AGENDA
2:30 p.m. Thursday, January 28, 2021
Via WebEx – https://usask.webex.com/usask/j.php?MTID=m61435aa1e3cccac012348ed020ed7699

Please note the following steps for the January 28th meeting:

- **Thursday January 28th 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 māmawi apiyāhk, nikiskēhtiyinān ōma nikotwāsik kihci tipahamātowin askiy ēkwa mīna ēta āpihtowikosānak kā wīkicik. nikihcēyimānānak kahkiyaw iyiniwak ēkwa āpihtawikosānak osci ōta askīhk ēkwa kāwi ta kiskēhtamahk kiwahkohtowiniwa.

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

1. **Call to Order**
2. **Tributes**
   2.1 Tribute to Professor Joseph (Joe) Garcea, College of Arts and Science, presented by Professor Neil Hibbert and Professor Loleen Berdahl
3. **Adoption of the agenda**
4. **Chair's Opening remarks**
5. **Approval of Minutes of the meeting of December 17, 2020**
6. **Business Arising from the Minutes**
7. **Report of the President**
8. **Report of the Provost**
9. **Reflections of the Vice-President Research** – presented by Karen Chad, Vice-President Research

10. **PRT (Pandemic Response and Recovery Team) Verbal Report –** presented by Patti McDougall, Vice-Provost, Teaching, Learning and Student Experience, PRT Team

11. **Student Societies**
    11.1 Report from the USSU
    11.2 Report from the GSA

12. **Research, Scholarly and Artistic Work Committee**
    12.1 Notice of Motion: Designation of Active/Inactive Researcher Designation in TABBS

    It is recommended that University Council support in principle a) the rejection of the use of "active/inactive" designations for researchers and b) the request that the Integrated Planning and Assessment Office and all other administrative units abandon the concept of and metrics associated with the designation of individual faculty members as "active" or "inactive" researchers for all planning and budgetary allocation purposes.

13. **Academic Programs Committee**
    13.1 Request for Decision: Graduate degree-level certificate in Veterinary Diagnostic Pathology

    It is recommended that Council approve the graduate degree-level certificate in Veterinary Diagnostic Pathology, effective May 2021.

    13.2 Report for Information: Second Degree Policy – College of Engineering

    13.3 Report for Information: Academic Calendar 2021-22

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

14. **Planning and Priorities Committee**
    14.1 Request for Decision: Request to adopt the Sustainability Strategy (2021-2030)

    It is recommended that Council adopt the "Critical Path to Sustainability: The University of Saskatchewan Sustainability Strategy (2021-2030)" effective immediately.

15. **Governance Committee**
    15.1 Request for Decision: 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.

16. **Nominations Committee**
    16.1 Request for Decision: Academic Programs Committee membership

    It is recommended that Council approve the nomination of Jing Xiao, Department of Education Administration effective January 31, 2021 until June 30, 2021.

17. **Other business**

18. **Question period**

19. **Adjournment**

Next Council meeting is March 18, 2021 – Please send regrets to michelle.kjargaard@usask.ca.
Deadline for submission of motions to the coordinating committee: February 22, 2021

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

2. Tributes
None.

3. Adoption of the agenda
(Smith/Bell): *That the agenda be approved as circulated.*

<div align="right">CARRIED.</div>

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, labour relations, and Emma Lake Kenderdine Campus.

Dr. Wilson thanked members of Council for their participation in Council during these challenging times, and wished everyone Happy Holidays.

Dr. Wilson asked that if there were any media present that they please identify themselves. Amanda Short with the Star Phoenix identified herself as a journalist. He reminded those present that no video or audio recordings of the Council meeting are permitted.

5. Approval of Minutes of the meeting of November 19, 2020
(Risling/Urquhart): *That the minutes be approved with minor amendments as noted.*

<div align="right">CARRIED.</div>

6. Business Arising from the Minutes
None.

7. Report of the President
President Stoicheff expressed thanks to Council members for their contributions this calendar year, particularly during the time of the COVID-19 pandemic. He recognized the significant efforts of the campus community in moving to remote program delivery, to working from home, for pausing research, and for other accommodations.

The President noted the recent announcement of Hon. Gene Makowsky as the new Minister of Advanced Education. He reported that following the provincial election, post-secondary sector-wide meetings for COVID-19 preparation had also resumed.

The President remarked on the performance of the University of Saskatchewan (USask) recently reported by Research Infosource's *Canada's Top 50 Research Universities*. USask moved up four places in the overall ranking from 15th to 11th. Highlights of USask's performance also included research intensity per graduate student, and total sponsored research income, among others.

The President reported briefly on other items not noted in his written report: the Post-Pandemic Shift Project; the delay of classes starting for most programs to January 11, 2021; and developments in the Emma Lake Kenderdine Campus project.

The President conveyed to Council that former University Secretary, Dr. Beth Bilson, who is currently serving as Executive Advisor for Legal Services, would be retiring at the end of this calendar year. He recognized her significant contributions as a faculty member, having also served as the dean of the College of Law three times. He recognized that Dr. Bilson is a highly regarded scholar, and that she was a recipient of the YWCA's Women of Distinction Award, and the 2015 Louis St. John Award of Excellence.

The President relayed that VIDO-InterVac is awaiting approval from the Public Health Agency of Canada (PHAC) to begin clinical trials in early January 2021 for a COVID-19 vaccine. With federal funding support, work is also underway at USask to help increase Canada's vaccine manufacturing capacity through the current construction of a new pilot manufacturing facility, which could be operating by 2022.

The President noted that later on in this Council meeting, Associate Vice-President Research and Special Advisor on Sustainability, Dr. Irena Creed, would be presenting a request for input on the university's draft Sustainability Strategy. He recalled that at one of his first meetings as President with the General Academic Assembly, he had identified the critical importance of sustainability for this university, and any other future-oriented university. He stated that the draft plan was developed in collaboration with the President's Advisory Circle on Sustainability, and in consultation with students, faculty, staff, and the campus community.

There was a round of Q & A.

There was a question about the potential outcomes of Dr. Bilson's review of the university's legal services, and whether it could result in any efficiencies. The President responded in the affirmative, and added that the recommendations are in keeping with good financial governance. Two of the main recommendations were that we should have a position of "General Counsel." Also, that a "Legal Hub" should be established and should be overseen by the General Counsel to coordinate legal expertise across campus. There was a request that this report be brought forward to a future Council meeting [Table 1 action item no.1].

A Council member recalled that Dr. Volker Gerdts, CEO of VIDO-InterVac, recently gave two interviews where he reported that VIDO-InterVac is looking to increase its biosafety capacity from containment level three (CL3) to level four (CL4). Also, that VIDO-InterVac is planning to build more vaccine manufacturing capacity to meet Canada's need. She noted that CL3 and CL4 are very different: CL3 clearance is required to deal with pathogens at the same level as COVID-19 and HIV, for example;

whereas CL4 is different and potentially more dangerous. She suggested that to move such an initiative forward that consultation would be required with the province, with the city, and Indigenous communities. She stated that the United States has 14 CL4 labs, and that only four are functioning. Japan took 15 years to certify its labs. She inquired as to what USask's approach would be.

The President responded that this would mean a new animal testing facility and that it would come at a significant cost. Planning and funding would need to be explored with all levels of government. He suggested that Council might invite Dr. Gerdts to speak about it in more detail at a future meeting. He reiterated USask's goal of establishing VIDO-InterVac as Canada's leading centre for vaccine research.

There was another question about the plan and timeframe for Emma Lake Kenderdine Campus – how long until it might be fully operational? The President responded that it is a top priority for USask, but that there are also many variables to consider. The vision and the architectural plan are in place. The implementation depends on the ability to make it financially sustainability. It also depends on academic engagement from many parts of the campus.

8. Report of the Provost
Dr. Melissa Just, Interim Provost thanked Council members, faculty, staff and students for their efforts during these challenging times. She remarked on the successful transition in moving to remote delivery instruction this past year. She took the opportunity to celebrate the positive feedback on remote-delivery instruction received from students since the last Council meeting. Feedback was collected from individual students, instructors, by using the SLEQ tool midstream, and through a "Student Pulse" survey. She summarized the learnings: that students are rating their learning experiences positively; and that students recognize the significant efforts of instructors to facilitate online learning and student success in this environment.

Dr. Just also reported that with regard to financial sustainability across campus in the next few years, it will mean managing the budget impacts of COVID-19 and setting aside funds to deal with our fiscal realities. She reported that she recently met with colleges, schools, and support centres to assist in planning and decision-making for Resource Allocation for 2021/22. All colleges and units are operating with multi-year financial and strategic plans. Preliminary allocations will be shared with colleges and units in the New Year so that they can begin their budget development. Following that, the information will be collected for the development of the university budget, which will be presented to the Board in March.

There was a round of Q&A.

There was a question about how structural deficits in colleges and units will be dealt with going forward. Dr. Just responded that this was part of her recent discussions with college and unit leaders. It is also part of a broader conversation taking place with PEC and the Senior Leadership Forum (SLF). When a full strategy has been developed a report will be provided to Council [Table 1 action item 2].

There was a follow-up question about whether the implication is that we need to gradually decrease research faculty and increase teaching faculty (i.e., Academic Programming Appointments), as this would allow the university to handle higher teaching loads, larger student numbers, and more classes. The Provost responded that this is not a strategy being contemplated at SLF, but that colleges could consider it if they wish.

9. PRT (Pandemic Response and Recovery Team) Report

Dr. Darcy Marciniuk, chair of the PRT, 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.
- Forthcoming announcements on the mode of delivery for the Spring and Summer sessions, and Fall of 2020/21, which will occur in coordination with the Saskatchewan Health Authority's (SHA) sector-wide plan.
- The potential use of Merlis Belscher Place to assist with the SHA's vaccine delivery plan.
- The distribution of the COVID-19 vaccine to the campus community, which will be determined and administered by the SHA.
- The extended closure of campus starting on December 19, 2020 which will provide faculty, students and staff with a well-deserved break over the holidays.

He noted that the PRT would still be on call during the holiday break. On behalf of the PRT, he thanked faculty, staff and students for their efforts since March.

There was a question about deadlines for applications for on-campus activities, and the potentially negative impacts on graduate students. Dr. Marciniuk responded that there are currently 9 requests in the queue which would not be approved until after the holiday break. Time-sensitive and urgent requests are still being considered as needed. He invited the GSA President to bring those forward to the PRT if necessary.

There was another question about the timeline for returning to campus. Dr. Marciniuk replied that this is an ongoing discussion, and these conversations are occurring across the country. The timing will depend on the vaccine roll-out, uptake, and the realities of the pandemic. It will also depend on the discussions with the Ministry of Advanced Education and the SHA.

10. Student Societies

10.1 Report from the USSU

The report of the USSU was provided in the materials.

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.

There were no questions on the report.

11. Academic Programs Committee (APC)

Dr. Pamela Down, Vice Chair of Council, took over chairing the Council meeting given a conflict of interest declared by Dr. Wilson.

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

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

(Detmer/Brook): *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.*

<div align="right">CARRIED.</div>

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

(Detmer/Brook): *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*

<div align="right">CARRIED.</div>

Dr. Wilson resumed chairing the meeting.

11.3 Request for Decision: Changes to the Academic Courses Policy

(Detmer/Brook): *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.*

There was a question from a Council member about whether changes made to syllabi during the term provides students with the ability to say which syllabus will determine the weighting of their grades. Dr. McDougall, Vice Provost, Teaching, Learning and Academic Resources responded that yes, this is in keeping with the original policy and will still be the case.

There was another question about whether there will be a JIRA form for this process. Dr. McDougall responded that no, such changes should be communicated by email in order to keep appropriate records. Too many resources and too much time would be required to develop and administer a JIRA form at this time.

A Council member asked whether it would be possible to approve the motion "in principle," but that the grammatical errors be addressed? Dr. Detmer agreed.

<div align="right">CARRIED.</div>

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

There were no questions related to this report.

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

There were no questions related to this report.

12. Nominations Committee
Dr. Paul Jones, Chair of the Nominations Committee, presented one request for decision.

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

(Jones/Lamb): *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.*

The Chair of Council called for nominations from the floor three times. There were none.

CARRIED.

13. Governance Committee
Dr. Terry Wotherspoon, the Chair of the committee, presented one notice of motion.

13.1 Request for Decision: SENS Faculty Council Membership

Dr. Wotherspoon highlighted the changes in membership noted in the agenda package. He reported that the proposed changes were well-received by the Governance Committee. The revised membership will provide a clear and strong role for graduate students and postdoctoral fellows in the governance of the School.

14. Planning and Priorities Committee (PPC)
Dr. David Burgess, Vice Chair of PPC, presented one request for input.

14.1 Request for Input: USask Sustainability Strategy

Dr. Irena Creed, Associate Vice President Research and Special Advisor to the President on Sustainability, gave a presentation on the draft Sustainability Strategy as provided in the materials (attachment 2).

There was a question about the impact of COVID-19 travel restrictions on USask's carbon footprint and whether this is part of the normal measurement of the university's carbon footprint. Dr. Creed responded that indeed it is part of emissions calculations, but acknowledged that these activities are more difficult to measure. Connection Point's data collection has improved tracking in this area. There was another question about the amount of lab disposables at USask and those impacts on our carbon footprint. Dr. Creed responded that the university would need to work in close partnership with the City of Saskatoon, the Province of Saskatchewan, and surrounding communities to develop better waste management strategies.

There was a question about potential investments in solar energy at USask and the potential cost-benefit trade-offs. Dr. Creed replied that there are three areas where the use of solar energy could be considered: retro-commissioning of buildings; retro-fitting of buildings; and new facilities, which could potentially even be carbon neutral. She indicated that the work of the President's Advisory Circle did

not involve doing the financial analysis, but that this will be part of the work that follows the adoption of the Sustainability Plan. Mr. Greg Fowler, Vice President Finance and Resources, added that orders of magnitude should be considered in such analyses, e.g., by examining total capital replacement value of buildings, in addition to the immediate one-time costs, and that this is work that his team will take on.

There was a comment about the potential impacts of central funding for improving energy efficiency at the local level for smaller-scale changes. Dr. Creed agreed, and added that incentives like carbon-accounting systems could also help.

There was a question about the potential engagement of the Province in implementing the Sustainability Strategy. Dr. Melissa Just, Interim Provost, replied that she is aware of the Ministry's interest in moving to an outcomes- or performance-based budget, more so than in investing in infrastructure at this point.

15.   Research, Scholarly, and Artistic Works Committee (RSAW)
Dr. Marjorie Delbaere, Chair of RSAW, presented a report for information.

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

There were no questions related to this report.

16.   Other business

None.

17.   Question period

None.

18.   Adjournment

(Flynn): *Adjourned.*

Table 1. Action Items

Pg. and no.	Action item	Responsibility	Timeline
p.2 s.7	1. Legal Services Review Report	President	TBD
p.3 s.8	2. Financial sustainability report	Provost	TBD

Appendix A: Listing of members in attendance
Appendix B: Sustainability Strategy Presentation

Next Council meeting is January 28, 2021 – 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	P						
Aitken	Alec	R	P	P	P						
Alcorn	Jane	A	A	A	P						
Augusta	Carolyn	P	P	P	R						
Bedard	Derek	n/a	n/a	A	A						
Bedard-Haughn	Angela	P	P	P	P						
Bell	Scott	P	A	P	P						
Boland	Mark	R	A	A	A						
Bonham-Smith	Peta	P	P	P	P						
Brook	Ryan	A	P	P	P	Sabbatical - Jan 1 - June 30, 2021					
Brothwell	Doug	P	P	P	P						
Bruni-Bossio	Vince	P	P	P	P						
Burgess	David	P	P	A	P						
Burshtyn	Deborah	P	P	P	P						
Card	Claire	P	P	P	A						
Chernoff	Egan	R	R	R	P						
Chibbar	Ravindra	P	P	P	A						
Chowdhury	Nurul	P	P	P	P						
Cooper	David	P	P	P	P						
Cross	Emma	n/a	n/a	P	R						
Dadachova	Kate (Ekaterina)	P	P	P	A						
DaSilva	Keith	P	P	P	P						
Dawson	DeDe	P	P	P	P						
de Boer	Dirk	A	A	P	P						
Delbaere	Majorie	P	P	P	P						
Deters	Ralph	P	P	P	P						
Detmer	Susan	A	P	P	P						
Dick	Rainer	P	A	A	P						
Downe	Pamela	P	P	P	P	Sabbatical - Jan 1 - June 30, 2021					
Flynn	Kevin	A	P	A	P						
Fotohui	Reza	A	A	A	A						
Gabriel	Andrew	A	A	P	P						
Gillis	Glen	P	P	P	A						
Gjevre	John	P	P	P	P						
Gyurcsik	Nancy	P	P	P	P						
Harrison	William	A	P	A	A						
Harvey	Evan	n/a	n/a	P	A						
Hu	Katie	A	A	A	A						
Illing	Kate	n/a	n/a	A	A						
Jacob	Sharon	n/a	n/a	P	A						
Jamali	Nadeem	P	P	P	R						
James-Cavan	Kathleen	R	P	P	P						
Jensen	Gordon	P	P	P	P	Sabbatical - Jan 1 - June 30, 2021					
Jones	Paul	P	P	P	P						
Just	Melissa	P	P	P	P						
Kahn	Maria	n/a	n/a	P	A						
Kalra	Jay	A	A	A	P						
Keller	Taylor	n/a	n/a	P	P						
Kelly	Timothy	P	P	P	P						
Khandelwal	Ramji	P	P	P	P						
Kim	David	n/a	n/a	A	A						
Koechl	Natasha Martina	P	P	P	P						
Kresta	Suzanne	P	P	R	P						
Kumaran	Arul	P	P	P	P						
Lamb	Eric	A	P	P	P						
Langhorst	Barbara	P	A	P	P						
Larre	Tamara	P	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	A						
Lindenschmidt	Karl	P	P	P	P						
London	Chad	P	P	P	A						
Lovick	Olga	P	P	P	P						
Luke	Iain	P	P	A	R						
Lummerding	Dominque	A	A	A	A						
Macfarlane	Cal	A	A	A	A						
Makarova	Veronika	P	P	P	P						
Mamun	Abdullah	P	R	P	P						
Manley-Tannis	Richard	R	A	A	A						
Marquez	Carmen	P	P	P	P						
Mousseau	Darrell	P	P	P	A						
Muir	Gillian	R	A	A	R						
Murphy	JoAnn	P	P	P	P						
Neufeld	Matthew	P	P	P	P						
O'Connell	Ryan	P	P	A	p						
Palmer	Sue	n/a	n/a	A	A						
Papagerakis	Petros	P	A	P	P						
Paslawski	Teresa	P	P	P	P						
Peternelj-Taylor	Cindy	A	P	P	P						
Phillipson	Martin	P	P	A	P						
Pocha	Sheila	A	P	A	A						
Poettcker	Grant	A	A	A	A						
Pomazon	Alisha	P	P	P	P						
Prytula	Michelle	P	P	P	P						
Racine	Louise	A	A	A	A						
Rayan	Steven	P	P	P	P						
Ripley	Laura	n/a	n/a	P	P						
Risling	Tracie	P	P	P	P						
Sarjeant-Jenkins	Rachel	P	P	P	P						
Sarty	Gordon	P	P	P	P						
Shevchuk	Yvonne	P	P	P	P						
Shin	Hyunjung	R	R	R	P						
Singh	Jaswant	P	A	P	P						
Smith	Martha	P	P	P	P						
Smith	Preston	P	P	P	A						
Smyth	Stuart	P	P	P	A						
Somerville	Kara	P	P	A	A						
Sorensen	Charlene	P	P	P	P						
Spurr	Shelley	P	P	P	P						
Squires	Vicki	P	P	P	P						
Steele	Tom	P	P	P	A						
Stoicheff	Peter	P	P	P	P						
Stuart	Glenn	A	P	P	P						
Urquhart	Stephen	P	P	P	P						
Waldner	Cheryl	P	P	P	P						
Walker	Keith	P	P	P	P						
Wallace	Alexa	n/a	n/a	A	A						
Willenborg	Christian	P	P	P	P						
Willoughby	Keith	R	A	P	P						
Wilson	Jay	P	P	P	P						
Woods	Phil	A	R	P	A						
Wotherspoon	Terry	P	P	P	P						
Xiao	Jing	P	P	P	P						
Yao	Yansun	P	A	A	A						
Zhang	Chris	A	P	P	A						

Attendance Summary - Non-voting participants

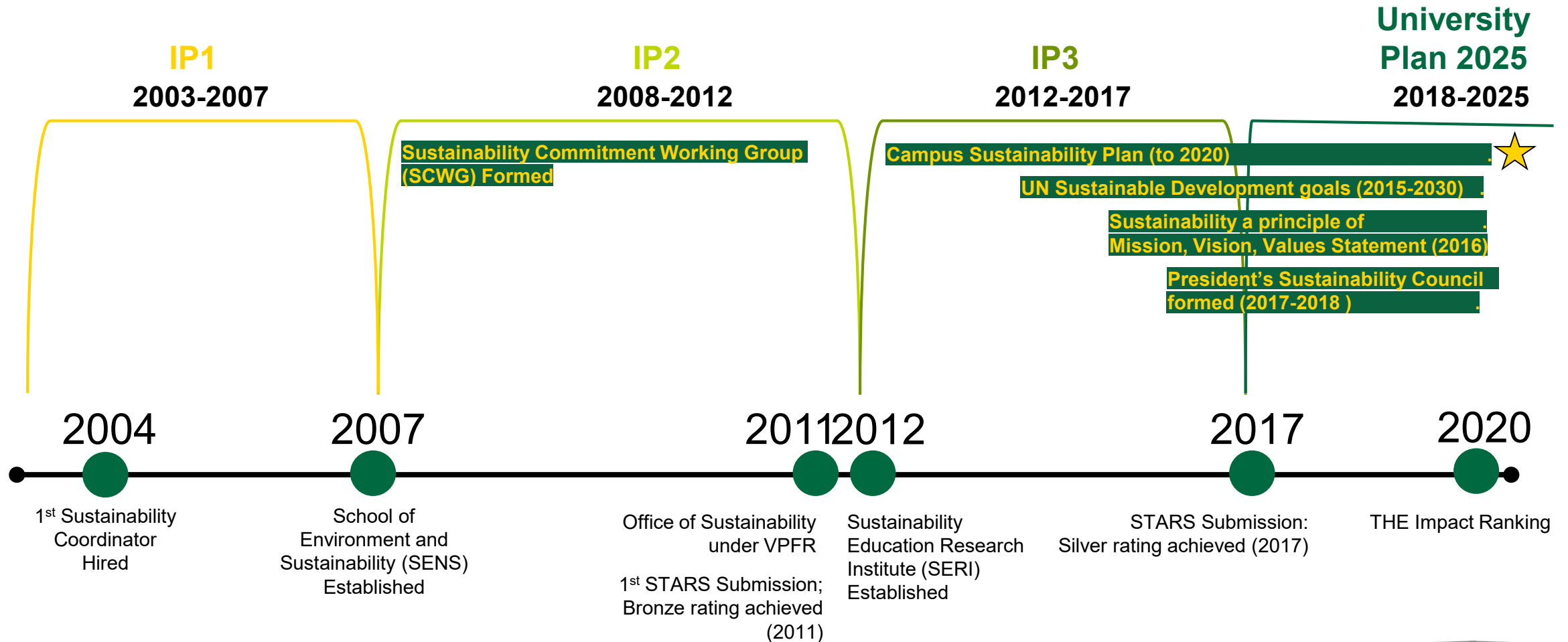| Last Name	First Name	Sep 17	Oct 15	Nov 19	Dec 17	Jan 28	No Mtng	Mar 18	Apr 15	May 20	Jun 17
		Sep 17, 2020 - meetings are being held via Webex and attendance is taken as per the participant list while meeting is on.									
Baljit	Singh	Dr. Singh to begin as VP Research Feb 1, 2021									
Chad	Karen	P	P	P	P		Dr. Chad has completed her VP Research as of Jan 31, 2021				
Fowler	Greg	P	P	P	P						
Gill	Qasim	A	A	A	A						
Inam	Humaira	P	P	P	P						
Isinger	Russell	P	P	P	A						
Kaminski	Nicholas	P	P	P	P						
LaRose-Smith	Autumn	P	P	P	A						
McDougall	Patricia	P	P	P	P						
Osburn	Debra Pozega	P	P	P	p						
Ottmann	Jacqueline	A	A	A	P						
Roberts	Kiefer	P	R	P	P						
Still	Carl	P	P	P	P						
Thronberg	John	P	P	A	P						
Willness	Chelsea	P	P	P	p						

UNIVERSITY OF SASKATCHEWAN

Critical Path to Sustainability

2021-2030

645

Appointed **1** Special Advisor on Sustainability who worked with

1 Senior Strategist on Institutional initiatives

Formed the President Sustainability Advisory Circle **21**,

Supported the formation of a **15** Student Sustainability Coalition.

We worked with the **607** members of university community to develop the Sustainability Strategy.

BE WHAT THE WORLD NEEDS

We framed our
sustainability strategy
around the
United Nations
Agenda 2030.

UNIVERSITY OF SASKATCHEWAN

Leverage Our Place

Be responsive to our social, economic, environmental and cultural settings, and
to influence and be influenced by them as solutions are created, mobilized and shared.

GOAL 1

To be an engaged university that works in a coordinated and innovative way with communities to achieve the SDGs.

ACTIONS

1. Establish a university-community joint advisory table.

2. Nurture and convene public discourse.

3. Build bridges and create new portals.

COMMITMENT 2

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.

GOAL 2

To reduce USask's greenhouse gas emissions 45% from their 2010 levels by 2030, and to achieve net zero emissions by 2050
(Intergovernmental Panel on Climate Change)

ACTIONS

4. Invest in sustainability solutions.
5. Bolster action and remove barriers.
6. Align finance and accounting structures, norms, and practices with emissions goals.
7. Share widely our progress

COMMITMENT 3

Empower Action

Support a generation of learners and achievers to shift mindsets and expand skillsets to accelerate action to achieve the SDGs.

GOAL 3

To ensure every faculty, staff and student has 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

8. Equip individuals to be sustainability champions throughout their lives.
9. Engage academic units in changing or modifying curricula to include sustainability principles and the SDGs.
10. Enable access to sustainability curricula for diverse learners and increase access and flexibility for these learners.
11. Enable students to work with local community leaders to create sustainability solutions.

BE WHAT THE WORLD NEEDS

COMMITMENT 5

Catalyze Social Change

Promote, engage and support shared knowledges, expertise and experiences
to affect the change needed.

GOAL 5

To make sustainability personally relevant and to inspire and be agents of positive change for our local communities and the world.

ACTIONS

15. Engage in dialogue to develop a shared understanding of sustainability problems and solutions.

16. Ensure the voices in our learning environments and the research that we undertake are grounded in the principles of equity, diversity and inclusion.

17. Leverage networks and partnerships to harness actions for scalable solutions, and to influence political leaders to accept and act on these solutions.

BE WHAT THE WORLD NEEDS

Critical Path to Sustainability

We will be seeking adoption
by University Council,
Senate, and the
Board of Governors

We will be encouraging the university community
to develop implementation ideas for each of

the **5** commitment, **5** goals, and **17** actions

We will continue to use a whole-of-university approach.

2020 THE Impact Ranking

Institutional
Cross-Cutting Priorities

LEADERSHIP

INDIGENIZATION
SDG1 No Poverty
SDG10 Reduced Inequalities

EQUITY, DIVERSITY, INCLUSION
SDG4 Quality Education (#101-200)
SDG5 Gender Equality
SDG10 Reduced Inequalities

INNOVATION
SDG8 Decent Work and Economic Growth
SDG9 Industry, Innovation and Infrastructure (#101-200)
SDG11 Sustainable Cities and Communities (#79)
SDG12 Responsible Consumption and Production
SDG16 Peace Justice and Strong Institutions (#67)
SDG17 Partnerships for the goals

Signature
Research Areas

INDIGENOUS PEOPLES
SDG1 No Poverty
SDG10 Reduced Inequalities
SDG13 Climate Action (#101-200)

ONE HEALTH
SDG3 Good Health and Well Being (#12)
SDG13 Climate Action (#101-200)

FOOD SECURITY
SDG2 Zero Hunger (#4)
SDG13 Climate Action (#101-200)
SDG15 Life on Land

WATER SECURITY
SDG6 Clean Water and Sanitization (#56)
SDG14 Life Below Water (#38)
SDG13 Climate Action (#101-200)

ENERGY AND MINERAL RESOURCES
SDG7 Affordable and Clean Energy (#101-200)
SDG13 Climate Action (#101-200)

SYNCHROTON SCIENCE

BE WHAT THE WORLD NEEDS

PRESIDENT'S REPORT TO COUNCIL
January 2021

Spring/Summer Term announcement

As we embark on the beginning of a new semester and a new year, I would like to thank everyone for the patience, creativity and dedication you've displayed over this past year. The pandemic has presented many challenges and constraints, all of which have been successfully overcome with the resilience and perseverance of our students, faculty, and staff. We will together need to continue with that spirit and resolve until we know the vaccination program is successful.

Through all pandemic-related challenges and constraints, USask has remained active in advancing our teaching and learning, and our research, missions, and has been able to move forward on fulfilling our commitments to our students, to the province and to many around the world.

With multiple vaccine approvals in Canada, we have hope and are seeing the light at the end of the tunnel. And while the initial phase of the COVID-19 vaccine-roll out in the province and across Canada is a promising sign, we remain aware that the public health crisis is not over and that we continue to face significant risks.
Taking these factors into consideration, and in consultation with public health, Saskatchewan's Chief Medical Health Officer and post-secondary education partners in the province, the university has made the decision to **continue with a hybrid approach to program delivery for the spring/summer terms, which begin May 2021, and continue through to the end of August 2021**.

Like the previous fall and current winter terms, the hybrid delivery model will combine primarily remote online learning, with limited clinical, laboratory, field-based, and other in-person instruction only where required to meet specific teaching goals, and where circumstances permit. Our focus at this time and in the weeks ahead is on our priorities including academic program delivery and research; however, over the coming months we will also give consideration to whether other typical activities such as summer camps are viewed to be safe possibilities. This direction aligns with other post-secondary sector partners in Saskatchewan and is based on consultation with key stakeholders along with the comprehensive analysis and planning work done with current pandemic knowledge and projections by the university's Pandemic Response and Recovery Team (PRT).

This method of program delivery has proven to be the best way to achieve our academic mission while also keeping our campus community healthy and safe. Consistent with the approach taken this past fall and again now in winter, academic program planning and decision-making for the spring and summer terms will stem from discussions within colleges, followed by university-level confirmation to ensure coordination. Information on specific courses will be communicated by colleges and schools in the coming months.

I recognize that many of us are eager to know when a potential return to our campus may be possible, but in the best interests of and continued safety of all members of the university community, all staff currently working

remotely will continue to work remotely, until further notice. This helps ensure the health and safety of those students, staff, and faculty who are required to be on campus.

Preparation for the Fall 2021 term is now underway, with significant consultation planned over the next several months. A decision on program delivery for the Fall 2021 term is anticipated in May.

Vice-President Research Karen Chad Concludes Final Term on January 31st, 2021

As the university's longest-serving vice-president of research, Dr. Karen Chad has led our research enterprise since 2008 with passionate, visionary and strategic leadership, fostering "discovery with impact" that will have long-lasting benefits for the university and the communities we serve.

Dr. Chad's exceptional leadership in building strong external partnerships and in nurturing multidisciplinary collaborative teams has resulted in many successes for the university, enhancing the university's performance as a member of Canada's U15 Group of Research Universities and helping to bring national and international recognition to the university's research, scholarly and artistic work.

With a bold vision of "Think big, think global", she led collegial processes to identify strategic signature areas of research focus that have been foundational to advancing the university's research and profile and helping faculty achieve more together than was possible individually. The creation and success of world-leading research centres has been critical in addressing important global challenges such as sustainable food and water, and emerging infectious disease threats. She ensured the implementation of a comprehensive suite of research programs, services, and supports for researchers, and has been pivotal in recruiting world-leading researchers who in turn have been a talent magnet for attracting top students and post-doctoral researchers.

Her leadership brought together individual faculty and research teams that were successful in attracting millions of dollars in research investment from competitive national and international sources. Prominent examples include securing funding through the Canada First Research Excellence Fund (CFREF) programs—making us the only university with two of these large-scale grants in Canada—and two Canada Excellence Research Chairs (CERC), which have played a key role in the success of the Global Institute for Food Security (a $50-million partnered initiative with Nutrien and the Saskatchewan government) and the Global Institute for Water Security established under her leadership. The $30-million CERC in water security and the $77.8-million CFREF "Global Water Futures" program have put the university at the forefront of efforts to improve water security worldwide and advanced our position as one of the world's top 20 universities for water resources research. The $37.3-million CFREF in "Designing Crops for Global Food Security" and the $20-million CERC in Food Systems and Food Security helped take USask's long tradition of agricultural research excellence to new levels.

Dr. Chad has strongly supported the Vaccine and Infectious Disease Organization (VIDO) and its $140-million International Vaccine Centre, which opened in 2011 with Prime Minister Stephen Harper and which plays such a key role in VIDO's world-leading research into infectious disease and vaccine development including combatting COVID-19. Over the past five years, she has also been instrumental in nurturing a vision for VIDO to establish vaccine manufacturing capabilities. The Sylvia Fedoruk Canadian Centre for Nuclear Innovation was also founded in 2011 under Dr. Chad's leadership, and she delegated the Fedoruk Centre to manage the university's Saskatchewan Centre for Cyclotron Sciences, a cyclotron facility built in 2014 to produce medical isotopes and enable faculty and industry to carry out advanced imaging research for animal, plant and human health.

Dr. Chad was also instrumental in the creation of several unique research initiatives and facilities, such as the Saskatchewan Centre for Patient-Oriented Research, the Livestock and Forage Centre of Excellence, the

Collaborative Sciences Research Building, and the Social Sciences Research Laboratory, now the Canadian Hub for Applied and Social Research. Most recently, she has been working with Indigenous partners on plans to create a Wanuskewin Centre of Excellence and an Indigenous health research training centre to help address health disparities between Indigenous and non-Indigenous peoples.

Through her work in co-founding the International Minerals Innovation Institute and her leadership with Mitacs, the Canadian Neutron Initiative, and the Protein Industries Canada supercluster, as well as continuing improvements in the university's intellectual property management framework, she has helped drive innovation in Saskatchewan and nationally.

A key accomplishment has been her leadership in developing through a collegial process a renewed strategic focus with the university's new research plan—"Discovery the World Needs"—that positions the University of Saskatchewan for continued research success under the leadership of her successor Dr. Baljit Singh.

Dr. Chad's contributions and leadership in our local and provincial community have been recognized through numerous awards, including a YWCA Woman of Distinction Award, the International Award for Innovation in Research, the National Leadership Award from the Heart and Stroke Foundation of Canada, the "Woman of Influence" Business Award, the Saskatchewan Centennial Medal, and "Canada's Most Powerful Women: Top 100" Award.

Dr. Chad is an exceptional ambassador for the university, a highly charismatic and energetic leader, and an inspiring and trusted mentor to many academic and administrative leaders. She has been a catalyst for change, particularly in fostering a collaborative research culture. Her legacy as the vice-president research is indeed significant for the university, the province, and the national research community.

A "virtual" celebration of her contributions will be held Jan. 29th at 3:30 p.m. Register **here**. Members of the research community are invited to sign a **virtual guestbook.**

VIDO receives Health Canada clinical trials approval for COVID-19 vaccine

In late December, the USask's Vaccine and Infectious Disease Organization (VIDO) reached a major milestone in vaccine development. The organization received a notice of authorization from Health Canada to initiate a Phase 1 clinical vaccine trial. The authorization from Health Canada enables the Canadian Center for Vaccinology (CCfV) in Halifax to begin recruiting volunteers for the first Phase 1 clinical trial. CCfV anticipates that the volunteers will be vaccinated in January. VIDO Director and CEO Dr. Volker Gerdts notes that, assuming all goes well with the trials and in obtaining regulatory approvals, VIDO expects to have at least one of its vaccines ready for use by late 2021.

Research Junction projects announced

Four new research projects that will benefit Saskatoon residents are advancing thanks to Research Junction, an innovative partnership between the City of Saskatoon and University of Saskatchewan (USask). Research Junction awards funding to projects that apply advanced research methods to addressing current issues in our city.

The four new projects, with combined funding of $100,000, include:

Public Safety in Downtown Saskatoon
This project will look at the factors that inform public perception of safety to develop an evidence-based, collaborative response. The response will look at ways to address the public safety issue as well as the root cause(s). Funding: $25,000

USask lead researchers: John Hansen, associate professor of sociology, and Isobel Findlay, professor emerita and co-director of USask's Community-University Institute for Social Research (CUISR)

City leads: Elisabeth Miller, senior planner of neighbourhood safety, planning & development in the community services department, and Bill Holden, senior planner in the planning and development branch, and co-director of USask's CUISR

Slope Failures Along East Riverbank
This project will apply geophysical methods to monitor the east riverbank of the South Saskatchewan River, where slope failures have occurred. The information gathered is expected to improve the ability to predict regions of slope instability. Funding: $30,000

USask lead researcher: Sam Butler, professor of geological sciences

City lead: Vanessa Heilman, geotechnical engineering specialist

Strategic Allocation of Business Tax Incentives
A comparison of business tax incentives and subsidies in major Canadian cities and their impacts on local employment, income, and economic growth. The project's aim is to identify the best ways to encourage investment in Saskatoon in terms of attracting new businesses and promoting expansion for existing firms. Funding: $15,000

USask project leads: professor Haizhen Mou and faculty lecturer Yang Yang with the Johnson-Shoyama Graduate School of Public Policy

City lead: Mike Jordan, chief public policy and government relations officer

Integrating Renewable Energy Through Implementation of Microgrids
This project will look at forming microgrids that connect renewable energy sources with Saskatoon Light & Power's distribution system. The goal is to identify ways of providing reliable and affordable power that integrates renewable energy sources. Funding: $30,000

USask lead researcher: Xiaodong Liang, associate professor of electrical and computing engineering, and Canada Research Chair in Technology Solutions for Energy Security in Remote, Northern, and Indigenous Communities

City lead: Mehrnoosh Janbakhsh, senior project management engineer for Saskatoon Light & Power

The newly announced projects will be carried out between now and spring 2022.

Interim Provost and Vice-President Academic Dr. Melissa Just

I thank Dr. Melissa Just for her excellent leadership as Interim Provost and Vice-President Academic since last June. She stepped into this important role during an extremely challenging time for the university, particularly given the pandemic, and has faced the many demands of the position superbly. She will step down from the Interim role at the end of this month and Dr. Airini will begin as Provost and Vice-President Academic on February 1st. Please join me in thanking her for her leadership and commitment to the University.

Provost's Report to Council

January 2021

GENERAL REMARKS

As you know, the Provincial election brought a shuffle in Ministerial positions, including Advanced Education. The Honourable Gene Makowsky, alumnus of our College of Education was selected for this this role. Over the last two weeks in January, groups of Deans met with the Minister and other officials to formally introduce him to the University and its academic portfolio. Three meetings, divided into broad government areas – Human Services, Economy, and Health Care – are scheduled. Each meeting included a theme including the university's teaching and learning mission, our contributions to the province's economic development, and wellness. In each meeting, a member of the senior leadership team welcomed the ministerial staff and set the stage, followed by each dean highlighting the contributions of their college, a general discussion, and Q&A.

These sessions provided a great opportunity for us as the university to introduce Minister Makowsky to our province's research intensive, U15 university and give him our perspective on the varied and myriad ways we contribute to the growth and success of the province and its people. It also provided us with the chance to begin to get to know the Minister better. In the coming months, additional conversations focusing on our research mission and contributions will be scheduled.

Related, now that the winter term is underway, we have resumed our regular calls with the minister and AE sector leaders from across the province. These meetings allow us to discuss recent and pending decisions on our campuses related to COVID operations, and plan for the future as vaccine rollouts continue. The President recently announced the continuation of hybrid course deliver for spring and summer terms, and we are working closely with the government and our sector partners as we turn our attention to the fall term.

COLLEGE AND SCHOOL UPDATES

Edwards School of Business
In November 2020, the Edwards School of Business (Edwards) officially unveiled the Gordon Rawlinson Finance and Trading Room. Located behind a glass wall in the front lobby of Edwards, the room features 16 state-of-the-art Bloomberg terminals. The remote learning capabilities of the software have ensured Edwards students and faculty could continue to access resources and data as part of their Finance studies and research amidst COVID-19. The Bloomberg terminals were made possible thanks to a generous gift from alumnus Gordon Rawlinson.

University Library
On Monday January 4, the University Library welcomed hip-hop artist and USask alumna Lindsay 'Eekwol' Knight to the new position of Indigenous Storyteller-in-Residence. A unique initiative in the province and the first-ever at the university, this new 6-week, online residency will provide an exciting opportunity for Lindsay Knight, the

Storyteller, to play a visible role in ongoing efforts to transform and decolonize the University Library. Through the residency, Lindsay will actively engage with library employees and the broader campus community highlighting, through her storytelling, Indigenous cultures, traditions, and knowledge, and facilitating learning about and from Indigenous people. Ultimately, the Storyteller will develop and deliver at least one project as part of the residency to be delivered during Indigenous Achievement Week in February.

Thursday January 28th, 2021

On January 11th the University of Saskatchewan welcomed back students far and wide to a mostly virtual learning experience. The Staff and executive at the USSU took the time over the break to relax, recuperate and get ready for the busy months ahead. Over the break we saw success in our advocacy efforts with UCRU with the recent announcements for an increase of funding for undergraduate research as well as a new program for international students with an expired or expiring post-graduate work permit to seek employment opportunities. We are also seeing advocacy wins for students unions all across the country in terms of compassionate grading. The USSU executives are looking forward to conversations with Usask staff, faculty and senior leadership about a compassionate grading model to hopefully be implemented. We have also been meeting with the Indigenous Achievement Week planning committee, planning the Undergraduate Project Symposium and fee consultation events for the USSU. Our center coordinators have continued with their programming and support groups on the USSU Centers Discord Server. We are also seeing a second wave of academic grievances come in and our Academic Governance Assistant and VP Academic are assisting students wherever possible.

We are looking forward to the winter term and working with the university on further events and initiatives to make online learning a more enjoyable and fulfilling experience for students.

With respect,

Autumn LaRose-Smith, President
Jamie Bell, Vice President, Operations and Finance
Jory Mckay, Vice President, Student Affairs
Kiefer Roberts, Vice President, Academic Affairs

Compassionate Grading Letter sent to University Leadership:

Hello esteemed leaders of the University of Saskatchewan,

We are writing to you in regards to student issues that have been expressed this term, and to propose a solution that eases some of these concerns. As you know, COVID-19 has had a tremendous impact on the lives and successes of students across the world. Alongside coping through a global pandemic, they have had to adjust to new software, ways of learning, constant changes and questionable teaching practices as part of their online university experience. As the USSU Executive, we hear many complaints in regards to quality of education, improper practices and concerning mental health issues that students are facing. After much discussion with our peers from 10 of the U15 Universities, we know that these issues are not unique to the University of Saskatchewan. We are asking for the University of Saskatchewan to be leaders in acknowledging that these unprecedented times require meaningful actions that address students ongoing success. In march, many institutions introduced alternative grading systems to acknowledge the effects that a quick transition had on students' success in their classes. The University of Saskatchewan was among those institutions, though as one of the last universities to do so and after a great number of pressure from students. The Fall 2020 term has introduced new challenges for both students and faculty, challenges that will continue into the winter term as they are only now being addressed. This brings us to our proposal:

We are calling on the university to allow students an opportunity to choose whether or not a grade they receive will be included in the calculations of the students Sessional Weighted Average and Grade Point Average. Modelled after the recently approved grading scheme at the University of Manitoba, students can choose to exclude one grade received in the Fall 2020 term and one grade in the Winter 2021 term, or up to one grade for a six credit course. If a student selects these options, the exclusion of one or two grades will result in a new, adjusted average. This new average will be used for all S.W.A and G.P.A. performance requirements, including program progression, probation, suspension, and requirements to withdraw/discontinue, as well as to determine eligibility for University of Saskatchewan bursaries and scholarships.

Universities across Canada are adopting unique grading systems to acknowledge and address the challenges students are faced with brought on by online courses and COVID-19. As of today, the University of Manitoba and the University of Montreal have already implemented new grading systems and votes to senate are coming to the UOttawa and McGill University in the coming weeks. Of Canada's Top Medical Doctoral Schools 2021, Mclean's has ranked three out of four of these universities higher in their overall ranking and one that has tied with the U of S. We are hoping the university will be proactive and not reactive in its implementation of a compassionate grading system that acknowledges how these unprecedented times have

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University of Saskatchewan Students' Union

affected the success of undergraduate students. As proud Usask Students, we are hoping that the University of Saskatchewan will act as a **leader** this 2020-2021 academic year, *be what students need.* We look forward to speaking with you on this matter at your earliest convenience.

With respect,

Autumn LaRose-Smith, President
Jamie Bell, Vice President, Operations and Finance
Jory Mckay, Vice President, Student Affairs
Kiefer Roberts, Vice President, Academic Affairs

University of Saskatchewan Graduate Students' Association

University Council Report, January 2021

Dear Members of Council,

On behalf of the GSA, I wish you a Happy New Year and hope you had time to relax and recharge after the challenging term we had. The GSA Executives have also been busy navigating the start of this term. Currently, we are working on the following initiatives:

1. Holiday Hangout 2020
2. Winter 2021 Orientation
3. Winter Bursaries
4. Graduate Professional Skills

1. Holiday Hangout 2020

Holiday Hangout for 2020 was quite different due to the ongoing pandemic. The GSA distributed and delivered meals and goodie bags to graduate students across Saskatoon on December 28, and December 29, 2020 with the support of 20 volunteers and 6 cars. We dedicated 20 hours of preparation, and 50 hours of driving to 200 different locations around the city to deliver 350 meals. Additionally, we also provided more than 30 meals to the Lighthouse Supported Living. This initiative could not have been possible without the support of the International Student and Study Abroad Centre (ISSAC), members of our Faith Leaders, and St. Thomas More College.

2. Winter 2021 Orientation

The GSA conducted a virtual orientation on January 11, 2021 to welcome new graduate students beginning their academic journey at the University of Saskatchewan this term and informed them of the services offered on campus. Additionally, as we were unable to hold a curbside pickup of swag bags, we provided graduate students the option to pick up a swag bag by appointment. We prepared a total of 160 bags and distributed nearly all of them within two weeks.

3. Winter 2021 Bursaries

The GSA will open applications for the Winter 2021 term bursaries on January 18, 2021 to continue supporting our graduate who are in financial need. The applications will remain open until February 25, 2021 and successful bursary applicants will be informed by March 10, 2021.

4. Graduate Professional Skills

One of our goals this academic year was to provide initiatives that will enhance professional skills and assist graduate students in the working world after graduation. Last term, we hosted the "Financial Literacy Seminar" where we invited Professor Lane from the Edwards School of Business, and the "Resume and Cover Letter Writing" seminar where Dr. Janet Hill was the guest speaker. These initiatives were very well received by graduate students, and the GSA Executives are working on organizing them for the winter term as well.

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.

Humaira Inam
President
Graduate Students' Association

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

NOTICE OF MOTION

PRESENTED BY: Marjorie Delbaere, Chair, Research, Scholarly, and Artistic Work Committee

DATE OF MEETING: January 28, 2021

SUBJECT: **Designation of Active/Inactive Researcher Designation in TABBS**

NOTICE OF MOTION:

It is recommended that University Council support in principle a) the rejection of the use of "active/inactive" designations for researchers and b) the request that the Integrated Planning and Assessment Office and all other administrative units abandon the concept of and metrics associated with the designation of individual faculty members as "active" or "inactive" researchers for all planning and budgetary allocation purposes.

PURPOSE:

University Council has statutory power to make recommendations to the President, the Board, or the Senate respecting matters that Council considers to be in the interests of the University. A matter may be referred to a Council committee by Council to develop recommendations to be presented to the President, the Board, or the Senate.

DISCUSSION SUMMARY:

At the October 15, 2020 meeting of University Council a member asked about the designation of active/inactive researcher in the TABBS budgeting model as comparted with what constitutes research, scholarly, and artistic work for tri-council funding. The Research, Scholarly, and Artistic Work (RSAW) committee was asked to look into this matter.

At its November 19, 2020 meeting, the RSAW committee met with Dr. Melissa Just, Interim Provost, and Dr. Dena McMartin, Associate Provost, Institutional Planning and Assessment and were provided an overview of TABBS and how the active/inactive research metric operates in the resource allocation model. The Provost and Associate Provost explained that the premise of the metric is to reward research activity within each revenue centre (college/school) and to incentivize eligible faculty to be involved in research, scholarly, and artistic work. Dr. Just and Dr. McMartin provided 11 metrics used to determine if faculty are research active, such as supervision of graduate students, publication in refereed

journal, being principle investigator or co-principle investigator on externally or internally funded projects, and so on. All 11 metrics are listed in the attached presentation. Faculty are deemed active researchers if they have activity in any one of the 11 metrics. This initial work is done by the Institutional Planning and Assessment (IPA) Office. They explained that faculty can also be deemed active by their dean based on the standards used within their college. It was made clear that there is no weighting used – a faculty member is either denoted as active or inactive for the purposes of resource allocation.

Prior to the December 10, 2020 meeting of RSAW, a group of committee members raised concerns about the implications of being denoted "inactive" through the resource allocation process and asked that RSAW consider bringing the following motion forward to University Council:

> *University Council rejects the use of "active/inactive" designations for researchers and requests that the University's Integrated Planning Office and all other administrative units abandon the concept of and metrics associated with the designation of individual faculty members as "active" or "inactive" researchers for all planning and budgetary allocation purposes.*

The members bringing forward the above motion raised concerns that faculty labelled as "inactive" through TABBS received heavier teaching loads when it was time for assignment of duties, and faced difficulty in becoming research active, as they did not have time for research (because of the heavier teaching load) or access to college resources (because of the designation). It was suggested that the designation of "inactive" is stigmatizing for faculty members and reduces their opportunities for research success.

The committee discussed this motion at its December 10, 2020 meeting. The committee did not have the opportunity to solicit information from deans or executive directors about how they utilize the active/inactive designation in processes like accreditation or assignment of duties, or whether the designation impacts a researcher's ability to develop and grow research portfolios or their ability to access research support.

After this discussion about the role of the active/inactive research designation in resource allocation and the November 19 presentation on the said designation, the motion above was accepted by majority vote by members of RSAW and will now come to University Council for consideration.

NEXT STEPS:

A request for decision to adopt this motion will be put before University Council at an upcoming meeting

ATTACHMENT(S):
1. TABBS Active Researcher Metric – Research, Scholarly, and Artistic Work Committee – November 19, 2020

UNIVERSITY OF SASKATCHEWAN

TABBS Active Researcher Metric

Research, Scholarly and Artistic Work Committee: November 19, 2020

Purpose

- There is a great deal of interest in the concept of "active researcher" and how it is used in the TABBS model

- Intent of this presentation is to provide insight on the active researcher metric:
  - How it is determined
  - How it is approved by college leaders
  - How it is used in the model

TABBS Model

- TABBS = Transparent Activity-Based Budget System
- Utilizes a series of inputs (metrics) related to teaching, research, supervision, etc.
- Provides a result for each revenue centre based on the following components:

Operating Grant ✚ **Tuition** ➖ **Indirect Costs** ＝ **Operating Envelope**
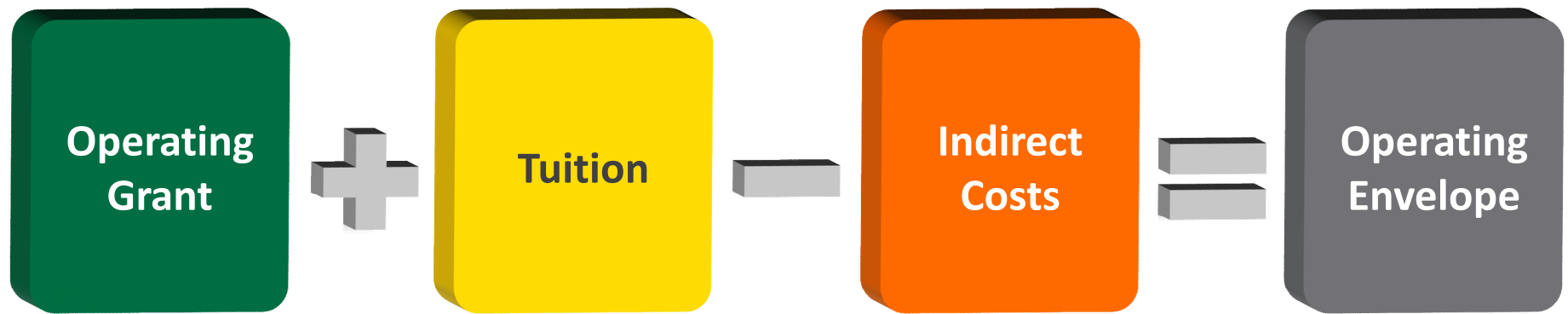
TABBS Model

The basic premise is:

- that research activity within each revenue centre should be rewarded/credited
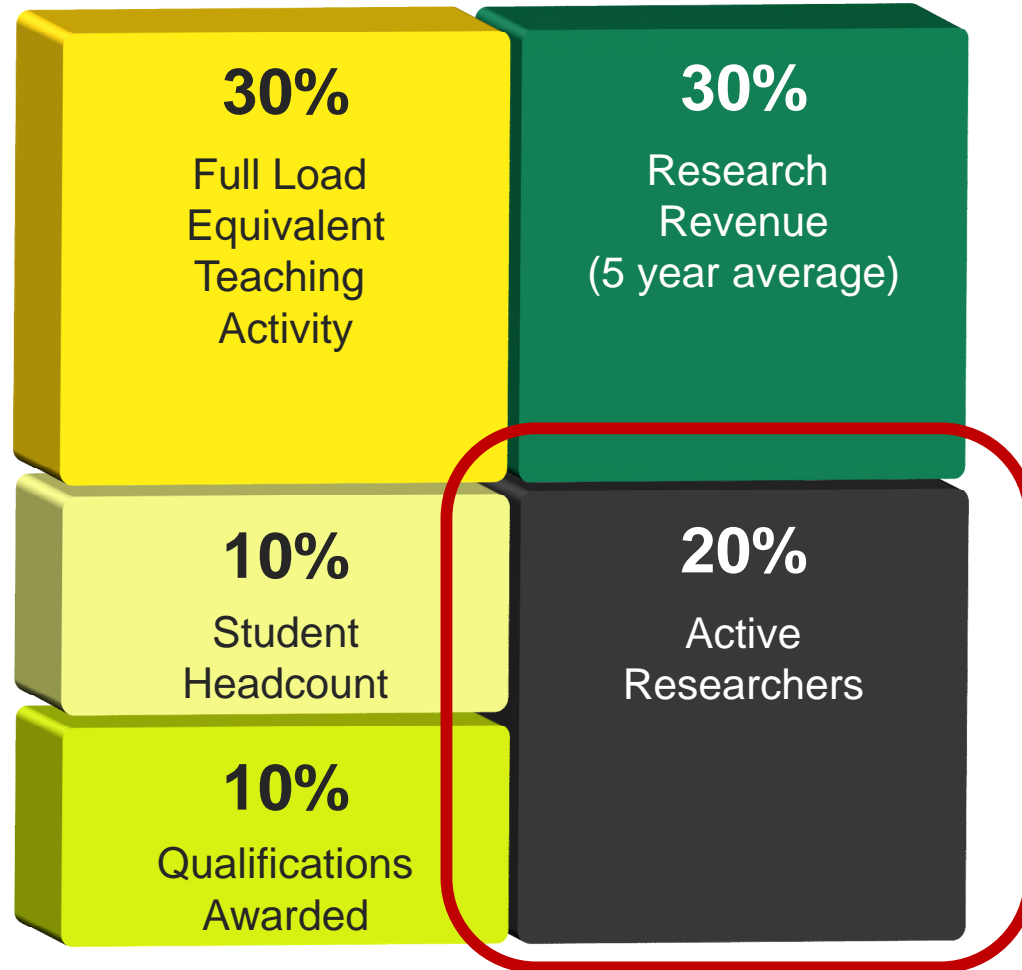
The objective/incentive is:

- that every eligible researcher would be actively involved in research, scholarly and artistic activity

Unrestricted Operating Grant

Active Researchers

Faculty are deemed research active if they have activity in <u>any</u> of the following metrics:

- Principal Investigator or Co-Principal Investigator on externally funded project
- Co-Investigator on externally funded project
- Principal Investigator or Co-Principal Investigator on submitted external funding application
- Co-Investigator on submitted external funding application
- Principal Investigator, Co-Principal Investigator, or Co-Investigator on internally funded project
- Supervision of Masters students
- Supervision of PhD students
- Papers in Refereed Journals
- Books and Chapters in Books
- Refereed Conference Publications
- Reports and Other Outputs

  OR

- Faculty have been deemed active by their respective Dean based on the standards used within their college/school relating to tenure and promotion

No weightings are used with respect to active researchers

Process

- IPA sends out an annual listing of all eligible researchers to each revenue centre

- Included in the listing is an indication of activity in 11 areas based on what is recorded in USask or external data sources (e.g., UnivRS, Scopus)

- Dean/leadership team reviews the list to identify activity and submits back to IPA for input into TABBS

Summary

- Active researcher concept was established to ensure that all RSAW activity is credited, including that which does not generate external funding

- Deans have authority on active researcher designation based on their internal data sources, processes and standards (e.g., faculty CVs)

- Active research concept has been identified as a potential area of revision in TABBS (from binary designation to one that reflects magnitude of activity)

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Alison Oates, vice-chair, Academic Programs Committee

DATE OF MEETING: January 28, 2021

SUBJECT: **Graduate degree-level certificate in Veterinary Diagnostic Pathology**

DECISIONS REQUESTED:

It is recommended:

That Council approve the graduate degree-level certificate in Veterinary Diagnostic Pathology, effective May 2021.

PURPOSE:

University Council has the authority to approve degree-level programs, including certificate programs.

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies and the Western College of Veterinary Medicine are proposing a graduate degree-level certificate in Veterinary Diagnostic Medicine to ensure that students pursing senior residency diagnostic training are appropriately represented in collective bargaining and funding allocations.

WCVM has provided senior residency diagnostic training for approximately 30 years and the creation of this certificate continues that history. This certificate will be a one year, 9 credit unit program and will provide senior residents advanced training in various aspects of veterinary diagnostic pathology. Senior residents enrolled in this program will be considered graduate students at CGPS, allowing them to be eligible for various forms of financial support.

This program will be will be open to students who have graduated from a recognized veterinary medicine program and meet the admissions requirements outlined in the attached proposal.

CONSULTATION:

The academic programs committee reviewed the proposal for this certificate programs at its December 16, 2020 meeting. The committee recognized that this certificate program will formalize training already offered by WCVM through the CGPS and appreciated that this move will support student access to university supports and services. The committee voted to recommend this program be approved at University Council.

This program was also reviewed and approved by the CGPS Programs committee on September 8, 2020 and by the CGPS Executive Committee on November 18, 2020.

ATTACHMENTS:

1. **Proposal for New Graduate Certificate in Veterinary Diagnostic Pathology**

UNIVERSITY OF SASKATCHEWAN
College of Graduate
and Postdoctoral Studies
GRAD.USASK.CA

M E M O R A N D U M

To: Academic Programs Committee of Council

Copy: Dr. Andy Allen, Graduate Chair, Department of Veterinary Pathology

From: Office of the Associate Dean, CGPS

Date: December 8, 2020

Re: New Graduate Certificate in Veterinary Diagnostic Pathology

The Department of Veterinary Pathology has been providing senior residency diagnostic training for approximately 30 years. This specialized training is required for doctors of veterinary medicine to become eligible to complete board certification exams. We need to change the way these trainees are accommodated at the University to ensure appropriate representation in collective bargaining and to ensure proper allocation of funding. As such, the department has developed a one-year certificate program for these trainees.

The certificate would be a one year program comprised of a 9 credit unit course running the duration of the year. Students would pay the standard per term tuition, and they would have full-time status and benefits.

The Graduate Programs Committee reviewed the proposal on September 8, 2020, requesting additional information, and the proposal was considered again on November 2, 2020. On November 2, 2020, the Graduate Programs Committee passed a motion *"To recommend approval of the Graduate Certificate in Veterinary Diagnostic Pathology."* The same motion was subsequently supported by the CGPS Executive Committee on November 18, 2020. We are seeking to have the program implemented May 1, 2021.

Attached please find:
-support memos from the Executive Committee of CGPS and the Graduate Programs Committee
-correspondence providing clarification to questions raised during the review process
-the full proposal including the new course proposal, syllabus, and rubric
-support from the Dean's office, Western College of Veterinary Medicine
-correspondence from the American College of Veterinary Pathologists
-support from the Dean, CGPS
-support from the Planning & Priorities Committee of Council
-consultation with the Registrar documentation

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

:kc

1

MEMORANDUM

To: Graduate Programs Committee (GPC)

From: Debby Burshtyn, Chair - Executive Committee

Date: November 23, 2020

Re: New Graduate Certificate in Veterinary Diagnostic Pathology

On November 18, 2020, the Executive Committee (EC) considered the noted proposal.

The EC approved the recommended Graduate Certificate in Veterinary Diagnostic Pathology and noted that the overview within the documentation was well covered.
(Walker/Newton) unanimous approval.

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

UNIVERSITY OF SASKATCHEWAN
College of Graduate
and Postdoctoral Studies
GRAD.USASK.CA

M E M O R A N D U M

To: Executive Committee of CGPS

Copy: Dr. Andy Allen, Graduate Chair, Department of Veterinary Pathology

From: Graduate Programs Committee

Date: November 12, 2020

Re: New Graduate Certificate in Veterinary Diagnostic Pathology

The Department of Veterinary Pathology has been providing senior residency diagnostic training for approximately 30 years. This specialized training is required for doctors of veterinary medicine to become eligible to complete board certification exams. We need to change the way these trainees are accommodated at the University to ensure appropriate representation in collective bargaining and to ensure proper allocation of funding. As such, the department has developed a one-year certificate program for these trainees. Notably, the Department of Small Animal Clinical Sciences developed a similar certificate program for internship training in 2016.

The certificate would be a one year program comprised of a 9 credit unit course running the duration of the year. Students would pay the standard per term tuition, and would have full-time status and benefits.

The Graduate Programs Committee reviewed the proposal on September 8, 2020, requesting additional information, and the proposal was considered again on November 2, 2020.

On November 2, 2020, the Graduate Programs Committee passed the following motion:

Motion: *To recommend approval of the Graduate Certificate in Veterinary Diagnostic Pathology.*   Da Silva/Tanaka   CARRIED   unanimous

Attached please find the proposal with supporting documents.

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

:kc

From:	Allen, Andy
Sent:	Thursday, October 22, 2020 1:45 PM
To:	Clement, Kelly
Cc:	Smith, Martha
Subject:	Certificate in Veterinary Diagnostic Pathology
Attachments:	Proposal for Curricular Change (October).pdf; gsr400_1_new_course_Vet_Path (October).pdf; AVDP Syllabus (October).pdf; AVDP Syllabus (October).pdf

Kelly Clement
Committee and Programs Administrator
College of Graduate and Postdoctoral Studies
University of Saskatchewan

Dear Kelly,

I thank the Graduate Program Committee for their review of the proposal from the Department of Veterinary Pathology to establish a Certificate in Veterinary Diagnostic Pathology (CVDP). I also thank you for your feedback and comments, as well as Associate Dean Smith for her thoughts and advice.

1. Allow me to address the overarching question about the rationale for the proposal and the related questions about the requirement to assess tuition. Within the Proposal for Academic or Curricular Change, it is written (item 'g.' under 5. Budget) that "(c)urrently, trainees enrolled in a Senior Residency are not graduates students. If approved, the CVDP program would be part of the CGPS and would require participants to enroll as graduate students, which would provide them eligibility for various forms of financial support and other benefits.

"Most importantly, the primary sources of financial support for Senior Residents in the past, the Interprovincial Graduate Student Fellowship Fund, has been administered by the WCVM and will soon only be available to graduate students registered with the CGPS."

For background, very briefly, the Western College of Veterinary Medicine (WCVM) was founded in the 1960s and has since been funded through an interprovincial agreement that originally included the western provinces of Manitoba, Saskatchewan, Alberta, and British Columbia. Recently, Alberta has stopped participating the interprovincial agreement, but the other three provinces continue to do so. In fact, an announcement of the signing of a new interprovincial agreement was made in September. Over the years, the interprovincial agreement included the establishment of a fund – the Interprovincial Graduate Student Fellowship Fund or IPGF – to support the training of veterinary specialists, almost all of whom have been graduate students. Senior Residents in the Department of Veterinary Pathology have not been graduate students.

At some point going forward, the WCVM will no longer financially support our Senior Residents. The primary reason for this change is that Senior Residents are not graduate students. Senior Residents that receive funding without being graduate students are considered employees. This status has several consequences but includes the need to declare the financial support received as income; the inability to postpone the requirement to repay student loans; and that Senior Residents are not eligible for benefits available to graduate students, such as health and dental insurance, a bus pass, and other campus services. Also, all other trainees within the WCVM who receive IPGF are graduate students and pay tuition. Therefore, the fact that Senior Residents are treated differently is considered inequitable and must be addressed. It is our assumption that the need to assess tuition cannot be waived, but if it can, it might have implications for other graduate students in the WCVM and, likely, across campus.

In a phrase, the rationale for changing the program into a university credential is to provide access and opportunity. If the CVDP is not created, most graduate students interested in pursuing their goals of becoming a certified veterinary diagnostic pathologist will not be eligible for funding.

2. With some assistance, I have provided more detail, including more clinical detail and competencies, regarding assessment in the grading rubric and have done so for the sub-specialties within veterinary diagnostic pathology, i.e., anatomic pathology, surgical pathology, and clinical pathology. The skills being assessed are not trivial and only people with appropriate training and experience would be able to satisfy the listed requirements. There is an evident difference between people who have such skills and experience and those that do not.

3. Regarding 'minimal pass', this assessment category was created for the specific purpose of providing graduate students with an opportunity to realize and clarify the expectations placed upon them, receive feedback about their marginal performance, and not only be given an opportunity to improve in the future, but also be given the necessary guidance to improve. While these ideas were expressed in the Course Syllabus, I now realize more detail or reassurance could have been provided.

It is written, under Grading Scheme, that "(g)raduate students participating in Advanced Veterinary Diagnostic Pathology will receive a written grade . . . as well as instructive feedback for each week they participate . . . A grade of 'minimal pass' will indicate an acceptable performance, but a performance that raises serious concerns that need to be addressed and corrected."

In keeping with the formative or constructive approach to assessment, I have added 'minimal pass' under Criteria That Must Be Met to Pass. It is now written that the "course coordinator must be notified when a graduate student receives a grade of 'minimal pass' or 'fail'. As soon as is reasonably possible following notification, the course coordinator will convene a meeting of the student's Advisory Committee to discuss the reasons for the grade and the expectations for earning passing grades in the future." The course coordination in this case will be the Graduate Chair.

3. Assessment will differ for different elements of the course, but common to all elements is the requirement for the graduate student to participate, i.e., show up, and to be sufficiently prepared, enthused, engaged and careful in order to be effective and valuable at whatever the task. I understand that assessment of these attributes is subjective, but assessment will be no less subjective using some sort of sliding scale, e.g., very enthused, sometimes enthused, neutral, often not enthused, not at all enthused.

It is important to consider that graduate students enrolled in Advanced Veterinary Diagnostic Pathology will spent about half, and typically more the than half, of the course engaged in various forms of veterinary diagnostic pathology. The skills to be assessed regarding veterinary diagnostic pathology are now very detailed. Much of the remaining time will be dedicated to self-study, and I respect the comments and advice that it is challenging – and not necessary – to assess self-study. Therefore, self-study will not be assessed. Other activities, most notably teaching and supervision of undergraduate students and other graduate students will use the rubric, keeping in mind that most of these activities will involve diagnostic veterinary pathology. The skills to be assessed regarding veterinary diagnostic pathology are now very detailed.

In the Course Syllabus it is written that "(g)raduate students participating in Advanced Veterinary Diagnostic Pathology will receive a written grade of 'pass', 'minimal pass' or 'fail' based on an assessment rubric, *as well as instructive feedback for each week they participate in any activity* other than <u>self-study</u>, which <u>will not be graded</u>." In the grading rubric it is stated that "(g)raduate students participating in Advanced Veterinary Diagnostic Pathology will receive a written grade of 'pass', 'minimal pass' or 'fail', *as well as instructive feedback for each week they participate in any activity* other than <u>self-study</u>, which <u>will not be graded</u>. The graduate students enrolled in Advanced Veterinary Diagnostic Pathology will receive instructive feedback.

4. Regarding who will provide assessment, it is important to understand that a graduate student will work or be supervised by different members of the department and, possibly, adjunct members of the department. Either the

person working most closely with the graduate student or the graduate student's program supervisor, after consultation with other supervisors, will provide the assessment. During those periods in which the graduate student is providing teaching or supervision, assessment will be provided by the faculty members who is also the coordinator of the course in which the graduate student is teaching.

Thank you, again, for your assistance. If you require anything further, please let me know at your earliest convenience.

Regards,
Andy Allen

Graduate Chair (Diagnostic Programs) and Professor
Department of Veterinary Pathology
Western College of Veterinary Medicine
University of Saskatchewan
52 Campus Drive
Saskatoon, SK, Canada S7N 5B4
Ph: 306-966-7294

UNIVERSITY OF SASKATCHEWAN	**Proposal for Academic or Curricular Change**

PROPOSAL IDENTIFICATION

Title of proposal:

Degree(s): Certificate in Veterinary Diagnostic Pathology

Field(s) of Specialization: Veterinary Diagnostic Pathology

Level(s) of Concentration:

Option(s):

Degree College: College of Graduate and Postdoctoral Studies

Contact person(s) (name, telephone, fax, e-mail): Andy Allen
Department of Veterinary Pathology
Western College of Veterinary Medicine
306-966-7294
306-966-7439
andrew.allen@usask.ca

Martha Smith, Associate Dean
College of Graduate & Postdoctoral Studies
c/o Kelly Clement
306-966-2229
kelly.clement@usask.ca

Proposed date of implementation: May 1, 2021

Proposal Document

Please provide information that covers the following subtopics. The length and detail should reflect the scale or importance of the program or revision. Documents prepared for your college may be used. Please expand this document as needed to embrace all your information.

1. **Academic justification:**

   a. *Describe why the program would be a useful addition to the university, from an academic programming perspective.*

The Department of Veterinary Pathology currently offers a 1-year long Senior Residency that provides advanced training in various aspects of veterinary diagnostic pathology* under the supervision of experienced, highly qualified, veterinary diagnostic pathologists who are members or adjunct members[†] of the department.

Senior Residents enrolled in this program are not affiliated with the College of Graduate and Postdoctoral Studies (CGPS) and, as such, are not considered graduate students. If approved, this proposal will create a Certificate in Veterinary Diagnostic Pathology (CVDP) program that would be part of the CGPS and would replace the Senior Residency. Graduate students pursuing a CVDP would pay tuition and be eligible for various forms of financial support, as well as other benefits that are available to other, comparable, graduate students in the Western College of Veterinary Medicine (WCVM).

In the past, veterinarians who had recently completed a formal training program in veterinary diagnostic pathology have used a Senior Residency to (i) gain additional training in various aspects of veterinary diagnostic pathology; and (ii) either become eligible for, or further prepare for, the certifying examination of the American College of Veterinary Pathologists (ACVP). Certification by the ACVP is arguably the highest credential one can hold to verify a high level of competence to third parties. ACVP certification is often a requirement for employment as a veterinary diagnostic pathologist in North America, including employment at universities.

*Subspecialties of veterinary diagnostic pathology include, but are not limited to, anatomic pathology (primarily necropsy of domestic livestock and pets), clinical pathology (including hematology, biochemistry and cytology), surgical pathology (biopsies), avian pathology (primarily poultry), and wildlife pathology (all species from fish to mammals).

[†]Adjunct faculty include all veterinary pathologists employed by Prairie Diagnostic Services (PDS), Inc., located at the University of Saskatchewan (USask), all veterinary pathologists employed by the Animal Health Centre in British Columbia (AHC-BC), and others. Currently, the department includes 22 adjunct faculty.

b. *Considering strategic objectives, specify how the new program fits the university signature areas and / or integrated plan areas, and / or the college / school, and / or department plans.*

The mission of the WCVM is to provide veterinary education in Western Canada and serve as a centre of veterinary expertise and research. The Department of Veterinary Pathology shares this mission and has, for 5 decades, trained veterinary diagnostic pathologists – who have worked throughout North America and other parts of the world – and provided veterinary diagnostic pathology services and expertise for the province and the region.

c. *Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*

The CVDP will be a valuable training program for any graduate student that already holds a veterinary degree, has received post-graduate training in veterinary pathology, and is seeking to refine their skills and gain additional experience in veterinary diagnostic pathology; become eligible for, or further prepare for, the certifying examination of the ACVP; or both.

d. *What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?*

There are only 5 universities that offer programs of veterinary medicine in Canada. The Faculté de médecine vétérinaire, Université de Montréal provides instruction in French. The Faculty of Veterinary Medicine at the University of Calgary does not offer graduate programs in veterinary pathology. While the University of Prince Edward Island's Atlantic Veterinary College has training programs in veterinary pathology, they do not offer a 1-year program targeting graduate students who wish refine their skills and gain additional experience in veterinary diagnostic pathology.

The Department of Pathobiology, Ontario Veterinary College, University of Guelph, does offer a 3 semester Graduate Diploma that provides "advanced practical training in a field of veterinary pathology to veterinarians working in industry, government or private practice." This diploma program allows working mid-career veterinarians a means of 'upgrading' their skills such that they can make additional contributions in their current place of employment. The WCVM, therefore, will be the only educational institution in Canada offering veterinarians a formal program to refine their skills and gain additional experience in veterinary diagnostic pathology. The CVDP will be unique in Canada and, possibly, North America.

2. Admissions

a. *What are the admissions requirements of this program?*

To be accepted into the CVDP program, applicants must:
- be a graduate of a recognized program of veterinary medicine and, therefore, have earned a DVM degree or equivalent;
- have prior training, and demonstrated competence, in veterinary diagnostic pathology;
- possess a weighted average of at least 75% (USask grade equivalencies) during their veterinary diagnostic pathology training program, if applicable (as not all veterinary diagnostic pathology training programs, or residencies, use grades);
- arrange for the submission of 3 strong letters of reference that predict success in a busy veterinary diagnostic pathology training program;
- provide evidence, if necessary, of proficiency in English consistent with that required by the CGPS; and,

- be eligible for licensure by the Saskatchewan Veterinary Medical Association.

3. Description of the program

a. *What are the curricular objectives and how will they be accomplished?*

The objective of the CVDP is to provide graduate students with advanced training in various aspects of veterinary diagnostic pathology under the supervision of experienced, highly qualified, veterinary diagnostic pathologists. Graduate students will achieve this objective through a single, yearlong, 9-credit course, Advanced Veterinary Diagnostic Pathology, extending over 3 consecutive terms that includes a variable combination of:

- participation in the diagnostic activities of PDS, Inc., the Canadian Wildlife Health Cooperative (CWHC) at the WCVM (or other locations in Canada), the AHC-BC, or other approved veterinary diagnostic laboratories;
- supervision of trainees in veterinary diagnostic pathology who are early in their programs;
- instruction and supervision of undergraduate veterinary students engaged in veterinary diagnostic pathology;
- involvement in research, other scholarly activities, or both;
- preparation and delivery of undergraduate veterinary student lectures and labs;
- participation in departmental seminar series;
- attendance and participation in relevant national and international meetings and conferences; and
- intensive self-study, particularly of the materials contained in the reading lists published by the ACVP;

that is tailored to the individual graduate student.

b. *Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.*

The teaching philosophy of the CVDP is "learning by doing". At the same time, graduate students will be immersed in a learning environment while performing veterinary diagnostic pathology. Guidance is readily available and the level of supervision will be tailored to the individual graduate student and adjusted periodically by their Advisory Committee.

c. *Provide an overview of the curriculum mapping.*

The CVDP program will typically start and end in mid-August. Of the 52 weeks, 2 are available for vacation and 2 fall on statutory holidays and other university closures. The remaining 48 weeks (16 weeks per term) will be about equally divided into 24 weeks of veterinary diagnostic pathology, teaching, or both; and 24 weeks of additional diagnostic work, research, scholarly activity, intensive self-study, and participation in relevant national or international meetings as determined by the student and their Advisory Committee.

Graduate students in the CVDP program must also register for, and participate in, VTPA 990 – Seminars and VTPA 991 – Seminars in Pathology. Graduate students will also be required to complete GPS 960 – Introduction to Ethics and Integrity, unless they have already received credit. Any graduate student who anticipates being involved, or becomes involved, in research involving animal subjects must complete GPS 962 – Ethics and Integrity in Animal Research, unless they have already received credit.

d. *Identify where there are opportunities for synthesis, analysis, application, critical thinking, problem solving and other relevant identifiers.*

Veterinary diagnostic pathology is, at its core, the critical analysis of observations and information in the context of existing knowledge (that may have to be researched). This work requires the interpretation these findings and the synthesis of theories and conclusions that are communicated to the appropriate stakeholders. Communication takes the form of comprehensive written and verbal diagnostic reports. Stakeholders – pet owners, livestock producers, practicing veterinarians, researchers, government agencies, etc. – use the diagnosis to 'provide closure' in the case of a pet's death, educate within a teaching and learning environment, plan treatment options for individual or groups (sometimes large groups) of animals, implement disease prevention strategies, guide forensic proceedings, monitor patterns of disease, and so on. The accuracy of the results is important and the stakes can be significant. Reaching a specific diagnosis often represents solving a series of increasingly specific problems while appreciating the myriad limitations.

e. *Explain the comprehensive breadth of the program.*

Pathology is the science of the causes and effects of diseases. As such, pathology is central to medicine. Veterinarians are asked to provide medical services to all species of animals, except people. Although, there are many pathogens of animals that cause disease in people and are referred to as zoonotic pathogens.

Further, 1 of the goals of many of the graduate students who complete the CVDP is to be eligible and prepared to sit the certifying examination of the ACVP; the most comprehensive exam in the discipline. Historically, a very high proportion of trainees of the Department of Veterinary Pathology have success on the exam.

f. *Referring to the university "Learning Charter", explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.*

The "Learning Charter" was created in 2010 and significantly revised in 2018. This form appears to have been created in 2016 and may not reflect the current document referred to as "Our Learning Charter".

Nevertheless, veterinary diagnostic pathologists must acquire and maintain appropriate **skills, practices and comprehensive knowledge** and, by being members of the veterinary profession, must not only remain life-long learners, but also document their continuing education. As a medical discipline, veterinary diagnostic pathology is grounded in evidence based science that tends to be reductionist in nature. However, this reductionist approach must also consider larger and more complex phenomena that often includes related disciplines.

A critical aspect of veterinary diagnostic pathology is **recognizing limitations**, including the limitations of one's knowledge; of biologic tests and the results of those tests; of the current state of scientific investigation; and the impact 1 person can have on the behaviour of others.

Anyone engaged in veterinary diagnostic pathology at the WCVM must interact with a large number of people in a wide range of roles and must exercise **respectful and ethical behaviour** to be successful. They will be supervised by department faculty and PDS professionals; interact with clerical and technical staff, and work alongside peer trainees; supervise undergraduate veterinary students; and, ultimately serve other veterinarians and the public. Respectful and ethical behaviour is modelled by all supervisors, supported through the interactions with staff and peers, and rewarded by the response of students and clients. As stated earlier, graduate students enrolled in the CVDP will require a licence to practice veterinary medicine. The Saskatchewan Veterinary Medical Association is the regulator of the veterinary profession in Saskatchewan, and is dedicated to the protection of the public by ensuring the proficiency, competency and ethical behaviour of its members.

Through verbal and written reports of their investigations and conclusions – which are legal documents – participation in departmental seminars, and participation in national and international meetings and conferences, graduate

students enrolled in the CVDP program will develop **effective and persuasive communication skills**.

The teaching philosophy of the CVDP is **"learning by doing"**, i.e., experiential learning. This experiential learning occurs in a nurturing and supportive environment with the degree of supervision tailored to the individual student. In terms of skill and practice development, the CVDP is conducted within a modern, full service, internationally accredited veterinary diagnostic laboratory. In terms of intellectual growth and the acquisition of knowledge, the CVDP is supported by highly qualified, dedicated educators and all of the resources available at USask.

"So as we continue on our learning journey, like the river we sit beside, the" Department of Veterinary Pathology "will aspire to change and evolve in response to shifts in knowledges and new understandings, fostering and supporting new relationships that will lead to a better world."

g. *Describe how students can enter this program from other programs (program transferability).*

We know that the greatest demand for the CVDP will come from graduate students who have already completed a degree – primarily the MVetSc degree, but also the MSc with Diagnostics and PhD degrees – through the Department of Veterinary Pathology. However, any qualified individual (see section **2. Admissions** above) is eligible to enrol in the CDVP program that is unique in Canada and possibly North America.

h. *Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.*

The successfulness of the CVDP program will be measured by (i) the demand for the program, (ii) the proportion of the CVDP graduate students who pass the ACVP certifying exam and are granted Diplomate status, and (iii) the number of our graduate students who find employment in a field of veterinary diagnostic pathology.

The number of applicants for, and graduates students accepted into, the CVDP program will be known on an annual basis and the rolling average assed every 3 to 5 years. We expect 3 of our current graduate students to apply to enter the CDVP program in 2021 (and there may be others) and anticipate 2 of our incoming graduate students to enter the program in 2022 (and there may be others).

While the ACVP is a third party, and the decision to write the certifying exam lies with the individual graduates student, all, or almost all, of the graduate students

who enter the current Senior Residency do so with the intention of writing the certifying exam. The proportion of our graduate students who write and then pass the exam will be known.

During the past 2 Systematic Program Reviews, the department has received high praise for preparing graduate students to enter careers in veterinary diagnostic pathology and has been described as being "preeminent" in this regard. The profession is a relatively small community, and we stay in contact with our graduates. Monitoring our graduate's career status is easily achieved.

i. *If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.*

The WCVM is fully accredited by the American Veterinary Medical Association's Council on Education. While this accreditation applies to the undergraduate veterinary program, it also reflects the resources and environment available to our graduate students. As stated above, the department has been through 2 Systematic Program Reviews and has received higher than passing grades. Finally, the department is recognized by the ACVP as offering "programs specializing in anatomic and clinical pathology residency training and graduate education".

4. Consultation

a. *Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?*

The CVDP program, like the current Senior Residency, will be a critical step in the progression of our MVetSc students from entry-level trainees to independent, certified diagnosticians. The MVetSc degree is 2-years in duration and provides graduate students with a solid foundation in veterinary diagnostic pathology. The CVDP program will provide these graduate students with the opportunity to gain additional experience, often with an increasing level of independence, and engage in self-directed study that will (i) prepare them for careers as independent veterinary diagnostic pathologists and (ii) gain eligibility to write the certifying examination of the ACVP. Other graduate students, who have completed other graduate programs in veterinary diagnostic pathology, both in the department and from other institutions, can also gain additional experience in veterinary diagnostic pathology, participate in teaching, and engage in scholarly activities that will benefit them in their future careers.

The CVDP will likely not play a role in the training of graduate students in other departments of the WCVM or other programs at USask. However, it is conceivable that graduate students who complete a CVDP may wish to pursue a PhD degree.

b. *List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*

The approval process for this CVDP was initiated in 2018. At that time the Graduate Chair for the Department of Veterinary Pathology had consulted with the Associate Dean (Research and Graduate Studies), WCVM, about the need to have our Senior Residents become members of the CGPS like other residents in other college departments, i.e., Small Animal Clinical Sciences and Large Animal Clinical Sciences. This need has become more acute. As stated above (item 4a) the CVDP will likely not play a role in the training of graduate students in other departments of the WCVM or other programs at USask. Therefore, formal consultation with other units was not considered necessary.

c. *Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.*

The CVDP will not involve courses or other resources from colleges outside the Department of Veterinary Pathology and the WCVM other than involvement with the CGPS.

d. *Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*

The CVDP will replace the existing Senior Residency. As such, all library resources are currently available.

e. *List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*

The CVDP will replace the existing Senior Residency. The impact of this change on veterinary associations, professional colleges and associations, potential employers, and other groups is negligible.

5. Budget

a. *How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution / breadth requirements or electives)? (Estimate the percentage time for each person).*

There are currently 10 faculty and 4 clinical associates that, at various times and for different durations, regularly participate in the supervision of Senior Residents. The level of supervision varies with the graduate student, the subspecialties a given graduate student pursues, and the involvement of any adjunct faculty, and is, therefore, difficult to quantify. Supervision might also be incorporated into an instructor's assigned duties. However, it is also anticipated, depending on the skills and interests of the graduate student, that graduate students may relieve faculty and clinical associates from their assigned (teaching) duties. This will not change with the implantation of the CDVP.

b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*

While the Senior Residency is being eliminated, it is being replaced by the CVDP program. There is no net increase or decrease in the commitment to supervision.

c. *How are the teaching assignments of each unit and instructor affected by this proposal?*

The CVDP will replace the existing Senior Residency. The assignments of teaching / supervision within the department and for each instructor will not be affected.

d. *Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, classroom availability, studio / practice rooms laboratory / clinical or other instructional space requirements).*

The CVDP will replace the existing Senior Residency. The allocation of budget and space will not change. There will be a small administrative change in that course and program coordination will shift from the department head to the graduate chair.

e. *If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.*

Generally, almost all of the CVDP programs will be delivered within the WCVM through PDS, Inc. Should a graduate student wish to pursue opportunities

outside the WCVM it will be at their expense. Although, other funding opportunities would be considered.

f. *If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*

The existing Senior Residency is not an interdisciplinary program. Similarly, the proposed CDVP will not be an interdisciplinary program.

g. *What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?*

Currently, trainees enrolled in a Senior Residency are not graduates students. If approved, the CVDP program would be part of the CGPS and would require participants to enrol as graduate students, which would provide them eligibility for various forms of financial support and other benefits.

Most importantly, the primary source of financial support for Senior Residents in the past, the Interprovincial Graduate Student Fellowship Fund, has been administered by the WCVM and will soon only be available to graduate students registered with the CGPS.

h. *What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).*

Tuition for the CDVP will be the CGPS standard per-term rate that is assessed for other students in the department.

i. *What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College / School financial officer)*

The CVDP will replace the existing Senior Residency. The costs of program delivery will not change.

j. *What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?*

Our target enrolment will be 2 to 4 graduate students per year. Over the past 7 years, the department has trained 14 Senior Residents, an average of 2 per year with a range of 0 to 5 per year. The CDVP program will be sustainable if there

are no applicants in a given year and we will be able to accommodate increased enrolment, under exceptional circumstances, for short periods.

k. *What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution / breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?*

    The CVDP will replace the existing Senior Residency. Currently, Senior Residents do not pay tuition. Therefore, all tuition paid by graduate students enrolled in the CVDP program is 'new' revenue. We anticipate training, on average, 2 graduate students per year.

l. *At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?*

    Recently, and generally over the history of the department, the number of applicants seeking training in veterinary diagnostic pathology exceeds the number we can accommodate. While only a proportion of the applicants have applied for the Senior Residency, because most of the applicants have been our students, the demand is predictable and, therefore, manageable.

    Our target enrolment will be 2 to 4 graduate students per year. Over the past 7 years, the department has graduated 14 Senior Residents, an average of 2 per year with a range of 0 to 5 per year. The CDVP program will be sustainable if there are no applicants in a given year and we will be able to accommodate increased enrolment, under exceptional circumstances, for short periods. Keep in mind that there are several subspecialties within the discipline of veterinary diagnostic pathology and different graduate students are often interested in a different combination of experiences.

    There are potentially 2 limiting resources. One is the availability of qualified supervisors and the other is the amount of diagnostic material submitted to PDS. The department has over 50 years of experience managing its workload and the submissions to PDS are steady and predictable. It is helpful that PDS's largest client is the WCVM. In addition, the animal agriculture sector is vital to the Saskatchewan economy and the veterinary profession is strong within Saskatchewan and throughout Western Canada. We do not foresee a shortage of diagnostic material. The CWHC and AHC-BC are other sources of diagnostic material.

m. *Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).*

The CVDP will replace the existing Senior Residency. There are no additional or incremental costs associated with delivering the CVDP. The (i) total resources needed to deliver the program will not change such that the (ii) existing resources will continue to meet the total cost. There is no need for (iii) additional funding.

n. *List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and, future conditions, or both. Also, indicate under what conditions the program is expected to be cost neutral. The proponents should also indicated any anticipated surpluses / deficits associated with the new program.*

There are no incremental program costs associated with replacing the existing Senior Residency with the CVDP. Therefore, there is no need for new sources of funding.

College Statement

Please provide here or attach to the online portal, a statement from the College that contains the following:
- Recommendation from the College regarding the program
- Description of the College process used to arrive at that recommendation
- Summary of issues that the College discussed and how they were resolved

Related Documentation

At the online portal, attach any related documentation that is relevant to this proposal, such as:
- Excerpts from the College Plan and Planning Parameters
- SPR recommendations
- Relevant sections of the College plan
- Accreditation review recommendations
- Letters of support
- Memos of consultation

It is particularly important for Council committees to know if a curriculum changes are being made in response to College Plans and Planning Parameters, review recommendations or accreditation recommendations.

Consultation Forms At the online portal, attach the following forms, as required

Required for all submissions:
- Consultation with the Registrar form
- Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red

Required for all new courses:
- New Course Proposal forms
- Calendar-draft list of new and revised courses

Required if resources needed:
- Information Technology Requirements form
- Library Requirements form
- Physical Resource Requirements form
- Budget Consultation form

Course Information

Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. A syllabus template is available at **usask.ca/cgps/forms.php**

College	Department/Unit
Authorizing Unit Head	Authorizing Unit Head Signature *Trent Bollinger*

INFORMATION REQUIRED FOR COURSE AND PROGRAM CATALOGUE

Label and Course Number		Course Title			
Total Course Hours	Lecture	Seminar	Lab	Tutorial	Other
Weekly Course Hours	Lecture	Seminar	Lab	Tutorial	Other

Term(s) in which course will be offered	Course is to be offered
Term 1 Term 2 Term 1 or 2 Term 1 and 2	Annually Biennially Alternate Years Other

Prerequisite(s) or restriction(s)	If there are prerequisites, who can waive them: Department Instructor

Catalogue Description (not more than 50 words)

Tuition code and any additional class fees:	Number of credit units:	Can this course be repeated for credit? Yes No

Are there any existing courses that should be set up as equivalent or mutually-exclusive? Specify:

CHECKLIST

Course objectives need to be clearly stated

Description of and Activities for Evaluation must be listed

Course Outline (syllabus) with Reading List must be included

Percentage of Total Mark for each evaluation listed

Professor must be a member of the Graduate Faculty

If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at **usask.ca/cgps/forms.php**

EXAM EXEMPTION

Grade Mode	Will there be a final exam for this course
Pass/Fail (P/F) Percentage/Numeric Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)	Yes No

If there is no final exam or if the final examination is worth less than 30% of the final grade, provide a brief statement which explains why a final examination is inappropriate for this course.

College of Graduate and Postdoctoral Studies
University of Saskatchewan   **Rm 116 Thorvaldson Bldg, 110 Science Place**   **Saskatoon SK Canada S7N 5C9**
Tel: 306-966-5751   Fax: 306-966-5756   Email: grad.studies@usask.ca

Revised: August 2017
Page 1 of 3

Rationale

What is the rationale for introducing this course

Impact of Course

Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

Yes   No

If yes, please list:

Were any other academic units asked to review or comment on the proposal?

Yes   No   If yes, please attach correspondence

Will the offering of this course lead to the deletion or modification of any other course(s)?

Yes   No

If yes, please list:

Course(s) for which this graduate course will be a prerequisite?

Is this course to be required by your graduate students, or by graduate students in another program?

Yes   No

If yes, please list:

Enrolment

Expected Enrolment

From which colleges/programs:

Resources

Proposed instructor(s) (Please include qualifications):

How does the department plan to handle the additional teaching or administrative workload:

Are sufficient library or other research resources available for this course:

Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

Declaration

This course will conform to the academic requirements and standards for graduate courses, including the rules of Student Appeals in Academic Matters (usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (usask.ca/university_secretary/honesty/).

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

Authorizing College Dean/Head	Signature	College Approval Date
		August 7, 2020

UNIVERSITY OF
SASKATCHEWAN

COURSE SYLLABUS

COURSE TITLE:	Advanced Veterinary Diagnostic Pathology		
COURSE CODE:	VTPA 854.9	TERM:	Terms 1, 2 and 3
COURSE CREDITS:	9	DELIVERY:	Practical
CLASS SECTION: CLASS LOCATION: CLASS TIME: WEBSITE:	 Department of Veterinary Pathology, Western College of Veterinary Medicine https://wcvm.usask.ca/departments/vet-pathology.php	START DATE: LAB LOCATION: LAB TIME:	August 15 Prairie Diagnostic Services, WCVM

Course Description:

This course represents the only credit course requirement of the Certificate in Veterinary Diagnostic Pathology (CVDP) program. The program provides veterinarians who have recently completed a formal training program in veterinary diagnostic pathology an opportunity to gain additional training in various aspects of veterinary diagnostic pathology. Participants can either become eligible for, or further prepare for, the certifying examination of the American College of Veterinary Pathologists (ACVP) or, possibly, other veterinary specialties such as the American Association of Avian Pathologists (AAAP).

Graduate students enrolled in Advanced Veterinary Diagnostic Pathology will participate in the diagnostic activities of Prairie Diagnostic Services, Inc. (PDS); the Canadian Wildlife Health Cooperative at the WCVM (and other locations in Canada); the Animal Health Centre in British Columbia; or other approved veterinary diagnostic laboratories. An equally important focus of course participants is intensive self-study, particularly of the materials contained in the reading lists published by the ACVP or other veterinary specialties.

Enrollees will also participate in departmental seminar series (VTPA 990 and VTPA 991) and may gain supervisory and teaching experience by supervising trainees in veterinary diagnostic pathology who are early in their programs, instructing and supervising undergraduate veterinary students engaged in veterinary diagnostic pathology, or both. Involvement in research, other scholarly activities, or both; preparation and delivery of undergraduate veterinary student lectures and labs; and attendance and participation in relevant national and international meetings and conferences is encouraged.

Prerequisites:

Individuals wishing to enroll in this course will have been accepted into the Certificate in Veterinary Diagnostic Pathology program. They must (i) be a graduate of a recognized

program of veterinary medicine, (ii) have prior training and demonstrated competence in veterinary diagnostic pathology, and (iii) be eligible for licensure by the Saskatchewan Veterinary Medical Association.

Learning Outcomes:

By the completion of this course, students will be expected to:

1. Function as independent veterinary diagnostic pathologists.

2. Be eligible and well prepared to write the certifying examination of the ACVP, AAAP or, possibly, other specialties approved by the American Board of Veterinary Specialties of the American Veterinary Medical Association.

3. Contribute to the veterinary profession through activities such as, but not limited to, service and various forms continuing education.

Course Overview:

The CVDP program will typically start and end in mid-August and comprises 48 weeks (16 weeks per term) about equally divided into 24 weeks of veterinary diagnostic pathology, teaching, or both; and 24 weeks of additional diagnostic work, research, scholarly activity, intensive self-study, and participation in relevant national or international meetings as determined by the student and their Advisory Committee. Two weeks of the year are available for vacation and 2 weeks fall on statutory holidays and other university closures.

Instructor Information:

Advanced Veterinary Diagnostic Pathology will be coordinated by the Head of the Department of Veterinary Pathology or their designate, typically the Graduate Chair.

Course instructors or supervisors will include various highly qualified, veterinary pathologists who are members or adjunct members of the department. Currently the Department of Veterinary Pathology includes 10 faculty and 4 clinical associates. Adjunct faculty include all veterinary pathologists employed by PDS, all veterinary pathologists employed by the Animal Health Centre in British Columbia, and others. Currently, the department includes 22 adjunct faculty.

Grading Scheme:

Graduate students participating in Advanced Veterinary Diagnostic Pathology will receive a written grade of 'pass', 'minimal pass' or 'fail' based on an assessment rubric, as well as instructive feedback for each week they participate in any activity other than self-study, which will not be graded. The supervising pathologist will assign the grade when the graduate student is engaged in veterinary diagnostic pathology and by the graduate student's program supervisor or the course coordinator when the graduate student is engaged in activities other than veterinary diagnostic pathology, with the exception of self-study, which will not be graded. A grade of 'minimal pass' will indicate an acceptable performance, but a performance that raises serious concerns that need to be addressed and corrected.

Criteria That Must Be Met to Pass

To pass Advanced Veterinary Diagnostic Pathology, students must consistently receive a passing grade on their weekly evaluations. Three failing grades will result in failure of the course. Failure of the course will result in a recommendation being submitted to the College of Graduate and Postdoctoral Studies that the student be required to discontinue.

The course coordinator must be notified when a graduate student receives a grade of 'minimal pass' or 'fail'. As soon as is reasonably possible following notification, the course coordinator will convene a meeting of the student's Advisory Committee to discuss the reasons for the grade and the expectations for earning passing grades in the future. Three failing grades will result in failure of the course.

Attendance and Participation:

Excepting reasonable circumstances related to health, safety, and personal events, graduate students in Advanced Veterinary Diagnostic Pathology are expected to carry out their scheduled activities to the best of their ability. Scheduled activities are those agreed to by the graduate student and their Advisory Committee and considering the relevant veterinary diagnostic pathology duty rosters created by PDS in consultation with the Department of Veterinary Pathology.

Integrity Defined (from the Office of the University Secretary):

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (https://secretariat.usask.ca/documents/student-conduct-appeals/StudentAcademicMisconduct.pdf) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: http://www.usask.ca/secretariat/student-conduct-appeals/index.php

Examinations with Access and Equity Services (AES):

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy

and procedures. For more information, check www.students.usask.ca/aes, or contact AES at 306-966-7273 or aes@usask.ca.

Student Supports:

Student Learning Services:
Student Learning Services (SLS) offers assistance to University of Saskatchewan graduate students. For information on specific services, please see the SLS web site at http://library.usask.ca/studentlearning/.

Student and Enrolment Services Division:
The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site at http://students.usask.ca.

Financial Support:
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central at https://students.usask.ca/student-central.php.

Aboriginal Students Centre:
The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, brining Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page at https://www.facebook.com/aboriginalstudentscentre/ to learn more.

International Student and Study Abroad Centre:
The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and on all matters related to studying abroad. Please visit students.usask.ca for more information.

The University of Saskatchewan Learning Charter states our shared pursuits, commitments and responsibilities as we come together in a university community of life-long and life-wide learners. It is our commitment to opening our university to learning, engagement and opportunities for all Peoples of Saskatchewan and beyond, and in so doing, recognizes and appreciates the knowledge, diverse abilities, and the ways of teaching and learning that they bring with them. A copy of the Learning Charter can be found at https://teaching.usask.ca/about/policies/learning-charter.php.

Advanced Veterinary Diagnostic Pathology
Department of Veterinary Pathology
Western College of Veterinary Medicine

Advanced Veterinary Diagnostic Pathology is a 9-credit unit, yearlong course that provides qualified veterinarians with an opportunity to enhance and refine their diagnostic skills, engage in intensive self-study, participate in undergraduate and graduate level teaching and supervision, and contribute to various forms of scholarly activity. Given this range of opportunities and responsibilities, as well as the diversity of veterinary diagnostic pathology, this grading rubric is necessarily broad in scope. However, regardless of the opportunity, activity or responsibility, the graduate student is expected to be adequately prepared, eager, engaged and careful in order to be as effective as necessary.

Graduate students participating in Advanced Veterinary Diagnostic Pathology will receive a written grade of 'pass', 'minimal pass' or 'fail', as well as instructive feedback for each week they participate in any activity other than <u>self-study</u>, which <u>will not be graded</u>. The supervising pathologist will assign the grade when the graduate student is engaged in veterinary diagnostic pathology and the graduate student's program supervisor or the course coordinator will assign the grade when the graduate student is engaged in activities other than veterinary diagnostic pathology, with the exception of <u>self-study</u>, which <u>will not be graded</u>.

Grade	Criteria
Fail	Failed to participate in the agreed to opportunity, activity or responsibility; or Participated in the opportunity, activity or responsibility, but was inadequately prepared to be effective and valuable; or Participated in the opportunity, activity or responsibility, but demonstrated a near lack of enthusiasm, engagement or care such that they were not sufficiently effective and valuable.
Minimal pass*	Participated in the opportunity, activity or responsibility, but was minimally prepared, enthusiastic, engaged, careful, or some combination of these expectations and, therefore, was minimally effective and valuable.
Pass	Participated in the opportunity, activity or responsibility and was sufficiently prepared, enthusiastic, engaged and careful such that they were effective and made a valuable contribution.

*A grade of 'minimal pass' will indicate an acceptable performance, but a performance that raises serious concerns that need to be addressed and corrected.

In veterinary diagnostic anatomic pathology, specific skills that will be assessed include the following. When the graduate student receives assistance with various procedures, the graduate student remains responsible for their proper execution.
- Read and consider the clinical history provided and understand the reason for the submission and the diagnostic question or questions to be answered.

- Perform a thorough and efficient dissection and examination of the animal or tissues submitted while maintaining personal safety and biosecurity.
- Observe and differentiate ante-mortem from post-mortem changes.
- Formulate appropriate morphologic diagnoses for ante-mortem changes, i.e., lesions; consider differential diagnoses; and generate a list of possible etiologic diagnoses.
- Develop and pursue a diagnostic strategy by selecting and submitting appropriate samples for ancillary procedures, e.g., histologic (microscopic) examination; bacterial and fungal culture; virus detection and identification; examination and identification of parasites; toxicologic analysis; immunohistochemical testing; PCR testing; radiography.
- Interpret and summarize the results of the gross exam and ancillary procedures and provide a written report that includes a diagnosis, answers to other questions, and relevant comments suitable for the client, i.e., animal owner, referring veterinarian, researcher, regulatory official, other.
- Provide, when appropriate, general recommendations for the treatment or prevention of disease in other animals.
- Effective and profession consultation – in person, via telephone, or written, e.g., email – with the submitting animal owner, referring veterinarian, researcher, regulatory official, or other, as required.

In veterinary diagnostic surgical pathology, i.e., the examination of biopsies, specific skills that will be assessed include the following. When the graduate student receives assistance with various procedurea, the graduate student remains responsible for their proper execution.
- Read and consider the clinical history provided and understand the reason for the submission and the diagnostic question or questions to be answered.
- Identify and describe the tissue or tissues received.
- Appropriately dissect and process the tissue or tissues for histologic (microscopic) examination.
- Interpret and summarize the results of the gross and histologic exams, and provide a written report suitable for the client, and includes a diagnosis, answers to other questions, comments regarding prognosis, and, broadly, options for treatment of the patient.
- Recommendation of ancillary procedures.
- Effective and profession consultation – in person, via telephone, or written, e.g., email – with the submitting veterinarians as required.

In veterinary diagnostic clinical pathology, specific skills that will be assessed include the following. When the graduate student receives assistance with various procedures, the graduate student remains responsible for their proper execution.
- Independently interpret most hematology, biochemistry, urinalysis, endocrine, and cytology submissions.
- Write up cases in a concise, complete style appropriate for the ACVP board exam.
- Write up submissions in a timely manner.
- Interpret a large volume of cases daily.
- Interpret unusual or challenging submissions with help from other pathologists and by searching the literature.
- Comfortably present clinical pathology rounds to an audience.
- Recommend ancillary procedures.
- Effective and profession consultation – in person, via telephone, or written, e.g., email – with the submitting veterinarians as required.

52 Campus Drive
Saskatoon SK S7N 5B4 Canada
Telephone: (306) 966-7453
Facsimile: (306) 966-7274

November 18, 2020

Dear Dr. Bollinger,

Thank you for submitting the proposal entitled "Certificate in Veterinary Diagnostic Pathology" to the Dean's Group and the Executive Committee of the Western College of Veterinary Medicine.

This letter is to express full support for your proposed departmental program. Your proposal was reviewed by members of the Dean's Group and also by the Executive Committee of the Western College of Veterinary Medicine.

A vote in unanimous support for this proposal by members of the WCVM Executive Committee occurred on November 18, 2020.

This proposal does address the major issues that were raised regarding the program. Currently, senior fellows are provided graduate student funding when they are not officially enrolled in a graduate program. This has also created inequities with similar clinical trainees in other departments within the WCVM.

Your new proposal has addressed both concerns. It also ensures the ability of the Department of Veterinary Pathology and the College to continue training the needed experts of the future in veterinary pathology.

Thank you for all the care and attention your department gave to putting this proposal together.

Sincerely,

Dr. Elisabeth Snead
BSc., DVM, MSc, Diplomate ACVIM (Small Animal)
Professor, Small Animal Medicine
Associate Dean of Research and Graduate Studies
Director of the Feline Hyperthyroid Program
University of Saskatchewan

From:	Allen, Andy
Sent:	Wednesday, November 18, 2020 10:22 AM
To:	Burshtyn, Debby; Clement, Kelly; Snead, Liz
Subject:	Fw: ACVP Training Program Message

Hello Debby, Kelly, and Liz.

Please see the attached string of messages. Should anyone ask, I have consulted with the ACVP, and both the Chief Operations Officer and the Chair of the Credentials Committee (or similar) are aware of our proposed change and believe that the change will have no effect on the quality of our training program or the ability of our graduates to challenge the ACVP's certifying examination.

Please let me know if you have any additional thoughts, questions, or concerns.

Regards,
Andy

Professor
Department of Veterinary Pathology
Western College of Veterinary Medicine
University of Saskatchewan
52 Campus Drive
Saskatoon, SK, Canada S7N 5B4
Ph: 306-966-7294

From: Bridget Garner <garnerb@uga.edu>
Sent: Wednesday, November 18, 2020 10:05 AM
To: Durham, Amy C <amycd@vet.upenn.edu>; Allen, Andy <andrew.allen@usask.ca>
Cc: Amy Overby (aoverby@reesgroupinc.com) <aoverby@reesgroupinc.com>
Subject: RE: ACVP Training Program Message

Hello Amy! Thanks for your message.

Based on the information you've provided, I don't think these changes will interfere with the credentialing process. As long as the program is supervised by ACVP Diplomates, the trainees get direct supervision by said Diplomates, and the program considers resident training to be one of its primary functions, then the 36 months of training will be sufficient for the standard route. For what it's worth, the residents at UGA are housed within the Graduate school (and more specifically a certificate program).

Best,
Bridget

Bridget Garner, DVM, PhD, Diplomate ACVP (Clinical Pathology)
Associate Professor
College of Veterinary Medicine
University of Georgia
501 D.W. Brooks Drive

From: Durham, Amy C <amycd@vet.upenn.edu>
Sent: Wednesday, November 18, 2020 10:55 AM
To: Allen, Andy <andrew.allen@usask.ca>; Bridget Garner <garnerb@uga.edu>
Cc: Amy Overby (aoverby@reesgroupinc.com) <aoverby@reesgroupinc.com>
Subject: RE: ACVP Training Program Message

[EXTERNAL SENDER - PROCEED CAUTIOUSLY]

Hi Bridget – hope all is well with you!

I have a quick credentialing question. Dr. Allen from the University of Saskatchewan is making a small change to their program and wants to ensure that this will not affect trainee credentialing for the ACVP exams. I will let him fill in any gaps, but essentially this is my understanding:

Currently, trainees are enrolled in the graduate school in their first two years; some years ago, the department created a "senior resident" position to get the third year of training for ACVP board exam eligibility- this position was outside of the graduate program. Now, the school is making some organizational changes such that this senior resident position will transition into a certificate program housed within the graduate school. Functionally, these trainees will continue to have 36 months of training under the supervision of ACVP boarded pathologists.

Can you please confirm that these individuals will still be credentialed, assuming all other requirements of their application are met?

Best,
Amy

Amy C. Durham, MS, VMD, Dipl. ACVP
Associate Professor, Department of Pathobiology
Chief Operations Officer, American College of Veterinary Pathologists
University of Pennsylvania | School of Veterinary Medicine
MJR-VHUP | Room 4041 | 3900 Delancey Street
Philadelphia, PA 19104
T 215.898.8822 |E amycd@upenn.edu

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Hi Dr. Allen,

Please reach out to ACVP's COO, Dr. Amy Durham to discuss your situation. She is copied on this message.

Thank you,

Amy T. Overby, MS, CAE
Executive Director
American College of Veterinary Pathologists

aoverby@acvp.org
www.acvp.org

In the interests of time, I was wondering if I could speak to someone about a change we are making in our training program and whether this change would affect how we are viewed as a training program by the ACVP.

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**

Dear Dr. Andy Allen,

I am pleased to support the proposal to create a graduate Certificate in Veterinary Diagnostic Pathology.

The proposed certificate program will complement the existing 2-year Master of Veterinary Science in Pathology (Project Based) program and the 3-year Master of Science in Diagnostic Pathology (Thesis-based) that are open to students with a DVM degree. The certificate program will replace an existing Senior Residency program in Veterinary Pathology that operated outside of the auspices of CGPS.

As a competency-based largely "experiential learning by doing" program, the structure of the certificate as a single 9-credit pass/fail course is appropriate. The learning outcomes of the certificate are aligned with preparing for the American College of Veterinary Pathologists certification that provides a credential for employment as a veterinary pathologist. The WCVM provides a first-rate environment for training such students in veterinary diagnostic pathology.

The Certificate will provide a credential for an existing year of residency and allows students who obtain a master's in veterinary pathology elsewhere to finish training at the University of Saskatchewan. I appreciate the motivation to create the certificate which allows more flexibility for students and students may do the master's elsewhere than to simply extend the existing master's program for a third year to encompass the senior residency training.   I recognize this is quite unique credential in Canada to provide training to become independent certified diagnosticians, the closest program a one-year Graduate Diploma in Pathobiology (Ontario Veterinary College, University of Guelph) geared toward mid-career working veterinarians who want to upgrade skills.

I understand that no new resources for instruction from WCVM are required as it replaces the existing Senior Residency program and student financial supports will be available through WCVM. This aligns well with our institutional goals to provide funding for graduate students. CGPS is prepared to supply the required resources for CPGS's role the administration of an additional certificate program.

I thank you for creating this certificate that maintains flexibility for students as well as access to student supports.

Sincerely,

Debby Burshtyn, PhD
Dean, College of Graduate and Postdoctoral Studies
Professor, Biochemistry, Microbiology and Immunology

MEMORANDUM

TO: Andrew Allen, Department of Veterinary Pathology, Western College of
           Veterinary Medicine (WCVM)
           Elisabeth Snead, Associate Dean, Research and Graduate Studies, WCVM

FROM: David Burgess, Vice Chair, Planning and Priorities Committee of Council

DATE: December 3, 2020

RE: **Proposed Certificate in Veterinary Diagnostic Pathology**
_____

On behalf of the Planning and Priorities Committee (PPC) of Council, thank you for attending the meeting of December 2, 2020 to discuss the proposed Certificate in Veterinary Diagnostic Pathology.

The Committee members appreciate the motivation for establishing a stand-alone certificate, and agree that it will benefit the students. The assessment of the financial sustainability of the program was positive. At the meeting, the Committee passed a motion to forward the proposal to the Academic Programs Committee for decision.

Please do not hesitate to contact me if you have any questions.

Kind regards,

David Burgess
Vice Chair, Planning and Priorities Committee
University of Saskatchewan

BE WHAT THE WORLD NEEDS

c.   Darrell Mousseau, Chair, PPC
       Gillian Muir, Acting Dean, WCVM
       Melissa Just, Interim Provost and Vice-President Academic
       Russ Isinger, University Registrar
       Chelsea Willness, University Secretary and Chief Governance Officer
       Susan Detmer, Chair, Academic Programs Committee of Council

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

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: Thursday, November 19, 2020 10:58 AM
To: Warrington, Seanine <seanine.warrington@usask.ca>
Cc: Smith, Martha <martha.smith@usask.ca>; Doell, Jason <jason.doell@usask.ca>; Clement, Kelly <kelly.clement@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Vuong, Lucy <lucy.vuong@usask.ca>
Subject: Re: Consultation with the Registrar Form - Graduate Certificate in Veterinary Diagnostic Pathology

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

Cell Phone - 306-280-6178

Fax - 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 19, 2020, at 9:51 AM, Warrington, Seanine <seanine.warrington@usask.ca> wrote:

Dear Russ and Martha,

Please see the completed Consultation with the Registrar Form to propose the following new graduate certificate for May 2021:

- Graduate Certificate in Veterinary Diagnostic Pathology

The tuition is standard graduate per term tuition, so 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

<FINAL Grad Cert Vet Diag Path - 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 [X] No [ ]

    Is an existing degree, diploma, or certificate being renamed?   Yes [ ] No [X]

    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?

Graduate Certificate in Veterinary Diagnostic Pathology [GCVDP - Grad Cert in Vet Diagn Path - suggested Banner code and description)

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

G. Cert.

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

Not applicable

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?

Degree level

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 [X]

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?

College of Graduate and Postdoctoral Studies [GP]

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

Not applicable

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.

No - existing DGPA [Diagnostic Pathology] major will be used

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

Not applicable

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

1 Is this a new program?   Yes [X] No [ ]

  Is an existing program being revised?   Yes [ ] No [X]

  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?

Graduate Certificate in Veterinary Diagnostic Pathology [GCVDP - Grad Cert in Vet Diagn Path - suggested Banner code and description)

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

Graduate Certificate in Veterinary Diagnostic Pathology [GCVDP-GP - Grad Cert in Vet Diagn Path - suggested Banner code and description)

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

Not applicable

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

Graduate and Postdoctoral Studies [GP] / Veterinary Pathology [VTPA]

6 Is this a replacement for a current program?   Yes [ ] No [X]

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?

Not applicable

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

Not applicable

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 [X]
   Is an existing college, school, center, or department being renamed?   Yes [ ] No [X]
   Is an existing college, school, center, or department being deleted?   Yes [ ] No [X]
   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

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 [X]
  If NO, please describe.

Students alternate weeks doing clinincal rotations and self-study. As such, room scheduling is not applicable.

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?   Yes [X] No [   ]
  If YES, please describe.

Will be accommated within the Western College of Veterinary Medicine and/or Prairie Diagnostic Services.

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

Section 8: Admissions, Recruitment, and Quota Information

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

Yes - these students will NOT be in another program at the same time

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

YYYY05 [May]

3 Does this impact enrollment?

Slight increase

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

Refer to the Department of Veterinary Pathology

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

No

6 What is the application deadline?

YYYY05 [May]

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

- Graduate of a recognized program of veterinary medicine and therefore have earned a DVM degree or equivalent
- Have prior training and demonstrated competence in veterinary diagnostic pathology
- Possess a weighted average of at least 75% (U of S grade equivalencies) during their veterinary diagnostic pathology training program (as applicable)
- Submission of 3 strong letters of reference that predict success in a busy veterinary diagnostic pathology training program
- Provide evidence, if necessary, of proficiency in English consistent with the requirements of the College of GP
- Be eligible for licensure by the Saskatchewan Veterinary Medical Association

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.)

N/A

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

As per current set-up

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

Online application and checklist items (transcripts, proof of prior degree, CV/resume, letters of reference, proof of English proficiency)

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

College of Graduate and Postdoctoral Studies

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

No

13 Will the standard application fee apply?

Yes

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

All applicants will pay the application fee.

15 Are international students admissible to this program?

Yes

Section 9: Government Loan Information

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?

Yes

Section 10: Convocation Information (only for new degrees)

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

No - as a certificate

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

3 When is the first class expected to graduate?

Spring Convocation 2022

4

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

Anticipate 5 students per year maximum

Section 11: Schedule of Implementation Information

1 What is the start term?

202105 [May 2021]

2 Are students required to do anything prior to the above date (in addition to applying for admission)?   Yes [ ]   No [X]

If YES, what and by what date?

Section 12: Registration Information

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.)

NA

2 Will students register themselves?   Yes [X] No [ ]
If YES, what priority group should they be in?

As per current set-up

Section 13: Academic History Information

1 Will instructors submit grades through self-serve?   Yes [X] No [ ]
2 Who will approve grades (Department Head, Assistant Dean, etc.)?

As per current set-up

Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s?   Yes [X] No [ ]

Section 15: Awards Information

1 Will terms of reference for existing awards need to be amended?   Yes [ ] No [X]
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

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?   Yes [ ] No [X]
        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

1 How will tuition be assessed?

Standard Undergraduate per credit	
Standard Graduate per credit	
Standard Graduate per term	X
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 ☐ No ☐

2 Has TLSE, Admissions, been informed about this new / revised program? Yes ☐ No ☐

3 Has TLSE, Student Finance and Awards, been informed about this new / revised program? Yes ☐ No ☐

4 Has CGPS been informed about this new / revised program? Yes ☐ No ☐

5 Has TLSE, Transfer Credit, been informed about any new / revised courses? Yes ☐ No ☐

6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration? Yes ☐ No ☐

7 Has the Library been informed about this new / revised program? Yes ☐ No ☐

8 Has ISA been informed of the CIP code for new degree / program / major? Yes ☐ No ☐

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 ☐ No ☐

10 Has the Convocation Coordinator been notified of a new degree? Yes ☐ No ☐

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 ☐

   OR

   b. Fee Review Committee ☐

   c. Institutional Planning and Assessment (IPA) ☐

   d. Provost's Committee on Integrated Planning (PCIP) ☐

   e. Board of Governors ☐

   f. Other ☐

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION

PRESENTED BY: Alison Oates, vice- chair, Academic Programs Committee

DATE OF MEETING: January 28, 2021

SUBJECT: **Second Degree Policy – College of Engineering**

COUNCIL ACTION: **For Information Only**

SUMMARY:

At its meeting of December 2, 2020 meeting the Academic Programs Committee approved the attached second degree policy for the College of Engineering.

The attached policy provides clarity for students wishing to complete a second undergraduate degree in the College of Engineering and ensure that the College of Engineering is aligned with the requirements of the Canadian Engineering Accreditation Board.

The academic programs committee recognized that this policy will ensure a consistent approach within the College of Engineering to requests by students seeking to pursue a second degree and will ensure that students are aware of the requirements for obtaining that second degree.

ATTACHMENTS:
1. Proposal for Academic or Curricular Change – Second Undergraduate Degree Option

UNIVERSITY OF SASKATCHEWAN	**Proposal for Academic or Curricular Change**

PROPOSAL IDENTIFICATION

Title of proposal: Second Undergraduate Degree Option

Degree(s): Bachelor of Science in Engineering (B.E.)

Field(s) of Specialization: All

Level(s) of Concentration:

Option(s):

Degree College: College of Engineering

Contact person(s) (name, telephone, fax, e-mail):
Bruce Sparling
Associate Dean, Academic
College of Engineering, University of Saskatchewan
Rm. 2A01, Engineering Building, 57 Campus Dr.
Saskatoon, SK S7N 5A9
Tel: (306) 966-4190 Direct: (306) 966-5366
Email: engr.academicdean@usask.ca

Proposed date of implementation: September 2021

Proposal Document

Please provide information which covers the following sub topics. The length and detail should reflect the scale or importance of the program or revision. Documents prepared for your college may be used. Please expand this document as needed to embrace all your information.

1. **Academic justification:**

   The College of Engineering does not have a formal policy in place regarding students receiving a second undergraduate degree in Engineering. Students who have completed an undergraduate degree through the College of Engineering have expressed interest in obtaining an additional undergraduate degree.

   Other colleges at the University of Saskatchewan have policies to allow students to obtain two degrees in less time than if the two programs were taken separately, in sequence. The College of Engineering does not have a policy in place to streamline the achievement of a second degree. This policy will allow students who already hold a Bachelor of Science in Engineering degree from the U of S or another Canadian Engineering Accreditation Board (CEAB) accredited institution to obtain a second Bachelor of Science in Engineering degree in a different field of study. It will also provide opportunity to better respond to the requirements of changing work force and evolving markets.

   The following provides clarity for students wishing to complete a second undergraduate degree in the College of Engineering.

2. **Admissions**

   Admission standards and requirements remain the same.

3. **Description of the program**

   The following policy applies to students who have completed an undergraduate degree from the College of Engineering, or any other CEAB accredited engineering program in Canada, and wish to complete a second undergraduate degree program from the College of Engineering:

   Program requirement: Students must satisfy all program requirements and the graduation standards for the degree being attempted.

   Date of commencement of a program: Students must complete the program requirements and the graduation standards that are in place for the academic session in which they begin their second B.E. degree. Students are expected to maintain continuous registration in their studies in the College of Engineering, and to actively pursue completion of a Bachelor of Science in Engineering degree within the approved timeframe.
   All courses used towards a second degree would be subject to our time-in-program policies, which would create consistency among all students, including those who are just starting out in a program.

Bachelor of Science in Engineering (B.E.) degree from the U of S: After completion of a B.E. degree at the University of Saskatchewan, it is possible to obtain a second B.E. degree that is in a different major. In this circumstance, students must complete all program core requirements of the second major, including the capstone design course. Students do not need to retake courses that are common between the two majors, as long as they take at least 50% of the total credit units of the second major.

Degree from another institution: Students with an undergraduate degree from an accredited engineering program other than the University of Saskatchewan, may apply to complete a B.E. from the University of Saskatchewan. Such applications will follow the regular processes for admissions, transfer credit assessment and application, and date of commencement rules.

4. Consultation

We have consulted with our College of Engineering Undergraduate Academic Programs Committee, as well as our Faculty Council, and the Registrar's Office.

5. Budget

No new resources are needed for this change.
No changes in the budget of the College or any of our Departments are required for this change.

College Statement

Please provide here or attach to the online portal, a statement from the College which contains the following:

- *Recommendation from the College regarding the program*
- *Description of the College process used to arrive at that recommendation*
- *Summary of issues that the College discussed and how they were resolved*

The College of Engineering is highly supportive of this change, which will allow students to more easily complete the requirements for two degrees in a more realistic time-frame and budget.
Allowing students to return for further education and earn a second B.E. will enable students to pursue multiple academic goals, and also react to the needs of our dynamic profession, often after gaining some professional experience.

This proposal discussed and approved by the College's Undergraduate Academic Programs Committee on October 13, 2020, and by the Faculty Council on November 24, 2020. The issues that were specifically considered were the accreditation standards and requirements of our national accreditation body, as well as the transfer credit limits.
The proposal is now submitted to the Academic Programs Committee for approval.

Consultation Forms

At the online portal, attach the following forms, as required

Required for all submissions:
- *Consultation with the Registrar form-* Attached
- *Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red-* There are no changes to the Catalogue entries.

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 [X]

Is an existing degree, diploma, or certificate being renamed?   Yes [ ]   No [X]

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 [X] No [ ]

   Is an existing program being revised?   Yes [ ] No [X]

   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?

BE [Bachelor of Science in Engineering]

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

Bachelor of Science in Engineering - Second [BE-SECOND Bach of Sc Engineering-Second] - suggested Banner code and description

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

BE [Bachelor of Sc Engineering] and EPIP [EN Professional Intern Prog]

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

College of Engineering and individual departments for majors as per current set-up in the BE program

6 Is this a replacement for a current program?   Yes [ ] No [X]

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?

four years

NOTE 1: The currently offered majors in the BE program will be offered in this program.

NOTE 2: The College has requested information in Degree Works to indicate the requirements are student-specific and to contact an Advisor.

NOTE 3: This change is to allow a student to receive a second undergraduate Bachelor of Science in Engineering degree in a different major than their initial degree. The admission standards and requirements remain the same. This option is available to students who have already completed their initial B.E. program.

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 [X] 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 [X] 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 <u>and</u> 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 [X]

   Is an existing college, school, center, or department being renamed?   Yes [ ] No [X]

   Is an existing college, school, center, or department being deleted?   Yes [ ] No [X]

   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

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?

202209 [September 2022]

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	
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 ☐　No ☐

2　Has TLSE, Admissions, been informed about this new / revised program?　　　Yes ☐　No ☐

3　Has TLSE, Student Finance and Awards, been informed about this new / revised program?　　　Yes ☐　No ☐

4　Has CGPS been informed about this new / revised program?　　　Yes ☐　No ☐

5　Has TLSE, Transfer Credit, been informed about any new / revised courses?　　　Yes ☐　No ☐

6　Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?　　　Yes ☐　No ☐

7　Has the Library been informed about this new / revised program?　　　Yes ☐　No ☐

8　Has ISA been informed of the CIP code for new degree / program / major?　　　Yes ☐　No ☐

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 ☐　No ☐

10　Has the Convocation Coordinator been notified of a new degree?　　　Yes ☐　No ☐

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　　　☐

　　OR

　　b.　Fee Review Committee　　　☐

　　c.　Institutional Planning and Assessment (IPA)　　　☐

　　d.　Provost's Committee on Integrated Planning (PCIP)　　　☐

　　e.　Board of Governors　　　☐

　　f.　Other　　　☐

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

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
Cell Phone - 306-280-6178
Fax - 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**

Sent from Russell Isinger's iPhone XSMax

On Nov 12, 2020, at 10:04 AM, Bruce Sparling (AD Academic, Engineering) <engr.academicdean@usask.ca> wrote:

🖻
Good morning,

I have reviewed the Consultation with the Registrar Form for the B.E. Second Degree Proposal and agree that the information on the form is correct.

All the best,

Bruce

<image001.jpg>
 Bruce Sparling, Ph.D., P.Eng., FCSCE

Associate Dean, Academic
Professor Structures / Materials Group
College of Engineering, University of Saskatchewan
Rm. 2A01, Engineering Building, 57 Campus Dr.
Saskatoon, SK S7N 5A9
Tel: (306) **966-4190** Direct: (306) **966-5366**
Email: engr.academicdean@usask.ca

From: Warrington, Seanine <seanine.warrington@usask.ca>
Sent: Monday, November 9, 2020 11:04 AM
To: Isinger, Russell <russell.isinger@usask.ca>; Bruce Sparling (AD Academic, Engineering) <engr.academicdean@usask.ca>
Cc: Doell, Jason <jason.doell@usask.ca>; Pajic, Aleksandra <aleksandra.pajic@usask.ca>; Zagiel, Eileen <eileen.zagiel@usask.ca>; Vuong, Lucy <lucy.vuong@usask.ca>
Subject: Consultation with the Registrar Form - B.E. Second Degree Proposal

Good morning,

Please see the completed Consultation with the Registrar Form that proposes a Second Degree Option for the Bachelor of Science in Engineering (B.E.) programs.

Russ and Bruce, 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.

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY:	Alison Oates, vice- chair, Academic Programs Committee
DATE OF MEETING:	January 28, 2021
SUBJECT:	**Academic Calendar 2021-22**
COUNCIL ACTION:	**For Information Only**

SUMMARY:

At its meeting of December 16, 2020, the Academic Programs Committee approved the Academic Calendar for 2020-21.

The Academic Calendar was developed in consultation with academic deans of the colleges as well as with administrative units and is based on the previous year's calendar, adjusting for yearly calendar changes.

A significant change in the 2021-22 calendar is that it is the first year that the new dates related to the redesign of the first year of the Bachelor of Science in Engineering program will be included, as they will operate on a different schedule than other programs.

ATTACHMENTS:
1. Academic Calendar 2021-22

Academic Calendar 2021-2022 Draft

DATE	DESCRIPTION	NOTES
Mon. April 26, 2021	Start of PHAR 489 integrating seminar for Year 4 Pharmacy	
Mon. April 26, 2021	First day of classes Nursing Year 2	
Wed. April 28, 2021	Last day of Winter Term final examinations for Veterinary Medicine Year 2	
Fri. April 30, 2021	End of PHAR 489 integrating seminar for Year 4 Pharmacy	
Fri. April 30, 2021	Last day of Winter Term final examinations for all colleges except for Dentistry and Medicine Year 1 and Year 2, Nursing Year 2, Nutrition Year 4, Pharmacy Year 4, Physical Therapy (all years), Veterinary Medicine Year 1 and Law	
Fri. April 30, 2021	Last day of Winter Term classes for Dentistry, Medicine Year 1 and 2, Pharmacy Year 4 and Nutrition Year 4	
May		
Mon. May 3, 2021	First day of Winter Term final examinations for Medicine Year 1 and Year 2	
Mon. May 3, 2021	First day of classes for Nursing Year 3	
Mon. May 3, 2021	Start of PHAR 490 Orientation Pharmacy Year 4	
Mon. May 3, 2021	First day of Winter Term final examinations for Dentistry Year 1, Year 2 and Year 3	
Tues. May 4, 2021	End of PHAR 490 Orientation Pharmacy Year 4	
Wed. May 5, 2021	Start of PHAR 487 integrating seminar for Pharmacy Year 4	
Fri. May 7, 2021	End of PHAR 487 integrating seminar for Pharmacy Year 4	
Fri. May 7, 2021	Last day of Winter Term classes for Dentistry	
Mon. May 10, 2021	Quarter 1, Spring Term and Multi-Term Spring and Summer Session classes begin	
Mon. May 10, 2021	First day of Winter Term final examinations for Dentistry Year 1, Year 2 and Year 3	
Mon. May 10, 2021	Convocation faculty meeting	
Tues. May 11, 2021	Convocation faculty meeting	
Tues. May 11, 2021	Last day to withdraw from Quarter 1 classes with 100% tuition credit	
Tues. May 13, 2021	Last day to withdraw from Quarter 1 classes with 75% tuition credit	
Fri. May 14, 2021	Last day of final examinations for Dentistry Year 1, Year 2 and Year 3	
Fri. May 14, 2021	Last day to withdraw from Quarter 1 classes with 50% tuition credit	
Fri. May 14, 2021	Deadline for registration changes for Multi-Term classes with 100% tuition credit	
Fri. May 14, 2021	Deadline for registration changes for Spring Term classes with 100% tuition credit	
Fri. May 14, 2021	Last day of Winter Term examinations for Medicine Year 1 and Year 2	
Sat. May 15, 2021	Deadline for submitting Winter Term and Multi-Term supplemental and deferred exam authorizations	
Tues. May 18, 2021	Last day to withdraw from Spring Term classes with 75% tuition credit	

Academic Calendar 2021-2022 Draft

DATE	DESCRIPTION	NOTES
Thurs. May 20, 2021	University Council meeting	
Fri. May 21, 2021	Last day to withdraw from Multi-Term classes with 75% tuition credit	
Fri. May 21, 2021	Last day to withdraw from Spring Term classes with 50% tuition credit	
Fri. May 21, 2021	Last day of Winter Term final examinations for Dentistry Year 1, Year 2 and Year 3	
Mon. May 24, 2021	Victoria Day - university closed	
Fri. May 28, 2021	Graduation Powwow	
Fri. May 28, 2021	Last day to withdraw from Multi-Term classes with 50% tuition credit	
Mon. May 31, 2021	Spring Convocation	
Mon. May 31, 2021	Last day of classes for Quarter 1	
Mon. May 31, 2021	Last day to withdraw from Quarter 1 classes	
June		
Tues. June 1, 2021	Spring Convocation	
Tues. June 1, 2021	Exam Period for Quarter 1 classes: break for Spring Term and Multi-Term classes	No classes are held during the exam period. Classes resume on Thurs. June 3, 2021
Wed. June 2, 2021	Exam Period for Quarter 1 classes: break for Spring Term and Multi-Term classes	
Wed. June 2, 2021	Spring Convocation	
Thurs. June 3, 2021	Quarter 2 classes begin, Spring Term and Multi-Term classes resume	
Thurs. June 3, 2021	Spring Convocation	
Fri. June 4, 2021	Deadline for registration changes for Quarter 2 classes with 100% tuition credit	
Fri. June 4, 2021	Spring Convocation	
Tues. June 8, 2021	Last day to withdraw from Quarter 2 classes with 75% tuition credit	
Tues. June 8, 2021	Winter Term and Multi-Term deferred and supplemental examinations begin	
Wed. June 9, 2021	Last day to withdraw from Quarter 2 classes with 50% tuition credit	
Thurs. June 17, 2021	University Council meeting	
Tues. June 22, 2021	Orientation for Medicine Year 4	
Wed. June 23, 2021	Last day to withdraw from Spring Term classes	
Wed. June 23, 2021	Last day to withdraw from Quarter 2 classes	
Wed. June 23, 2021	Last day of classes for Spring Term and Quarter 2	
Thurs. June 24, 2021	Mid-term break for Multi-Term classes begins	Break runs from June 24, 2021 to July 4, 2021, classes resume on July 5, 2021
Thurs. June 24, 2021	Exam Period for Spring Term and Quarter 2 classes	No classes are held during the exam period
Fri. June 25, 2021	Exam Period for Spring Term and Quarter 2 classes	

Academic Calendar 2021-2022 Draft

DATE	DESCRIPTION	NOTES
Sat. June 26, 2021	Exam Period for Spring Term and Quarter 2 classes	
July		
Thurs. July 1, 2021	Canada Day - university closed	
Sun. July 4, 2021	Mid-term break for Multi-Term classes ends	Break runs from June 24, 2021 to July 4, 2021, classes resume on July 5, 2021
Mon. July 5, 2021	Summer Term and Quarter 3 classes begin, Multi-Term classes resume	
Tues. July 6, 2021	Deadline for registration changes for Quarter 3 classes with 100% tuition credit	
Thurs. July 8, 2021	Last day to withdraw from Quarter 3 classes with 75% tuition credit	
Fri. July 9, 2021	Deadline for registration changes for Summer Term classes with 100% tuition credit	
Fri. July 9, 2021	Last day to withdraw from Quarter 3 classes with 50% tuition credit	
Tues. July 13, 2021	Last day to withdraw from Summer Term classes with 75% tuition credit	
Fri. July 16, 2021	Last day to withdraw from Summer Term classes with 50% tuition credit	
Mon. July 19, 2021	Orientation begins for Medicine Year 3	
Fri. July 23, 2021	Last day to withdraw from Quarter 3 classes	
Fri. July 23, 2021	Last day of classes for Quarter 3	
Sat. July 24, 2021	Break for Summer Term and Multi-Term classes	No classes are held during the exam period. Classes resume on Tues. July 27, 2021
Sat. July 24, 2021	Exam Period for Quarter 3 classes	No classes are held during the exam period
Mon. July 26, 2021	Exam Period for Quarter 3 classes	
Tues. July 27, 2021	Quarter 4 classes begin, Summer Term and Multi-Term classes resume	
Wed. July 28, 2021	Deadline for registration changes for Quarter 4 classes with 100% tuition credit	
Fri. July 30, 2021	Last day to withdraw from Quarter 4 classes with 75% tuition credit	
August		
Mon. Aug. 2, 2021	Saskatchewan Day - university closed	
Tues. Aug. 3, 2021	Last day to withdraw from Quarter 4 classes with 50% tuition credit	
Tues. Aug. 3, 2021	Fall Term classes begin for Medicine Year 3 and Year 4	
Wed. Aug. 4, 2021	Orientation begins for Medicine Year 1	
Thurs. Aug. 5, 2021	Orientation begins for Medicine Year 2 – Regina campus students only	
Mon. Aug. 9, 2021	Fall Term classes begin for Medicine Year 1 and Year 2	
Mon. Aug. 9, 2021	Orientation and classes begin for Dentistry Year 1 and Year 2	
Mon. Aug. 9, 2021	Orientation for Dentistry Year 3 and Year 4	
Mon. Aug. 16, 2021	Classes begin for Veterinary Medicine Year 1, Year 2 and Year 3	

Academic Calendar 2021-2022 Draft

DATE	DESCRIPTION	NOTES
Mon. Aug. 16, 2021	Classes begin for Dentistry Year 3 and Year 4	
Mon. Aug. 16, 2021	Classes begin for Nutrition Year 4	
Mon. Aug. 16, 2021	Classes begin for Physical Therapy Year 1 and Year 3	
Tues. Aug. 17, 2021	Last day to withdraw from Summer Term classes	
Tues. Aug. 17, 2021	Last day to withdraw from Multi-Term classes	
Tues, Aug. 17, 2021	Last day to withdraw from Quarter 4 classes	
Tues. Aug. 17, 2021	Last day of classes for Multi-Term, Summer Term, and Quarter 4	
Wed. Aug. 18, 2021	Exam Period for Multi-Term, Summer Term, and Quarter 4 classes	
Thurs. Aug. 19, 2021	Exam Period for Multi-Term, Summer Term, and Quarter 4 classes	
Fri. Aug. 20, 2021	Exam Period for Multi-Term, Summer Term, and Quarter 4 classes	
Mon. Aug. 23, 2021	Classes begin for Physical Therapy Year 2	
Wed. Aug. 25, 2021	Deadline for submitting Spring and Summer Term supplemental and deferred exam authorizations	
Thurs. Aug 26, 2021	Classes begin for Pharmacy Year 1, Year 2 & Year 3	
Mon. Aug. 30, 2021	Clinical rotations begin for Veterinary Medicine Year 4	
Tues. Aug. 31, 2021	Closing date for submission of applications for Fall Convocation	
Tues. Aug. 31, 2021	Residence Move-In for College Quarter, Seager Wheeler, Voyageur Place	
September		
Wed. Sep. 1, 2021	Residence Move-In for Graduate House, Assiniboine, Wollaston and Souris Hall	
Wed. Sep. 1, 2021	USask Orientation	
Wed. Sep. 1, 2021	Orientation for Nursing Year 2 and NURS 450.9	
Wed. Sep. 1, 2021	Orientation for Law Year 1	
Thurs. Sep. 2, 2021	Orientation for Law Year 1 (cont'd)	
Thurs. Sep. 2, 2021	First day of Fall Term classes for Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering, Graduate and Postdoctoral Studies, Kinesiology, Law (Year 2 & Year 3), Nursing (Year 2, Year 3 & Year 4), Nutrition (except Year 4)	
Fri. Sep. 3, 2021	Orientation for Law Year 1 (cont'd)	
Mon. Sep. 6, 2021	Labour Day – university closed	
Sat. Sep. 11, 2021	Spring Term and Summer Term deferred and supplemental examinations	
Thurs. Sep. 16, 2021	Deadline for registration changes for Fall Term and Multi-Term (September to April) classes with 100% tuition credit	
Thurs. Sep. 16, 2021	University Council meeting	
Fri. Sep. 17, 2021	No classes for Veterinary Medicine Year 1 – White Coat Ceremony	
Sun. Sept.19, 2021	Last day for Master's and PhD students to submit approved thesis to ETD site and for departments to submit all supporting documentations,	If this date falls on a weekend/holiday, the

DATE	DESCRIPTION	NOTES
	indicating completion of the graduate degree, in order to graduate at Fall Convocation	first business day prior to Sept. 19 is observed.
Thurs. Sep. 23, 2021	Last day to withdraw from Fall Term classes with 75% tuition credit	
Thurs. Sep. 23, 2021	Last day to withdraw from Fall Term classes with 75% tuition credit	
Wed. Sep. 29, 2021	Last day to withdraw from Multi-Term classes with 75% tuition credit	
Thurs. Sep. 30, 2021	Last day to withdraw from Fall Term classes with 50% tuition credit	
Thurs. Sep. 30, 2021	Tuition payment deadline for Fall Term classes	
October		
Fri. Oct. 8, 2021	Fall Break Day – College of Nursing only	
Mon. Oct. 11, 2021	Thanksgiving Day – university closed	
Tues. Oct. 12, 2021	Convocation faculty meeting	
Wed. Oct. 13, 2021	Convocation faculty meeting	
Thurs. Oct. 14, 2021	Last day to withdraw from Multi-Term classes with 50% tuition credit	
Thurs. Oct. 21, 2021	University Council meeting	
Sat. Oct. 30, 2021	University Senate meeting	
November		
Mon. Nov. 8, 2021	Fall Mid-Term Break begins for most colleges except for Dentistry, Medicine, Nursing, Nutrition Year 4, Pharmacy Year 4, Physical Therapy, Veterinary Medicine	Classes resume Mon. Nov. 15, 2021
Wed. Nov. 10, 2021	Fall convocation	
Thurs. Nov. 11, 2021	Remembrance Day – university closed	
Fri. Nov. 12, 2021	Midterm break day for Veterinary Medicine Year 1, Year 2 and Year 3	
Sat. Nov. 13, 2021	Fall Mid-Term Break ends for most colleges except for Dentistry, Medicine, Nursing, Nutrition Year 4, Pharmacy Year 4, Physical Therapy, Veterinary Medicine	Classes resume Mon. Nov. 15, 2021
Thurs. Nov. 18, 2021	University Council meeting	
Fri. Nov. 26, 2021	Last day of Fall Term classes for Medicine Year 1 and 2	
Fri. Nov. 26, 2021	Last day of Fall Term classes for Dentistry Year 1	
Mon. Nov. 29, 2021	First day of Fall Term examinations from Medicine Year 1 and 2	
Mon. Nov. 29, 2021	First day of Fall Term examinations from Dentistry Year 1	
December		
Wed. Dec. 1, 2021	Last day of Fall Term classes for Law (all years)	
Fri. Dec. 3, 2021	Last day of classes for Dentistry Year 2, Year 3 and Year 4	
Fri. Dec. 3, 2021	First day of Fall Term final examinations for Law (all years)	

Academic Calendar 2021-2022 Draft

DATE	DESCRIPTION	NOTES
Mon. Dec. 6, 2021	Last day of Fall Term classes for most colleges except for Dentistry, Engineering (Year 1), Law, Medicine, Nutrition Year 4, Pharmacy Year 4, Physical Therapy, Veterinary Medicine	
Mon. Dec. 6, 2021	Last day to withdraw from Fall Term classes	
Mon. Dec. 6, 2021	First day of Fall Term examinations for Dentistry Year 2, Year 3 and Year 4	
Tues. Dec. 7, 2021	Last day of Fall Term classes for Veterinary Medicine Year 3	
Wed. Dec. 8, 2021	Fall Term final examinations, including night class examinations, begin for most colleges except for Dentistry, Engineering (Year 1), Law, Medicine, Nutrition Year 4, Pharmacy Year 4, Physical Therapy, Veterinary Medicine	
Wed. Dec. 8, 2021	Last day of Fall Term classes for Veterinary Medicine Year 2	
Thurs. Dec. 9, 2021	First day of Fall Term final examinations for Veterinary Medicine 3	
Fri. Dec. 10, 2021	Last day of Fall Term examinations for Dentistry Year 1	
Fri. Dec. 10, 2021	Last day of Fall Term examinations for Medicine Year 1 and 2	
Fri. Dec. 10, 2021	First day of Fall Term final examinations for Veterinary Medicine 2	
Fri. Dec. 10, 2021	Last day of Fall Term classes for Medicine Year 3	
Mon. Dec. 13, 2021	Last day of Fall Term classes for Veterinary Medicine Year 1	
Wed. Dec. 15, 2021	First day of Fall Term final examinations for Veterinary Medicine 1	
Thurs. Dec. 16, 2021	University Council meeting	
Fri. Dec. 17, 2021	Last day of Fall Term final examinations for Veterinary Medicine Year 1 and Year 2	
Fri. Dec. 17, 2021	Last day of Fall Term examinations for Dentistry Year 2, Year 3 and Year 4	
Fri. Dec. 17, 2021	Last day of classes for Nutrition Year 4	
Sat. Dec. 18, 2021	Last day of Fall Term finale examinations for Veterinary Medicine Year 3	
Sun. Dec. 19, 2021	Last Day of Clinical Rotations for Veterinary Medicine Year 4	
Sun. Dec. 19, 2021	Last day of Fall Term classes for Medicine Year 4	
Mon. Dec. 20, 2021	Start of PHAR 488 Integrating seminar for Pharmacy Year 4	
Wed. Dec. 22, 2021	End of PHAR 488 Integrating seminar for Pharmacy Year 4	
Thurs. Dec. 16, 2021	University Council meeting	
Tues. Dec. 21, 2021	Last day of Fall Term classes for Engineering Year 1	
Thurs. Dec. 23, 2021	Last day of Fall Term examinations for most colleges except for Dentistry, Engineering Year 1, Medicine, Nutrition Year 4, Pharmacy Year 4, Physical Therapy, Veterinary Medicine	
Sat. Dec. 25, 2021	Christmas day –University closed	
Sun. Dec. 26, 2021	Boxing Day – U niversity closed	
Mon. Dec. 27, 2021	Christmas day (in lieu) – University closed	
Tues. Dec. 28, 2021	Boxing Day (in lieu) - University closed	

Academic Calendar 2021-2022 Draft

DATE	DESCRIPTION	NOTES
Wed. Dec. 29, 2021	University closed	
Thurs. Dec. 30, 2021	University closed	
Fri. Dec. 31st, 2021	New Year's Eve	
January		
Sat. Jan. 1, 2022	New Year's Day	
Mon. Jan. 3, 2022	New Year's Day (in lieu of) - university closed	
Tues. Jan. 4, 2022	Winter Usask Orientation	
Tues. Jan. 4, 2022	Nursing 450.9 Orientation	
Tues. Jan. 4, 2022	First day of Winter Term classes for Dentistry, Medicine Year 3 and Year 4, Nutrition Year 4, Pharmacy Year 4, Veterinary Medicine (except Year 4),	
Tues. Jan. 4, 2022	Clinical rotations begin for Veterinary Medicine Year 4	
Wed. Jan. 5, 2022	First day of class for most colleges including Law, Medicine (Year 1 and Year 2), Nursing, Nutrition (except Year 4) and Pharmacy (except Year 4), Physical Therapy, except for Veterinary Medicine	
	Deadline for submitting Fall Term supplemental and deferred exam authorizations	
Tues. Jan. 18, 2022	Deadline for registration changes for Winter Term classes with 100% tuition credit	
Thurs. Jan. 20, 2022	Deadline for submitting Fall Term supplemental and deferred exam authorizations	
Mon. Jan. 24, 2022	Last day to withdraw from Winter Term classes with 75% tuition credit	
Thurs. Jan. 27, 2022	University Council meeting	
Mon. Jan. 31, 2022	Tuition payment deadline for Winter Term classes	
Mon. Jan. 31, 2022	Last day to withdraw from Winter Term classes with 50% tuition credit	
February		
Wed. Feb. 16, 2022	Registration for Spring and Summer Term classes opens	
Mon. Feb. 21, 2022	Family Day – university closed	
Mon. Feb. 21, 2022	Winter Mid-Term Break begins for most colleges except for Medicine Year 3 and Year 4, Nutrition Year 4, Pharmacy Year 4, Physical Therapy, Veterinary Medicine Year 4	Classes resume Mon, Feb 28, 2022
Tues. Feb 22, 2022	Fall Term deferred and supplemental examinations begin	
Fri. Feb. 25, 2022	Winter Mid-Term Break ends for most colleges except for Medicine Year 3 and Year 4, Nutrition Year 4, Pharmacy Year 4, Physical Therapy and Veterinary Medicine Year 4	Classes resume Mon, Feb 28, 2022
Fri. Feb. 25, 2022	Last day of Winter Term for Dentistry Year 4 Session A	
Sat. Feb. 26, 2022	Mid-Term Break begins for Veterinary Medicine Year 4 (no clinical rotations)	
Mon. Feb. 28, 2022	Mid-Term Break ends for Veterinary Medicine Year 4 (no clinical rotations)	

Academic Calendar 2021-2022 Draft

DATE	DESCRIPTION	NOTES
March		
Thurs. Mar. 17, 2022	University Council meeting	
Thurs. Mar. 31, 2022	Closing date for submission of applications for Spring Convocation	
April		
Fri. Apr. 1, 2022	Last day of Winter Term classes for Law (all years)	
Mon. Apr. 4, 2022	First day of Winter Term final examinations for the Law (all years)	
Tues. Apr. 5, 2022	Last day of Winter Term and Multi-Term classes for most colleges except Dentistry, Engineering Year 1, Law, Medicine, Nutrition Year 4, Pharmacy Year 4, Physical Therapy and Veterinary Medicine	
Tues. Apr. 5, 2022	Last day to withdraw from Winter Term and Multi-Term classes	
Wed. Apr. 6, 2022	General Academic Assembly meeting	
Thurs. Apr. 7, 2022	First day of Winter Term and Multi-Term examinations for most colleges except for Dentistry, Engineering Year 1, Law Medicine, Nutrition Year 4, Pharmacy Year 4, Physical Therapy and Veterinary Medicine	
Mon. Apr. 11, 2022	Last day of Winter Term classes for Veterinary Medicine Year 2	
Tues. Apr. 12, 2022	Last day of Winter Term classes for Veterinary Medicine Year 1	
Wed. Apr. 13, 2022	First day of Winter Term final examinations for Veterinary Medicine Year 1	
Wed. Apr. 13, 2022	First day of Winter Term final examinations for Veterinary Medicine Year 2	
Thurs. Apr 14, 2022	Last day of Winter Term classes for Medicine Year 4	
Fri. Apr. 15, 2022	Good Friday – university closed	
Tue. Apr. 19, 2022	Last day of Winter Term classes for Veterinary Medicine Year 3	
Wed. Apr. 20, 2022	Mandatory Veterinary Medicine Year 4 Orientation	
Fri. Apr. 22, 2022	First and last day of Winter Term finale examinations for Veterinary Medicine Year 3	
Thurs. Apr. 21, 2022	University Council meeting	
Sat. Apr. 23, 2022	University Senate meeting	
Sun. Apr. 24, 2022	Last day of Clinical rotations for Veterinary Medicine Year 4	
Mon. Apr. 25, 2022	Start of PHAR 489 integrating seminar for Pharmacy Year 4	
Wed. Apr. 27, 2022	Last day of Winter Term final examinations for Veterinary Medicine Year 2	
Thurs. Apr. 28, 2022	Last day of Winter Term and Multi-Term examinations for most colleges except Dentistry, Engineering Year 1, Medicine, Nutrition Year 4, Pharmacy Year 4, Physical Therapy, Veterinary Medicine	
Fri. Apr. 29, 2022	Last day of Winter Term final examinations for Veterinary Medicine Year 1	
Fri. Apr. 29, 2022	Last day of Winter Term and Multi-Term classes for Engineering Year 1	
Fri. Apr. 29, 2022	End of PHAR 489 integrating seminar for Pharmacy Year 4	

Academic Calendar 2021-2022 Draft

DATE	DESCRIPTION	NOTES
Fri. Apr. 29, 2022	Last day of classes for Nutrition Year 4	
May		
Mon. May 2, 2022	Post-Degree BSN Orientation	
Mon. May 2, 2022	First day of classes for Nursing (all years)	
Mon. May 2, 2022	First day of Winter Term final examinations for Dentistry Year 1, Year 2 and Year 3	
Mon. May 2, 2022	Start of PHAR 490 orientation for Pharmacy Year 4	
Tues. May 3, 2022	End of PHAR 490 orientation for Pharmacy Year 4	
Tues. May 3, 2022	Last day of Winter Term classes for Medicine Year 1 and 2	
Wed. May 4, 2022	Start of PHAR 487 integrating seminar for Pharmacy Year 4	
Thurs. May 5, 2022	First day of Winter Term final examinations for Medicine Year 1 and 2	
Fri. May 6, 2022	End of PHAR 487 integrating seminar for Pharmacy Year 4	
Mon. May 16, 2022	Convocation faculty meeting	
Tues. May 17, 2022	Convocation faculty meeting	
Mon. May 9, 2022	Quarter 1, Spring Term and Multi-Term Spring and Summer Session classes begin	
Tues. May 10, 2022	Deadline for registration changes for Quarter 1 classes with 100% tuition credit	
Thurs. May 12, 2022	Last day to withdraw from Quarter 1 classes with 75% tuition credit	
Fri. May 13, 2022	Last day of Winter Term final examinations for Medicine Year 1 and Year 2	
Fri. May 13, 2022	Last day of Winter Term final examinations for Dentistry Year 1, Year 2 and Year 3	
Fri. May 13, 2022	Deadline for registration changes for Multi-Term classes with 100% tuition credit	
Fri. May 13, 2022	Deadline for registration changes for Spring Term classes with 100% tuition credit	
Fri. May 13, 2022	Last day to withdraw from Quarter 1 classes with 50% tuition credit	
Tues. May 17, 2022	Last day to withdraw from Spring Term classes with 75% tuition credit	
Thurs. May 19, 2022	Deadline for submitting Winter Term and Multi-Term supplemental and deferred exam authorizations	
Fri. May 20, 2022	Last day to withdraw from Multi-Term classes with 75% tuition credit	
Fri. May 20, 2022	Last day to withdraw from Spring Term classes with 50% tuition credit	
Fri. May 27, 2020	Last day to withdraw from Multi-Term classes with 50% tuition credit	
Thurs. May 19, 2022	University Council meeting	
Mon. May 23, 2022	Victoria Day – university closed	
Mon. May 30, 2022	Last day of instruction for Quarter 1 classes	
Mon. May 30, 2022	Last day to withdraw from Quarter 1 classes	

Academic Calendar 2021-2022 Draft

DATE	DESCRIPTION	NOTES
Tues. May 31, 2022	Exam period for Quarter 1 classes; break for Spring Term (T1) and Multi-Term (T1T2) classes	
June		
Wed. Jun. 1, 2022	Exam period for Quarter 1 classes; break for Spring Term (T1) and Multi-Term (T1T2) classes	
Thurs. Jun. 2, 2022	Quarter 2 classes begin; Spring Term and Multi-Term classes resume	
Thurs. Jun. 2, 2022	Deadline to pay Spring Term and Multi-Term tuition	
Fri. Jun 3, 2022	Graduation Powwow	
Mon. Jun 6, 2022	Spring Convocation	
Tues. Jun 7, 2022	Spring Convocation	
Wed. Jun 8, 2022	Spring Convocation	
Thurs. Jun 9, 2022	Spring Convocation	
Fri. Jun 10, 2022	Spring Convocation	
Fri. Jun. 3, 2022	Deadline for registration changes Quarter 2 classes with 100% tuition credit	
Tues. Jun. 7, 2022	Last day to withdraw from Quarter 2 classes with 75% tuition credit	
Wed. Jun. 8, 2022	Last day to withdraw from Quarter 2 classes with 50% tuition credit	
Thurs. Jun. 16, 2022	University Council meeting	
Thurs. Jun. 16, 2022	Winter Term and Multi-Term deferred and supplemental examinations begin	
Wed. Jun. 22, 2022	Winter Term and Multi-Term deferred and supplemental examinations end	
Wed. Jun. 22, 2022	Last day of instruction for Quarter 2 and Spring Term classes	
Wed. Jun. 22, 2022	Last day to withdraw from Quarter 2	
Wed. Jun. 22, 2022	Last day to withdraw from Spring Term classes	
Thurs. Jun. 23, 2022	Mid-Term break for Multi-Term (T1T2) classes	Multi-Term classes will resume on Mon. July 4, 2022.
Thurs. Jun. 23, 2022	Exam period for Quarter 2 and Spring Term classes	
Fri. Jun. 24, 2022	Exam period for Quarter 2 and Spring Term classes	
Mon. Jun. 27, 2022	Exam period for Quarter 2 and Spring Term classes	
July		
Fri. Jul. 1, 2022	Canada Day – university closed	
Mon. Jul. 4, 2022	Summer Term and Quarter 3 classes begin; Multi-Term classes resume	
Tues. Jul. 5, 2022	Deadline for registration changes for Quarter 3 classes with 100% tuition credit	
Thurs. Jul. 7, 2022	Last day to withdraw from Quarter 3 classes with 75% tuition credit	
Fri. Jul. 8, 2022	Last day to withdraw from Quarter 3 classes with 50% tuition credit	

Academic Calendar 2021-2022 Draft

DATE	DESCRIPTION	NOTES
Fri. Jul. 8, 2022	Deadline for registration changes for Summer Term classes with 100% tuition credit	
Tues. Jul. 12, 2022	Last day to withdraw from Summer Term classes with 75% tuition credit	
Fri. Jul. 15, 2022	Last day to withdraw from Summer Term classes with 50% tuition credit	
Fri. Jul. 22, 2022	Last day of instruction for Quarter 3 classes	
Fri. Jul. 22, 2022	Last day to withdraw from Quarter 3 classes	
Sat. Jul. 23, 2022	Exam period for Quarter 3 classes; break for Summer Term and Multi-Term classes	
Mon. Jul. 25, 2022	Exam period for Quarter 3 classes; break for Summer Term and Multi-Term classes	
Tues. Jul. 26, 2022	Quarter 4 classes begin; Summer Term and Multi-Term classes resume	
Tues. Jul. 26, 2022	Deadline to pay Summer Term tuition	
Wed. Jul. 27, 2022	Deadline for registration changes for Quarter 4 classes with 100% tuition credit	
Fri. Jul. 29, 2022	Last day to withdraw from Quarter 4 classes with 75% tuition credit	
August		
Mon. Aug. 1, 2022	Saskatchewan Day – university closed	
Tues. Aug. 2, 2022	Last day to withdraw from Quarter 4 classes with 50% tuition credit	
Thurs. Aug, 2022	**Deadline for submitting Spring and Summer Term supplemental and deferred exam authorizations**	
Tues. Aug. 16, 2022	Last day of instruction for Quarter 4, Summer Term, and Multi-Term classes	
Tues. Aug. 16, 2022	Last day to withdraw from Quarter 4 classes	
Tues. Aug. 16, 2022	Last day to withdraw from Summer Term classes	
Tues. Aug. 16, 2022	Last day to withdraw from Multi-Term classes	
Wed. Aug. 17, 2022	Exam Period for Multi-Term, Summer Term, and Quarter 4 classes	
Thurs. Aug. 18, 2022	Exam Period for Multi-Term, Summer Term, and Quarter 4 classes	
Fri. Aug. 19, 2022	Exam Period for Multi-Term, Summer Term, and Quarter 4 classes	
September		
Sat. Sept. 10, 2022	Supplemental and deferred exam	

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION

PRESENTED BY:	Alison Oates, vice-chair, Academic Programs Committee
DATE OF MEETING:	January 28, 2021
SUBJECT:	**Change to the 2020-21 Academic Calendar**
COUNCIL ACTION:	**For Information Only**

SUMMARY:

The College of Nursing submitted a request for a change to the Academic Calendar 2020-21 to extend the end date of their Winter 2021 term from April 10, 2021 to April 12, 2021. These additional dates will ensure that students are able to complete the required clinical placement hours and are necessary because COVID-19 restrictions have made placements more challenging.

The Academic Programs Committee considered this request and passed the following motion at its December 16, 2020 meeting:

That the Academic Programs Committee approve the change to the Academic Calendar for 2020-21 as requested by the College of Nursing.

UNIVERSITY OF SASKATCHEWAN
College of Nursing
NURSING.USASK.CA

M E M O R A N D U M

TO: Academic Programs Committee

FROM: Dr. Hope Bilinski

DATE: December 11, 2020

RE: College of Nursing Academic Calendar changes for Winter 2021 due to COVID-19

Due to increasing restrictions placed on our students in their clinical placements, we are requesting an extension to our Winter 2021 term for Year 3 BSN students. Three additional days will help to ensure all students are able to complete their clinical hours during the term.

This request has been made in consultation with College leadership.

The 3-day extension means Winter Term will end April 10, 2021 for Year 3 BSN students and the examination period will start April 12, 2021.

From

Wed. April 7, 2021

Last day of Winter Term and Multi-term classes for most colleges without the delayed start of term except for Medicine, Nursing Year 2, Nutrition Year 4, Pharmacy Year 4, Physical Therapy and Veterinary Medicine

To

Wed. April 7, 2021

Last day of Winter Term and Multi-term classes for most colleges without the delayed start of term except for Medicine, Nursing Year 2 and 3, Nutrition Year 4, Pharmacy Year 4, Physical Therapy and Veterinary Medicine

To

Saturday April 10, 2021

Last day of Winter term classes Nursing Year 3.

From

Fri. April 9, 2021

First day of Winter Term and Multi-term final examinations for most colleges without the delayed start of term except for Medicine, Nursing Year 2, Nutrition Year 4, Pharmacy Year 4, Physical Therapy and Veterinary Medicine

To

Fri. April 9, 2021

First day of Winter Term and Multi-term final examinations for most colleges without the delayed start of term except for Medicine, Nursing Year 2 <mark>and 3</mark>, Nutrition Year 4, Pharmacy Year 4, Physical Therapy and Veterinary Medicine

To

Monday April 12, 2021

First day of Winter Term final examinations for Nursing Year 3

UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Darrell Mousseau, chair, Planning and Priorities Committee of
Council

DATE OF MEETING: January 28, 2021

SUBJECT: Request to adopt the Sustainability Strategy (2021-2030)

DECISION REQUESTED:

*It is recommended that Council adopt the "Critical Path to Sustainability: The
University of Saskatchewan Sustainability Strategy (2021-2030)" effective
immediately.*

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 implements 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 over multiple months with students, faculty, and staff. 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.

On December 17, 2020, Council was duly presented with a request for input on this Sustainability Strategy. No additional comments or suggestions were received.

FURTHER ACTION REQUIRED:

Once adopted by Council, 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

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 SUSTAINABILITY[1]

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.

UNIVERSITY OF SASKATCHEWAN
Office of Sustainability
INFRASTRUCTURE, PLANNING,
AND LAND DEVELOPMENT
SUSTAINABILITY.USASK.CA

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 WAY[2]

Foster an entrepreneurial campus spirit and utilize the campus operations and community as a living laboratory[3] 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.

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.

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.

BE WHAT THE WORLD NEEDS

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.
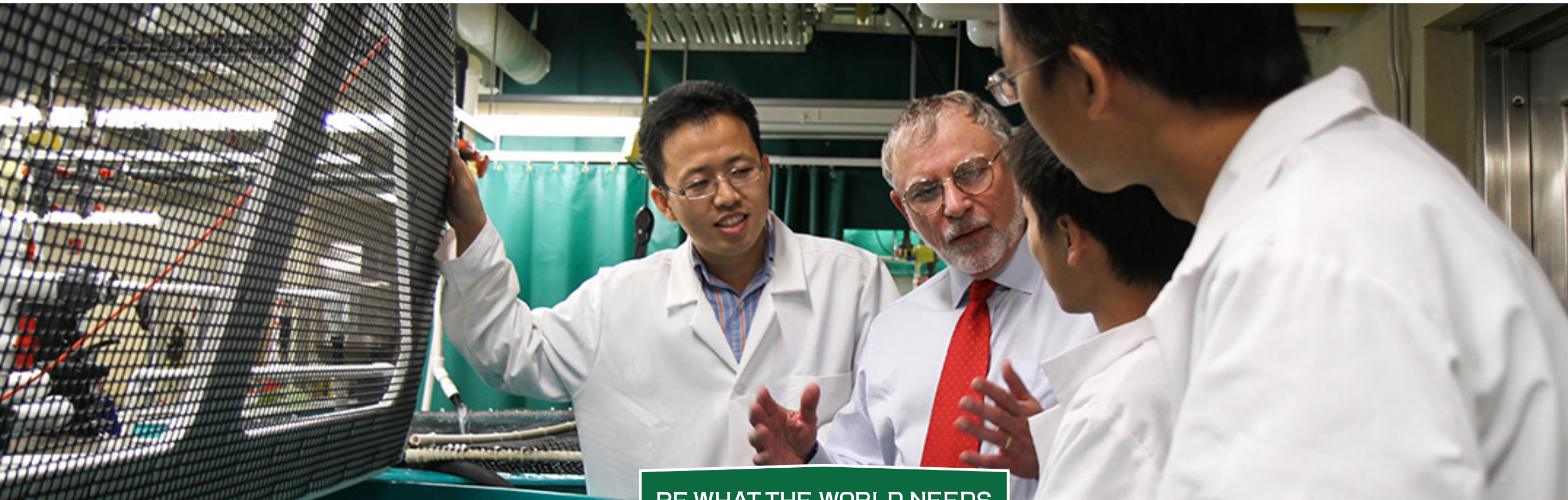

BE WHAT THE WORLD NEEDS

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" polices 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.

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.

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

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.

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.

COMMITMENT 4

CAPITALIZE ON STRENGTHS

Bring together the campus community to create knowledges focused on designing and implementing innovative and workable solutions to sustainability challenges.

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.

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.

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 Ensure 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.

SUSTAINABILITY
YOUR UNIVERSITY, YOUR WORLD

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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Office of Sustainability
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UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Terry Wotherspoon, chair, Governance Committee

DATE OF MEETING: January 28, 2021

SUBJECT: **School of Environment and Sustainability (SENS) Faculty Council Membership**

REQUEST FOR DECISION:

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:

On December 17, 2020, Council duly received a notice of motion to change the Council Bylaws to update SENS's Faculty Council membership. 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 of 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

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School of Environment and Sustainability
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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*

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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 Fellows 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.

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(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

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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.

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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

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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. <u>Amendment</u>

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. <u>Standing and *ad hoc* Committees of SENS Faculty Council</u>

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

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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

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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.

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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

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To provide strategic guidance for the development, integration, advancement and evaluation of under-graduate academic initiatives of the School. This includes overseeing the curricula of the SENS under-graduate academic initiatives, making recommendations to the School's faculty regarding course and pro-gram requirements for these initiatives, and overseeing the design and implementation of innovative prac-tices within undergraduate courses under SENS' academic authority. The Undergraduate Programs Com-mittee 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, dis-tributed 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 appoint-ments to this committee, with the approval of the School's faculty. Members will be appointed or re-ap-pointed each year, but an effort will be made to provide continuity with respect to the Committee's mem-bership.

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 dur-ing the regular academic session.

B. <u>Other School Committees Not Accountable to Council</u>

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Committees Governed by the Collective Agreements
1. Search Committees
2. Renewals and Tenure Committee
3. Promotions Committee
4. Salary Review Committee

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UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Paul Jones, Chair,
Nominations Committee of Council

DATE OF MEETING: January 28, 2021

SUBJECT: **Academic Programs Committee membership**

DECISION REQUESTED:

It is recommended that Council approve the nomination of Jing Xiao, Department of Education Administration effective January 31, 2021 until June 30, 2021.

DISCUSSION SUMMARY:

It is recommended that Jing Xiao from the Department of Education Administration be appointed to the Academic Programs Committee (APC) effective January 31, 2021 until June 30, 2021 to replace Ryan Brook who is on sabbatical.

The Nominations Committee met on January 14, 2021 to discuss the vacancy on APC. The committee considered making the nomination for a 2.5-year term commencing in January 2021. Dr. Brook's sabbatical goes until June 30, 2021, and his term on the committee also expires on June 30, 2021. This would leave the position vacant. The committee considered making an early appointment to cover that 2.5-year term. However, it was decided that in accordance with due process, the full 3-year term will be filled in May 2021, along with the omnibus Council committee membership nominations. Dr. Xiao will be considered for the 3-year term at that time.

ATTACHED: APC Terms of Reference and membership

ACADEMIC PROGRAMS COMMITTEE
Terms of Reference

Membership

Eleven members of the General Academic Assembly, at least five of whom will be elected members of Council, normally one of whom will be chair.
One sessional lecturer
One undergraduate student appointed by the USSU
One graduate student appointed by the GSA

Ex Officio
Vice-Provost, Teaching, Learning, and Student Experience
University Registrar
Vice-President, Finance & Resources or designate (non-voting member)
President (non-voting member)
Chair of Council (non-voting member)

Resource Personnel (Non-voting members)
Assistant Vice-Provost, Strategic Enrolment Management
Associate Provost, Institutional Planning and Assessment
Associate Registrar, Academic

Administrative Support
The Office of the University Secretary

The Academic Programs Committee is responsible for:

1) Recommending to Council policies and procedures related to academic programs and sustaining program quality.
2) Recommending to Council on new programs, major program revisions and program deletions, including their budgetary implications.
3) Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses and reporting them to Council.

4) Considering outreach and engagement aspects of programs.

5) Reporting to Council on processes and outcomes of academic program review, following consultation with the planning and priorities committee and other Council committees as appropriate.

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

7) Undertaking the academic and budgetary review of the proposed or continuing affiliation or federation of other institutions with the University and forwarding recommendations to the planning and priorities committee.

8) Reporting to Council on the academic implications of quotas and admission standards.

9) Approving the annual academic schedule and reporting the schedule to Council for information, and recommending to Council substantive changes in policy governing dates for the academic sessions.

10) Approving minor changes (such as wording and renumbering) to rules governing examinations, and reviewing and recommending to Council substantive changes.

11) Recommending to Council classifications and conventions for instructional programs.

12) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.

13) Consider the priorities of the University, such as Indigenization and internationalization, when assessing current and new academic programs and policies.

14) Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

ACADEMIC PROGRAMS COMMITTEE

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

Council Members

Susan Detmer (Chair)	Veterinary Pathology	2023
~~Ryan Brook~~	~~Animal and Poultry Science~~	2021 (Jan 1-Jun 30, 2021 sabbatical)
Jing Xiao	Education Administration	2021
Kevin Flynn	English	2023
Matthew Neufeld	History	2021
Reza Fotouhi	Mechanical Engineering	2022
Petros Papagerakis	Dentistry	2023
Ralph Deters	Computer Science	2023

General Academic Assembly Members

Carin Holroyd	Political Studies	2023
Karen Lawson	Psychology	2022
Alison Oates (Vice-chair)	Kinesiology	2022
Jeremy Rayner	Johnson Shoyama Graduate School of Public Policy	2021

Sessional Lecturer

Steven Seiferling	Edwards School of Business	2021

Other Members (voting)

Patti McDougall-Exec	(Provost Designate) Vice-Provost, Teaching, Learning, and Student Experience (ex officio)	
Russell Isinger-Exec	University Registrar (ex officio)	
Terry Summers	(VP Finance designate) Controller	
Kiefer Roberts	USSU designate	2021
Carmen Marquez	GSA designate	2021

Resource Members

Alison Pickrell	Assistant Vice-Provost, Strategic Enrolment Management
Dena McMartin	Associate Provost, Institutional Planning and Assessment
Jason Doell	Manager and Associate Registrar (Academic)
Amanda Storey	Academic Governance and Hearings Advisor - Committee Secretary