One Postdoctoral Fellow registered in the School through the College of Graduate and Postdoctoral Studies, selected by the fellows.

The following members may be heard in faculty council, but may not vote:

- i. Associate members
- ii. Adjunct members

Members on leave retain their right to participate and vote in meetings but are not counted in quorum.

In accordance with a duly approved motion of the faculty council, it 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 School of Environment and Sustainability:

- 1. Sessional lecturers currently employed by the School shall be heard in faculty council, but may not vote.
- 2. The president of the School of Environment and Sustainability Students' Association (SENSSA) shall serve on faculty council concurrently with his/her term as SENSSA President, and shall vote.
- 3. The second graduate student representative of either the PhD, MES or Professional Programs shall serve on faculty council, have a vote, and be selected by the students.
- 4. The Postdoctoral Fellows representative shall serve on faculty council, have a vote, and be selected by the Fellows.
- 5. A vacancy in SENS graduate student or the postdoctoral fellow representatives will not affect the number required for quorum.
- 6. Staff members shall be heard in faculty council, but may not vote.

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 twelve 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 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 Executive Director of the School of Environment and Sustainability is the chair of the faculty council. The chair shall vote.
- 2. The chair 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 which belong to the care of the University Council or which from their nature concern 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.

The chair may seek the guidance and assistance of the Governance Committee of University Council with respect to matters of procedure.

- 3. The vice-chair of faculty council shall be designated by the Executive Director.
- 4. In the chair's disability or absence, the vice-chair shall have all the powers and perform all the duties of the chair. The vice-chair will preside at meetings in place of the chair if the chair declares a conflict of interest in any matter.
- 5. 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. Regular meetings of the faculty council will be held 8 – 10 times each academic year, typically once a month during the regular academic session.
- 2. Notice of regular meetings will be in writing and will be provided to all members no less than [30] 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 disability or 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 not less than seven [7] days in advance.
- 4. An agenda and, wherever practical, all supporting materials shall be sent to each member of the faculty council at least two [2] days in advance of the meeting.
- 5. The quorum for regular and special meetings will be 50% plus one of faculty in-scope of the University of Saskatchewan Faculty Association holding standard, primary-joint, or secondary-joint appointments with the School. Any faculty meeting these criteria 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. Any regular meeting may be postponed or cancelled at the call of the chair.
- 7. 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. Meetings shall be presided over by the chair or, in the absence or disability of the chair, the vice-chair; or, in the absence or disability 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. Except as provided elsewhere in these bylaws, all questions legitimately before faculty council shall be decided by a majority of votes of the members present.
3. Voting will normally be by show of hands, except in instances where the USFA Collective Agreement specifies a written vote. A procedural motion to require a written vote must be seconded and approved by majority.
4. 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 simple majority of the voting members of faculty council to any motion 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 faculty council.
5. Any member 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 two [2] members.

G. Committees

1. The standing committees of the School of Environment and Sustainability as of January 1, 2017 are: Admissions and Awards; Academic Programs; Engagement; and Undergraduate Programs.
2. The 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.
3. Unless a motion of faculty council passed in accordance with a delegation by the University Council specifically provides otherwise, all recommendations of committees will be brought to faculty council for consideration.
4. All standing committees will meet and report to faculty council at least five [5] times each academic year. Responsibility for calling committee meetings rests with the chair of the committee.
5. Standing committees may create subcommittees, including subcommittees composed of persons who are not members of faculty council, but who are affiliated with SENS.
6. There is no requirement that committees be composed entirely of faculty council members.
7. All standing and *ad hoc* committees will have written terms of reference outlining their composition and accountabilities and approved by the faculty council. 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 are specified in Part Two of these bylaws.
8. Faculty shall be appointed to committees by the chair of the faculty council as part of the regular assignment of duties. SENSSA is responsible for the appointment of student members, where applicable.
9. The term of office for the chair and members of standing committees is outlined in the terms of reference for each committee.
10. Term of office for chairs and members of standing committees will begin July 1 unless otherwise specified. The term of student members will normally begin on October 1.

11. 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 consecutive months or more.
12. In the case of a vacancy on a committee, the faculty council delegates authority to fill the vacancy to the Executive Director in accordance with the membership requirements of the committee, for the balance of the academic year.
13. The Executive Director is an *ex officio* non-voting member of all standing committees.
14. 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 twelve 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 committee with a voice but no vote.
15. 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.
16. The quorum for all standing committees is a majority of the voting members.
17. Matters decided by the committee shall be decided by a majority vote of those present and eligible to vote. The chair shall have the deciding vote in the case of a tie.
18. The Executive Director 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. 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 School and of the university. They will exercise independent judgment and may not act as agents of any person or organization. [taken from Council Bylaws, *Part Two, Section V.1*]
2. There are no restrictions on the right of a member of faculty council to participate in debate and to vote on any matter that comes before the faculty council. However, if a member of 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 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] 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: COMMITTEE TERMS OF REFERENCE

A. Standing and *ad hoc* Committees of SENS Faculty Council

1. Admissions and Awards Committee

Context

The School of Environment and Sustainability administers four graduate programs and one undergraduate certificate:

- Master of Sustainable Environmental Management (course-based)
- Master of Water Security (course-based)
- Master of Environment and Sustainability (thesis-based)
- Doctor of Philosophy in Environment and Sustainability (thesis-based)
- Undergraduate Certificate of Proficiency in Sustainability

Mandate

To administer all graduate awards, scholarship and fellowship nominations, and admissions for the School of Environment and Sustainability.

Responsibilities

1. To administer the admissions of the School. The Admissions and Awards Committee oversees the selection and admission of students to the School's graduate programs. This includes ensuring that recommendations for admission are forwarded to the College of Graduate and Postdoctoral Studies (CGPS), and that applicants are informed by letter that they have been so recommended. Copies of these letters are to be sent to CGPS Admissions; the actual admission is determined by CGPS. Negative decisions must be communicated to applicants. SENS will keep documentation regarding negative decisions on file for one year, as the decision may be appealed to the CGPS Admissions and Recruitment Committee.
2. To administer scholarships for the School. The Admissions and Awards Committee shall be responsible for the distribution of scholarship funds allocated to SENS by the University of Saskatchewan. The Committee will ensure that all students receiving a scholarship or fellowship through SENS are aware of the conditions for renewal of such awards. The Committee will ensure that CGPS is notified regarding qualified applicants for Dean's Scholarships, and will work with the Graduate Secretaries to ensure that students are aware of external funding opportunities, and will assist with applications for these as appropriate.
3. To administer awards for the School. This includes, but is not limited to the Research and Experience Awards, the Graduate Research Fellowship, the Graduate Teaching Fellowship, the Mowat Awards, and the nominations for the CGPS Thesis awards. The Committee will ensure that all students (and their supervisors) eligible for an award are aware of the conditions for applying. The Committee will ensure that CGPS is notified regarding qualified applicants for awards and will work with the Graduate Secretaries and supervisors to ensure that all eligible students are nominated and will assist with

- nominations for these as appropriate. Two nominees from the Committee will work with the Associate Director and the Executive Director to select winners of SENS awards such as the Mowat Award.
4. To advise or assist eligible students with submission of scholarship and fellowship applications external to the School (e.g., University of Saskatchewan Dean's Scholarship, Tri-Council fellowships);
 5. To develop policies related to student funding, admissions, advising, and supervision, and ensure those policies are followed.
 6. To ensure that admission policies support the commitment to equity made by SENS in its graduate handbook.
 7. To guide the transfer of existing University of Saskatchewan graduate students into the School.
 8. To help build reconciliation with Indigenous peoples, as appropriate, through the committee's various activities.

Membership

The Committee will be composed of faculty members (including the Committee Chair) who are also members of the College of Graduate and Postdoctoral Studies. The Executive Director will recommend appointments to this committee, with the approval of the School's faculty. Members will be appointed or re-appointed each year, but an effort will be made to provide continuity with respect to the Committee's membership.

Chair

The Executive Director will recommend appointment of the Chair for this committee, with approval of the School's Faculty Council. The Chair shall have a vote. The term of appointment is three years.

Meetings

Meetings of the Committee will be held regularly so that admission, scholarship and other deadlines can be met. The Committee will operate by consensus, or by majority vote if consensus cannot be reached. The Chair of the Committee has a vote. Administrative support will be provided by the School.

Accountability

The Admissions and Awards Committee will be accountable to the faculty and the Executive Director of the School through its Chair. The Committee Chair (or designated alternate) shall report monthly to the SENS Faculty Council during the regular academic session.

2. Academic Programs Committee

Context

The School of Environment and Sustainability administers four graduate programs and one undergraduate certificate:

- Master of Sustainable Environmental Management (course and project-based)
- Master of Water Security (course and project-based)
- Master of Environment and Sustainability (thesis-based)
- Doctor of Philosophy in Environment and Sustainability (thesis-based)
- Undergraduate Certificate of Proficiency in Sustainability

Mandate

To provide strategic guidance for the development, integration, advancement and evaluation of the academic programs of the School. This includes overseeing the curricula of the SENS academic programs, making recommendations to the School's faculty regarding course and program requirements, and overseeing the design and implementation of innovative practices within courses and the four SENS graduate programs. The Academic Programs Committee will oversee the development and implementation of new programs or certificates in SENS.

Responsibilities

1. To oversee the curriculum, teaching, and evaluation of the academic programs of the School, ensuring that students are provided with essential knowledge, skills, and abilities in the area of environment and sustainability.
2. To oversee the development and implementation of new programs or certificates in the School
3. To oversee the development and implementation of innovative learning opportunities, non-traditional course formats, and alternative ways of knowing and learning in the SENS curricula, such as: experiential learning experiences, field course experiences, distributed learning, and compressed course formats.
4. To ensure that the implementation of any non-traditional formats including the accommodation of students with disabilities or other special needs.
5. To oversee linkages of the academic programs with internal and external partners.
6. To assess capacity to deliver the graduate programs within the School.
7. To explore ways to make SENS courses attractive to, available to, and relevant for Indigenous students.
8. To ensure that, at the least, a subset of the SENS course offerings is available to students beyond those registered in the School.
9. To recommend possible changes to the academic programs of the School to the School's Executive Director and faculty in light of changing priorities within the School and University, and in response to changes and evolution observed within comparable Canadian and international graduate programs;
10. To undertake periodic review and renewal of SENS graduate programs.
11. To propose and possibly develop new graduate programs, or other academic and training programs, in the School.
12. To help build reconciliation with Indigenous peoples, where appropriate, through the committee's various activities.

Membership

The Committee will be composed of three or four faculty members (including the Committee Chair) who are also members of the College of Graduate and Postdoctoral Studies, and up to 2 students. The Executive Director will recommend appointments to this committee, with the approval of the School's faculty. Members will be appointed or re-appointed each year, but an effort will be made to provide continuity with respect to the Committee's membership.

Chair

The Executive Director will recommend the appointment of the Chair for this committee, with the approval of the School's faculty. The Chair shall have a vote. The term of appointment is three years.

Meetings

Meetings of the Committee will be held regularly to address the School's programs and curriculum. The Committee will operate by consensus, or by majority vote if consensus cannot be reached. The Committee will report monthly to the School Faculty Council during the regular academic session. Administrative support will be provided by the School.

Accountability

The Academic Programs Committee will be accountable to the faculty and the Executive Director of the School through its Chair. The Chair (or designate) will report monthly to the SENS Faculty Council during the regular academic session.

3. Engagement Committee

Context

The mission of the School of Environment and Sustainability is to enable sustainable communities and environments through collaborative research and teaching, graduate student engagement, and community involvement. We broaden understanding and develop champions of environmental sustainability by creating, exchanging, and translating knowledge using diverse perspectives.

To assist in the realization of this mission, the Engagement Committee will focus on the facilitation of knowledge creation, exchange, translation, and community involvement, as they relate to the teaching, research, and scholarly activities of the School.

Outreach is seen as one of the cornerstones to achieving the goals of the committee and of SENS. The Engagement Committee will have an important role in coordinating, and when appropriate, providing support for outreach activities both internal and external to SENS and the University.

Mandate

To facilitate and undertake outreach and engagement activities on behalf of the School of Environment and Sustainability, with an aim to extending the activities of the School into the local and regional community.

Responsibilities

1. To identify and develop potential partnerships with other academic and administrative units at the University of Saskatchewan, and with external agencies outside of the University.
2. To identify opportunities for community consultation beyond the School.
3. To plan ENVS 990 seminars in accordance with the ENVS 990: Seminar in Environment and Sustainability policy.
4. To identify opportunities for SENS to host special lecturers of interest to the public, for example a SENS Earth Day lecturer.
5. To oversee the SENS Symposium.
6. To ensure that Indigenous perspectives are well represented in the engagement work of the School.
7. To liaise with partners regarding areas of mutual interest, with a focus on knowledge creation, exchange, and translation.
8. To help ensure that the School of Environment and Sustainability is represented as required at both internal and external events relating to outreach and engagement.
9. To help build reconciliation with Indigenous peoples, as appropriate, through the committee's various activities.

Membership

In addition to its faculty members, the Committee will include one student. Members will be appointed or re-appointed each year, but an effort will be made to provide continuity with respect to the Committee's membership.

Chair

To be appointed by the Executive Director for a three-year term.

Meetings

Meetings of the Committee will be held regularly to facilitate the planning and execution of outreach and engagement activities. The Committee will operate by consensus, and the Chair (or designate) will report monthly to the School Faculty Council during the regular academic session. Administrative support will be provided by the School as required and appropriate.

Accountability

The Engagement Committee will be accountable to the Executive Director and the Faculty of the School through its Chair.

4. Undergraduate Programs Committee

Context

The School of Environment and Sustainability administers the Undergraduate Certificate of Proficiency in Sustainability. The Environmental Programs Coordinator (EPC) is housed in SENS; this position has a mandate to provide value-added support for the undergraduate environmental programs at the University of Saskatchewan. As such, the EPC provides an important connection between SENS and these programs.

Mandate

To provide strategic guidance for the development, integration, advancement and evaluation of undergraduate academic initiatives of the School. This includes overseeing the curricula of the SENS undergraduate academic initiatives, making recommendations to the School's faculty regarding course and program requirements for these initiatives, and overseeing the design and implementation of innovative practices within undergraduate courses under SENS' academic authority. The Undergraduate Programs Committee will oversee the development and implementation of new undergraduate programs in SENS.

Responsibilities

1. To oversee the curriculum, teaching, and evaluation of the undergraduate academic programs of the School, ensuring that students are provided with essential knowledge, skills, and abilities in the area of environment and sustainability.
2. To oversee the development and implementation of new undergraduate programs in the School, working in conjunction with the Academic Programs Committee.
3. To oversee the development and implementation of innovative learning opportunities, non-traditional course formats, and alternative ways of knowing and learning in the undergraduate courses under SENS' academic authority, such as: experiential learning experiences, field course experiences, distributed learning, and compressed course formats.
4. To ensure that the implementation of any non-traditional formats including the accommodation of students with disabilities or other special needs.
5. To oversee linkages of the undergraduate academic programs with internal and external partners.
6. To assess capacity to deliver the undergraduate programs within the School.
7. To explore ways to make SENS undergraduate courses attractive to, available to, and relevant for Indigenous students.
8. To recommend possible changes to the undergraduate academic programs of the School to the School's Executive Director and faculty in light of changing priorities within the School and University, and in response to changes and evolution observed within comparable Canadian and international undergraduate programs;
9. To undertake periodic review and renewal of SENS undergraduate programs.
10. To help build reconciliation with Indigenous peoples, where appropriate, through the committee's various activities.

Membership

The Committee will be composed of two or more faculty who hold standard, primary-joint, or secondary-joint appointment in SENS, and who instruct undergraduate courses under SENS' academic authority. The EPC will be an *ex officio* member of this committee. The Executive Director will recommend appointments to this committee, with the approval of the School's faculty. Members will be appointed or re-appointed each year, but an effort will be made to provide continuity with respect to the Committee's membership.

Chair

The Executive Director will recommend the appointment of the Chair for this committee, with the approval of the School's faculty. The Chair shall have a vote. The term of appointment is three years.

Meetings

Meetings of the Committee will be held regularly. The Committee will operate by consensus, or by majority vote if consensus cannot be reached. The Committee will report monthly to the School Faculty Council during the regular academic session. Administrative support will be provided by the School.

Accountability

The Undergraduate Programs Committee will be accountable to the faculty and the Executive Director of the School through its Chair. The Chair (or designate) will report monthly to the SENS Faculty Council during the regular academic session.

B. Other School Committees Not Accountable to Council

Committees Governed by the Collective Agreements

1. Search Committees
2. Renewals and Tenure Committee
3. Promotions Committee
4. Salary Review Committee

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

PRESENTED BY: Darrell Mousseau, chair, Planning and Priorities Committee of Council

DATE OF MEETING: December 17, 2020

SUBJECT: Request for Input – USask Sustainability Strategy (2021-2030)

PURPOSE:

As one of the three governing bodies of the university, Council is asked to adopt the USask Sustainability Strategy.

DISCUSSION SUMMARY:

The University of Saskatchewan Sustainability Strategy (2021-2030) was created to recognize the foundational importance of sustainability to our institution. As one of the four main “pillars” in the University Plan 2025, and in recognition of a new global commitment to achieve the 2015 United Nations Sustainable Development Goals, a new strategy towards sustainability is needed in order to fully commit us to being “The University the World Needs”. This strategy reflects an evolution of our previous commitments expressed in the now expired sustainability strategy (which ended 2020).

The sustainability strategy lays out a critical path by describing an ambitious set of five goals and 17 actions that respond to the challenge and opportunities presented to us today. The strategy, recognizes not only the role we play in ensuring sustainability within our own institution but to implement the principle of sustainability in our governance, teaching and learning, discovery, and public engagement missions of the institution.

A fundamental tenet of this strategy was the intention to engage broadly, and often, with the campus community. At different points in its creation, the President’s Special Advisor and President’s Advisory Committee on Sustainability connected with students, faculty, and staff,

over multiple months. These connections occurred through formal touch points with all three governing bodies as well as engaging with informal groups within the campus community. By the end of the consultation process, there will be over 600 unique, face-to-face touch points contributing to the creation of this strategy.

It is intended that this strategy will be taken to all three governing bodies for approval. This approval will then lead to the implementation and eventual measurement of the plan's progress. It is expected that a regular report on the plan's progress will be presented to the campus community for information and discussion.

FURTHER ACTION REQUIRED:

Once approved, the Sustainability Strategy will be presented to Senate for approval in Spring of 2021 and to the Board of Governors for approval shortly after.

ATTACHMENTS:

1. USask Sustainability Strategy

CRITICAL PATH TO SUSTAINABILITY

UNIVERSITY OF SASKATCHEWAN
SUSTAINABILITY STRATEGY (2021-2030)



UNIVERSITY OF SASKATCHEWAN
Office of Sustainability
INFRASTRUCTURE, PLANNING,
AND LAND DEVELOPMENT
[SUSTAINABILITY.USASK.CA](https://sustainability.usask.ca)



LAND ACKNOWLEDGMENT

We acknowledge that the University of Saskatchewan is on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

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PRESIDENT’S MESSAGE

The University of Saskatchewan has spent a century working with communities in various capacities. Our community connections – locally, provincially, nationally and globally – have amplified the purpose and relevance of our work. In face of the challenges of the 21st century, including its threats to achieving the United Nations’ Sustainable Development Goals, the world urgently needs universities to “leapfrog” so to speak, putting our knowledge to work in a more powerful and productive way.

Our University Plan 2025 commits us to being “The University the World Needs”. This means to harness our talents and resources to respond to contemporary challenges and opportunities. The Critical Path to Sustainability strategy lays out an ambitious set of five goals and 17 actions that responds to these challenges and opportunities. We commit to achieving them by 2030, aligning with the Agenda Sustainable Development Goals.

I wish to acknowledge the leadership role of Professor Irena Creed, who is my Special Advisor on Sustainability and who led the activities that developed this strategy.

PETER STOICHEFF
President and Vice-Chancellor

SUSTAINABLE DEVELOPMENT GOALS TO TRANSFORM OUR WORLD

The United Nations’ Sustainable Development Goals (SDGs) emerged from the 2012 United Nations Conference in Sustainable Development in Rio de Janeiro. These universal goals were established in 2015 and were designed to meet urgent social, economic, environmental and political challenges facing our world. They are intended to be achieved by 2030. The University of Saskatchewan’s vision, mission, principles and values are highly aligned with the SDGs, more so than many universities. Through the strategy, “Critical Path to Sustainability”, the University of Saskatchewan is taking major steps forward to contribute to the United Nations’ SDGs.





CONTEXT

CRITICAL PATH TO SUSTAINABILITY¹

The University of Saskatchewan's strategic plan calls for it to be The University the World Needs. To reach this goal, the University of Saskatchewan (USask) will need to place a high priority on the United Nations Sustainable Development Goals (SDGs). Only by addressing the interlinked social, economic and environmental challenges captured by the SDGs will it be possible to tackle climate change and protect the planet, while at the same time creating a prosperous, just and equitable society.

To help achieve the ambitious set of 17 SDGs, USask will have to bring to life our commitments to courageous curiosity, boundless collaboration, and inspired communities. One way that our progress to achieving the SDGs can be objectively assessed is through the Times Higher Education (THE) rankings, a global performance assessment of universities against the SDGs. The THE rankings represent a fundamental shift of focus, from relying mostly on conventional "inputs" and "outputs" to transformational "impacts." While the pathways from discovery to impact are potentially infinite, there are common elements, including research, dissemination, uptake, implement and finally impact (Phipps et al., 2016). The first edition of the THE Rankings was released in 2019, and USask participated for the first time in 2020. We received

an overall ranking of 96 among the 766 universities around the world that were ranked. USask's top 100 placement was largely a result of strong performances within four SDGs, notably SDG 2 (zero hunger), SDG 3 (good health and wellbeing), SDG 6 (clean water and sanitation) and SDG 14 (life below water), as well as SDG 16 (peace, justice and strong institutions) – SDGs directly aligned with USask's signature areas in food, one health, and water. Objective measures like these are important, to celebrate our progress and to encourage us to aim higher.

Sustainability isn't merely another problem to be tackled or solved. Rather, it needs to pervade all decisions within our institution; in other words, it requires respecting old ways and beliefs but invigorating them with deeper meanings. To achieve sustainability, we will need to build on the many initiatives already underway on campus, identify where areas of improvement and new initiatives may lie, and then forge ahead with a cohesive strategy that defines our critical paths to sustainability. With only 10 years remaining before the United Nations 2030 deadline, we need to be unapologetically ambitious and appropriately impatient in our actions on sustainability.

¹ "Critical" is defined here as relating to or being a turning point. The title is a spin on Buckminster Fuller's 1981 "Critical Path", a book on the development of human civilization.



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OUR STRATEGY

Universities are emerging that are undergoing a transformation based on design aspirations that will affect a shift in social outcomes that will achieve equality and equity (Crow & Dabars, 2015; Crow & Dabars, 2020). Inspired by these design aspirations, we have created a strategy to achieve the SDGs that covers a ten-year

period, with milestones for 2025 (coinciding with USask’s University Plan) and 2030 (coinciding with the United Nations Agenda 2030 to achieve the SDGs). The strategy is a “living” one; we will be highly responsive to changing needs and opportunities, and we will adjust our path as new information becomes available.

THE BLUEPRINT FOCUSES ON FIVE COMMITMENTS:

LEVERAGE OUR PLACE

Be responsive to our social, economic, environmental and cultural settings, and to influence and be influenced by them as solutions to our sustainability challenges are created, mobilized, and shared.

MODEL THE WAY²

Foster an entrepreneurial campus spirit and utilize the campus operations and community as a living laboratory³ to pilot and then diffuse and scale sustainability solutions.

EMPOWER ACTION

Support a generation of learners and achievers to shift mindsets and expand skillsets to accelerate action to achieve the SDGs.

CAPITALIZE ON STRENGTHS

Bring together the campus community to create knowledges focused on designing and implementing innovative and workable solutions to sustainability challenges.

CATALYZE SOCIAL CHANGE

Promote, engage, and support shared knowledges, expertise, and experiences to affect the change needed.

Never before has there been an alignment of purpose between local, provincial, national, and international agendas on the need for swift and immediate action on the SDGs. Taken together, these commitments outline a significant evolution, one that sees the university much more embedded in the society in which we are part and responsive to their needs. We suggest a new

role for teaching, learning and research – one that is problem-oriented and solution-focused, and one that will provide the campus community – faculty, students and staff – with the social, cultural and technical skills needed to make decisions and implement actions that will achieve sustainability.

²“Model the way” is one of the five practices of exemplary leadership, discussed in James M. Kouzes and Barry Z. Posner’s 2003 *The Five Practices of Exemplary Leadership*. Published by Pfeiffer, A Wiley Imprint.

³“Living laboratories” are an integrated approach to innovation that brings together instructors, researchers and end-users together to explore opportunities and create, develop, test and monitor new ideas and new technologies in a real-life context.

LEVERAGE OUR PLACE

Be responsive to our social, economic, environmental and cultural settings, and to influence and be influenced by them as solutions to our sustainability challenges are created, mobilized, and shared.



The need for swift and immediate action on the SDGs is clear. While governments have primary responsibility for implementing the 2030 Agenda for Canada, we all need to play a leadership role. This effort will require the contributions of regional and municipal governments, Indigenous sovereign nations, industry, not-for-profits, and civil society (including, not least, universities). USask has spent a century working with communities in various capacities. But to achieve the SDGs, we will need everyone, individually and collectively, to act, and we will need new forms of co-operation and collaboration that will focus on outcomes that enhance society’s capacity to act.

We achieve more by working together. Motivated by the shared goal of meeting a social need, we will develop sustainability solutions – ones that are more effective, efficient, fairer and equitable than existing ones – for the benefit of society and the next generations who will inherit our relationship with the earth. In working with our community leaders, we will establish ethical spaces that are "refuges of possibility in cross-cultural relations" and foster a co-operative spirit between the university and its communities that will create "new currents of thought that flow in different directions and overrun the old ways of thinking" (Ermine, 2007). Our actions will have particular relevance to Indigenous

Peoples who hold sacred many of the central values and beliefs that are promoted in the SDGs. By working with Indigenous leaders and communities, we will be better able understand the deep connection we all have to this land and the different ways that they have lived in sustainable ways for millennia. The desire for reconciliation runs deeply within USask – and the SDGs provide a framework for advancing reconciliation by inspiring Indigenous and non-Indigenous communities to transform society so that future generations can live together in peace and prosperity. By achieving meaningful change together, we will inspire the world.

GOAL

Our goal is to be an engaged university that works in a coordinated and innovative way with communities to achieve the SDGs.

ACTIONS

Establish an Advisory Table

Establish a joint university-community advisory table to share, exchange, create and identify synergies. The advisory table would include representation from government, industry, not-for-profits and all communities wanting to co-create and co-implement sustainability solutions for society. The advisory table would be guided by science-based decisions and support and inform sustainability actions to support the SDGs.

Nurture and Convene Public Discourse

Nurture and convene public discourse on sustainability and the SDGs with the goal of inspiring wide-spread awareness, engagement and action.

Build Bridges and Create Portals

Build bridges and create portals through which external partners can easily and effectively engage with the university community as well as offer new perspectives and opportunities to drive shared action on sustainability issues.

MODEL THE WAY

Foster an entrepreneurial campus spirit and utilize the campus operations and community as a living laboratory to pilot and then diffuse and scale sustainability solutions.



BE WHAT THE WORLD NEEDS

USask faces the same need as everyone else to achieve the SDGs. Our advantage is the ability to leverage the power of cutting- and leading-edge discoveries to do our part to support local, regional and national transitions to a more just, equitable and sustainable future. By deploying our core mission of creating new and meaningful knowledge, we can serve as “living laboratories”³ for setting priorities and designing and implementing solutions to sustainability challenges that can be adopted and adapted elsewhere.

Among the 17 SDGs, one requires immediate focus: SDG 13, Climate Action. Climate change affects everyone on this planet and is occurring at a rate much faster than

anticipated, and accelerated action is needed on climate change to stay within the safe operating space for humanity (Rockström et al., 2009).

We need to make systemic changes to slow the pace of climate change (mitigation) while also preparing for unavoidable climate change and its consequences (adaptation). The other SDG's cannot be achieved, or ultimately sustained, unless the earth's climate system is stabilized.

USask can deliver on SDG13 by taking actions to stabilize the world's climate and drive local and regional transitions. Reducing USask's GHG emissions involves understanding

its three main scopes of GHG emissions: Scope 1 emissions are direct emissions produced from sources owned or controlled by the university (i.e., emissions resulting from natural gas use for building heating, our fleet vehicles, and our agricultural operations); Scope 2 emissions are indirect emissions produced from purchased electricity consumed by the university, and Scope 3 emissions are all other indirect emissions produced from sources not owned or controlled by the university. There is an emerging idea of Scope 4 emissions, which are emissions avoided by working in a coordinated way to lead (or to participate where others are leading) in developing strategies and investing in projects and initiatives that align with regional, national and international climate agreements.

GOAL

Our goal is to reduce USask's greenhouse gas emissions 45% from their 2010 levels by 2030, and to achieve net-zero emissions by 2050. These goals are in keeping with the UN Intergovernmental Panel on Climate Change's science-based targets to limit global warming to 1.5 degrees C above the pre-industrial norm. The university will need to implement operational changes, and to make sure these changes do not stall, it will need to align institutional priorities, policies, programs, and services to achieve the reduction targets.

ACTIONS

Invest in Solutions

Invest responsibly and invest in operational solutions to reduce our Scope 1, 2, and 3 greenhouse gas emissions while improving our contribution to our Scope 4 (avoided) emissions.

Bolster Action and Remove Barriers

Ensure climate actions are bolstered and barriers are removed by reviewing the university's strategic planning and decision-making processes and its policies and practices to confirm alignment with the emission goals. Where needed, we will design new “climate-sensitive” policies that directly address reductions in Scope 1, Scope 2, and Scope 3 emissions. We will leverage our capital investments by working with governments, industries and communities to increase our contribution to Scope 4 emissions.

Align Finance with Emissions Goals

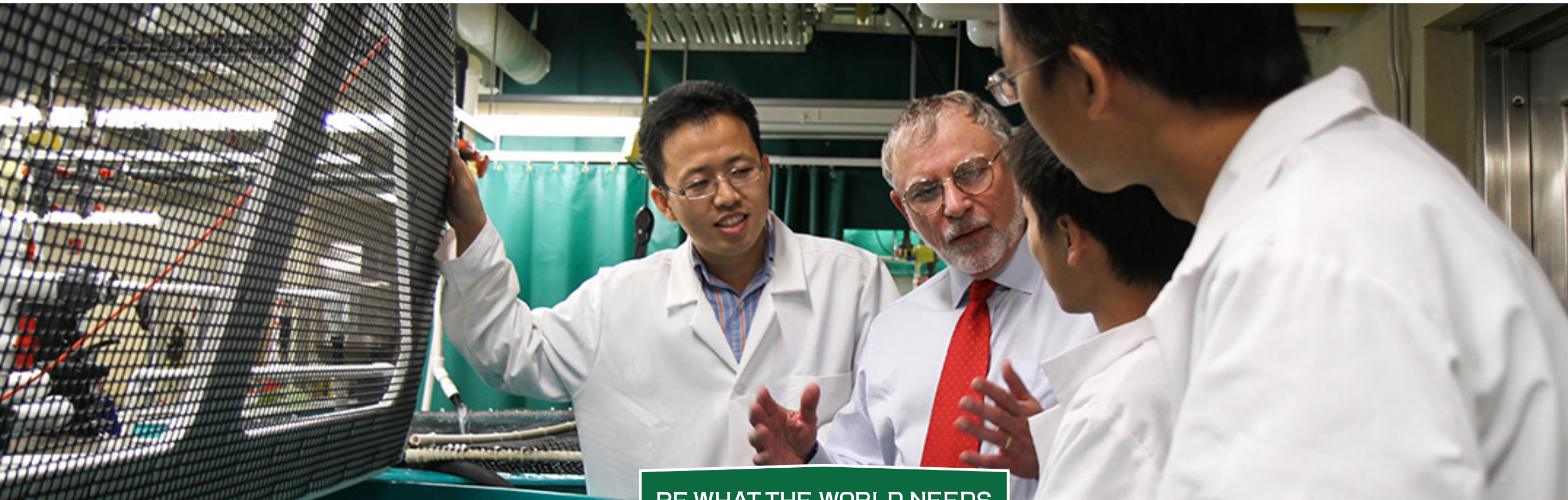
Map finance and accounting structures, norms, and practices (both capital and operations) to align with the emission goals. Review our resource allocation processes to revenue and support centers to ensure they create the incentives and rewards required for effective climate action. Seek opportunities to improve our resource allocation processes by advancing novel finance and accounting approaches to facilitate climate action (e.g., pilot an internal carbon accounting strategy). Use a portion of budgetary savings from reduced emissions to advance climate action on campus and within the community.

Share Widely Our Progress

Share widely our reports on progress towards achieving climate action goals. Design and implement more comprehensive measures of the university's emissions, make clear deadlines for on-campus climate action, and report frequently to our governing bodies on progress towards achieving this commitment.

EMPOWER ACTION

Support a generation of learners and achievers to shift mindsets and expand skillsets to accelerate action to achieve the SDGs.



BE WHAT THE WORLD NEEDS

The SDGs represent a great opportunity for research-intensive universities to enhance but also to move beyond cognitive into other realms, unlearning some things and learning some new ways of seeing and of being. The university will need new forms of teaching and learning where we revitalize values (ways of relating to one another and the world), mindsets (forms of understanding), and skillsets (modes of action) (Kemmis et al. 2014) to better align with the SDGs. These new modes must not only align with sustainability targets but must be capable of creating sustainability solutions.

A shift in values is needed as societally we have become accustomed to living our lives based on values that are increasingly at odds with a sustainable planet (Hoffman, 2019). This shift is one of the most challenging things to achieve; it requires grassroots changes, combined with formal (rules and regulations) and informal (norms) changes, to deeply root these changes in society. A shift in mindsets is needed to empower disruptive solutions to solve sustainability challenges. This shift will require

extending beyond the cognitive to include physical, emotional, and spiritual preparation, a philosophical and pedagogical framework has been known to and practiced by Indigenous Peoples for centuries. Fortunately, Usask is well on its way in its work with Indigenous communities to include their philosophical and pedagogical worldviews that includes experiential learning and land-based reciprocity into the University curricula. Our investment in building reconciliation has positioned us well to shift our values and mindsets.

If we are to shift values and mindsets, it is also crucial that we develop new forms of personally relevant learning to give students an engaged and action-oriented experience in place of traditional passive processes of learning. Today's students are looking to solve problems, to see and feel the real-world applications of their coursework, and to develop the confidence and mastery they need to enact change after graduation. A shift in skillsets is needed to equip all learners to develop high demand problem-solving skills (RBC, 2018). Problem

solving skills can be developed by being involved in creating and implementing sustainability solutions on campus, in our communities and beyond. We will also need to equip all learners with an understanding of ethics and activism, as well as the experience and ability to implement policy change.

To shift values, mindsets, and skills effectively, we need to enable access for diverse learners. We need to support both "master learners" (students who move forward at their own pace as they master knowledge and skills) and "lifelong learners" (students who continually learn through life, especially outside of or after the completion of formal schooling) with respect to sustainability knowledge. This 'learning how to learn' is key in preparing students for an uncertain future, marked with disruption and the need to pivot as circumstances change. The ability to access either of these created learning paths must then be extended to all, requiring transformational changes to the structures within our institutions.

GOAL

Our goal is to ensure all faculty, staff and students have a holistic understanding of sustainability, by promoting, enabling and engaging them to explore, discover and find ways to implement new ideas with the support of the entire institution.

ACTIONS

Equip Champions

Equip all faculty, staff and students in all disciplines to be sustainability champions throughout their lives by ensuring they have access to sustainability educational experiences. This will require learning about diverse knowledges of sustainability and incorporating these knowledges into curricula across the campus.

Engage Sustainability in Curricula

Develop mechanisms to engage faculty and academic units in changing or modifying curricula in their courses and programs to include sustainability principles and the SDGs. With these mechanisms, the required transformation can be accelerated and the distance between where we are and where we need to be can be reduced.

Enable Diverse Learning

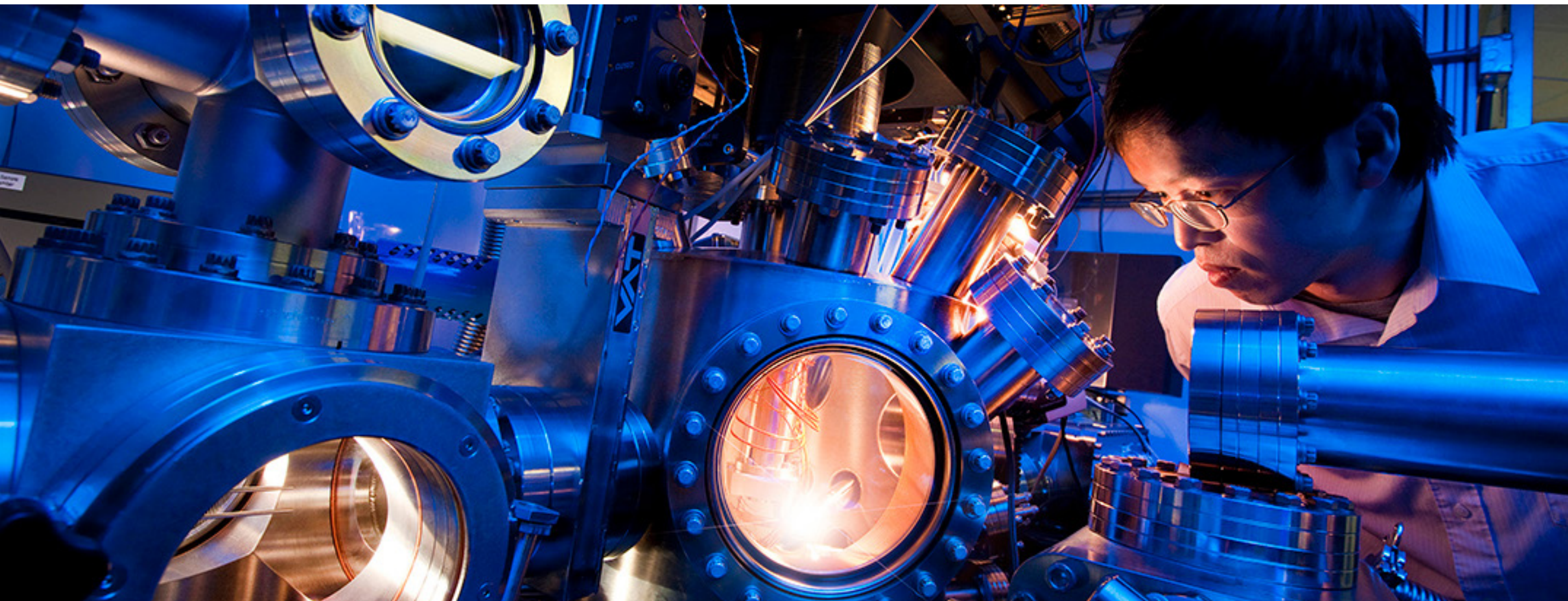
Enable access to sustainability curricula for diverse learners, including the ability to select the optimal mode of learning (in-person, synchronous or asynchronous online), being mindful that all trainees will need access to the appropriate equipment. And advance work on providing varied credential types to increase access and flexibility for diverse learners.

Demonstrate & Experience Learning

Enable students to work with local community leaders to explore failure to achieve the SDGs is impacting their communities, and to create sustainability solutions through experiential learning programs involving projects, placements, and practicums, both within the institution and with the community.

CAPITALIZE ON STRENGTHS

Bring together the campus community to create knowledges focused on designing and implementing innovative and workable solutions to sustainability challenges.



One of the key strengths of any research-intensive university is its capacity for innovation. In the face of the 21st century's challenges, we need to capitalize on our strengths and empower a "daring culture of innovation with the courage to confront humanity's greatest challenges and opportunities" (University of Saskatchewan, n.d.). This culture of innovation will, "foster a problem-solving, entrepreneurial ethic, harnessing opportunities to apply our research, scholarly and artistic efforts" to co-create ideas and co-produce solutions within our communities (University of Saskatchewan, n.d.). This culture of innovation will focus on supporting people to create, diffuse, scale more effective solutions to entrenched social problems (McConnell Foundation, n.d.).

USask has designated six cutting-edge signature areas that recognize our research excellence in addressing the world's most pressing and challenging problems. For more than a decade, these signature areas have shaped and guided institutional efforts and investments, fostering world-leading successes and enhancing the university's reputation nationally and internationally. Most importantly, our strengths in the signature areas are not limited to a single discipline; their relevance across many disciplines has deepened the impact of our work locally, regionally, nationally, and internationally. Inherent in the execution of our signature areas is the understanding that solutions to contemporary challenges must enable a convergence of disciplines – where knowledges from different disciplines are integrated and novel frameworks are formed to catalyze discovery and innovation, the "pinnacle of evolutionary integration across disciplines" (NSF, 2016).

We will similarly use a whole-of-university response to achieve the SDGs, creating opportunities for every instructor and researcher to explore the relevance of their knowledges to the SDG and to put their knowledges to work to reduce the risk of climate catastrophe and to achieve the SDGs in a just and equitable way. Our whole-of-university response will include: instructors who create active learning environments; discoverers in use-inspired basic research; entrepreneurs that can move discoveries into action; artists who will translate discoveries to inspire communities to act; capacity builders that empower communities to act; and outstanding leaders capable of making national and global impact.

GOAL

Our goal is to seamlessly integrate learning, discovery, innovation and entrepreneurship, and thereby put our knowledge to work to achieve the SDGs.

ACTIONS

Build Leadership and Capacity

Build leadership and capacity in innovation, including increasing, diversifying and enhancing convergence research in which every member of the university will be encouraged to focus some of their energy to solving sustainability challenges.

Create Innovation Ecosystems

Create convergent innovation hubs, with the capacity to pilot and perfect technological innovations to solve local, regional, national, and global sustainability challenges, and to enable and facilitate social innovations such as the institutional changes that must accompany technological innovations.

Forge and Lead Collaborations

Forge and lead unique multi-community, multi-partner and multi-sector collaborations to tackle the full spectrum of sustainability challenges, from idea germination to translation into real-life solutions.

BE WHAT THE WORLD NEEDS

CATALYZE SOCIAL CHANGE

Promote, engage, and support shared knowledges, expertise, and experiences to affect the change needed.

Confronting and tackling sustainability challenges requires a recognition of the local dimension of the problem while being cognizant of the global contexts. We must tap into both local and global pool of knowledges through partnerships to find new and unique opportunities to innovate and achieve the SDGs. This will require new forms of connecting spaces, where competing worldviews can converge and a cooperative spirit can emerge that will create new ways of thinking. This will also require new forms of, and an unprecedented level of, collaboration, where the focus is on outcomes that enhance society's capacity to act and benefit society. Global dialogue will be an important tool for informing sustainability actions and translating lessons learned into policies, programmes and practices that can be disseminated and scaled up enabling global learning for all. By engaging in meaningful global dialogue, we can learn from one another, support each other, and chart a path for more ambitious action to tackle sustainability challenges.

GOAL

Our goal is to make sustainability personally relevant and to inspire and be agents of positive change for our local communities and the world. By learning how to solve sustainability challenges, we can become leaders in the demonstration of innovative solutions that are capable of being broadly diffused and scaled up.

ACTIONS

Engage in Local and Global Dialogue

Engage in dialogue to develop a shared understanding of both the challenges and solutions to global sustainability challenges.

Actively Listen to All Voices

Ensure the voices in our learning environments and in the research that we undertake is grounded in principles of equity, diversity and inclusion.

Leverage Networks for Action

Leverage networks and partnerships between universities and the private sector, public sector, not-for-profits and civil society here and abroad, to harness actions and opportunities for scalable social and technological sustainability solutions, and to influence political leaders to accept and act on these solutions.

BEING THE UNIVERSITY THE WORLD NEEDS

We owe the next generation the same opportunity that all previous generations have had – the hope for a bright and nurturing future.

The university has a pivotal role to play in achieving the SDGs, as they sit at the nexus of local, regional, national, and international co-operation, ready to contribute courageous leadership and inspiring minds.

To take on this role, however, universities must be willing to undergo a transformation. This means adopting responsive, flexible and agile governance structures; becoming living laboratories that foster creative, innovative and entrepreneurial campus spirits; establishing diverse partnerships to enact coordinated sustainability solutions across all spheres of influence; building reconciliation not only with Indigenous Peoples but the land we call home; and recognizing those individuals or groups who step up and show leadership in the transformation.

The university will need passionate, energetic and committed individuals to lead this transformation. Young people and young minds are perhaps our most powerful resource to achieve the SDGs – they need to be empowered through new teaching and learning methods and be given opportunities to embed themselves in communities where they can put their knowledge and enthusiasm to work to make meaningful change.

Combining the powerful resource of young people and young minds with world-class researchers and facilities that universities provide, and with government, industry and community expertise and experience, we will become unstoppable as an institution in our pursuits of achieving the SDGs.

Through unapologetic ambition and appropriate impatience, we will be able to move swiftly towards achieving the SDGs, paving a path towards a resilient future for our university and our communities in which we are embedded.

ACKNOWLEDGEMENTS

The University of Saskatchewan's Sustainability Strategy was supported by a consultation process to build a shared vision of our sustainability goals among our campus community.

The first phase of consultations kicked-off in January 2020. This phase saw the establishment of the President's Advisory Circle on Sustainability which provided strategic advice and guidance on the development of the plan. Supporting the work of the Circle was five working groups: Discovery, Pedagogy, Operations, Community and Governance. Each working group, led by a member of the Circle, engaged an expanded group of staff, faculty, and students on their focused topic. In addition to the PACS, we wanted to convey the importance of the student voice within this strategy. Although students would be involved in many points of this process, we supported the establishment of the Student Sustainability Coalition made up of representatives of formal and informal sustainability-focused student groups. Led by the USSU and the GSA, this student coalition has convened to review and provide feedback on the strategy.

The second phase of consultations began in August 2020. A draft of the strategy was presented to student leaders, governing bodies, and thought leaders from across campus. By the end of 2020 over 500 individuals will have had an opportunity to review and comment on the strategy.

Throughout our consultation process, we worked with members of the university community to indigenize the strategy, and to have principles of equity, diversity, inclusion and belonging represented throughout it.



For more information,
please contact the Office of Sustainability at:
sustainability@usask.ca

To learn more about campus
sustainability, please visit:
sustainability.usask.ca



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**UNIVERSITY COUNCIL
RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Marjorie Delbaere; chair, Research, Scholarly, and Artistic Work

DATE OF MEETING: December 17, 2020

SUBJECT: Annual Reports from the Research Ethics Boards

COUNCIL ACTION: For Information Only

SUMMARY:

The terms of reference for the Research, Scholarly, and Artistic Work committee state that the committee will receive and report to council the annual reports of the research ethics boards

At its November 19, 2020 meeting, RSAW met with the chairs of the Biomedical Research Ethics, the Behavioural Research Ethics, and the Animal Ethics Boards as well as with the Director of Research Services and Ethics Office. The reports provided are attached to this report.

Biomedical Research Ethics Board

The Biomedical Research Ethics Board is responsible for the review of all ethics applications involving human participants that include medically invasive procedures; physical interventions and therapies; administration and testing of drugs, natural products or devices; or physiological imaging measures, as well as research projects collective personal health information from medical charts and health records.

The Biomedical Research Ethics Board received 272 new studies for review, and reviewed and approved 544 applications for continuing studies, 145 study closures, and 696 study amendments. These numbers are fairly consistent with previous years.

There were 5 audits or inspections by external agencies in 2019-20, all of which were related to cancer trials, and one of these included a site audit by Health

Canada. Minor concerns that arose through these audits were addressed through a response and corrective action plan, with no critical issues identified.

Behavioural Research Ethics Board

The Behavioral Research Ethics Board is responsible for review of all protocols involving human participants which include social, behavioural, and cultural research using methods such as interviews, surveys, questionnaires, observations, psychological, social or behavioural interventions, audio and/or video recording.

The Behavioural Ethics Board received 533 new studies, and reviewed and approved 435 renewal requests for ongoing studies, 246 study closures, and 348 study amendments.

University Animal Care Committee

The University Animal Care Committee (UACC) is administratively supported by the Research Services and Ethics Office Animal Ethics Staff, who are overseen by the University Veterinarian.

The UACC reviews and approves any use of animal for research, teaching, production, and testing before animal use is initiated for these purposes. The UACC's primary responsibilities are to ensure animal welfare, adequate veterinary care, and best practices with respected to animal care and use in compliance with University of Saskatchewan Policy, Canadian Council on Animal Care guidelines, and other applicable regulation. The UACC has 467 active USask protocols, serving approximately 200 principle investigators. Animal Ethics staff provide specialized support for animal users engaged in research, teaching, and testing

The Canadian Council on Animal Care conducted a full site assessment in May 2019 and issued a series of recommendations, both serious and regular, and provided deadlines for implementing these recommendations.

With regard to the work of all ethics board, RSAW was impressed, as always, with the volume of work members undertake, both to review protocols and to support research at the U of S, and in work with national regulatory bodies. RSAW also expressed an interest in seeing ethics training be required more broadly.

ATTACHMENTS:

1. Annual Report of the Biomedical Ethics Board Activities – Reporting Period May 1, 2019 – April 30, 2020
2. Annual Report of the Behavioural Research Ethics Board Activities – Reporting Period May 1, 2019- April 30, 2020
3. Annual Report of the Animal Care Program and University Animal Care Committee for the Period of November 1, 2019 to October 15, 2020

TO: University of Saskatchewan Research, Scholarly and Artistic Work Committee of Council

FROM: Dr. Gordon McKay, Chair, Biomedical Research Ethics Board (Bio-REB)
Dr. Ildiko Badea, Vice-Chair, Biomedical Research Ethics Board (Bio-REB)
Caitlin Prebble, Human Research Ethics Specialist (Biomedical), Research Excellence and Innovation

DATE: November 19, 2020

RE: Annual Report of Biomedical Research Ethics Board Activities
Reporting Period – May 1, 2019 – April 30, 2020

The **Biomedical Research Ethics Board (Bio-REB)** is responsible for the review of all research ethics applications involving human participants that involve medically invasive procedures; physical interventions and therapies (including exercise and diet interventions), the administration and testing of drugs, natural products or devices, or physiological imaging and measures (e.g. MRI or CT scans, heart rate, blood pressure) and research projects collecting personal health information from medical charts or health records.

The purpose of an ethics review of research is to ensure the rights of the participants are respected and protected and that the procedures followed comply with ethical, scientific, methodological, medical, and legal standards.

Summary of Activities (May 1, 2019 – April 30, 2020)

The total number of active Biomedical files is approximately 910. The attached spreadsheet describes the overall number of research studies, amendments, annual renewals and closure reports, protocol deviations/violations and unanticipated problem reports received and reviewed in the past reporting year.

Review of research

New submissions: 272 new studies were submitted for review to the Bio-REB in this reporting period. Of those, 37 (13%) were considered exempt from human ethics review, as they did not meet the definition of research as defined by the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans (TCPS2 2018). 51 (19%) of the reviewed research studies were “above minimal risk” and required full board review. 184 (68%) of the studies were considered to be of minimal risk.

Research studies that involve greater than minimal risk must be reviewed by the REB at a face-to-face meeting. The REB reviews above minimal risk studies at regularly scheduled meetings. A deadline for submission precedes each meeting by approximately two weeks.

The Chair holds the primary responsibility of reviewing minimal risk research and consults with the Research Specialist on all delegated reviews. Delegated review refers to review and approval

by the Chair alone or with the assistance of one or more REB members or the research specialist and the Chair. The timeline for review and approval of a delegated review can be as short as 1 week for retrospective studies with no participant contact and up to 4-6 weeks for prospective minimal risk studies with participant contact. For both above minimal risk and minimal risk studies, efforts will continue to be made to increase efficiencies and to reduce further the review to approval timeline. A contributor to the timelines is the soft roll out that requires resources to enter data into UnivRS. Once fully implemented the researcher will perform this function.

Amendments to on-going studies: Amendments to approved studies are reviewed by either the Chair or the Vice-Chair depending on workload, complexity, and risk level of the amendment. Amendments representing more than minimal risk to study participants are reviewed at a full-board meeting, according to regulatory requirements set out by Health Canada and the U.S FDA as well as the USA Office for Human Research Protection (OHRP) and the REB's Standard Operating Procedures (SOPs). Changes that are administrative in nature, do not affect the risk/benefit ratio to participants or simply update information already present in the consent are reviewed by the Chair or Vice -Chair only. There were 612 requests for delegated amendments while 38 amendments were reviewed by the full board.

For amendments requiring full-board review, all board members are able to access material relevant to the amendment via Share Point. The Vice-Chair is responsible for the presentation and review of these amendments at the meeting.

Review and re-approval of on-going studies: As per the TCPS2 2018, the REB has the discretion to set the continuing review period to any time period within the scope of one-year, depending on the nature of the study and the risk/benefit ratio, but the default period remains one year. In order to make the renewal process simpler for researchers, and encourage early application for renewal submissions, the RSEO began working on a plan for changing the renewal process to maintain a fixed expiry date for each application, rather than an expiry date based on the date of the approval of the renewal application. In this way renewal does not impose an arbitrary shortening of the review time period. This process revision was started within this reporting period. It has now been completed but was put into practice in the next reporting period. There were 462 renewals processed through delegated review during this reporting period, while 82 renewal requests required a full board review as required specifically by sponsors, regulatory authorities and the REB's SOPs. A total of 145 studies were completed and closed during the reporting period.

There were 11 local unanticipated problem reports and 59 protocol deviation/violation reports received during this reporting period. All Data Safety Monitoring Board (DSMB) reports (total number not tracked) are reviewed by the Chair of the REB and reported to the full board by way of a monthly summary report. In order to be reportable an event must be unexpected, possibly related to participation in the research and suggests that the research places research participants or others at a greater risk of harm.

Review and exemption of "Quality Assurance/Improvement" studies: A total of 37 submissions were deemed to be exempt from research review. Often, for example they were assessed as "Quality Assurance (Q/A) or Quality Improvement (Q/I) Studies." In addition, the

Bio-REB Chair/Vice-Chair makes a determination that a project is outside the scope of research requiring review (as defined by the TCPS2 2018) via email correspondence or tele-conference several times per week. The reporting of EXEMPT applications is confounded by the lack of a formal application in numerous instances and as such only those for which a formal application was received are counted and tabulated, but this is only formalized into an exemption ruling when an application is submitted to the REB.

The main concern in regard to this category of projects remains unchanged from previous reporting years; while it is not usually appropriate to review these projects with a research lens, they are not all free of risk to participants nor exempt of the requirement to be conducted in an ethical manner and in keeping with the Saskatchewan Health Information Protection Act (HIPA). The REB often takes the approach of providing a number of suggestions in keeping with these requirements to accompany the exemption letter.

Harmonized Review

- As full reciprocity was agreed upon in the province, within the previous reporting period, there were no research ethics applications handled through the provincial harmonized review process in this year. This marks the end of harmonization as we have moved into full reciprocity.
- The RSEO continues to work with administrators from the UofA and UBC under the Western harmonization of research ethics review between the three institutions. While there is a formal reciprocity agreement in place between the western provinces, more work needs to be done to facilitate ease of review across these provinces, in particular, for multi-site research.

Events in 2019-20

Audits and Monitoring: There were 5 audits or inspections by external agencies conducted in 2019-20. The 5 visits were all related to cancer trials and involved both the Canadian Cancer Trials Group (CCTG) and the Children's Oncology Group (COG) based studies. Included in these 5 was one that involved a site audit by Health Canada. The studies audited by COG consisted of site a monitoring visit in Saskatoon of 4 studies: Bio 12-215, Bio 18-111, Bio 16-134, and Bio 328. There were minor observations which were addressed through a response and corrective action plan. The CCTG visits included the annual site visit in Regina of studies that the Bio-REB has ethical oversight on. In all cases the studies were shown to be in compliance and minor concerns that were raised were appropriately handled. The observations were corrected and found acceptable by CCTG and did not require any further follow up with the RSEO. CCTG also conducted a pre-inspection audit in Regina, of one study that the Bio-REB has ethical oversight on. No critical issues were identified. Alliance (a study sponsor) conducted an audit of Bio 14-228, which was deemed acceptable and the minor observations were responded to by the Allan Blair Cancer Centre (ABCC) and accepted by Alliance. As mentioned, Health Canada conducted an inspection on one study, Bio 12-028 and a compliant (C) rating was issued with no further action required.

The Bio-REB continues to be the REB of Record for the Saskatchewan Cancer Agency. The current process involves the review of the same study at two different sites, Saskatoon and Regina, presented from two or three different administrators. The administrative workload that

arises from ensuring the duplicated files are processed appropriately, yet in tandem, is considerable. This burden may lessen when the REB compliance modules become accessible to the research community in UnivRS.

Bio-REB meetings, membership, and support structure:

The daily work of the Research Ethics Office for the biomedical portfolio is carried out by an ASPA II FTE and an APSA I FTE. There is also 1 CUPE FTE providing administrative support to the entire Human Ethics side of the RSEO. In addition, due to the nature of the soft rollout of the UnivRS system, extra data entry support has been required. Between May 1, 2019 and April 30, 2020 there has been between 0.2 FTE and 1.2 FTE to provide extra administrative support and help reduce the backlog of applications requiring data entry by the ethics office.

The Bio-REB continues to meet twice per month, through two separate REB's (Bio-REB I and II). The past twelve months have seen a number of changes in the membership of the Bio-REB but remains fully compliant in its membership.

REB Members are volunteers, typically with a three-year appointment. The average workload of each member is a monthly meeting lasting 2 to 3 hours, with 4 to 8 hours of preparation prior to the meeting, reviews of minutes and of other issues arising post-meeting, as well as reviews of delegated research studies. The Chair and Vice-Chair with administrative assistance from the RSEO staff ensure consistency in the operations of the two REBs.

Representation on the various REBs is reasonably well distributed but as expected the majority of membership does come from the biosciences including, Medicine, Agriculture and Bioresources, Pharmacy and Nutrition, Kinesiology, and the School of Public Health. Some medical sub-disciplines continue to be inadequately represented on the REB and there is a need to recruit additional clinicians in selected areas (e.g. family medicine, oncology and medical genetics) in order to ensure a broad range of clinical expertise, manage conflicts of interest and distribute the burden of serving on the REB among all groups engaged in research. Both Bio-REB I and II meet the membership requirements of the TCPS2 2018, ICH-GCP (Health Canada, Division 5) and OHRP (US).

Educational Activities:

Institutions with research ethics boards are required by the TCPS2 2018 to ensure that REB members and staff are educated in research ethics. Bio-REB members are required to complete the TCPS2 2018 on-line tutorial and are also encouraged to complete other ethics education training modules such as those offered by the Office of Human Research Protection (OHRP) Training Module for Federal Wide Assurance Compliance, and the McMaster University Chart Review Tutorial. REB members and administrative staff require training to keep abreast of changing regulations and new developments in research ethics. How best to educate REB members continues to be a challenge. New REB members learn to review studies 'on-the-job' and by consultation with each other and the Research Ethics Office.

Research Ethics Conferences:

- REB West Conference in Kelowna, BC (June 20-21, 2019) was attended by the CUPE FTE Coordinator and the Associate Director of RSEO
- Personnel were scheduled to attend the CAREB Conference 2020 in April; however, due to the COVID-19 pandemic, this conference was cancelled and will be rescheduled for 2021

Research Ethics and Education for the Research Community: The RSEO continues to emphasize communication and education about research ethics and integrity. A number of Canadian universities have made research ethics training mandatory for researchers doing research with human participants. At present graduate and undergraduate students submitting ethics applications are required to complete the TCPS2 2018 tutorial. Graduate and undergraduate students submitting retrospective ethics applications are required to also complete the McMaster Chart Review Tutorial. The mandate to extend the requirement for all researchers to complete TCPS2 core training is still pending with the RSAW.

The RSEO receives specific requests from Departments, Colleges, Faculty and researchers for education and training in research ethics. Throughout the past year, Dr. Gordon McKay, Dr. Ildiko Badea, Dr. Beth Davis, and Caitlin Prebble met face-to-face or through tele-conference with researchers to aid in the development of research projects and to discuss ethical issues arising from research.

Caitlin Prebble worked with the Behavioural Research Ethics Specialist, Nick Reymond to offer monthly workshops that are open to researchers, students, and staff to sign up for. This included a general research ethics presentation with time available to go over specific questions and applications.

Research Ethics Committees (RECs)

The Bio-REB oversees one Research Ethics Committee (REC) operating at the College level, the Kinesiology REC, which reports jointly to the Biomedical and Behavioural REBs. The Kinesiology REC submits a report annually to the Bio-REB. A full report from the College of Kinesiology REC was received by the Research Ethics Office and found no issues with activity.

Success, Issues arising and challenges in the coming year:

1. The RSEO recognizes the essential contribution of its Board members and will continue to pursue opportunities to meet their educational needs and to recognize their contributions on behalf of the University.
2. The University of Saskatchewan has signed the Tri-Council MOU that requires researchers receiving funding from SSHRC, CIHR and NSERC to maintain continuous research ethics approval in order to receive their research funds. The RSEO now has a systematic process in place to ensure continuous ethics approval for the life of a research project. This process has been in full operation and has dramatically reduced non-compliant research. We will continue to monitor and hold this process in place.
3. The REB continues to work intra- and inter-provincially to explore practical solutions to REB reviews being shared across provinces, especially for multi-site research and the development of common application and consent forms to facilitate cross-provincial review.

4. In May of 2019, the RSEO was notified that materials were being deleted from the ethics website. The staff in the RSEO created Knowledge Base articles for Human Research Ethics to ensure the information would continue to be available in the searchable database. There are currently 17 main articles with 27 sub-pages. The staff maintains the articles to ensure the updated forms and information are/is always available.
5. The ethics office continues to stay involved at the national level with Health Canada, redetermination process for product licensing agreement and membership on the Board of Pharmaceutical Sciences that advice Health Canada on difficult issues (Gordon McKay, Chair of Biomed REB).
6. There was an allegation of confidentiality breach for a biomedical ethics file, which was moved on to the Responsible Conduct of Research (RCR) committee. The outcome was that the study team underwent mediation training, and no further action was necessary (December 2019 – February 2020)
7. The Chair of the Biomedical REB attended a national teleconference of a Health Canada consultation on Clinical Trials related to COVID-19 (15-Apr-2020) aimed at facilitating rapid launch of research trials in a timely manner.
8. The Biomedical Ethics team met with staff from the Saskatchewan Cancer Agency (SCA) (12-Mar-2020) to discuss data access coordination and how best to direct researchers who wish to work with cancer patients and their information.
9. The RSEO recognizes that research dollars are sparse and has been able to hold its current fee structure, for industry-sponsored studies, the same over an extended period (7 years). This year the rates were increased, effective January 1, 2020, from \$3500 per review to \$4000 per review, and remained the same at \$2000 per review for each subsequent research site.
10. One of the major challenges of this year, was the COVID-19 pandemic. In early March, 2020 the University of Saskatchewan shut down and all personnel in the ethics office began working from home. It was a challenge to move everything online to home offices, but was made possible by the UnivRS system, through which all of the ethics workflows are completed in the online database. The twice-monthly REB meetings were held via teleconference, which was well accepted by the members, and although it is not the preferred way to meet, it has gone well. Other regular administrative meetings with the ethics office were held via WebEx or Microsoft Teams.
11. The biomedical office began to receive applications for research related to COVID-19 in March of 2020, and worked after hours and over the weekends to expedite the reviews of these applications. We are pleased to report that we were able to respond in a rapid fashion to ensure researchers could get started on their novel research in this area.
12. On May 28, 2019, representatives from the Saskatchewan Health Authority (SHA), including the Chair of the Research Ethics Board (REB), the Research Contracts Specialist, and the Research Approval Coordinator were in Saskatoon for a workshop hosted by CTSU. The ethics office arranged a lunch meeting with them and the USask ethics team to meet face to face and collaborate while they were here. As the USask and SHA have a reciprocity agreement with regards to research ethics, this relationship is important to maintain and strengthen as it requires continual trust and collaboration.

13. In early 2019, the RSEO reached out to the REB consultant, Charmaine Kabatoff, at the University of Alberta, to invite her to come to Saskatoon. She travelled to Saskatoon in August. The visit was invaluable as much was learned with regards to human ethics knowledge, including but not limited to: workflows and document management, REB management and succession planning, outreach to the campus community and researcher support. This collaboration was also important to maintain and strengthen the Western Canada reciprocity agreement and the working relationship with the UofA.
14. Members of the biomedical ethics office met with the Chair of Indigenous Health and her research team to strategize how biomedical ethics reviews can further the guidance provided through chapter 9 of the TCPS2-2018 on community engagement. This is an ongoing effort with further work continuing over the next few years.
15. There have been challenges with adopting the UnivRS on-line system in the past year. Looking into the next year, there will continue to be challenges that will be worked through with the UnivRS ICT team. Although the timeline is not confirmed, it is planned that UnivRS will go live to the research community in the summer of 2021, which will reduce the administrative (data entry) burden; however, challenges in the roll-out of UnivRS are expected.
16. Some of the main challenges of UnivRS have been erroneous errors in the system, for example on April 1, 2020 it came to our attention that all principal investigators received an automated expiry notification, regardless of if their project was due to expire or not, or was already closed. This resulted in confusion/concern in the research community and, as to be expected, a large number of emails to the ethics administrative staff. This was resolved within a couple of days. This is one example of the challenges faced; however, there were ongoing discussions with the UnivRS ICT team throughout the reporting period and constant improvements were made to the system to reduce/remove errors, add fields and workflows to increase the ease of use for the administrative staff, and in turn for the researchers when the system goes live to all of campus.

Biomedical Annual Report
May 01, 2019 - April 30, 2020

		1	2	3	4	5	6	7	8	9	10	11	12	13	14
Submission Date's 2019/20	Total New Studies	Full Board Reviews	Delegated Reviews	Exempt	Full Board Amend	Delegated Amend	Administrative Review Amend	Full Board Renewals	Delegated Renewals	Closures	Protocol Violations	Internal SAE's	from ABCC	Harmonized Review	CTSU
May	19	4	13	2	1	57	10	13	46	11	9	0	1	0	1
June	24	4	16	4	5	37	3	6	33	6	5	1	2	0	3
July	15	4	9	2	2	34	6	5	37	17	0	1	2	0	0
August	13	1	11	1	2	27	4	2	35	12	1	1	1	0	1
September	22	3	16	3	3	26	1	9	27	14	7	4	0	0	1
October	25	4	17	4	4	55	6	5	48	15	2	0	2	0	2
November	30	3	22	5	4	48	1	7	22	11	4	1	2	0	6
December	20	4	12	4	9	34	4	5	38	12	2	0	0	0	2
January	30	3	24	3	2	26	5	3	40	7	8	1	1	0	2
February	28	9	15	4	2	27	2	7	48	7	7	1	1	0	4
March	20	7	11	2	2	34	4	6	53	14	8	1	1	0	2
April	26	5	18	3	2	207	0	14	35	19	6	0	0	0	4
2019-20 Year Totals	272	51	184	37	38	612	46	82	462	145	59	11	13	0	28
2018-19 Year Totals	322	61	202	59	27	482	N/A	94	576	170	63	1	31	11	34
2017-18 Year Totals	331	65	173	93	28	427	N/A	98	707	215	11	9	14	30	29

NOTES:

1. Full Board Reviews : Refers to review of research assessed as above minimal risk, and reviewed at a face-to-face REB meeting and is inclusive of full board delegated reviews.
2. Delegated Reviews : Refers to a review by the Chair and/or one or more REB members.
3. Exempt : Projects exempt from research ethics review based on TCPS2 criteria (e.g. quality assurance, secondary use of de-identified data).
4. Full Board Amendment : Major amendment to an already approved study reviewed at a face-to-face REB meeting
5. Delegated Amendment : Minor revisions to an already approved study reviewed by the Chair and/or one or more REB members.
6. Administrative Review: Minor administrative amendments reviewed and acknowledged by the Specialist.
7. Full Board Renewals : Study renewals that require review at a face-to-face REB meeting.
8. Delegated Renewals : Study renewals reviewed through the delegated review process.
9. Closures include completed protocols as well as those that are cancelled or withdrawn.
10. Protocol Violations : Unanticipated or unintentional divergence from the expected conduct of an approved study that is not consistent with the current protocol.
11. Internal SAE's : Refers to any unanticipated problem(s) that occurs involving a USask researcher/study participant.
12. From ABCC : Files that we have received from Allan Blair Cancer Centre
13. Harmonized Review : Studies that are reviewed at USask as well as either Regina Qu'aplle Health Region and/or Univ. of Regina - No longer practiced due to full reciprocity with the amalgamated Saskatchewan Health Authority
14. CTSU : Studies that are managed by the Clinical Trial Support Unit

Bio-REB-2 Membership Roster

BIO-REB MEMBER	TERM	AFFILIATION WITH REB	AFFILIATION WITH INSTITUTION
Dr. Gordon McKay, Chair Professor Emeritus, College of Pharmacy and Nutrition (Chair from 01-Jan-2016)	01-Nov-2015 to 30-Apr-2022	Scientific Representative	Yes
Dr. Ildiko Badea Pharmacy and Nutrition (Vice-Chair from 01-Mar-2020)	01-Jul-2012 to 28-Feb-2023	Scientific Representative	Yes
Dr. Hadi Goubbran Messiha* Oncologist/Hematologist	01-Oct-2016 to 30-Sep-2022	Clinician	Yes
Dr. Sharyle Fowler* Gastroenterology	01-Nov-2018 to 31-Oct-2021	Clinician	Yes
Dr. Lori Ebbesen* College of Kinesiology	01-Nov-2008 to 31-Oct-2020	Scientific Representative	Yes
Dr. Dean Weninger*	01-Oct-2015 to 30-Sep-2021	Scientific Representative	No
Janet DeGirolamo*	01-Dec-2019 to 30-Nov-2022	Scientific Representative	No
Norma Sim*	01-Nov-2019 to 31-Oct-2022	Legal Representative	No
Leah Howie*	01-Oct-2018 to 30-Sep-2021	Legal Representative	Yes
Leslie Spokes*	01-May-2013 to 01-Sep-2022	Community Member	No
Brian Galka*	15-Mar-2017 to 14-Mar-2023	Community Member	No
Alex Beldan*	28-Apr-2016 to 27-Apr-2022	Knowledgeable in Ethics	No
Caitlin Prebble, Biomedical Ethics Specialist, Research Ethics Office	08-Jun-2018 to Present	Ex officio	Yes
Shawna Weeks, Research Approval Coordinator, Saskatchewan Health Authority	01-Nov-2015 to 31-Oct-2021	Ex officio	Yes

(*) Members may serve as alternates on the Bio-REB-1 to meet quorum requirements.

Bio-REB-1 Membership Roster

BIO-REB MEMBER	TERM	AFFILIATION WITH REB	AFFILIATION WITH INSTITUTION
Dr. Gordon McKay, Chair Professor Emeritus, College of Pharmacy and Nutrition (Chair from 01-Jan-2016)	01-Nov-2015 to 30-Apr-2022	Scientific Representative	Yes
Dr. Ildiko Badea* College of Pharmacy & Nutrition (Vice-Chair)	01-Mar-2020 to 28-Feb-2023	Scientific Representative	Yes
Dr. Christine Pask* General Practitioner	01-Mar-2020 to 28-Feb-2023	Clinician	Yes
Dr. Ali El-Gayed* Radiation Oncology (on leave)	01-Dec-2011 to 30-Nov-2022	Clinician	Yes
Dr. Don Cockcroft* Respiratory Medicine	01-Oct-2018 to 30-Sep-2021	Clinician	Yes
Dr. Phil Chilibeck* College of Kinesiology	01-Feb-2014 to 31-Jan-2023	Scientific Representative	Yes
Dr. Soo Kim* School of Physical Therapy	01-Oct-2016 to 30-Nov-2022	Scientific Representative	Yes
Dr. Barbara von Tigerstrom* College of Law	01-Nov-2014 to 31-Oct-2020	Legal Representative	Yes
Dr. Ibironke Odumosu-Ayanu* College of Law	01-Jan-2017 to 31-Dec-2020	Legal Representative	Yes
Connie Plotzki*	01-Mar-2019 to 28-Feb-2022	Community Member	No
Janine Platana*	01-Mar-2020 to 28-Feb-2023	Community Member	No
Dr. Bryan Wiebe* Department of Philosophy	01-Dec-2015 to 30-Nov-2021	Knowledgeable in Ethics	Yes
Caitlin Prebble, Biomedical Ethics Facilitator, Research Ethics Office	08-Jun-2018 to Present	Ex officio	Yes
Shawna Weeks, Research Approval Coordinator, Saskatoon Health Region	01-Nov-2015 to 31-Oct-2021	Ex officio	Yes

(*) Members may serve as alternates on the Bio-REB-2 to meet quorum requirements.

TO: University of Saskatchewan Research, Scholarly and Artistic Work
Committee of Council

FROM: Diane Martz, Chair, Behavioural Research Ethics Board (Beh-REB)
Nick Reymond, Human Research Ethics Specialist (Behavioural), Research
Excellence and Innovation

DATE: November 19, 2020

RE: Annual report of Behavioural Research Ethics Board Activities
Reporting period, May 1, 2019 – April 30, 2020

The Behavioural Research Ethics Board (Beh-REB) is responsible for the review of all protocols involving human participants which include social, behavioural and cultural research using methods such as interviews, surveys, questionnaires, observations, psychological, social or behavioural interventions, audio and/or video recording.

The purpose of an ethics review of research is to ensure the rights of the participants are respected and protected and that the procedures followed comply with ethical, scientific, methodological, medical, and legal standards (USask Human Research Ethics Policy (June 2013)).

Summary of Activities:

The attached report describes the overall number of research protocols, full board reviews, delegated reviews, exemptions, annual renewals, closures, and amendments in the past reporting year. The Behavioural REB received 533 new research applications in this reporting year. This number represents a small drop from the previous report, but the Beh-REB experienced a dramatic increase in new applications starting in May 2020 and throughout the Spring, Summer, and Fall.

115 applications were considered exempt from human ethics review. Of these applications, 71 were reviewed for exemption based on key information where full applications were not received. Applications were deemed exempt because they did not meet the definition of research in the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans (TCPS2 2018). Submissions are determined to be exempt through consultation between the researcher and Chair or Vice Chairs.

28 applications were acknowledged. These are minimal risk applications that had already been approved by an REB at a Canadian institution meeting the standard of the TCPS2 (2018). In these cases the preponderance of responsibility resides with the reviewing institution. The Chair or Vice Chair will review the approved application (including evidence of approval, such as a certificate) and issue a Letter of

Acknowledgement, indicating that they are satisfied that the ethical concerns have been addressed in the original review.

14 studies were deemed to be “above minimal risk” and required full board review. Normally decisions to approve a protocol and / or to recommend changes are by consensus of the Beh-REB at a face to face meeting. During the pandemic, the Beh-REB has conducted its meetings online via Webex.

376 protocols reviewed were designated “minimal risk” and were reviewed by a member of the Board and the Chair or Vice Chair of the Beh-REB, in what is known as a delegated review. The review timeline for delegated review of a minimal risk protocol remains 4 weeks, though the timelines can change depending on the time of year.

There were 348 requests for amendments to previously approved studies. While the work volumes of other types of work performed by the Beh-REB have remained roughly the same since the previous report, Amendments have experienced a large increase in volume (31%). This spike in Amendments cannot only be attributed to changes to protocols required due to the pandemic, since the only two “pandemic” months in this reporting period (March and April 2020) had typical numbers of amendments. Rather this fits the broader pattern of significant increase in the number of Amendments (back to 2018). Examples of amendments include the addition of recruitment material and changes to already approved protocols and consent forms. These requests were reviewed by the Chair or Vice Chair only, unless they were substantive enough to require full board review.

The REB also received and reviewed 435 renewal requests for ongoing studies, and 246 study closure reports for studies completed during the reporting period.

Events and Opportunities in 2019-20

1. The RSEO received a small number of complaints about the conduct of research projects. These included loss of research data, recruitment of participants without operational approval from the host institution, and the lack of a consent form for an online survey. These were all investigated thoroughly and resolved.
2. The RSEO received two complaints from researchers about the content of their reviews and unhelpful requirements from the REB. The Chair discussed the reviews with the complainants and resolved the matter to the satisfaction of both parties.
3. There have been some technical errors with UnivRS, most notably in March and April of 2019 when notices indicating imminent expiry of approval were erroneously sent to numerous researchers. But since that time, UnivRS has operated without any significant errors.

Behavioral REB Support Structure and Membership:

During 2019 and 2020, the daily work of the Beh-REB was carried out by one ASPA II FTE, and one ASPA I FTE. One CUPE FTE provides administrative support to the entire Human Ethics side of the RSEO. Until the ethics model in UnivRS is ready for roll out to researchers, staff in the RSEO continue to support researchers through data-entry of the content of Human Ethics applications, submitted as Word documents via email, into UnivRS. Due to financial constraints, that support has fluctuated from 0.2 to 1.2 CUPE FTE during the reporting period.

Beh-REB Chair and Vice-Chairs roles were held by the following individuals during the reporting period:

- Dr. Diane Martz (Chair) from Apr. 4, 2019 to end of reporting period
- Dr. Vivian R Ramsden (Vice Chair) from Apr. 4, 2019 to end of reporting period
- Dr. Stephanie Martin (Vice Chair) from Jan. 1, 2019 to end of reporting period
- Patricia Simonson (Vice Chair) from Aug. 31, 2018 to end of reporting period

The Behavioral REB has members from the following colleges and departments:

- College of Arts and Science (Psychology, Indigenous Studies, Geography & Planning)
- College of Education (Educational Psychology, Educational Administration)
- College of Medicine (Academic Family Medicine)
- College of Nursing
- Edwards School of Business
- School of Public Health
- Canadian Centre for Health and Safety in Agriculture

The Behavioral REB has five members from the community, two of whom fill the required role as the member knowledgeable in ethics. Overall, the Beh-REB has a good complement of members, but is mindful of ensuring that its membership reflects research activity on campus in subject matter and methodology.

The Behavioural REB added a third Indigenous member to ensure that applications involving Indigenous engagement receive a thorough and perspicacious review.

Research Ethics Committees

The following departments/colleges have active Research Ethics Committees (REC) that report to the Beh-REB.

1. Department of Psychology
2. Edwards School of Business
3. College of Kinesiology (joint with the Biomedical REB)

All RECs submit annual reports to the Beh-REB by end of July.

Research Ethics Education for REB Members:

Institutions with REBs are required by the TCPS2 to ensure that REB members are educated in research ethics. REB members and administrative staff require training to keep abreast of changing regulations and new developments in research ethics. The Research Ethics Office educates and trains new members as they join the Beh-REB. New REB members learn protocol review on-the-job and by consultation with each other and the Research Ethics Office.

The BEH-Reb continues to seek educational opportunities related to the review of projects requiring Indigenous engagement. During the reporting period, the RSEO hosted a two day workshop with Aaron Franks from First Nations Information Governance Centre and the OCAP program. These workshops were attended by the Chair, RSEO staff, and members of the Beh-REB.

Research Ethics Conferences

- All research ethics-related conferences were suspended as the result of the pandemic. The bodies that host them are planning to resume these conferences in 2021, conditions permitting.
- In their place a variety of online communities and resources have emerged. The Canadian Association of Research Ethics Boards has hosted several online discussions, particularly related how REBs have been affected by COVID. It also maintains a forum for research ethics professionals across Canada to discuss their work during the pandemic.

Research Ethics Education for the Research Community:

The RSEO continues to emphasize communication and education regarding research ethics and integrity. A number of Canadian universities have made research ethics training mandatory for researchers doing research with human participants. At present graduate, undergraduate students and staff involved in submitting ethics applications are required to complete the TCPS2 On-Line Tutorial.

The RSEO updated the consent form template to provide better guidance to researchers. Currently there are three templates, each tailored to a typical mode of data collection (individual interviews, online surveys, group activities).

In response to the need for new considerations for in-person/face to face data collection, the Chair developed two documents to assist researchers with drafting a COVID safety plan for the Beh-REB's review, namely a set of guidelines and a template. Both have been finalized and made available to researchers.

The RSEO established regular monthly workshops for faculty, students, and staff, providing an introduction to submitting an ethics application and focused advice on draft applications. These workshops were well attended, averaging 20 attendees per session. These workshops have been suspended during the pandemic.

The RSEO receives specific requests from Departments, Colleges, Faculty and researchers for education and training in research ethics. RSEO staff made educational presentations on REB processes, human research ethics issues and academic integrity to more than 400 members of the campus community. The units visited are listed in the table below; some units received multiple presentations. During the pandemic, these presentations have been moved to online platforms, such as MS Teams and Webex.

RSEO Presentations and Workshops - Class / Dept / School / College 2019-20	
Indigenous Studies	Edwards School of Business
Dentistry	Surgery
Medicine	FYRE
Education	Mechanical Engineering
School of Public Health	Internal Medicine
Kinesiology	Women's and Gender Studies
Nursing	Educational Foundations
Computer Science	SENS
SSRL	SHRF
TOTAL ATTENDANCE ~400	

Additional Educational Activities

Members of the Beh-REB and RSEO Staff have had many face-to-face and virtual meetings last year with researchers and students to discuss potential research projects involving human participants.

Initiatives in the coming year:

- On-going is the Research Administration System: The Beh-REB began to use the compliance module for processing ethics applications at the end of May 2018. The next step will be the expansion of the module so that researchers can submit their application online through UnivRS. The expected full rollout of UnivRS to the full research community is June 2021. During this interim period, the RSEO has requested a number of fixes and updates to the Compliance Module within UnivRS.
- Continue to work to improve communication between the Beh-REB and the research community.
- The RSEO is finalizing guidance documents to help researchers navigate the ethical considerations created by remote data collection via online videoconferencing.

- Continue to work to increase visibility and recognition for the critical work done by Beh-REB members on behalf of the University. The work done by REB Members is essential to the University of Saskatchewan as it continues to develop its research capacity.

May 1, 2019 - April 30, 2020	Protocols Submitted	Full Board Reviews	Delegated Reviews	Exempt	Acknowledged	Renewed	Amendment	Closed
May	41	1	28	9	3	30	30	18
June	46	0	31	13	2	42	27	34
July	37	1	31	3	2	47	26	25
August	34	2	24	6	2	24	23	18
September	56	0	44	10	2	29	27	17
October	39	2	26	9	2	33	25	23
November	35	0	28	6	1	32	37	17
December	53	2	29	20	2	31	13	13
January	53	0	34	14	5	43	41	23
February	42	2	26	11	3	37	41	12
March	47	3	39	3	2	52	27	23
April	50	1	36	11	2	35	31	23
	533	14	376	115	28	435	348	246
May 2018 - Apr 2019	567	16	380	144	27	450	265	241
May 2017 - Apr 2018	454	17	353	84	29	412	220	234
% Change	-6%	-13%	-1%	-20%	4%	-3%	31%	2%

Notes:

1. Full Board Review - Refers to the review of "above minimal risk" protocols by the full Beh-REB. These include Full Board Delegate:

2. Delegated Review - Refers to the review of "minimal risk" protocols by an Beh-REB subcommittee.

3. Exempt from review reflects the protocols that are deemed exempt after ethical review by the Beh-REB,

based on the TCPS2 (e.g. quality assurance, secondary use of anonymous data)

4. Acknowledged - Refers to minimal risk protocols approved by another REB where Usask review would be redundant.

5. The Annual Renewals column denotes those files that remain active.

6. Amendments - Refers to modifications made to previously approved projects that have been submitted for review

7. Closed - Studies that have been finished and file closed

The Usask REBs no longer perform Harmonized Reviews under the new Reciprocity Agreement -

We are currently working on a way to track protocols that have gone through Reciprocity with UofR and/or SHA

Behavioural Research Ethics Board Membership Roster

Beh-REB Member	Term	Affiliation with REB	UofS Affiliation
Dr. Diane Martz, Chair	04 April 2019 – 31 Dec 2021	Behavioural Research Representative	Yes
Dr. Vivian Ramsden, Vice-Chair Academic Family Medicine	01 Aug 2005 – 31 Dec 2021	Behavioural Research Representative	Yes
Rev. Patricia Simonson, Vice-Chair	01 June 2010 – 31 Aug 2021	Ethicist	No
Dr. Stephanie Martin, Vice-Chair College of Education	01 Sept 2004 - 31 Dec 2020	Behavioural Research Representative	Yes
Dr. Jamie Campbell Department of Psychology	01 Jul 2007 - 01 Aug 2022	Behavioural Research Representative	Yes
Dr. Marjorie Delbaere Edwards School of Business	01 Sept 2014 - 01 Sept 2020	Behavioural Research Representative	Yes
Dr. Mary Heilman	01 Jan 2018 – 31 Dec 2020 On leave	Ethicist	No
Dr. Pammla Petrucka College of Nursing	01 Jan 2010 – 31 Dec 2021	Behavioural Research Representative	Yes
Dr. Holly Graham College of Nursing	01 Sept 2015 - 01 Sept 2021	Behavioural Research Representative	Yes
Dr. Bonita Beatty Department of Indigenous Studies	01 Sept 2015 - 01 Sept 2021	Behavioural Research Representative	Yes
Shawna Weeks, Interprofessional Practice, Education & Research, Saskatchewan Health Authority	01 Oct 2015 - 01 Oct 2021	Community Member	No
Dr. Michael Szafron School of Public Health	01 Sept 2017 - 01 Sept 2020	Behavioural Research Representative	Yes
Dr. Melanie Kirsten Bayly Canadian Centre for Health and Safety in Agriculture	01 April 2018 – 01 April 2021	Research Representative	Yes
Leslie Widdifield-Konkin	01 Oct 2018 – 01 Oct 2021	Community Member	No
Dr. Scott Tunison College of Education	10 Dec 2018 – 31 Dec 2021	Behavioural Research Representative	Yes
Dr. Karen Lawson Department of Psychology	01 Sept 2019 – 01 Sept 2022	Behavioural Research Representative	Yes
David Katz	01 Sept 2019 – 01 Sept 2022	Community Member	No
Dr. Robert Patrick, Department of Geography & Planning & School of Environment & Sustainability	10 Sept 2019 – 10 Sept 2022	Behavioural Research Representative	Yes
Dr. Robert Henry Dept. of Indigenous Studies	01 Oct 2019 – 01 Oct 2022	Behavioural Research Representative	Yes
Nick Reymond, Behavioural Research Ethics Specialist	Feb 2018 to present	Research Services and Ethics Office, non-voting member	Yes
Joni Aschim, Behavioural Research Ethics Coordinator	March 2016 to present	Research Services and Ethics Office, non-voting member	Yes

Annual Report of the Animal Care and Use Program and University Animal Care Committee

To the Research, Scholarly and Artistic Work Committee of Council

For the period October 16, 2019 to November 1, 2020

The University Animal Care Committee (**UACC**) Chair (Dr. Phyllis Paterson) and University Veterinarian (Dr. Kurtis Swekla) are pleased to provide the following overview of the key accomplishments and activities of the Animal Care and Research Support (**ACRS**) office and UACC for the period October 16, 2019 to November 1, 2020.

OVERVIEW OF THE RESPONSIBILITIES OF THE UNIVERSITY ANIMAL CARE COMMITTEE

The UACC must review Animal Use Protocols (AUPs) and approve any use of animals for research, teaching, production, and testing before animal use is initiated. The UACC ensures animal welfare, animal user training, scientific and pedagogical merit review, adequate veterinary care, adequate animal facilities, animal user environmental safety, and best practices to comply with USask Policy, Canadian Council on Animal Care (CCAC) guidelines, and international, federal, provincial, and local regulations. UACC Policy reflects the perspective of USask which views the use of animals in research, teaching, production, and testing as a privilege. USask is committed to ensuring that all animal care and use is conducted with exemplary standards which is critical for high quality research.

The UACC receives administrative support from Research Excellence and Innovation (REI) Animal Care and Research Support (ACRS) Office staff. The ACRS Office is directed by the University Veterinarian and includes the following personnel:

- UACC Administrative Support
- UACC Animal Technicians
- UACC Clinical Veterinarians
- UACC Post-Approval Veterinarian
- UACC Aquatics Manager
- Animal Care and Research Support Services Facility Manager and Animal Technicians

SUMMARY OF ACTIVITIES (October 16, 2019 - November 1, 2020)

Review of research protocols, modifications, and renewals

There are currently 467 active USask Animal Use Protocols (**AUP**). This includes 12 AUPs which involve a collaboration with another institution, 16 AUPs which are "Category of Invasiveness (**CI**) Level E", the highest CI level defined by the CCAC. In addition, 14 Exempt Activity submissions (CI level A study or live animal use that does not require AREB review) were received during the reporting period. The UACC serves approximately 200 principal investigators on campus.

Ongoing development of UnivRS Animal Ethics Module and Integration with the Animal Order Desk

The University Research System (UnivRS) is a single web-based system that provides researchers a secure space to collaborate on research projects and serves as a central repository to manage all project funding and compliance activities.

The UnivRS Animal Ethics module remains under development for submission, routing, and ethical review of Animal Use Protocols. Progress has been made with the development of this module; however- due to the pandemic and changing workload and priorities, less progress was made than anticipated at the beginning of 2020. Development continues to proceed with an anticipated launch in mid to late 2021. The module is expected to streamline and automate the processing of all aspects of AUP review as well as animal ordering and tracking.

Enhancing Service

University Animal Care Committee Procedures

Animal Research Ethics Board meeting frequency: The AREB, a subcommittee of the UACC, meets twice monthly since 2018 which has reduced turnaround time for AUP review, improved accommodations for contract research, and reduced the length of AREB meetings. All meetings have moved to online video conferencing since the beginning of the pandemic and will continue until USask and the Government of Saskatchewan deems it safe to return to in-person meetings of this nature.

Pedagogical Merit Review (PMR) of Teaching and Training AUPs: The CCAC requires pedagogical merit review of all new and 4-year renewal teaching AUPs. All USask courses for credit (undergraduate or graduate) that involve the use of animals require review by the TLSE Pedagogical Merit Review Committee (**PMRC**) prior to AREB approval. The PMRC is currently comprised of 8 members, including experts in pedagogy and the Three Rs. This CCAC-mandated committee, chaired by Dr. Karen Schween-Lardner, reports through the Office of the Vice Provost for Teaching, Learning, and Student Experience to Dr. Patti McDougall; however, PMRC meetings and reviews are coordinated by staff from ACRS REI. This new committee was established in spring 2019. PMRC Terms of Reference are in place and the committee has worked diligently to develop the review form for course instructors to complete, along with the assessment form that the PMRC will use to evaluate the review forms. The PMRC will implement a phased-in approach to review the 30+ active teaching AUPs that require review by the committee. Due to the pandemic many teaching programs were either cancelled or postponed and instructors were granted special permission to defer the pedagogical merit review of their AUPs until 2021.

Scientific merit review of research AUPs: The CCAC requires scientific merit review of all new and 4-year renewal research AUPs. For any research AUPs that are not funded via an agency that employs scientific peer review, the AUP must be reviewed by the OVPB Scientific Merit Review Committee for Animal-Based Research (**SMRCABR**). This committee (established in 2018) functions at arm's length from the AREB and it reports to the Director, REI. The SMRCABR is currently comprised of 13 faculty members, chaired by Dr. Darrell Mousseau. ACRS staff use SharePoint as the platform to coordinate and circulate AUPs for merit review. During the current RSAW reporting period, the SMCRABR reviewed 43 AUPs for scientific merit. This is an increase of 95% from only two years ago. In the past 6+ months, the SMRCABR experienced a workload increase largely due to the number of COVID-19 trials conducted at VIDO-InterVac.

Participation in the USask Live Animal Re-Use and Tissue Share Program has remained consistent this year, facilitated through an online user Sharepoint site. Through this program, investigators donate surplus or control animals to be used by recipient investigators for training or experimental use. As research slowed down early in the pandemic, the use of the tissue share program was reduced during the initial lockdown and reduced research at USask.

The previous UACC Chair's (Dr. Jane Alcorn, College of Pharmacy and Nutrition) term ended on April 30, 2020. A search committee appointed a new Chair. Dr. Phyllis Paterson (College of Pharmacy and Nutrition) is now serving a three year term from May 1, 2020.

Effective July 1, 2020, Dr. Christy Morrissey (Department of Biology) was appointed as UACC Vice-Chair to serve a three-year term. The Vice-Chair serves when the Chair is on vacation or otherwise unable to fulfill the duties assigned. Additionally, the Vice-Chair serves on the AREB subcommittee which approves minor modifications to AUPs and annual renewals with lower Category of Invasiveness levels (B and C).

Animal Ethics Office Restructuring

The UACC Chair and University Veterinarian now report to Dr. Dion Martens, (Director of REI) rather than Dr. Irena Creed. The Animal Ethics Office underwent a name change and is now the Animal Care and Research Support (ACRS) office and is under the REI/OVPR umbrella.

- Animal Ethics continues to modify its organizational structure and adjust staffing as we are able. In December 2019, an Assistant Manager for Aquatics facilities was hired, but this individual resigned and left USask in September 2020. A new Aquatics Manager was hired as of November 2, 2020. This position reports to the University Veterinarian.
- As part of budgetary cutbacks, the Senior Advisor on Aquatics position was eliminated. The associated duties have shifted to the Aquatics Manager, ACRS Services Facility Manager and the University and Clinical Veterinarians.
- Additional administrative positions are necessary to fulfill the full scope of the ACRS mandate and CCAC reporting requirements and guidelines; however, due to the budgetary situation no additional administrative staff have been hired.

Animal Order Desk

The Animal Order Desk tracked approximately 130,000 animals during this reporting period. Animal ordering is centralized through REI to reduce costs by amalgamating animal orders, to track animal numbers for CCAC reporting, and to facilitate the acquisition of export/import permits. Animal orders historically total approximately \$500,000 annually, although the 2019-2020 fiscal year totals approximately \$800,000, and we anticipate similar numbers for the 2020-2021 fiscal year.

Aquatics Program

The Aquatics Program is undergoing review and restructuring in response to Serious Recommendations from the 2019 CCAC Site Assessment. RJF Smith Centre for Aquatic Ecology has serious facility deficiencies that require funding if they are to be addressed; due to the need for renovations, all live animal research has been halted in this facility since February 2020. Live animal research cannot proceed in this location until renovations are complete to ensure appropriate water quality is present. No decisions have been made by the stakeholders and departments involved with respect to funding these renovations. ACRS animal technicians staff the Aquatic Toxicology Research Facility (ATRF) within Toxicology with oversight by the Aquatics Manager in consultation with the Director of Toxicology.

Animal User Training Opportunities

- Rodent handling, surgery, and anesthesia practical skills training continue to be offered regularly.
- A Fish User Training Practical Skills Course is offered monthly.
- ACRS staff continue to offer specialized practical skills training by request.
- ACRS staff deliver animal handling laboratories to VLAC 215 students
- Due to the pandemic and need for physical distancing and reduced numbers of people within a space training frequency has increased. This has significantly increased workload and diversion of human resources towards training from other duties.

Facility Expansion and Development

The UACC Veterinarians and animal facility managers actively engage in planning and design of new vivaria and renovations across campus, providing input to optimize facility operations and workflow, optimize

biocontainment, ensure compliance with CCAC guidelines, and advise on species-specific requirements. For the referenced time period, input was provided on the following projects:

- Livestock and Forage Centre of Excellence (**LFCE**) Phase II: Goodale Farm Renovations (Design Working Group; Steering Committee).

The University Veterinarian is a member of the LFCE Steering Committee, the Goodale Farm Steering Committees, and the Museum of Natural Sciences Steering Committee.

Per diems are charged for animal husbandry in Laboratory Animal Services Unit (**LASU**), Collaborative Sciences Research Building (**CSRB**), Aquatic Toxicology Research Facility (**ATRF**) and RJF Smith Centre for Aquatic Ecology. ACRS animal technician salaries are funded separately by OVPR, i.e. they are not cost-recovered through *per diems*.

Crisis Management Planning

The Crisis Operations Team met regularly in planning for a possible pandemic and continues to meet regularly to assess the ongoing situation at USask. The University Veterinarian sits on this committee to advise with respect to potential effects on the animals housed at USask and the impacts on animal-based research.

Training Initiatives for Laboratory Animal Veterinarians

USask offers many unique opportunities to engage students in laboratory animal medicine and research. Its diverse research programs, broad aquatics program, well-established veterinary pathology program, and unique, state-of-the-art facilities such as Vaccine and Infectious Disease Organization (VIDO)-Intervac, the Canadian Light Source, and the Saskatchewan Centre for Cyclotron Sciences offer ample opportunities and strength of experience for students interested in laboratory animal medicine and research. As such, the ACRS group continues to promote student engagement as follows:

- *Laboratory Animal Medicine Rotation*: A 2-week long fourth year WCVN veterinary student rotation is offered through ACRS. Four students participated in the last 12 months. Students learn about laboratory animal medicine, a board specialty, by participating in clinical veterinary care, surgery, anesthesia, compliance activities, AUP review, animal facility management, research support activities, animal user training, and diagnostics activities. During the pandemic ACRS continues to offer this rotation; however, students experience approximately half of the rotation by remote learning opportunities.
- *Laboratory Animal Residency Externships*: A Laboratory Animal Medicine Veterinary Resident visited ACRS to conduct a 3 week externship in Laboratory Animal Medicine under the supervision of the University Veterinarian and the UACC Clinical Veterinarians.
- *Laboratory Animal Medicine Club (for Veterinary Students)*: Our UACC Clinical Veterinarians interact frequently with this group to foster student interest and knowledge in laboratory animal medicine and to enhance their chance of acceptance into laboratory animal residencies upon graduation from WCVN. ACRS offers this group hands-on laboratory animal workshops and one-on-one or group discussions with regards to future training and career options in laboratory animal medicine. During the pandemic training has moved to online lectures and question and answer sessions.

International and Community Engagement

ACRS staff have initiated, coordinated, or collaborated in the development of several activities to bring a very positive international or national spotlight on the USask Animal Care Program.

Workshop on the Animal-Human Relationship

On October 18-19, 2019, the University of Saskatchewan and Saskatchewan Polytechnic held a free, public-outreach event to share perspectives and explore the animal-human relationship, including the use of animals for research and teaching. Funding was secured through various USask colleges and units, SHRF, NSERC and other sponsors. The event included: a Three Rs (animal replacement, reduction, and refinement) & Animal Research Trainee Symposium; Keynote International Speakers; a special evening session focused on 'New Therapies & Diabetes Research'; and a full day event to explore '*Ways of Knowing and Understanding the Animal-Human Relationship*'. Overall, the 2 day event was a success and over 260 attendees and speakers participated. Keynote speakers were: Dr. Melanie Graham, University of Minnesota; Wendy Jarrett, from Understanding Animal Research; and Dr. Gilly Griffin from the CCAC. Presentations provided inspiring, educational and diverse perspectives about various animal-human relationships including: indigenous perspectives; health research, interspecies communication; therapy dogs; one health in the Canadian Arctic; animal ethics; animal use in science; use of animals in agriculture. Given the overwhelming success of this event, ACRS/REI plans to host another similar event to continue public outreach engagement. Pending funding, ACRS/REI would like to expand to include researchers/trainees from other institutions, thereby engaging the public with a broader Canadian perspective. Due to the pandemic no progress was made in 2020 and given the anticipated transition to UnivRS within the next year, it is unlikely the event will be held in 2021; however, ACRS plans to host the event on a recurring basis every two or three years. Other Canadian institutions have expressed interest in hosting or co-hosting similar events.

Canadian Association for Laboratory Animal Science (CALAS) National Conference

The annual CALAS conference will be held in Saskatoon in 2025. The event was delayed due to the COVID-19 pandemic as it was initially planned for 2022. Planning is underway, led by Michele Moroz, Animal Care and Research Support Services Manager.

CCAC Site Assessment, 2019

The CCAC conducts full site assessments every six years and interim assessments every three years to ensure compliance with CCAC guidelines and support institutions in achieving best practices in animal ethics and care. Their standards are CCAC policy statements, guidelines documents, and other CCAC-recognized standards designed to promote the ethical use and care of animals in science.

CCAC commended USask for the Animal Order Desk (AOD) as a way to ensure compliance before animals are purchased. The assessment panel was very impressed with the University's commitment to the 3Rs and the implementation of the Animal and Tissue Share Program.

The CCAC conducted a full site assessment in May 2019. Over the past year we have continued to engage and communicate with the CCAC on the serious and regular recommendations with the next follow up report due for submission to the CCAC in January 2021.

Pandemic update

When the pandemic was announced in mid-March 2020, new animal-based research was temporarily halted, all animal-based research already started could continue and finish as planned with contingency planning in place in case an entire shutdown was required. New animal-based research projects began to be approved in June; however, animal-based research has not returned to pre-pandemic levels.

A relatively small number of animals (approximately 450 – mostly mice and chickens) were euthanized as a direct result of issues associated with the pandemic; this was mostly due to the closure of the university and inability to proceed with research projects. The CCAC requires these numbers to be tracked and submitted.

