

AGENDA

2:30 p.m. Thursday, June 17, 2021

Via WebEx—<https://usask.webex.com/usask/j.php?MTID=mcaef7193592a1b61eff1b2b2e52b566c>**Please note the following steps for the June 17th meeting:**

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

In 1995, the **University of Saskatchewan Act** established a representative Council for the University of Saskatchewan, conferring on Council responsibility and authority "for overseeing and directing the university's academic affairs." The 2020/21 academic year marks the 26th year of the representative Council.

As Council gathers, we acknowledge that we are on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of our gathering place and reaffirm our relationship with one another.

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

Kaa maashakoonitoochik li koosay, 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 waahkoomaakaanuk lii Michif iita kaa maashakoonitooyaahk pi ni shoohkamoonihtaanaan ka ishi waakoohtooyaahk.

1. **Call to Order**
2. **Tributes**
 - 2.1 Tribute to Professor Emeritus Donald (Don) Kerr, from the Department of English, presented by Professor Emeritus David Carpenter
3. **Adoption of the agenda**
4. **Chair's Opening remarks**
5. **Approval of Minutes of the meeting of May 20, 2021**
6. **Business Arising from the Minutes**
7. **Report of the President**
8. **Report of the Provost**
 - 8.1 Report for Information: Enrollment Reporting – Verbal Report - presented by Patti McDougall, Vice-Provost, Teaching, Learning and Student Experience

9. **Pandemic Response and Recovery Team (PRT) Verbal Report** – presented by Darcy Marciniuk, Associate Vice-President Research, PRT Chair
10. **Student Societies**
 - 10.1 Report from the USSU - Tasnim Jaisee, USSU President
 - 10.2 Report from the GSA - Rifat Zahan, GSA President
11. **Nominations Committee**
 - 11.1 Request for Decision: Collective Agreement Committee Nominations 2021/22
It is recommended that Council approve the slate of nominations to USFA Collective Agreement committees for 2021-22 effective July 1, 2021, as attached.
 - 11.2 Report for Information: Nominations Committee Annual Report 2020-21
12. **Governance Committee**
 - 12.1 Request for Decision: Nomination to the Nominations Committee 2021/22
It is recommended that Council approve the nomination of Scott Bell, Geography and Planning, to the Nominations Committee for a three-year term effective July 1, 2021.
 - 12.2 Request for Decision: Living Our Values Policy
It is recommended that Council approve Living Our Values Policy, pending approval of the Board of Governors and the confirmation of Senate, effective November 1, 2021.
 - 12.3 Report for Information: Governance Committee Annual Report 2020-21
13. **Academic Programs Committee**
 - 13.1 Request for Decision: Graduate Programs in Applied Computing
It is recommended that Council approve the Master of Science (M.Sc.) and Doctor of Philosophy (Ph.D.) degree programs in Applied Computing, effective May 2022.
 - 13.2 Request for Decision: Changes to Admissions Qualifications – College of Nursing English Proficiency
It is recommended that the Council approve the changes to the minimum standard of English proficiency for applicants to the College of Nursing, effective the 2022-23 admissions cycle.
 - 13.3 Request for Decision: Changes to Admissions Qualifications – Master of Business Administration Program
It is recommended that Council approve the change to admissions qualifications to the Master of Business Administration (MBA) program to allow either a minimum score of 500 on the GMAT, or completion of the MCAT and admission to the College of Medicine at USask, effective the 2022-23 admissions cycle.
 - 13.4 Report for Information: Change to the 2021-22 Academic Calendar
 - 13.5 Report for Information: Academic Programs Committee Annual Report 2020-21
14. **Research, Scholarly and Artistic Works Committee**
 - 14.1 Request for Decision: Revisions to the Responsible Conduct of Research Policy
It is recommended that Council approve the revisions to the Responsible Conduct of Research Policy and associated procedures, effective July 1, 2021.
 - 14.2 Report for Information: Research, Scholarly and Artistic Works Committee Annual Report 2020-21
 - 14.3 Annual Report from the Vice-President Research Verbal Report - Dr. Baljit Singh

15. Planning and Priorities Committee

15.1 Report for Information: Academic Program Approvals Process Review

15.2 Report for Information: Planning and Priorities Committee Annual Report 2020-21

16. Joint Committee on Chairs and Professorships (JCCP)

16.1 Request for Decision: Beef Industry Integrated Forage Management and Utilization Chair

It is recommended that Council approve the Beef Industry Integrated Forage Management and Utilization Chair and recommend that the Board of Governors authorize the establishment of this chair effective July 1, 2021.

16.2 Report for Information: Joint Committee on Chairs and Professorships Annual Report 2020-21

17. Teaching, Learning and Academic Resources Committee

17.1 Report for Information: Teaching, Learning and Academic Resources Committee Annual Report 2020-21

18. Scholarships and Awards Committee

18.1 Report for Information: Annual Report to Council 2020-21 - Undergraduate and Graduate Scholarships and Awards

19. Coordinating Committee

19.1 Report for Information: Coordinating Committee Annual Report 2020-21

20. Other business

20.1 Report for Information: University Council Schedule 2021-22

20.2 Report for Information: University Council Membership 2021-22

21. Question period

22. Adjournment

Next Council meeting is September 16, 2021 – Please send regrets to michelle.kjargaard@usask.ca.

Deadline for submission of motions to the coordinating committee: August 23, 2021.



MINUTES OF UNIVERSITY COUNCIL
2:30-4:30p.m. Thursday, May 20, 2021

1. Call to Order

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

2. Tributes

- 2.1 Tribute to Professor Peter Hynes, from the Department of English, presented by Professor Brent Nelson
- 2.2 Tribute to Professor Emeritus Colin Sargent, from the Department of Mechanical Engineering, presented by Professor Emeritus Rich Burton and Professor Emeritus Greg Schoenau

3. Adoption of the agenda

(Augusta/Smith): *That the agenda be adopted as circulated.*

Dr. Paul Jones, Chair of the Nominations Committee, asked for an amendment to the agenda (no. 13.4) due to the resignation of a member of the Deputy Provost search committee and the time sensitivities related to the search.

(Jones/Lamb): *That the agenda be amended to add a request for decision regarding the appointment of one new member of the General Academic Assembly (GAA) to the Deputy Provost search committee.*

CARRIED.

(Augusta/Smith): *That the agenda be adopted as amended.*

CARRIED.

4. Chair's Opening remarks

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

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

Dr. Wilson asked if there were any media present. John Thronberg identified that he is a producer with CTV but was attending the meeting as a Senator. The chair reminded those present that no video or audio recordings of the Council meeting are permitted.

Dr. Wilson informed Council members that due to the number of items on the agenda and given the carry-over of agenda items from the April meeting of Council, questions and comments would only be permitted for requests for input and decision items. Otherwise, they would be deferred until question period.

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 challenges facing Laurentian University, and implications of the provincial budget for USask.

5. Approval of Minutes of the meeting of April 15, 2020

(Bedard-Haughn/Willoughby): *That the minutes be approved.*

CARRIED.

6. Business Arising from the Minutes

Dr. Wilson reported on the election results from the April 15, 2021, Council Meeting, recalling that Ryan O'Connell was duly nominated from the floor. The Council-elected GAA representatives on the Deputy Provost Search Committee are:

- Erica Carleton, Edwards School of Business
- Som Niyogi, Department of Biology
- Darrin Oehlerking, Department of Music
- Holly Mansell, College of Pharmacy & Nutrition

However, Holly Mansell has since resigned from the Search Committee, hence the new agenda item today from the Nominations Committee.

7. Report of the President

President Peter Stoicheff welcomed the new USSU and GSA representatives to University Council. Questions and comments on the President's written report were deferred to question period.

8. Report of the Provost

Dr. Airini, Provost and Vice-President Academic, thanked Council for the opportunity to present her report, as provided in the materials. Questions and comments were deferred to question period.

9. Report of the Pandemic Response and Recovery Team (PRT) [addressed after the student reports]

Dr. Darcy Marciniuk, Associate Vice President, Research and PRT Chair, gave a report on the work of the PRT. He reported on the following:

- The number of positive COVID-19 cases and case prevalence rates on- and off-campus in the last month, and over the last year.
- The mobile testing clinics.
- On campus research requests now being approved at the college level.

He reported on the mask protocols that will be put in place on campus for Fall 2021 and reiterated the hopes that there would be a return to regular operations for Winter 2022. He encouraged everyone to get the COVID-19 vaccination and to protect themselves and one another through adherence to the Saskatchewan Health Authority's safety protocols.

10. Student Societies

10.1 Report from the USSU

The Chair welcomed the new USSU President, Tasnim Jaisee, who presented the report as provided in the materials.

10.2 Report from the GSA

The Chair welcomed the new GSA President, Rifat Zahan, who presented the report as provided in the materials.

11. Scholarships and Awards Committee

11.1 Report for Information: Best and Brightest Scholarships Recipients 2021

Dr. Tracie Risling, Chair of the Committee, gave a presentation [attached]. She highlighted the amplified sense of grief and loss among students, in addition to celebrating their accomplishments, in the context of the pandemic. She noted that this will be a defining characteristic for a full cohort of students having dealt with a full year of remote learning in the context of the COVID-19 pandemic.

12. Planning and Priorities Committee (PPC)

Dr. Darrell Mousseau introduced the two agenda items from PPC.

12.1 Report for Information: Update on The University Plan: 2025

Dr. Airini gave a presentation [attached]. Questions were deferred to question period.

12.2 Report for Information: Update on the Provincial Budget 2021/22

Dr. Airini and Greg Fowler, Vice President Finance & Resources, gave a presentation. They highlighted the significance of the four-year funding commitment for USask and of the one-time transition funding for the pandemic and to move toward financial sustainability. They noted two major changes in the budget: clinical funding for the College of Medicine would now be directed through the Ministry of Health rather than Advanced Education; and the use of the Saskatchewan University Funding Mechanism (SUFM) has been suspended, being replaced with a Memorandum of Understanding as provided in the materials.

13. Nominations Committee

Dr. Paul Jones, Chair of the Nominations Committee, presented the agenda items.

13.1 Request for Decision: Appointment of GAA members to the Associate Vice Presidents (AVP), Research Search Committee

(Jones/Lamb): *It is recommended that the following three GAA members be appointed to the APV Research Search Committee. Candidates are:*

- *Stephan Milosavljevic, Physical Therapy*
- *Curtis Pozniak, Crop Development Centre*
- *Debbie Pushor, Curriculum Studies*

Dr. Wilson called for nominations from the floor three times. There were none.

CARRIED.

13.2 Request for Decision: Appointment of one Senior Administrator to the Dean of Edwards School of Business Review Committee

(Jones/Lamb): *It is recommended that the Trever Crowe, Associate Dean, College of Agriculture and Bioresources, be appointed to the Review Committee for the Dean of the Edwards School of Business, Keith Willoughby.*

Dr. Wilson called for nominations from the floor three times. There were none.

CARRIED.

13.3 Request for Decision: 2021/22 Omnibus Nominations to Council Committees

(Jones/Lamb): *It is recommended that Council approve the slate of nominations to University Council committees for 2021-22 effective July 1, 2021, as attached.*

Dr. Wilson called for nominations from the floor three times. There were none.

CARRIED.

13.4 Request for Decision: Deputy Provost Search Committee

(Jones/Lamb): *It is recommended that Keith Da Silva, College of Dentistry, be appointed to the Deputy Provost search committee, effective immediately.*

Dr. Wilson called for nominations from the floor three times. There were none.

CARRIED.

14. Academic Programs Committee (APC)

Dr. Susan Detmer, Chair of APC, presented the committee's agenda items.

14.1 Request for Decision: Graduate Degree-level Certificate in Climate Change Vulnerability Assessment and Adaptation Action

(Detmer/Deters): *It is recommended that Council approve the graduate degree-level Certificate in Climate Change Vulnerability Assessment and Adaptation Action, effective May 2022.*

CARRIED.

14.2 Report for Information: Bachelor of Science in Applied Computing

Questions were deferred.

14.3 Report for Information: Termination – Minor in Digital Culture and New Media

Questions were deferred.

15. Governance Committee

Dr. Terry Wotherspoon, chair of the Governance Committee, present the agenda items.

15.1 Request for Decision: Nominations to the Nominations Committee

(Wotherspoon/Larre): *It is recommended that Council approve the nominations to the Nominations Committee for 2021/22 as attached, effective July 1, 2021.*

Dr. Wilson called for nominations from the floor three times. There were none.

CARRIED.

15.2 Request for Input: Draft Inventions Policy

Dr. Wotherspoon summarized the proposed changes and highlighted the importance of applying the OCAP principles for Indigenous knowledge and cultural creations.

15.3 Request for Input: Draft Living Our Values Policy

Dr. Wotherspoon noted that this policy sits alongside other cornerstone institutional documents such as the Equity, Diversity and Inclusion Policy and core frameworks such as the *Mission, Vision, Values*. Together they set out core principles of who we are, what we represent, and how we relate with our communities.

There was question about how teachers can address 'truthfulness being perceived as unkindness' in the classroom. Dr. Wotherspoon responded that other related policies would apply as issues like this arise, e.g., the Student Non-Academic Misconduct Regulations. He emphasized that principles of academic freedom also govern our conduct and our sense of who we are and what we do. He offered that further discussion on the topic could be taken up outside of the Council meeting.

16. Research, Scholarly and Artistic Works Committee (RSAW)

Dr. Marjorie Delbaere, Chair of RSAW, presented the agenda item.

16.1 Request for Input: Revisions to the Responsible Conduct of Research (RCR) Policy

Dr. Delbaere provided background on the rationale for the policy changes, noting that they were required for alignment with Tri-Council policies, and that there has been extensive consultation on the proposed policy revisions.

There were comments on consultations with the University of Saskatchewan Faculty Association (USFA) and concerns raised about the procedures which may be in violation of the collective agreement. Dr. Marciniuk responded that the policy respects the collective agreement, and that the proposed revisions address previous issues with the 2013 version of the policy.

17. Other business

None.

18. Question period

Dr. Wilson thanked Council for their patience in leaving questions and comments to question period.

There were further comments about the RCR policy, procedures, and fairness for faculty members who are alleged to have committed breaches of the policy. There were also suggestions for improvements to the policy draft for community-engaged and humanities-based research. Examples of other universities' policy statements were provided, including Memorial University and the University of British Columbia.

There was a question about the university's reserve levels and a comment that this is concerning in the context of an ongoing projected deficit. Potential budget reductions will have significant implications for academic, research, scholarly and artistic works, and therefore Council should be consulted as they are contemplated. Greg Fowler responded that the 2021/22 University Budget would be presented to Council at the June meeting, along with a financial update for the fiscal year quarter four results.

There was a request for further information and direction for faculty on how to deal with non-compliance to safety protocols when moving back to in-person teaching. Dr. Patti McDougall, Vice-Provost, Teaching, Learning, and Student Experience gave assurances that faculty will not be held responsible for addressing non-compliance. In consultation with the Saskatchewan Medical Health Officer, a guide and protocols to assist faculty are under development.

19. Adjournment

(Jones): *Adjourned.*

Appendix A: Listing of members in attendance

Appendix B: UPlan 2025 Update Presentation

Appendix C: Best and the Brightest Scholarships Recipients 2021 Presentation

*Next Council meeting is September 16, 2021 – Please send regrets to michelle.kjargaard@usask.ca.
Deadline for submission of motions to the coordinating committee: August 23, 2021.*

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
.	Airini	n/a	n/a	n/a	n/a	n/a		P	P	P	
Adl	Sina	A	P	P	P	P		P	R	P	
Aitken	Alec	R	P	P	P	P		P	R	P	
Alcorn	Jane	A	A	A	P	A		P	P	P	
Augusta	Carolyn	P	P	P	R	P		P	R	P	
Bedard	Derek	n/a	n/a	A	A	A		A	A	A	
Bedard-Haughn	Angela	P	P	P	P	R		P	P	P	
Bell	Scott	P	A	P	P	A		A	R	A	
Bilson	Beth	n/a	n/a	n/a	n/a	P		P	P	P	
Boland	Mark	R	A	A	A	P		P	P	P	
Bonham-Smith	Peta	P	P	P	P	P		P	P	P	
Brook	Ryan	A	P	P	P	R. Brook Sabbatical - Jan 1 - Jun 30, 2021					
Brothwell	Doug	P	P	P	P	P		R	P	P	
Bruni-Bossio	Vince	P	P	P	P	P		P	P	P	
Burgess	David	P	P	A	P	P	D. Burgess Resigned Council position Feb 4/21				
Burshtyn	Deborah	P	P	P	P	P		P	P	P	
Card	Claire	P	P	P	A	P		P	P	P	
Chernoff	Egan	R	R	R	P	P		P	R	P	
Chibbar	Ravindra	P	P	P	A	P		P	P	A	
Chowdhury	Nurul	P	P	P	P	P		P	P	P	
Cooper	David	P	P	P	P	P		P	P	P	
Cross	Emma	n/a	n/a	P	R	P		P	P	R	
Dadachova	Kate (Ekaterina)	P	P	P	A	P		P	P	P	
DaSilva	Keith	P	P	P	P	P		P	P	P	
Dawson	DeDe	P	P	P	P	P		P	P	P	
de Boer	Dirk	A	A	P	P	P		A	P	P	
Delbaere	Majorie	P	P	P	P	P		P	P	P	
Deters	Ralph	P	P	P	P	P		P	P	P	
Detmer	Susan	A	P	P	P	P		P	P	P	
Dick	Rainer	P	A	A	P	P		P	P	P	
Downe	Pamela	P	P	P	P	P		P	P	P	
Flynn	Kevin	A	P	A	P	P		P	P	A	
Fotohui	Reza	A	A	A	A	P		A	P	A	
Gabriel	Andrew	A	A	P	P	A		R	P	R	
Gillis	Glen	P	P	P	A	P		P	P	P	
Gjevre	John	P	P	P	P	P		P	P	A	
Gyurcsik	Nancy	P	P	P	P	P		P	P	P	
Harrison	William	A	P	A	A	P		A	A	A	
Harvey	Evan	n/a	n/a	P	A	A		A	P	P	
Hu	Katie	A	A	A	A	A		A	A	A	
Illing	Kate	n/a	n/a	A	A	A		A	A	A	
Jacob	Sharon	n/a	n/a	P	A	A		A	A	A	
Jamali	Nadeem	P	P	P	R	P		P	P	P	
James-Cavan	Kathleen	R	P	P	P	P		P	P	P	
Jensen	Gordon	P	P	P	P	G. Jensen Sabbatical - Jan 1 - Jun 30, 2021					
Jones	Paul	P	P	P	P	P		P	P	P	
Just	Melissa	P	P	P	P	P	M. Just completed Inter			P	P
Kahn	Maria	n/a	n/a	P	A	A		A	R	P	
Kalra	Jay	A	P	P	P	P		P	P	R	
Keller	Taylor	n/a	n/a	P	P	P		P	A	A	
Kelly	Timothy	P	P	P	P	P		A	A	A	
Khandelwal	Ramji	P	P	P	P	P		P	P	P	
Kim	David	n/a	n/a	A	A	A		A	R	A	
Koechl	Natasha Martina	P	P	P	P	P		P	P	P	
Kresta	Suzanne	P	P	R	P	R		P	A	P	
Kumaran	Arul	P	P	P	P	P		P	P	A	
Lamb	Eric	A	P	P	P	P		P	P	P	

Pam Downe Sabb:

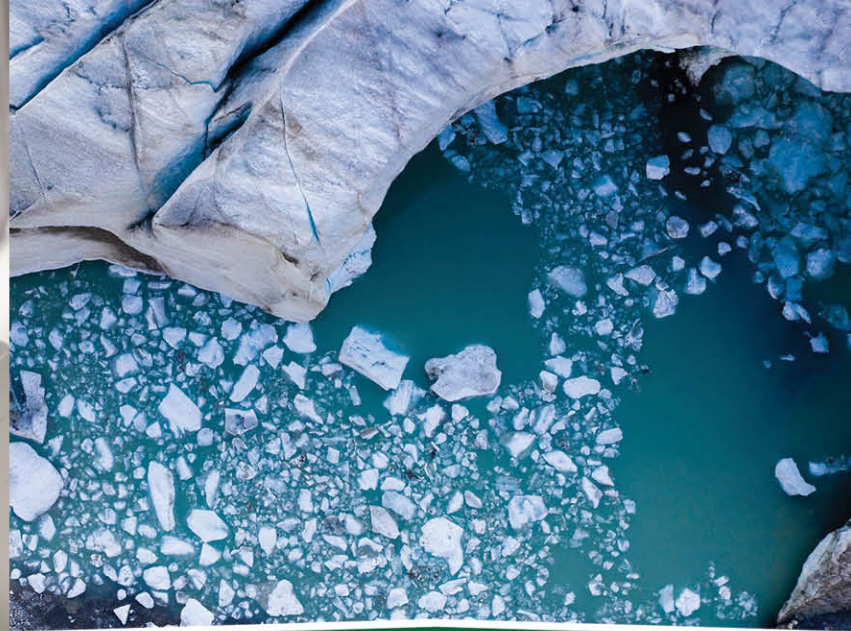
Last Name	First Name	Sept 17	Oct 15	Nov 19	Dec 17	Jan 28	No Mtng	Mar 18	Apr 15	May 20	Jun 17
Langhorst	Barbara	P	A	P	P	A		A	A	A	
Larre	Tamara	P	P	P	P	P		P	P	P	
Lies	Madelyn	n/a	n/a	A	A	A		A	A	A	
Lindenschmidt	Karl-Enrich	P	P	P	P	P		P	P	A	
London	Chad	P	P	P	A	P		P	P	P	
Lovick	Olga	P	P	P	P	P		P	P	P	
Luke	Iain	P	P	A	R	A		R	R	R	
Lummerding	Dominique	A	A	A	A	A		A	A	A	
Macfarlane	Cal	A	A	A	A	A		A	A	A	
Makarova	Veronika	P	P	P	P	P		A	P	P	
Mamun	Abdullah	P	R	P	P	A		R	P	P	
Manley-Tannis	Richard	R	A	A	A	P		A	A	A	
Marquez	Carmen	P	P	P	P	P		P	A	A	
Mousseau	Darrell	P	P	P	A	P		P	P	P	
Muir	Gillian	R	A	A	R	R		R	A	P	
Murphy	JoAnn	P	P	P	P	P		P	P	P	
Neufeld	Matthew	P	P	P	P	P		P	R	P	
O'Connell	Ryan	P	P	A	P	P		P	A	A	
Palmer	Sue	n/a	n/a	A	A	A		A	A	A	
Papagerakis	Petros	P	A	P	P	P		P	P	P	
Paslowski	Teresa	P	P	P	P	P		P	P	P	
Peternelj-Taylor	Cindy	A	P	P	P	P		P	P	P	
Phillipson	Martin	P	P	A	P	P		P	P	P	
Pocha	Sheila	A	P	A	A	A		A	A	A	
Poettcker	Grant	A	A	A	A	A		A	A	A	
Pomazon	Alisha	P	P	P	P	P		P	P	P	
Prytula	Michelle	P	P	P	P	Beth Bilson is the Interim Dean of Education (Jan 18/21)					
Rayan	Steven	P	P	P	P	P		P	P	P	
Ripley	Laura	n/a	n/a	P	P	A		A	A	A	
Risling	Tracie	P	P	P	P	P		P	P	P	
Sarjeant-Jenkins	Rachel	P	P	P	P	P		P	P	P	
Sarty	Gordon	P	P	P	P	P		P	P	P	
Shevchuk	Yvonne	P	P	P	P	P		P	P	P	
Shin	Hyunjung	R	R	R	P	A		A	A	A	
Singh	Jaswant	P	A	P	P	P		A	P	A	
Smith	Martha	P	P	P	P	P		P	P	P	
Smith	Preston	P	P	P	A	A		P	P	P	
Smyth	Stuart	P	P	P	A	P		P	P	P	
Somerville	Kara	P	P	A	A	P		P	A	A	
Sorensen	Charlene	P	P	P	P	P		P	P	P	
Spurr	Shelley	P	P	P	P	P		R	R	P	
Squires	Vicki	P	P	P	P	P		P	P	P	
Steele	Tom	P	P	P	A	P		P	A	P	
Stoicheff	Peter	P	P	P	P	P		P	P	P	
Stuart	Glenn	A	P	P	P	P		A	P	P	
Urquhart	Stephen	P	P	P	P	P		P	P	R	
Waldner	Cheryl	P	P	P	P	P		P	P	P	
Walker	Keith	P	P	P	P	P		P	P	P	
Wallace	Alexa	n/a	n/a	A	A	A		A	A	A	
Willenborg	Christian	P	P	P	P	P		P	P	P	
Willoughby	Keith	R	A	P	P	P		P	R	P	
Wilson	Jay	P	P	P	P	P		p	P	P	
Woods	Phil	A	R	P	A	P		R	P	P	
Wotherspoon	Terry	P	P	P	P	P		P	P	P	
Xiao	Jing	P	P	P	P	P		P	P	P	
Yao	Yansun	P	A	A	A	A		A	A	A	
Zhang	Chris	A	P	P	A	P		A	P	P	

COUNCIL ATTENDANCE 2020-2021

Attendance Summary - Non-voting participants

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

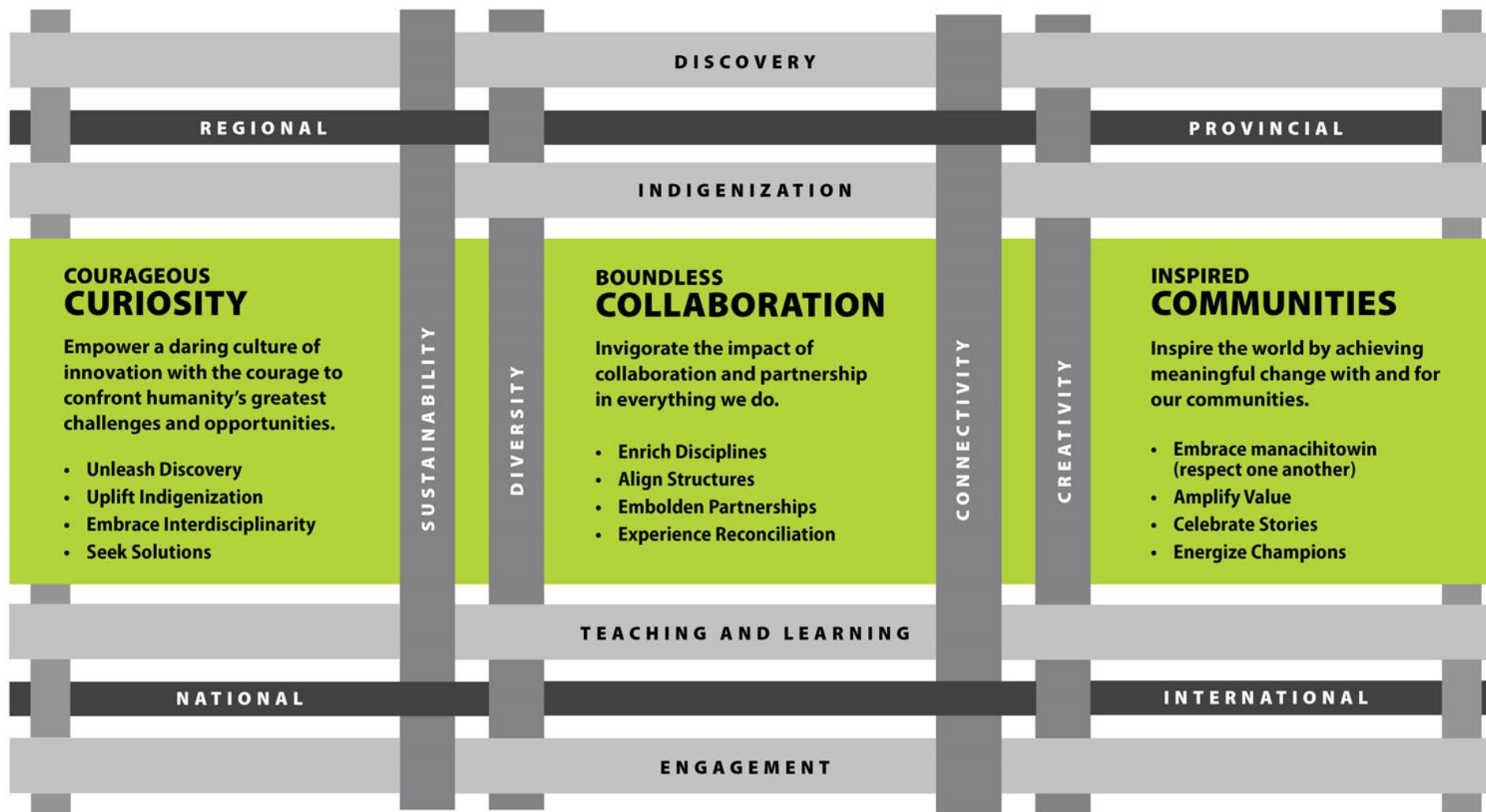
Last Name	First Name	Sep 17	Oct 15	Nov 19	Dec 17	Jan 28	No Mtng	Mar 18	Apr 15	May 20	Jun 17
Chad	Karen	P	P	P	P	P	Dr. Chad has completed her VP Research as of Jan 31, 2021				
Fowler	Greg	P	P	P	P	P		P	P	P	
Gill	Qasim	A	A	A	A	P		A	A	GSA Student Term complete Apr 30/21	
Inam	Humaira	P	P	P	P	P		P	P	GSA President Term complete Apr 30/21	
Isinger	Russell	P	P	P	A	P		P	P	P	
Jaisee	Tasnim	n/a	n/a	n/a	n/a	n/a		n/a	n/a	P	
Kaminski	Nicholas	P	P	P	P	P		P	P	P	
LaRose-Smith	Autumn	P	P	P	A	P		P	P	USSU President Term complete Apr 30/21	
McDougall	Patricia	P	P	P	P	P		P	P	P	
Ottmann	Jacqueline	A	A	A	P	P		A	A	A	
Pozega Osburn	Debra	P	P	P	p	P		P	P	P	
Roberts	Kiefer	P	R	P	P	P		R	P	A	
Singh	Baljit	Dr. Singh to begin as VP Research Feb 1, 2021						P	P	P	
Still	Carl	P	P	P	P	P		P	P	P	
Tetteh	Leslie	n/a	n/a	n/a	n/a	n/a		n/a	n/a	P	
Thronberg	John	P	P	A	P	A		A	P	P	
Willness	Chelsea	P	P	P	p	P		P	P	P	
Zahan	Rifat	n/a	n/a	n/a	n/a	n/a		n/a	n/a	P	



APPENDIX B

BE WHAT THE WORLD NEEDS



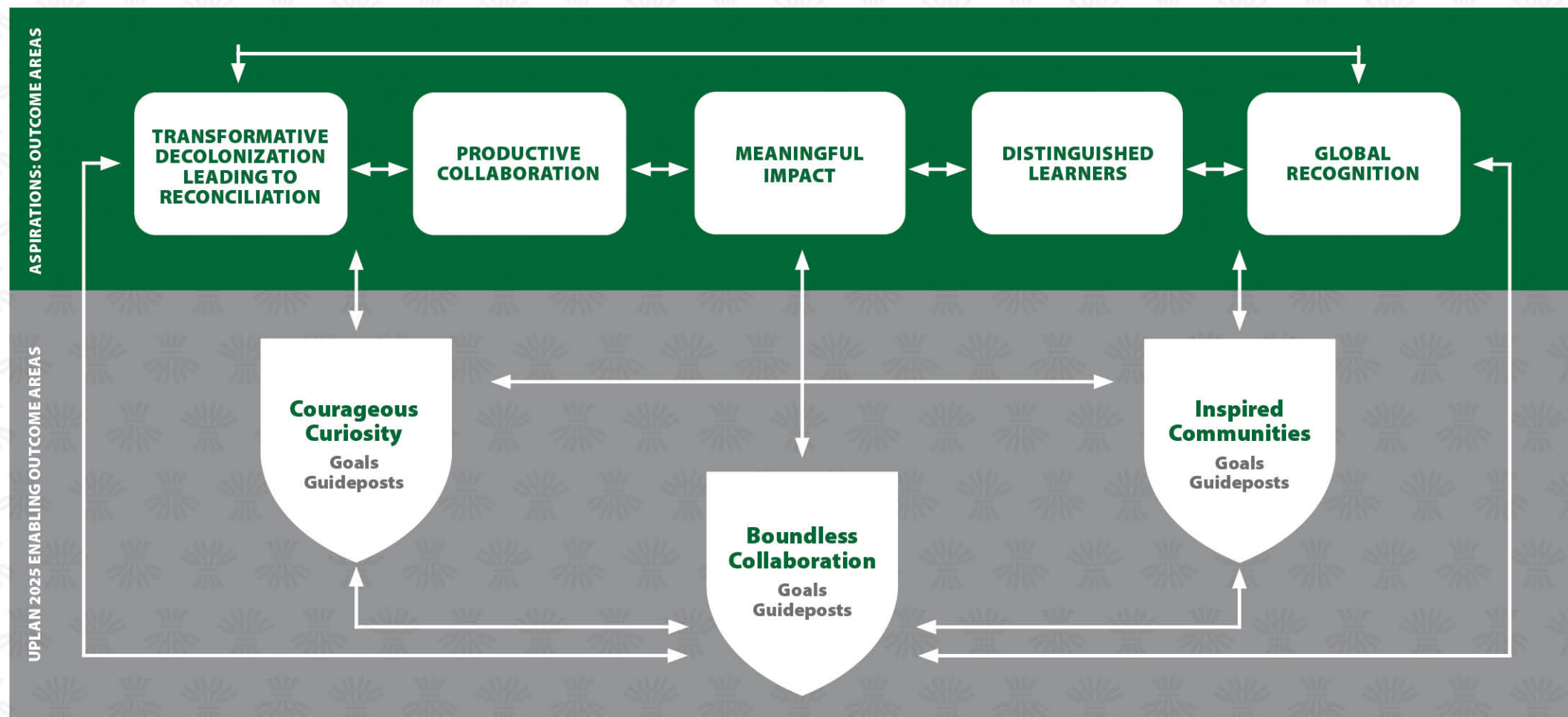


To be the university the world needs is a bold ambition. It will require us to remain firmly focused on our three commitments: Courageous Curiosity, Boundless Collaboration, Inspired Communities. It will require us to converge around the twelve goals, steered by the guideposts we have established to mark our path.

And it will require us to be very disciplined about tracking our progress against the five areas of impact to which we aspire:

- **Transformative Decolonization Leading to Reconciliation**
- **Productive Collaboration**
- **Meaningful Impact**
- **Distinguished Learners**
- **Global Recognition**

VISION: BE THE UNIVERSITY THE WORLD NEEDS





UNIVERSITY OF
SASKATCHEWAN

2025 Aspirations

VISION: BE THE UNIVERSITY THE WORLD NEEDS

Transformative Decolonization Leading to Reconciliation

A university in which Indigenous concepts, methodologies, pedagogies, languages, and philosophies are respectfully woven into the tapestry of learning, research, scholarship, creativity, and community engagement.

Productive Collaboration

A university in which research and innovation are inspired by and accountable to community partners.

Meaningful Impact

A university resolutely committed to measuring its own success in terms of the aspirations of the communities it serves.

Distinguished Learners

A university whose graduates have the drive, the curiosity, and the humility to work with others in addressing the greatest challenges and opportunities the world faces.

Global Recognition

A university that sets the standard in learning, research, scholarship, creativity, and community engagement.



TRANSFORMATIVE DECOLONIZATION LEADING TO RECONCILIATION

Indigenous students, faculty, staff and communities are holistically strengthening the spirit and methodologies we inhabit.

The world needs a university in which Indigenous concepts, methodologies, pedagogies, languages, and philosophies are respectfully woven into the tapestry of learning, research, scholarship, creativity, and community engagement.



Largest Research Investment

Network Environments for Indigenous Health Research (NEIHR), led by Dr. Carrie Bourassa, is the most invested in Indigenous health research in Canada's history.



Nunavut Law Graduates

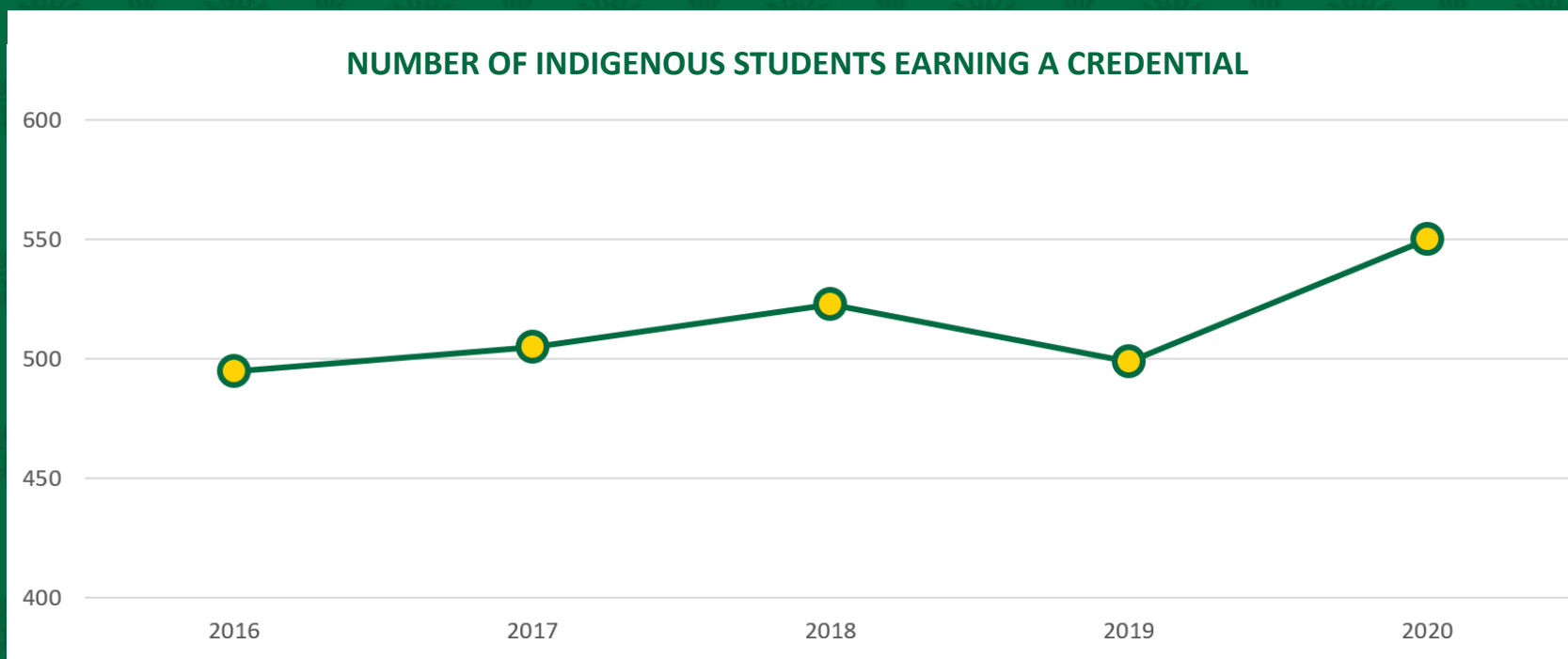
The final year of the four-year Nunavut Law Program is complete and 23 students will graduate with a USask J.D. degree. All regions of Nunavut are represented and the vast majority have already found legal employment in the territory.



Storyteller-in-Residence

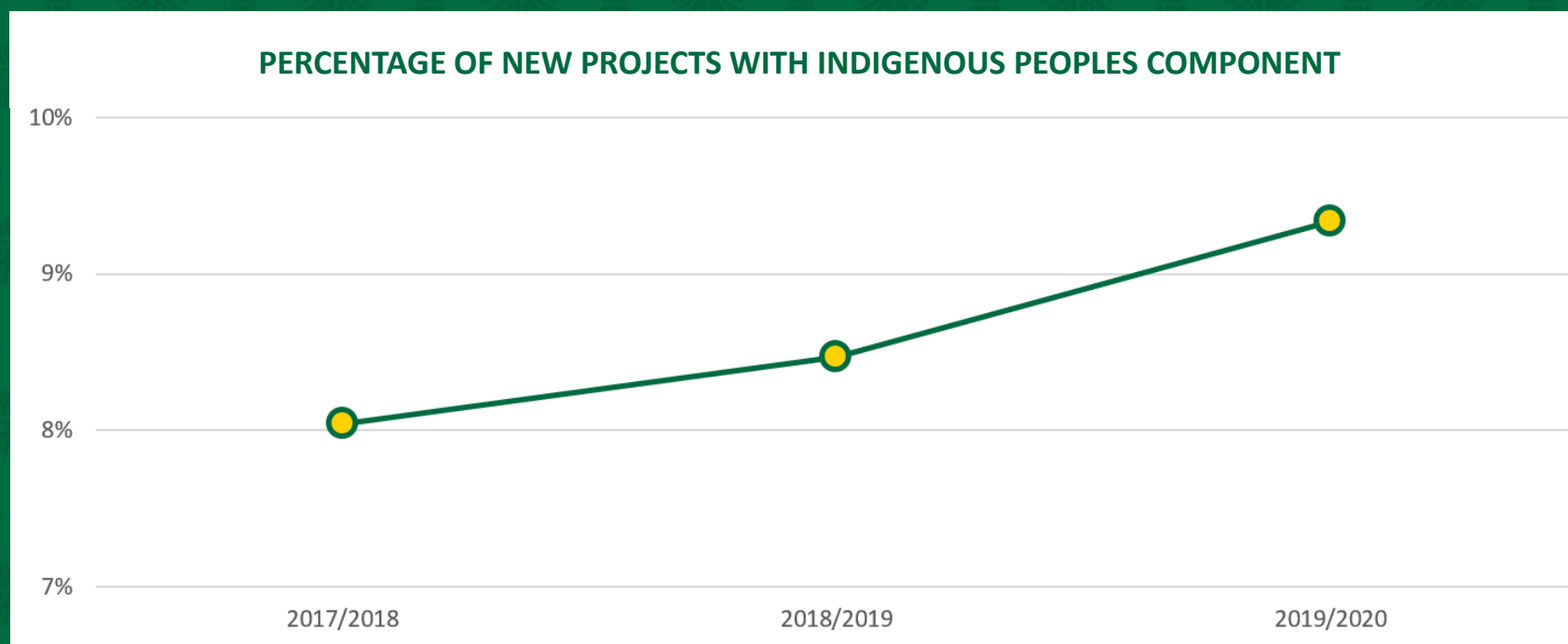
University Library program focused on amplifying intercultural understanding and story-sharing between and among Indigenous and non-Indigenous peoples

The number of Indigenous students enrolling and graduating continues to increase during this strategic planning horizon.



There is increasing focus on research involving Indigenous partners and taking place in Indigenous communities.

(based on research activity in the Indigenous Peoples signature area)





PRODUCTIVE COLLABORATION

**Community, private-sector and international partnerships
animate every facet of our research enterprise.**

**The world needs a university in
which research and innovation
are inspired by and accountable
to community partners.**



Made-in-SK Ventilators

One hundred ventilators were designed, and delivered to support the needs of the province's residents, thanks to an collaboration among the Colleges of Engineering, Medicine, WCVM, Law, ESB, and the Respiratory Research Centre, the Saskatchewan Health Authority and RMD Engineering Inc.



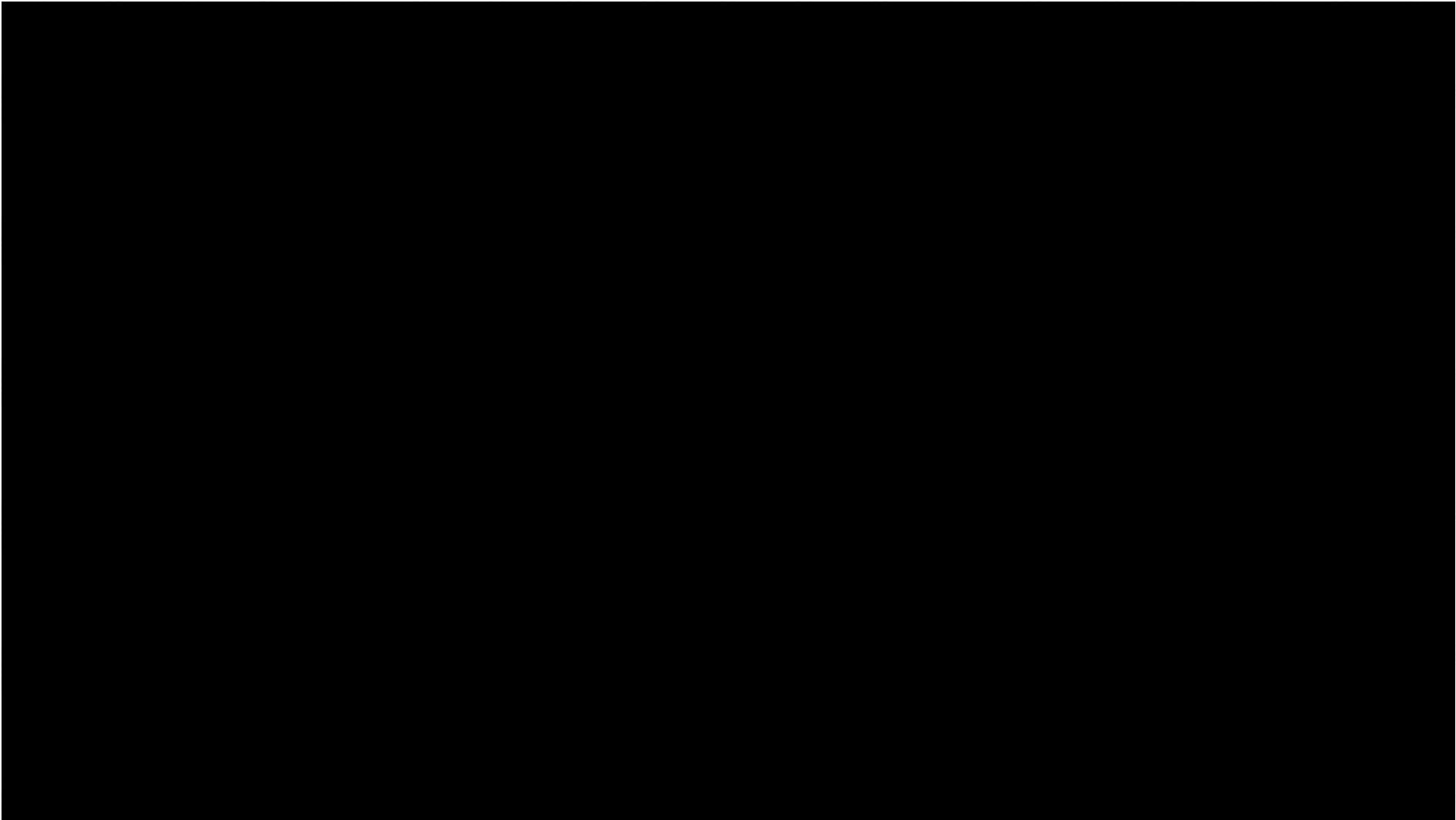
International Partnerships

Since March 2020, 32 international agreements have been signed with 26 institutions in 19 countries bringing together many units across campus to pursue strategic and multi-disciplinary dialogue on new and emerging opportunities for research, teaching and learning.

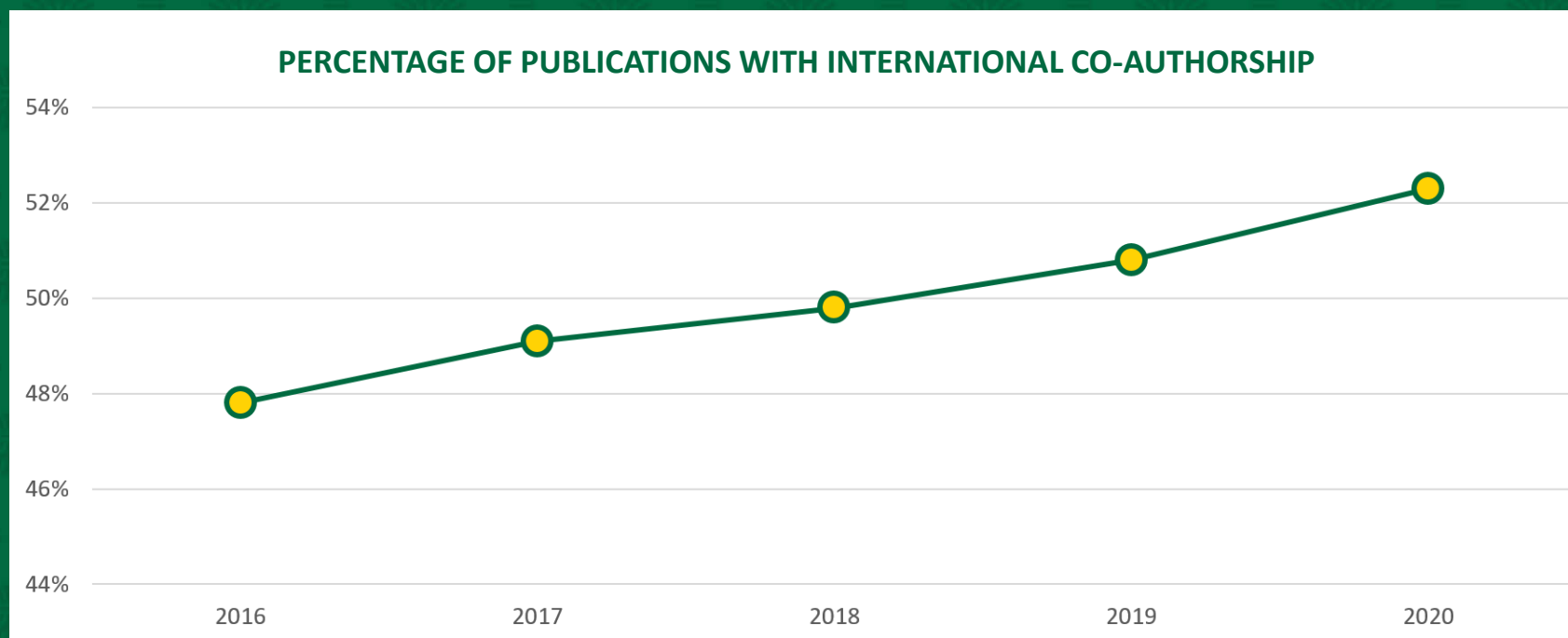


Business Strategy Internship

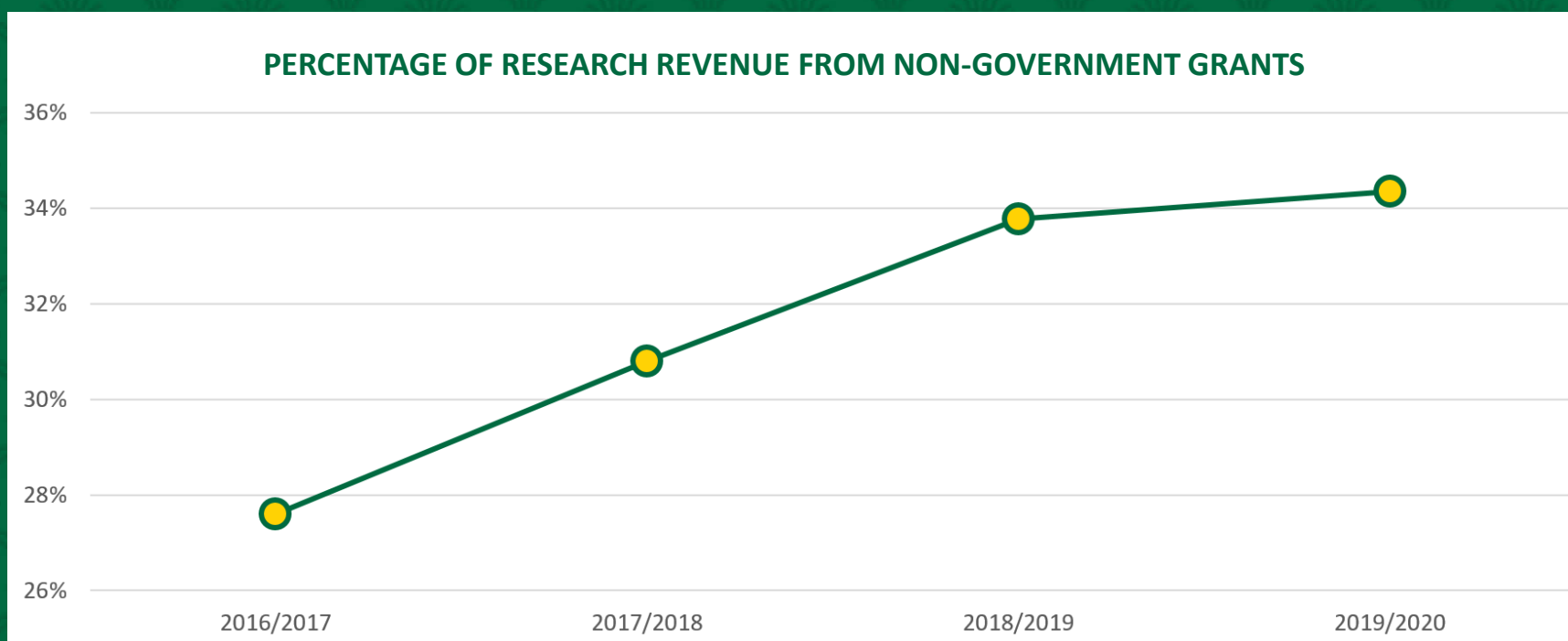
The Mitacs BSI program connects students, faculty and businesses to apply real-world situations to the classroom and create internship opportunities for students.



Collaborations with international partners has become a prominent aspect of our research.



Increased engagement with organizations in Canada to enhance our research.

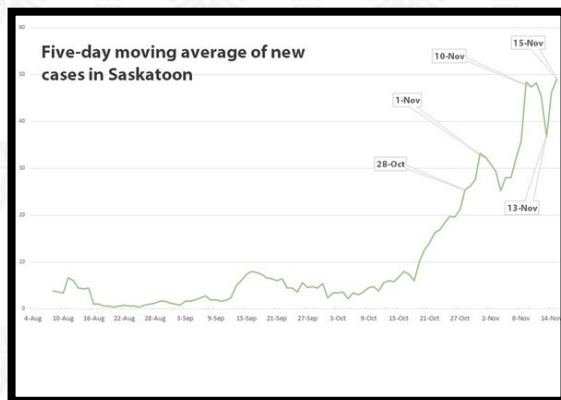




MEANINGFUL IMPACT

Our knowledge, discoveries and innovations are helping communities achieve their social, cultural and economic goals.

**The world needs a university
resolutely committed to
measuring its own success in
terms of the aspirations of the
communities it serves.**



City Wastewater Testing

Faculty work on testing wastewater for the SARS-CoV-2 virus highlights a partnership that has included the City of Saskatoon and the Saskatchewan Health Authority and has changed the way communities can plan for COVID.



Keeping Campus Safe

USask Caretakers have made it possible for faculty, students, and staff with approval to come back to campus while keeping everyone's safety paramount.

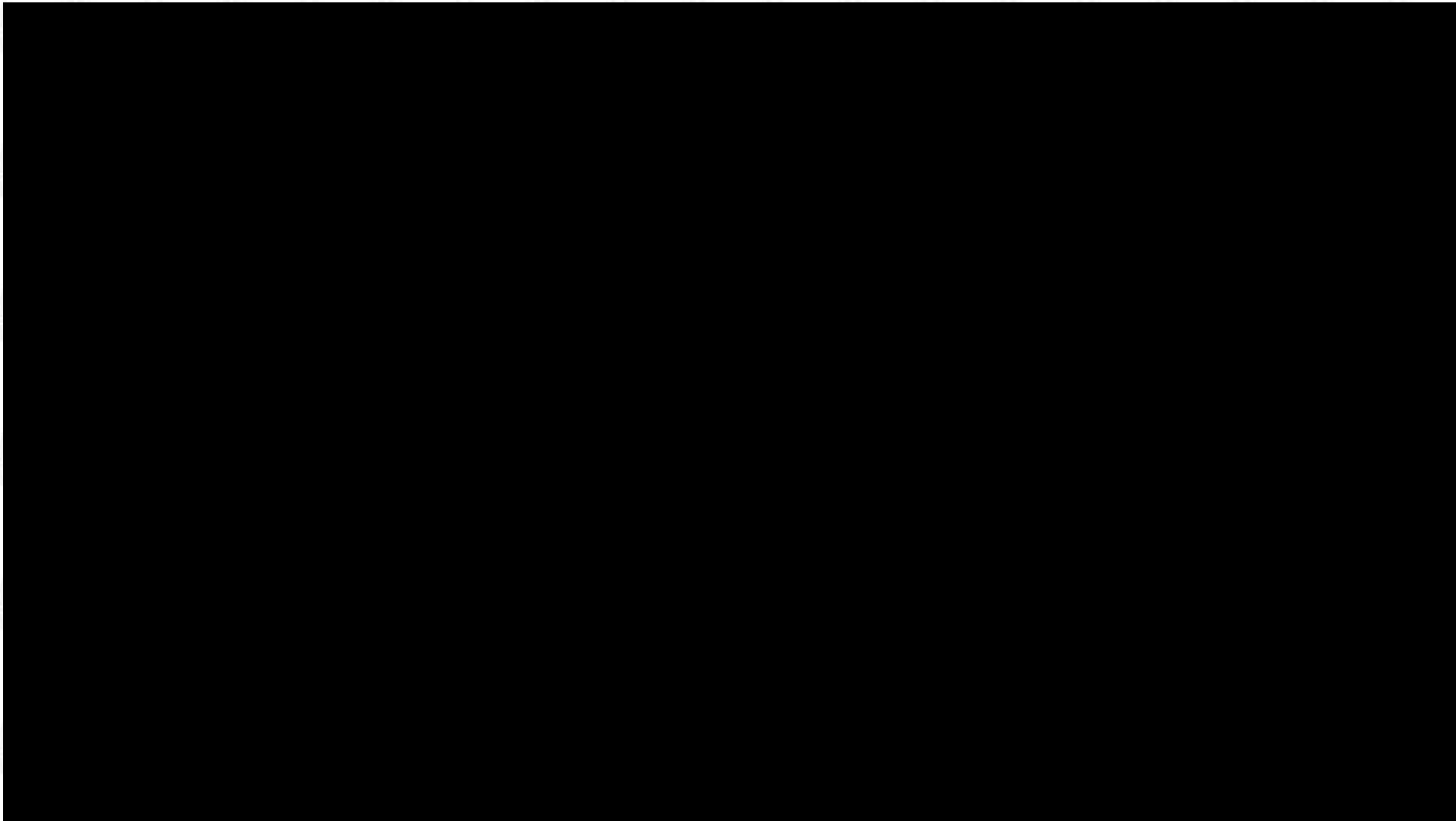


Health Care in Community

Community dental clinics serving Indigenous people and communities providing care for 15,000 Indigenous people per year (Dentistry); Medication assessments for urban and remote, high-risk patients (P&N); COVID- Call-back centres providing community health advice (Nursing)

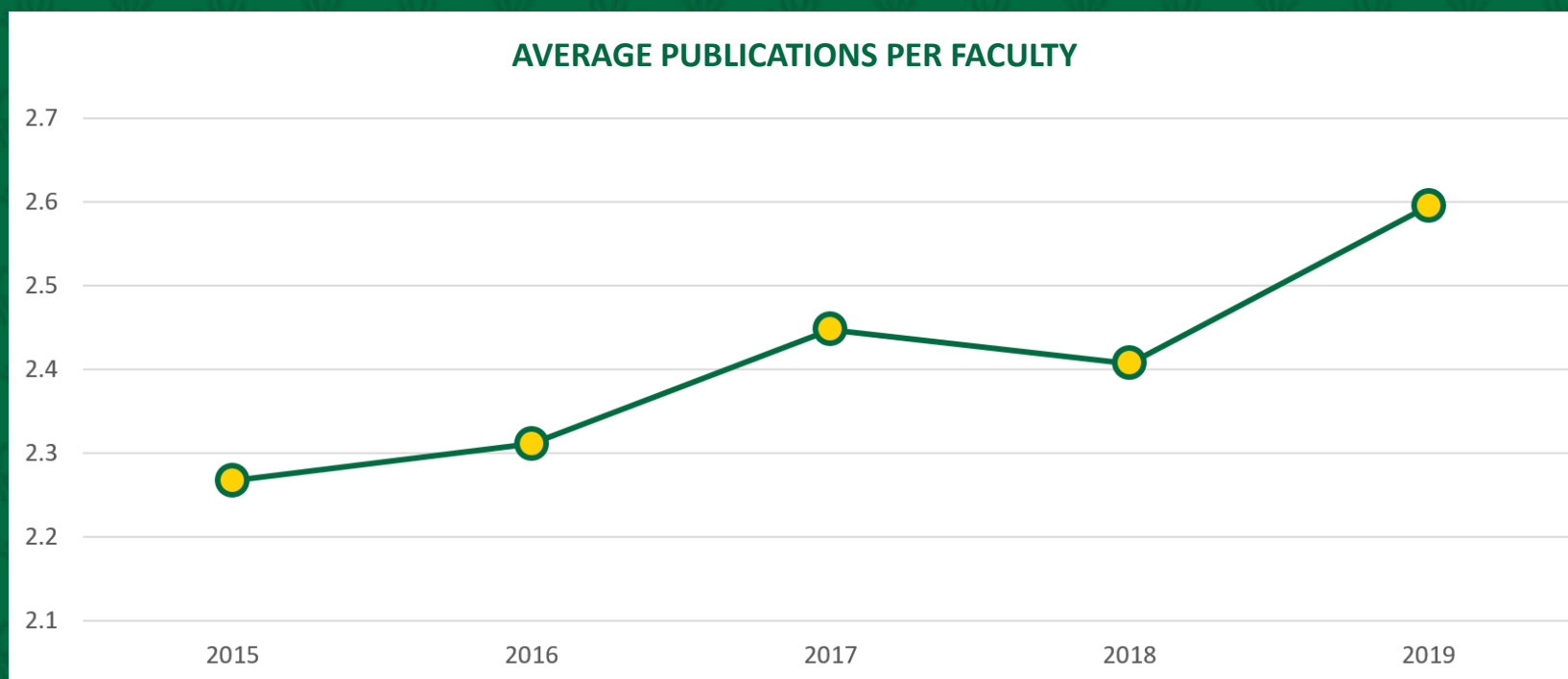


UNIVERSITY OF
SASKATCHEWAN

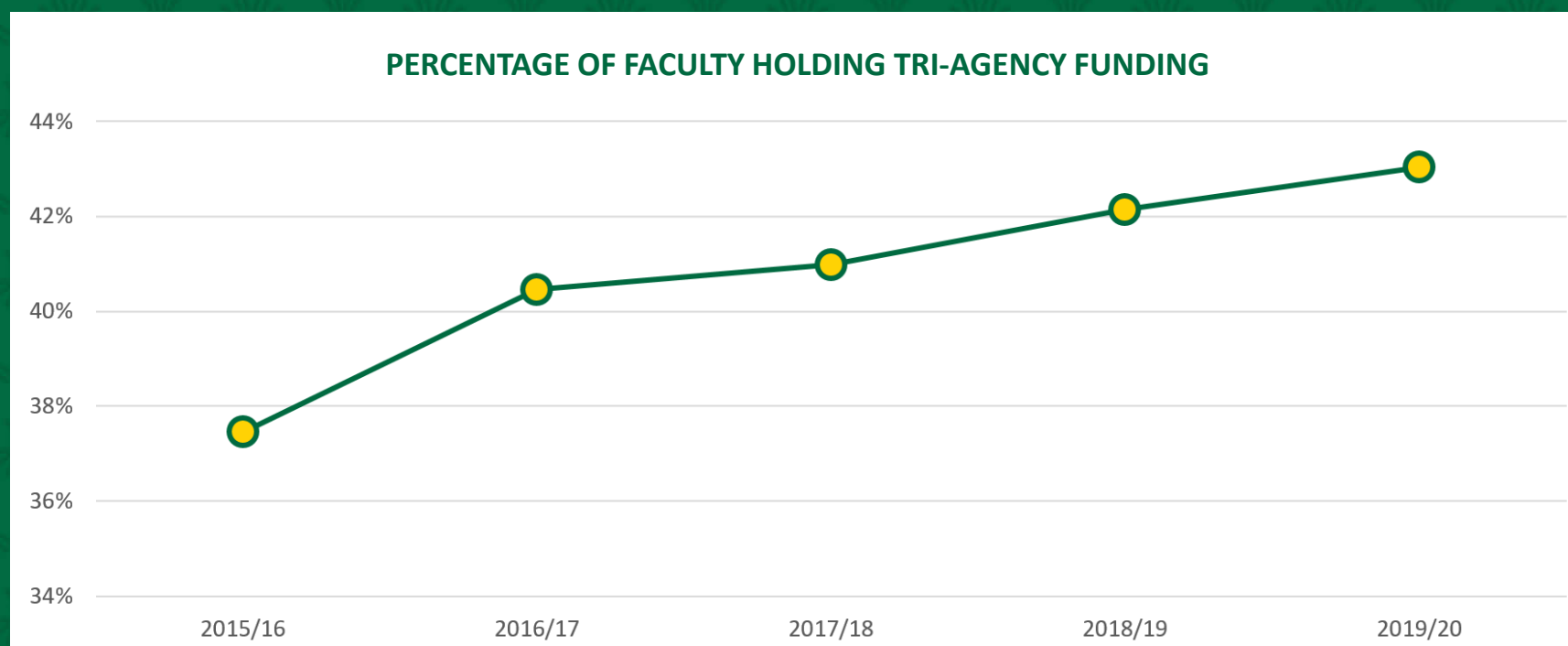


BE WHAT THE WORLD NEEDS

Research outputs have increased as our faculty engage in meaningful and impactful research.



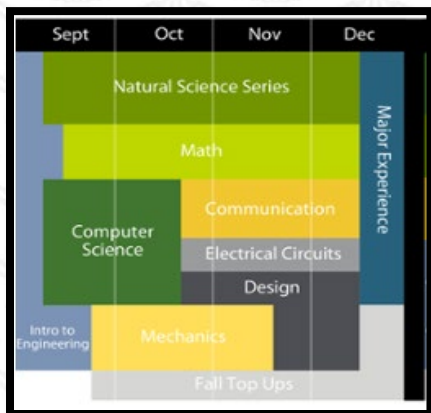
Our faculty remain competitive by increasing successes in attracting national research grants.



DISTINGUISHED LEARNERS

**Our graduates are among the most inventive, collaborative
and sought-after in Canada and around the world.**

**The world needs a university
whose graduates have the drive,
the curiosity, and the humility to
work with others in addressing
the greatest challenges and
opportunities the world faces.**



Re-Engineering First Year

The most innovative first-year engineering program in Canada launches this fall in the College of Engineering. The program modernized first-year courses, shifting assessment to a competency-based model, providing more hands-on learning opportunities and promoting a healthier school-life balance.



Agriculture for Tomorrow

An intense focus on refreshing the Ag/Bio curriculum to ensure that programming is designed to meet the needs of our learners, preparing them for a future that will demand critical thinking skills and a skillset that prioritizes adaptability in the face of change. Innovative programs in nutrition, digital agriculture, and irrigation are in development.

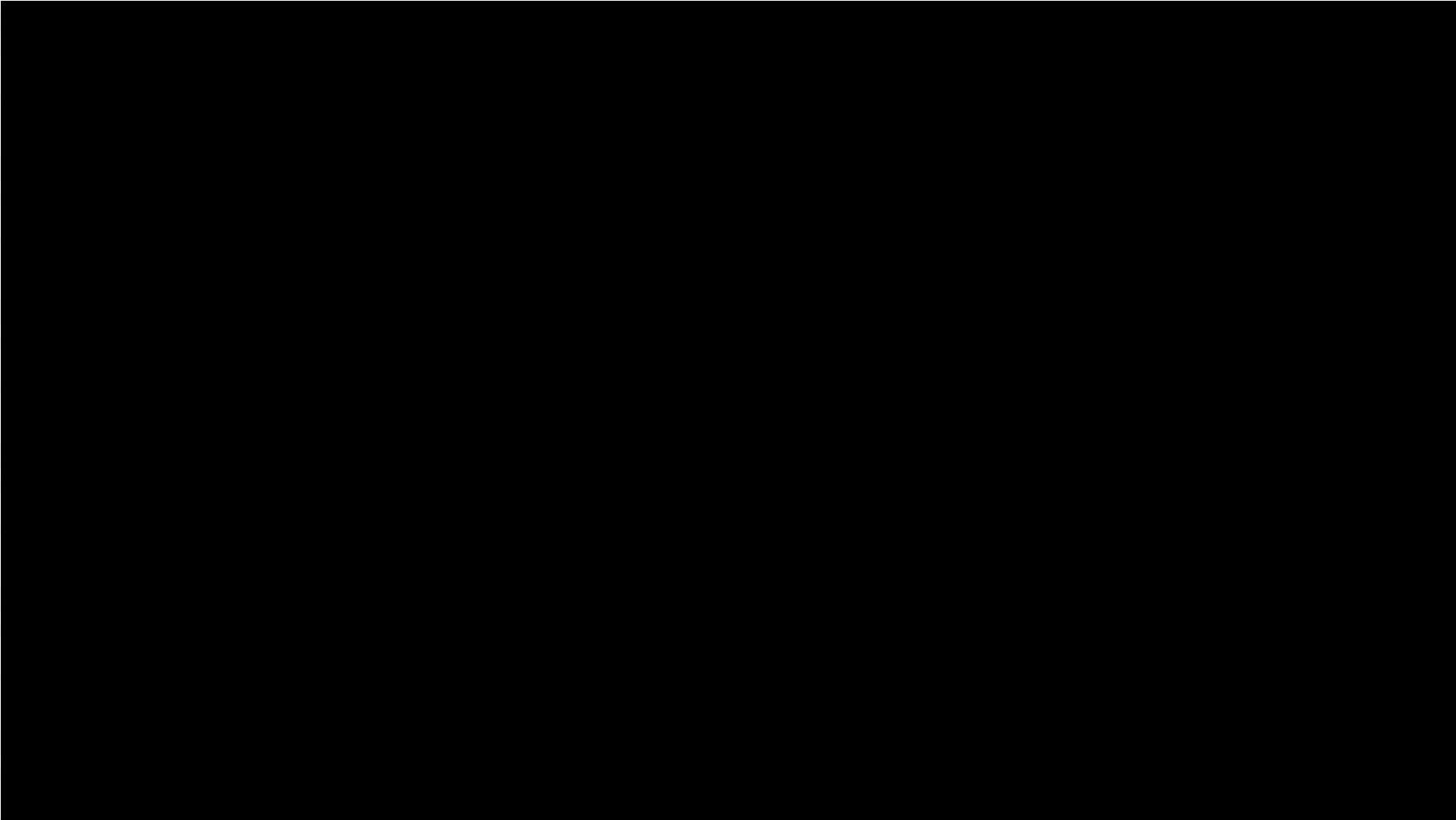


A Healthy Education

Health Sciences colleges *and* Education are launching a suite of graduate programs in health professions education with a view to strengthening teaching and learning in health sciences disciplines and professional degree programs.

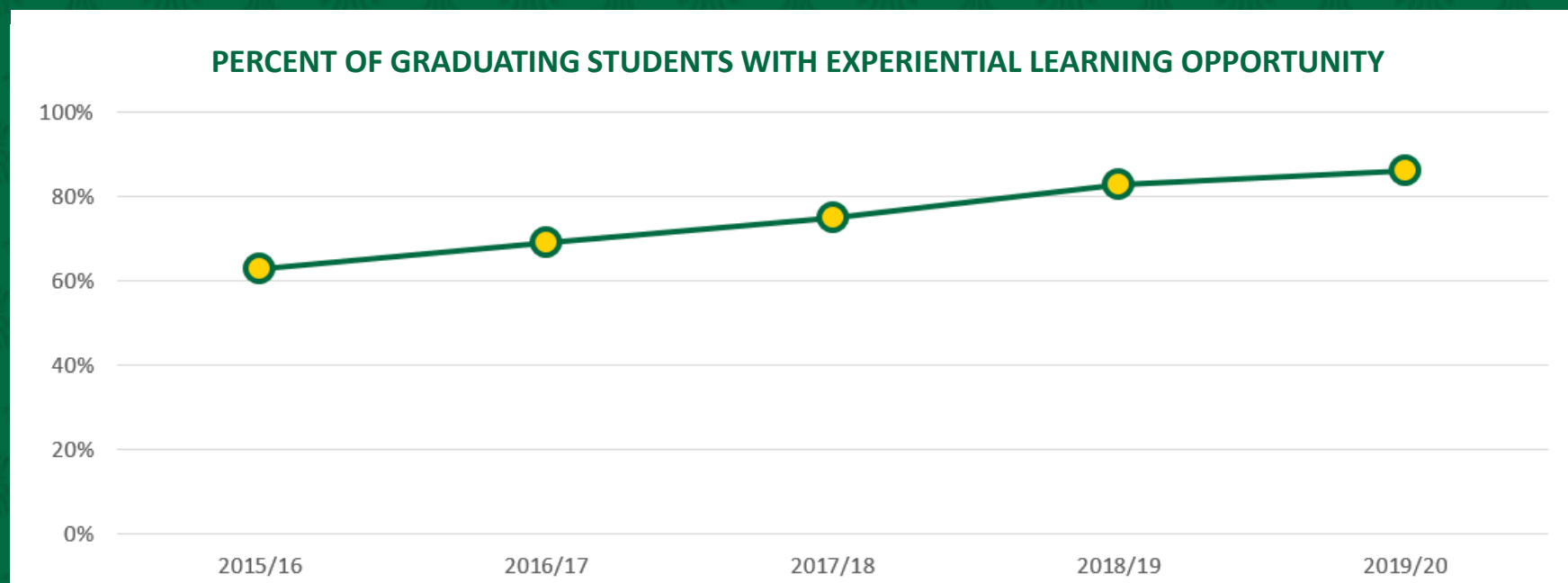


UNIVERSITY OF
SASKATCHEWAN

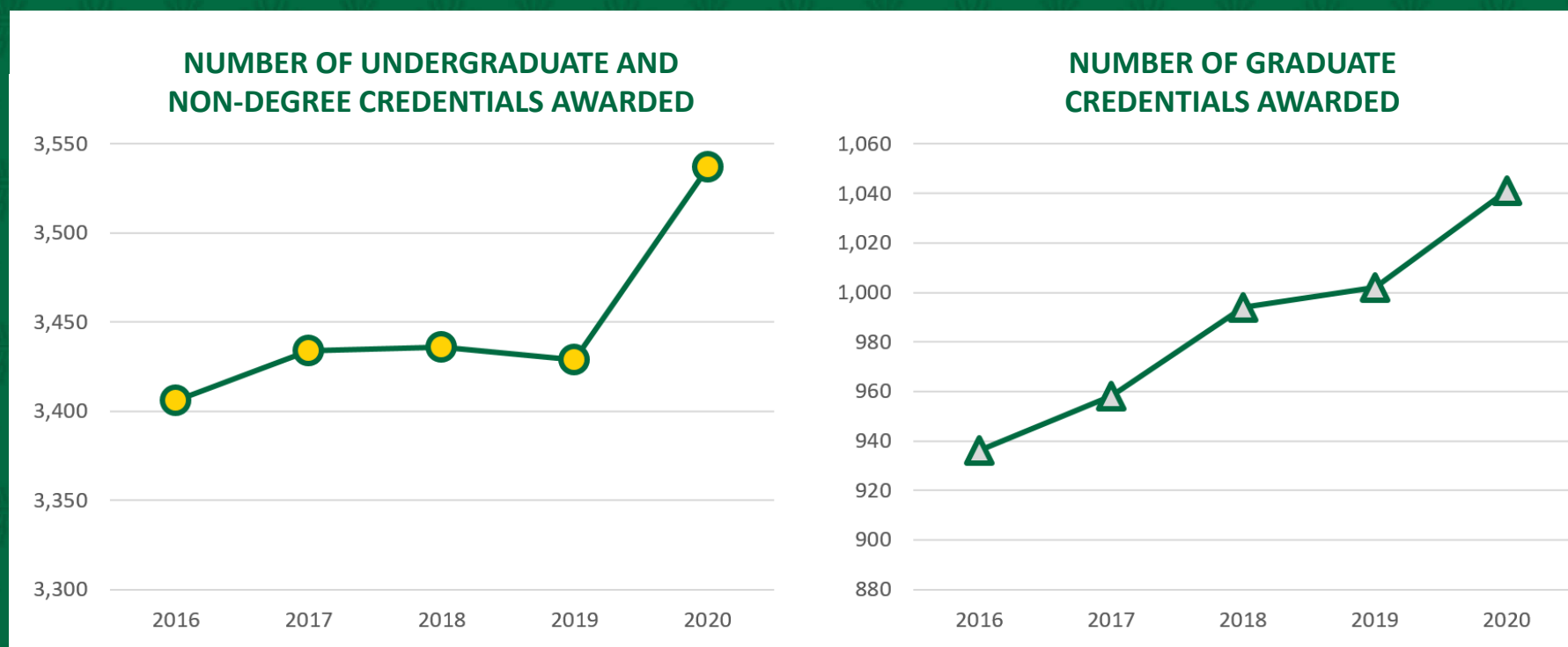


BE WHAT THE WORLD NEEDS

Our students are provided with experiential learning opportunities to enhance their knowledge and prepare for the workforce.



**Our university continues to produce high-quality graduates
ready to make an impact in their communities.**





GLOBAL RECOGNITION

**Our research, graduates, academic programming and
reputation are recognized as world-class.**

**The world needs a university
that sets the standard
in learning, research,
scholarship, creativity, and
community engagement.**



Launch of new USask Brand

The completed development of and launch of our new brand platform which was recognized with a gold award in the Newspaper Advertising Series category at the 35th annual Educational Advertising Awards – the largest, oldest and most respected educational awards competition in the U.S.



People Around the World (PAW)

The **People Around the World (PAW) conference** is an initiative of the International Blueprint for Action 2025, with the aim to advance USask efforts in global research, sustainable partnerships, international community well-being and collaborative projects with partners around the world.



Poetic Praise

USask-affiliated poets **Dr. Sheri Benning**, **Katherine Lawrence** and **Diana Hope Tegenkamp** were among 32 Canadian poets named to the CBC's national poetry prize while **Elder Louise Halfe** was appointed as Canada's ninth *Poet Laureate*.

Many of our academic programs are recognized nationally and globally.

Water Resources

#20 in the World, #1 in Canada

Environmental Science & Engineering

Top 75 Globally, #4 in Canada

Public Administration

#2 in Canada

Biotechnology

#5 in Canada

Energy Science & Engineering

#6 in Canada

Chemical Engineering

#6 in Canada

Agricultural Sciences

Top 100 Globally, #4 in Canada

Food Science & Technology

#4 in Canada

Veterinary Sciences

Top 75 Globally, #4 in Canada

Materials Science & Engineering

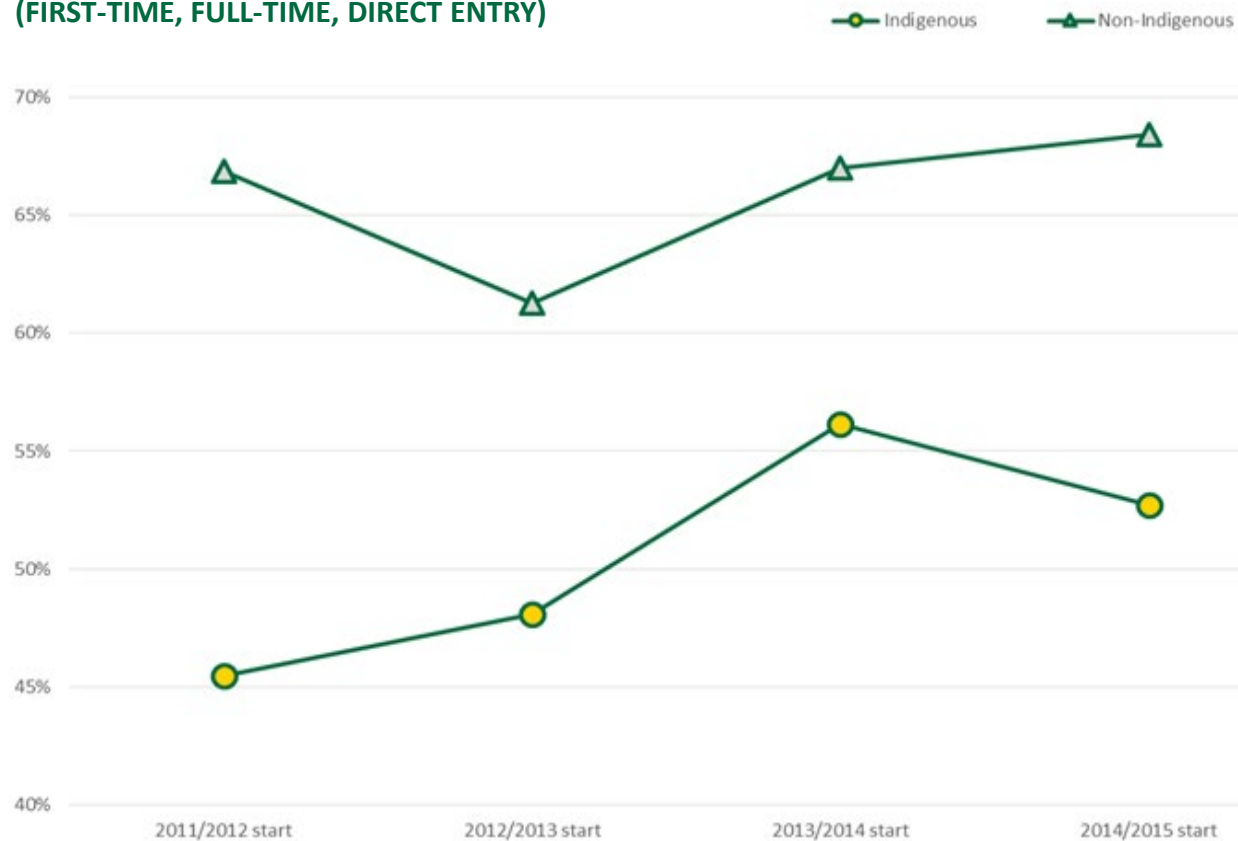
#3 in Canada

The Work Ahead...

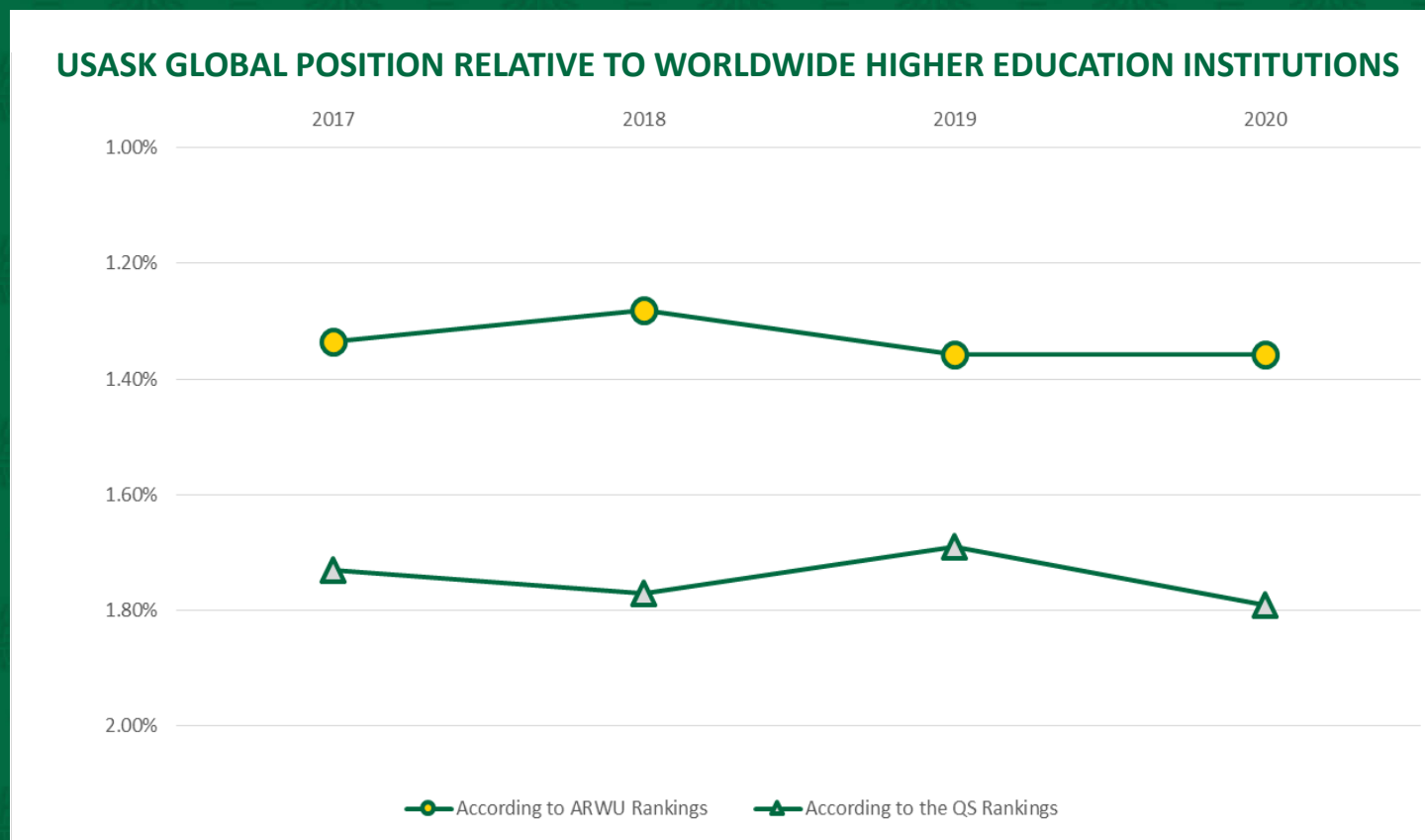
- While there are many accomplishments and successes achieved to date, our work to implement the University Plan continues
- Projects and initiatives are planned and/or continuing in academic, research, and administrative areas that will add to our list of accomplishments and further our progress towards our aspirations
- Essential to this work is the establishment of processes to continue to measure our progress holistically and report on our outcomes

Parity between Indigenous and non-Indigenous student outcomes in academic programs

COMPLETION RATES WITHIN SIX YEARS OF STARTING
(FIRST-TIME, FULL-TIME, DIRECT ENTRY)



Institutional performance (e.g. learning, research, scholarship, creativity, and community engagement) that is ranked in the top one percent in the world



Our Principles

Creativity

nihtāwihcikēwin |
nihtaoshchikaywin



Diversity

nanātohk pimātisowina |
nanaatoohk pimatishoowin



Connectivity

āniskōmohcikēwin |
naashkoopitamihk

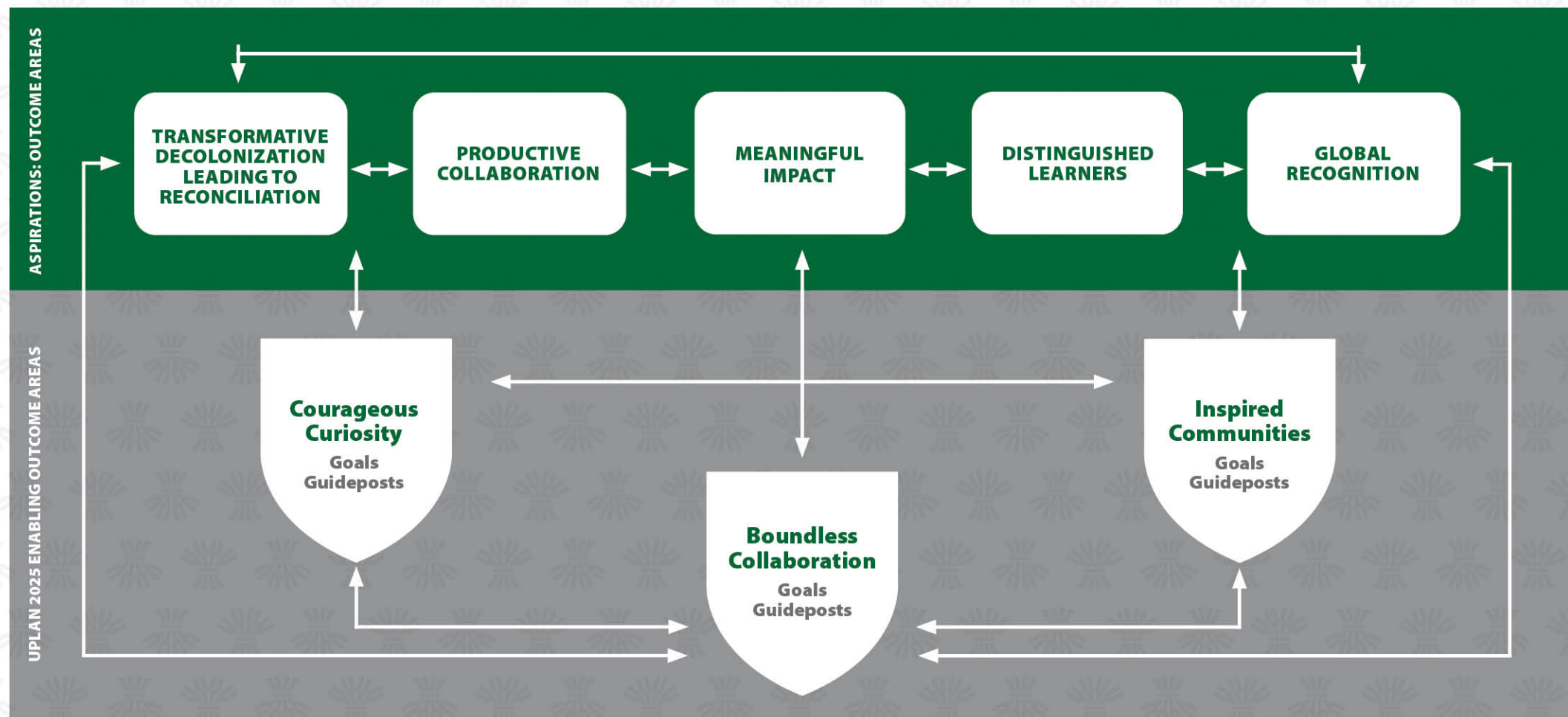


Sustainability

nākatēyihtamowin |
nakaatayihtaamoowin



VISION: BE THE UNIVERSITY THE WORLD NEEDS





BE WHAT THE WORLD NEEDS



Best and Brightest Scholarships

Dr. Tracie Risling
Chair - Scholarships and Awards Committee

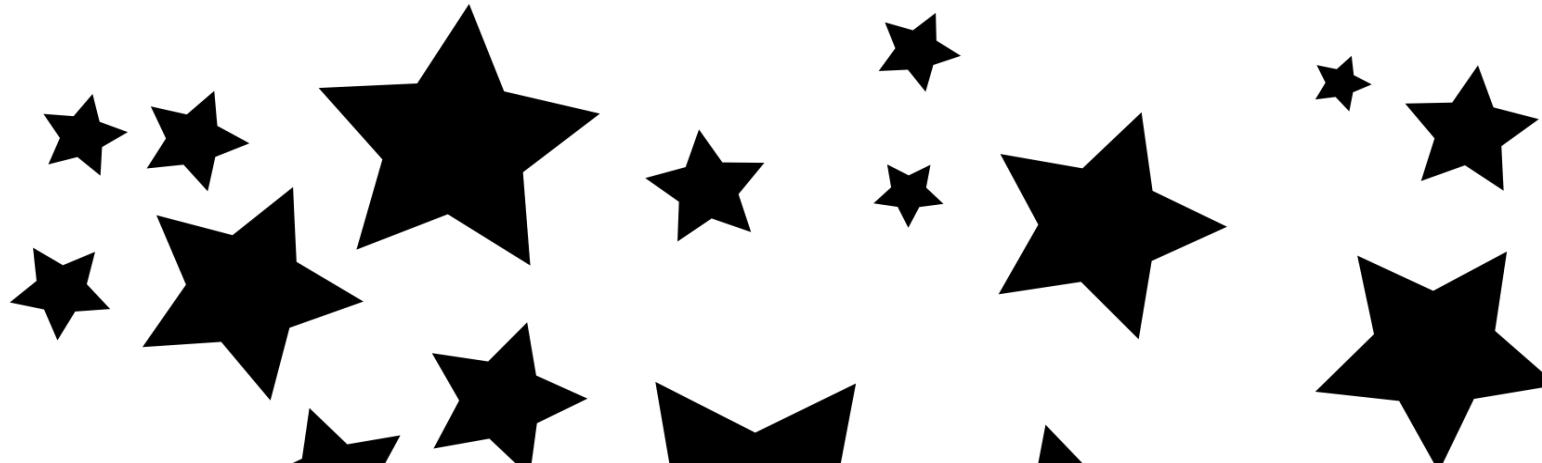
University Council
April 15, 2021

Best and Brightest Scholarships

- The Best and Brightest Scholarships are the University of Saskatchewan's premiere entering awards. The centrally administered scholarships consist of:
 - a) Five Presidents' Best and Brightest Scholarships (\$40,000)
 - b) Twelve Chancellor's Scholarships (\$30,000)
 - c) Twelve USask Entrance Scholarships (\$24,000)
- Five awards (one Presidents' Best and Brightest and two each of the other awards) are Circle of Honour awards, preferentially awarded to Indigenous students

Best and Brightest Selection Process

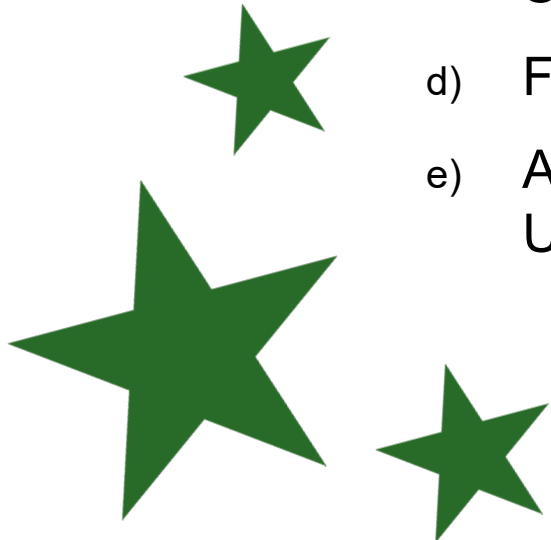
- This year, the Scholarships and Awards Committee reviewed applications from **302 incoming high school students** with a **95%+ average** and selected recipients based on leadership and contributions to school and community life.
- The applicant pool is limited to students from domestic high schools, but included 32 applicants from out of province



Best and Brightest - Recipients

Of the **twenty-nine university-wide** Best and Brightest recipients:

- a) Four are from out-of-province; two from Ontario, one from Manitoba, and one from Alberta
- b) Ten are from six different high schools in Saskatoon
- c) The remaining fifteen are from a range of communities in Saskatchewan, including five from a single high school in Prince Albert
- d) Five are Indigenous (Metis and First Nations)
- e) All are exceptional leaders, learners, and future contributors to the University of Saskatchewan community



Best and Brightest Recipient Accomplishments



Recipients' activities involved:

- While in high school, conducting health science laboratory research supervised by USask professors
- Founding a virtual non-profit tutoring company in response to COVID lockdowns
- Building a robotic self-pollinating hydroponic system to help address bee extinction
- Organizing mentorship to empower women and minorities in STEM fields

Recipient Accomplishments



Recipients' activities involved:

- When in-person recitals were restricted, created an online piano recital platform and facilitated a full slate of performances

Circle of Honour recipients:

- Created an advocacy campaign for rural French immersion programming
- OUT Run Volunteer – Saskatchewan's first Pride run
- Member of MNP-Remai Modern Youth Art Collective
- Took first place honours in a provincial French public speaking competition as second language





PRESIDENT'S REPORT TO COUNCIL

June 2021

It is hard to believe that this is my final message to Council for the 2020/2021 academic year. I recall noting back in September that this would be a year like no other. And in many ways, not only due to the pandemic, it has been a year to remember. As I reflect on my Council reports, I am reminded of all the things we accomplished, including hybrid style course delivery, continued research achievements, and moving forward two key documents to guide the future of our university – the Equity, Diversity and Inclusion (EDI) Policy and Sustainability Strategy.

Most importantly, this year will be remembered as a time in our institution's history that exceptional efforts were made by our faculty and staff to stay true to our academic mission in spite of the pandemic. I still reflect upon the unprecedented move to complete the whirlwind transition to teaching, learning and working remotely - a challenge we had never faced before, and could not have been completed without the incredible commitment and professionalism of all of our employees. Remarkably, that transition was made in less than a week, thanks to your efforts.

We are also very grateful for all of the essential service employees who were called to remain on campus to keep the university functioning throughout this past year, and for those who joined their fellow health-care workers on the front lines of the pandemic. It has been truly inspiring for all of us to see our campus come together, even while being apart, in support of our community – a commitment that continues to this day.

On behalf of our senior leadership team, I want to thank all of you for your patience and perseverance, in support of our students and our community. No other time in the history of the university has asked so much of us. But in so many ways, the worst of times brought out the best in us, and we thank you for that.

Looking ahead to the fall term, we know that there are still challenges ahead, but also a renewed hope for the future. Vaccines are making a difference, and an ongoing commitment to following public health and safety guidelines is providing a path out of the pandemic for our province. With responsible optimism, we are now looking forward to beginning our return to in-person activities this fall during a transitional term, as more classes resume on campus and more employees return to support our students and programming, with the health and safety of all still our primary consideration. The transition to remote teaching, learning and working has also now opened the door to new possibilities and new opportunities for the future of our institution. Motivated by that spirit, our Post-Pandemic Shift Project is exploring how we can best make decisions about our future by capturing the authentic voice and needs of our community.

I want to thank you all for what you have done to keep the university focused on its academic mission, to serve our students and to continue to pursue our mission to be the university the world needs. For now, until we are back together again on our beautiful campus, I want to wish you and your families a safe, relaxing and refreshing summer.

Celebrating Pride 2021

June is Pride Month and USask campuses will be celebrating and learning together. USask stands for inclusion and diversity, and acknowledges the injustices faced by many in the 2SLGBTQ+ community. As our University Plan 2025 states, our ambition is to be the university the world needs, and the world needs safe and welcoming spaces for everyone, including people of all sexual orientations and gender identities and expressions, and all races and religious and spiritual beliefs. If those spaces are threatened, the world needs courageous, collaborative communities to confront those challenges and to create opportunities. We will lead by example.

Thank you to all USask faculty, students and staff from across the institution who have dedicated a great deal of their lives to researching and learning about gender and sexuality and advocating for the rights of the 2SLGBTQ+ community. I also recognize our faculty, students and staff from the 2SLGBTQ+ community who contribute so much to the fabric of our institution and who share their experiences with others.

To observe Pride, we have lit the Peter MacKinnon Building and the President's Residence with rainbow lights. From June 14 - 20, the Pride flag will be flown in front of the Peter MacKinnon Building at the Saskatoon campus (there will be no flag-raising event this year because of COVID-19 restrictions) and the Saskatoon Pride Festival flag-raising ceremony will be live-streamed on [Facebook](#) and [YouTube](#) on Monday, June 14 at noon.

The Diefenbaker Canada Centre's (DCC) virtual exhibit '[Pride on the Prairies](#)' is live and available for the entire community, and as part of Pride Month artists will take over the Gordon Snelgrove Instagram account. The Shop USask online store has [USask Pride-themed items](#) available and a portion of the proceeds go towards the university's queer housing initiative. [You can also donate directly to the queer housing fund here.](#)

During Saskatoon Pride Week, the University Library is sponsoring a session on Two Spirit Voices as part of [Spark Your Pride](#) and USask is also sponsoring the [Global Panel Discussion on Trans Rights and Responses to Anti-Trans Movements](#). On June 19, the [virtual Pride Parade in Saskatoon](#) will be broadcast live on [Facebook](#) and [YouTube](#)—make sure to watch for the University of Saskatchewan Students' Union (USSU) Pride Centre entry. For more on USask Pride Week activities, visit [news.usask.ca](#).

Thank you for supporting Pride Week at USask.

USask students capture history in northern Indigenous community through quilting

June is National Indigenous History month, which commemorates the ongoing impacts that Indigenous peoples have made across Canada. In reflecting upon the many achievements being made by USask Indigenous scholars and students, I was drawn to a recent story highlighting the work of USask College of Education students who are helping to preserve the culture and history of the province's oldest permanent settlement through quilting. As part of an Indigenous Studies course in the college's Cree teacher education program, USask students located in the northern community of Cumberland House have worked to translate the stories of their relatives and Elders into quilt patches. Led by long-time educator, retired administrator and program coordinator, Lily McKay-Carriere, the project connects students with the Knowledge Keepers and Elders in the community and gives them a greater understanding of their history.

To view this, and many other stories about the important work being conducted by USask Indigenous scholars and students, please visit the [USask Indigenous Engagement](#) page of the Office of the Vice President Indigenous Engagement.

USask Department of Drama celebrates 75 years

The USask drama department – the oldest drama department in Canada – is celebrating 75 years this month.

From June 3-19, a series of events and panel discussions featuring noted alumni have been planned to explore the history of the department, which profoundly shaped Saskatchewan's theatre community and launched the careers of numerous television, film and theatre professionals. Department graduate Kim Coates, a film and television actor known for roles in productions including *Sons of Anarchy*, *Bad Blood*, *Black Hawk Down* and *Pearl Harbor*, participated in a live virtual interview during the opening event.

The virtual reunion and celebration will conclude with three Greystone Theatre performances on June 17-19 of *Unity (1918)*, written by Kevin Kerr and directed by Skye Brandon.

See full schedule of events here: <https://artsandscience.usask.ca/drama/anniversary/events.php>

USask and City of Saskatoon wastewater project named to Smart Cities list

USask and the City of Saskatoon have been recognized for their collaborative wastewater monitoring project that advances environmental and human health – one of 50 international projects named to the 2021 Smart 50 list.

Smart 50 Awards recognize global “smart cities” projects, honouring “the most innovative and influential work.” The award highlights the work of a joint project, funded by the Research Junction partnership between the City and USask, that measured levels of human pharmaceuticals such as antibiotics in Saskatoon’s wastewater to assess potential risks these chemicals might pose to the downstream environment. **Research Junction** awards funding to projects that apply advanced research methods to addressing current issues in the city.

When the COVID-19 pandemic hit in 2020, the partnership took an unexpected turn: USask researchers, together with the City of Saskatoon and the Saskatchewan Health Authority, began measuring traces of SARS-CoV-2, the virus causing COVID-19, in Saskatoon’s wastewater. Trace amounts of virus in wastewater is a leading indicator of impending surges in case numbers. By gathering this information, the team, led by USask toxicologist Markus Brinkmann and Mike Sadowski, manager of the City of Saskatoon’s Wastewater Treatment Plant, have been able to alert authorities to upcoming trends in COVID cases. This project, initially funded by the Global Water Futures program and later awarded funding by the Public Health Agency of Canada, was also part of the award application.

USask and Co.Labs join forces to foster tech innovation in Saskatchewan

USask and the Saskatchewan Collaborates Inc. (Co.Labs), the saskatoon-based tech incubator, have signed a new memorandum of understanding (MOU) aimed at creating a pipeline of innovative ideas, services and talent.

USask has been a key sponsor of Co.Labs since the incubator’s inception in 2018. The MOU outlines a commitment for the two organizations to collaborate on program offerings, and allows USask to tap into Co.Labs’ expertise in entrepreneurship. Under the agreement, the university will provide an annual investment of \$60,000 for three years. The new funding will support two Co.Launch competitions as well as initiatives for Co.Learn—interactive summits held twice a year for tech employees and prospective start-up founders. The agreement extends to Dec. 31, 2024.

USask joins Co.Labs other key program supporters, including Innovation Saskatchewan, Western Economic Diversification Canada and Innovation Place.

Provost's Report to Council

June 2021

Hello Council Chair, members, and visitors. Bonjour à tous.

tānsi. hau koda. ëdłanet'e? hau kola. taanishi. hau kona. anin

[English. French. Cree. Dakota. Dene.Lakota. Michif. Nakota. Saulteaux]

This month's report to Council includes general remarks and updates specific to our University 2025 five Aspirations. The breadth and depth of our initiatives and accomplishments as a university far exceed what is possible to cover in this report. My scope is narrowed to areas directly involving the Office of the Provost, and even then, this report falls short of reflecting the exceptionality of teaching, research, scholarship and creative works, and service at USask. I encourage colleagues to visit our University of Saskatchewan [news](#) page to keep up to date with announcements and articles about our bold ambitions at USask.

GENERAL REMARKS

Reconciliation

This month has been [a painful reminder](#) of the historic injustices against Indigenous peoples across our country. The tragedy began with the finding of the remains of 215 children at the former Kamloops Residential School is immense and beyond words. Murray Sinclair, the Chair of the Truth and Reconciliation Commission, has asked us to prepare for further tragic news. We unite in offering all that we can from our compassion, our disciplines, our sciences, our research, and ourselves to make reconciliation possible.

Please look after one another, in our Colleges, Schools, Departments, and service groups. And know it is alright to be caring towards yourself as we take up the news. We need every part of our humility, strength, compassion and intelligences to learn and live the respect that our province and world needs. Professional supports are available at the [Student Wellness Centre](#), through the [Employee and Family Assistance Program](#), and community-based supports: [President's statement on the former Kamloops Residential School burial site discovery](#).

Our university has a crucial role to play in building reconciliation across our country. Our President has asked us to continue as the University of Saskatchewan community to influence the future of this country and the world. Our Elders and Indigenous leaders have helped us to move ahead, and it is our hope that we continue this work and our shared aspirations for decolonization and reconciliation at the University of Saskatchewan. Thank you, everyone, for the unity so necessary for actions ahead. Our actions for reconciliation as researchers, educators, community will continue.

Teaching, Learning And Student Experience

The University of Saskatchewan's Enrolment Report for 2020/21 is included in this month's Council papers. This report provides University Council members with detailed information about students enrolled and the outcome of targeted initiatives related to the recruitment and retention of students. It is important to note that enrolment management is more than a matter of numbers. This is a comprehensive and co-ordinated process that enables USask to identify goals aligned with the resources needed to provide an exceptional educational experience for all students.

While enrolment trends are sometimes difficult to predict, early indicators and demographic trends suggest that this past year's increased enrolment will likely continue and is reflective of the quality and value of a USask education in Canada – regardless of how programs are delivered.

Pride Week



Dr. Simonne Horwitz (PhD), USask associate professor in history and co-chair of the Provost's Advisory Committee on Gender and Sexual Diversity.

One year after Pride activities went online due to the pandemic, the University of Saskatchewan (USask) continues to find creative ways of celebrating the 2SLGBTQ+ community. The USask campus community will come together virtually during Pride Week from June 14-19 with a range of activities to educate, commemorate and celebrate.

"During Pride, take the time to get educated, connect with OUTSaskatoon, learn more about pronouns, or read about the history of queer Saskatoon," said Dr. Simonne Horwitz (PhD), USask associate professor in history and co-chair of the Provost's Advisory Committee on Gender and Sexual Diversity. "If you are watching events from your device, reach out to queer community members and learn about intersectional issues. This is a really positive way you can mark the week and a remarkable way of celebrating."

In recognition of Pride Week, the Pride flag will be flown on campus from June 14-19. A number of digital initiatives are taking place across the USask community. The University Library is sponsoring a session on Two Spirit Voices as part of Spark Your Pride, in partnership with the Saskatoon Pride Festival and the Western Development Museum on Tuesday, June 15.

Everyone is invited to register for this free virtual event. On Thursday, June 17, USask is sponsoring the Global Panel Discussion on Trans Rights and Responses to Anti-Trans Movements, also presented by Saskatoon Pride and free for all to attend virtually.

Thank you to the members of the Provost's Advisory Committee on Gender and Sexual Diversity.

Increasing Indigenous faculty and staff

Our University 2025 plan includes our journey to “Amplified Indigenous student, faculty and staff recruitment and retention efforts.” The Provost’s Office has begun the process of creating a project to significantly increase Indigenous faculty and staff (recruitment, retention, and success). This vitally important, collaborative project is led by Vice Provost Indigenous Engagement, Dr. Jackie Ottmann. The OVPIE will soon be recruiting a Project Director with the primary role of supporting the Vice Provost Indigenous Engagement in this project.

Spring Graduation 2021

Our Spring 2021 graduates have been celebrating their achievements at USask. We say, ‘Congratulations! And even though we were unable to celebrate in person, that didn’t stop us from recognizing the accomplishments of every graduate. This is a tremendous achievement by students, faculty, staff, and leadership. Together we honour the importance of this accomplishment by one and all.



The virtual graduation celebrations are a collection of congratulatory messages, and speeches streamed on [YouTube](#) and below. A [full list of graduate names can be found here](#).

Appointments

- **Dr. Bram Noble** has been appointed vice-dean research, scholarly and artistic work, College of Arts and Science for a five-year term effective July 1, 2021
- **Professor Darrin Oehlerking** has been appointed interim associate dean, student affairs, College of Arts and Science
- **Dr. Yvonne Shevchuk** has been extended as associate dean, academic, College of Pharmacy and Nutrition for the period of July 1, 2021 to June 30, 2022.
- **Professor Ibironke Odumosu-Ayanu** has been appointed to the position of acting associate dean, research and graduate studies, College of Law for the period of July 1, 2021 to June 30, 2022
- **Dr. Tracie Risling** has been extended as interim associate dean, research, College of Nursing for the period of July 1, 2021 to December 31, 2021

Searches/ renewals in-progress

- | | |
|--|--|
| - Dean, College of Nursing | - Deputy Provost |
| - Dean, Western College of Veterinary Medicine | - Dean, Edwards School of Business (renewal) |
| - Executive Director, School of Environment and Sustainability | |



UNIVERSITY 2025 PLAN ASPIRATIONS

The following events and initiatives, of the many across our university, featured during the past month. News items related to each of our University 2025 Aspirations is included, noting highlights submitted by Colleges and Schools.

Transformative decolonization leading to reconciliation

Decolonization of curriculum

In an important step towards the decolonization of Arts and Science curriculum, procedures and practices, the Arts & Science Faculty Council at the meeting on May 13th voted to approve that the Indigenous Course Advisory Committee become a College standing committee, the Indigenous Course Committee. This decision will result in the transfer of final decision-making authority regarding a course's placement on the college's Indigenous Learning Requirement list from the relevant Academic Programs Committee to the Indigenous Course Committee. This shift in authority will ensure decisions such as these are made by experts and aligns directly with the purpose and spirit of Indigenization.

Preserving and promoting Indigenous languages

Of the more than 60 Indigenous languages in Canada today, only three are projected to still be spoken 25 years from now. At USask, professors like Dr. Randy Morin are determined to change that. Morin is one of [a small group of language experts](#) working to ensure Indigenous languages not only survive but thrive.

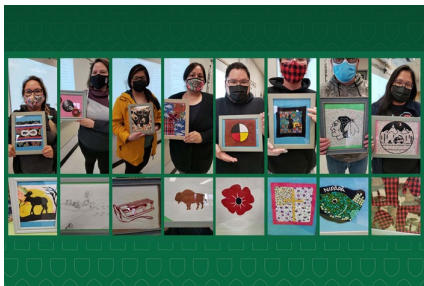
"There are around 63 Indigenous languages, but we know for sure that three went to sleep. We don't call them extinct, we call them going to sleep," said Morin, who teaches Cree classes and is a faculty member in the Department of Indigenous Studies in the College of Arts and Science.



"Only Cree, Inuktitut and Ojibwa are expected to survive. We need to preserve our languages, protect the culture, the traditional ways of knowing. We lose so much when we lose the language."

As the nation recognizes National Indigenous History Month in June and National Indigenous Peoples Day on June 21, Morin would like to see more resources committed across the country to preserving the traditional languages of the land. "At the university, we are creating our own master's degree program in Indigenous language revitalization, and that is with three colleges involved," said Morin.

News



[USask students capture history in northern Indigenous community through quilting](#)



[New USask graduate aims to work with Indigenous communities to protect at-risk archaeological sites](#)

Distinguished Learners

Spring 2021 Graduation Awards

- [Governor General Awards](#) The Governor General's Academic Medal is one of the highest medals that a graduating student can receive from a Canadian university. Each year, on behalf of the governor general, USask awards silver medals to two undergraduate students and gold medals to two graduate students based on academic marks.
- A comprehensive list of [Student Awards by College](#) is available.
- The College of Arts and Science honoured its award-winning graduating students with a livestream broadcast on **Thursday, June 3**. A video of the event that celebrates students' accomplishments is available at <https://artsandscience.usask.ca/graduationawards/>.

Our sincere congratulations to all award recipients, and our thanks to those who supervised, and advised these award-winning graduates.

News



[High-achieving new graduate reflects on 'amazing' undergraduate research opportunities at USask](#)



[USask psychology graduate wins Governor General's Gold Medal](#)

Meaningful impact

USask Major Research Awards (2021)

[USask announces its four major research awards for 2021](#): USask's Distinguished Researchers are computer science professor Dr. Julita Vassileva (PhD), internationally recognized to be among the top two per cent of artificial intelligence (AI) and image processing researchers, and Dr. Safa Kasap (PhD), distinguished professor in electrical, computer and biomedical engineering, whose pioneering research to advance X-ray technology has had global impact.

Marketing research

Dr. Marjorie Delbaere, Associate Professor of Marketing, recently published a Conversation Canada article on using metaphors in advertising against COVID-19. She discussed the use of prescription drug advertisements to frequently portray illness as an enemy. Depicting COVID-19 as an enemy force metaphor presents people with a vivid, negative image and sets eradication expectations as the winner. Dr. Delbaere also explained how this contradictory messaging surrounding vaccine choice is affecting how we perceive the world around us. Read the full story: <https://theconversation.com>

Edwards School of Business: Perseverance

The Edwards School of Business is excited to announce the 12th edition of Thrive, the annual magazine connecting students, alumni, staff, faculty, and friends. Fittingly, the theme this year was perseverance. Read the digital version featuring true stories of perseverance and dedication in action.

<https://www.edwards.usask.ca/thrive2021/>

News



[Award-winning USask graduate eyes aerospace engineering career](#)



[Health studies degree prepares new USask graduate for further education in medicine](#)

Productive collaboration

College of Education: Teaching English

On June 3, 2021, the College of Education, and the Saskatchewan Teachers of English as an Additional Language (SK TEAL) hosted a webinar featuring Dr. Jim Cummins from the Ontario Institute for Studies in Education at the University of Toronto. The free event was attended by over 150 Saskatchewan educators and USask students and centered on the topic of *Instructional strategies for connecting to EAL students' lives and engaging their multilingual resources*.

USask faculty recognized for exemplary teamwork

The University of Saskatchewan's (USask) Office of the Vice-President Research has honoured two recipients, Dr. Pamela Downe (PhD) and Dr. Carrie Bourassa (PhD), and their respective research teams, with the inaugural [Publicly Engaged Scholarship Team Award](#) this year. The award recognizes teams made up of USask faculty, post-doctoral and graduate students, working in collaboration with community partners that have inspired and instigated social action in the community through research, scholarly and artistic work.

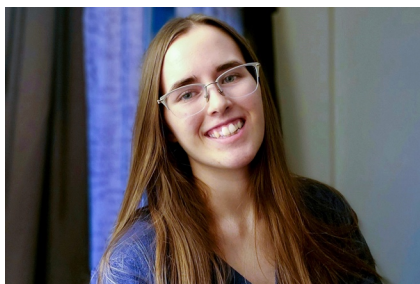


Show us what you're made of: Preparing USask students for an evolving world of work

More than ever before, working Canadians are expected to thrive in a work environment that is marked by disruption and a need for constant change and rapid pivoting. To prepare students to be successful in this reality, USask is continually adjusting how it supports students' career success. Nancy Turner, director of Teaching and Learning Enhancement said employers want to not only know the skills students have but also see examples of where the skill has been developed and demonstrated successfully. Integrating experiential learning opportunities, such as internships, projects with community organizations, and study abroad opportunities, into university curriculum helps give students the competencies employers are looking for.

Programming offered in partnership with Career Services, a unit at USask leading the conversation around supporting students' career education, does just that. "Any time that we can connect to, serve, and partner with our community, we strengthen ourselves as an institution. And any time we can provide opportunities to our students, and, through the expertise and the value that our students bring to the community, we strengthen society and industry. These relationships are reciprocal and mutually beneficial," said Turner.

News



[USask graduate values interdisciplinary research](#)



[USask and City of Saskatoon named to Smart Cities list for wastewater projects](#)



[‘I love interdisciplinary learning’: New USask graduate finds perfect fit in Women’s and Gender Studies Program](#)

Global Recognition

Seeing young women flourish internationally

Dr. Carol Henry (PhD) of the College of Pharmacy and Nutrition at USask is the lead researcher of an [international team awarded](#) \$100,000 from the Templeton World Charity Foundation for work aimed at seeing young women on two continents thrive. The Templeton World Charity Foundation announced the 11 inaugural awards of the Grand Challenges for Human Flourishing, recently. More than 500 teams of scientists from more than 350 academic institutions around the world answered the request for ideas.



The team will gather empirical data from diverse groups of adolescents in Northern Canada and Northern Uganda to discover the determinants of flourishing in terms of physical, mental and cultural well-being among adolescents. Particular attention will be paid to the significance of spirituality and experiences of resilience in the face of chronic adversity, such as the long-term impacts of COVID-19. “This is an important opportunity to learn from adolescent girls about their own perspectives on human flourishing within the context of Northern Canada and Northern Uganda,” said Henry. Dr. Henry is joined by researchers from the University of Regina, University of Ottawa, Makerere University in Uganda and the World Vision humanitarian organization.

News



[Predicting the unpredictable: How scientists are improving cold-region water and climate prediction models](#)



[From overseas to completing International Dental Degree](#)

Report to University Council on Enrolment for 2020-21 – June 4th, 2021

Briefing Note to accompany the Academic Year Snapshot

This has been an extraordinary academic year. Moving into Fall 2020 it was impossible to know what impact the pandemic and being in a remote teaching and learning environment would have on our enrolment. Due to the remarkable efforts of faculty and staff alongside commitment and perseverance of our students our enrolment emerged as favourable, overall.

As part of the report to University Council this June I am including the enrolment snapshot for this past academic year alongside some interpretations and thoughts in this briefing note. The Academic Year Snapshot you are receiving has been finalized. The commentary below is divided into two sections including: “Reflections on the year” and “How are we positioned in terms of 2025 Enrolment Goals?”

Reflections on the Year

- Our total enrolment this year is up by 1.0%.
 - Despite moving through a pandemic, the increase in the number of undergraduate students over the last year was 1.7% (about 309 students).
 - We saw an increase of 101 graduate students in the last academic year, representing 2.3% growth.
 - There was a substantive decrease in the number of students enrolled in non-degree study this year. It is important to note that we experienced a decline in the number of students attending the University of Saskatchewan Language Centre (non-degree). This decline in students coming to Canada to study English for academic purposes is happening across the country and was exacerbated markedly by the pandemic. There have been other predicted decreases in the non-degree activity driven by the move of some non-degree activity into degree-based activity.
- The infographic displays changes in undergraduate and graduate enrolment across colleges and schools.
 - For undergraduate enrolment, five out of six of our direct entry colleges (where much of our capacity to increase resides) showed progress towards Enrolment 2025 maximums. The remaining direct entry college was essentially flat – suggesting that they held their own in enrolment over a very challenging period. Changes in the College of Law reflect the fact that we could not offer the spring and summer law courses to incoming Indigenous students in 2020. For the health sciences colleges where enrolments are tightly controlled and carefully managed, small fluctuations up or down are not unexpected and in some cases increases were planned.
 - For graduate enrolment, half of the colleges and schools have shown increases in the last year whereas almost half have shown decreases. An additional two graduate programs were observed to be relatively stable over this last year.
- Retention from 1st to 2nd year was up to 86.9% for students in direct entry programs, up 2% from last year. Indigenous student retention in direct entry colleges emerged as stable compared with last year and retention for international students was perhaps not surprisingly, down by almost 1%.

- Teaching activity was up by 3% over the last full academic year. In Fall term, the university provided 11.5% of students with at least some in-person instruction and this proportion grew to 14% in Winter term. Every student was engaged in remote learning.
- Convocation numbers grew overall by 3.3%, with growth observed in all types of degree programming except for doctorate level study (down by 4 students in this last year). The proportion of international graduates was stable whereas the proportion of Indigenous graduates grew by 1% as compared to the 2019 year.
- Information on student origin aggregated across undergraduate and graduate students – which is not the same as the number of students who are here with a study permit – shows a relatively stable pattern as compared to last year.
- The number of Indigenous students is up, overall, by one percent and this is attributable largely to continuing Indigenous students as we saw declines in the number of Indigenous undergraduate students (direct entry) who began their studies at USask this past year. The number of Indigenous undergraduates grew 1.4% and the size of this group has been climbing steadily over at least the last seven years. There was a decline in Indigenous graduate students of 3.5% (8 students). This decrease is concerning and may be attributed, at least in part, to the pandemic circumstances.
- The overall number of international students was down by 6.7% this last year, driven largely by the decline in students enrolled at our University of Saskatchewan Language Centre and a decline in the number of international undergraduate students. This was a challenging year for international students to be able to continue their university studies in Canada and we are fortunate to have been able to recruit and retain those that we did. We were pleasantly surprised to see the number of international graduate students remain stable.
 - Top countries for international enrolment are displayed for both undergraduate and graduate enrolment. Of interest, the number of students from China decreased for both undergraduate and graduate programs. By contrast, undergraduate students from Nigeria grew as did the number of students from India, with Nigeria accelerating more rapidly and assuming the #2 position. The number of graduate students from Iran continued to grow keeping Iran in the #2 position.
- Although not something we report on in our infographic, members of University Council may want to know that in this past academic year 1886 students received services from Access and Equity Services. This represents a 6% increase in the number of students receiving services as compared to the last academic year, reflecting a continued growth curve for this area.

How are we positioned in terms of Enrolment 2025 Goals?

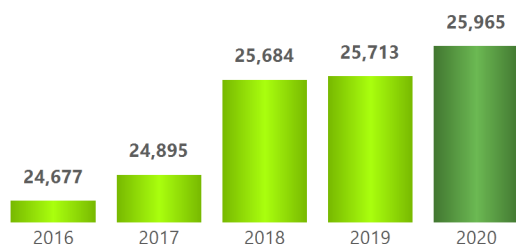
- Our overall increase in enrolment for 2020-21 moves us in a positive direction towards our Enrolment 2025 maximums (<https://plan.usask.ca/learning-teaching-student-experience/>)
- On a quarterly basis, when we assess enrolment we also take the opportunity to assess our progress towards the growth articulated in Enrolment 2025. The targets included in Enrolment 2025 are viewed as upper limits or maximums approved by all three USask governing bodies.
 - Average annual growth for undergraduate enrolment since the baseline year of 2017-18 is 2.0%.
 - Average annual growth for graduate enrolment since the baseline year of 2017-18 is 1.9%.

- Average annual growth rate for non-degree activity since the baseline year is -24.7% (due in large part to the conversion of some non-degree programming to undergraduate activity over the past couple years and the declines in international students pursuing the study of English for academic purposes).
- Based on current projections, we expect to be in and around 28,000 students by the 2024-25 academic year. This is underneath the upper limit enrolment level approved by USask governing bodies at approximately 29,000 students.
 - Our current projections suggest that we are likely to reach almost 22,400 undergraduate students and 4,750 graduate students by 2024-25.
 - At present, the bigger question surrounds what our student population will look like for non-degree offerings. As the university embarks on piloting micro credentials with a view to approving a USask framework there is a good likelihood that students numbers on the non-degree side of activity will increase substantially to well beyond our estimated 900 students.
- With regard to our Enrolment 2025 upper limits, the proportion of Indigenous students amongst the overall undergraduate population observed for 2020-21 is 15%, which aligns with the goal we set for the university. Although for the institution as a whole we see alignment with the goal, we still seek to increase the number of Indigenous undergraduate students across all colleges. The proportion of Indigenous graduate students is 7%, which is lower than the goal of 10% that we set out to achieve by 2025 and will require continued focus.
- With regard to our Enrolment 2025 goals, international undergraduate students made up 7% of our student body whereas our target is 10%. We have work to do here to grow these numbers. By contrast, the international graduate students constituted 37% of the overall graduate population where we have set our enrolment goal at 35%. Over this last year we have seen the number of new degree seeking international students has increased, but we have seen a decline (understandably) in short-term international student enrolment (e.g., exchange, visiting, visiting research). Given recent progress made by the government to address visa processing times, we are positioned to see enrolment growth.

Please feel free to send any questions you have more me (patti.mcdougall@usask.ca)

TOTAL ENROLMENT

25,965 ↑ 1.0%



Undergrad 20,696 ↑ 1.7% Grad Students 4,406 ↑ 2.3%
Non-degree 289 ↓ 41% Med Residents 574 ↑ 2.9%

ENROLMENT BY COLLEGE/SCHOOL

	Undergrad	Grad Students
Arts & Science	9,546 ↑ 0.3%	984 ↓ 4.3%
Edwards School of Business	2,608 ↑ 9.2%	219 ↓ 15.1%
Education	2,054 ↑ 5.2%	590 ↑ 1.2%
Engineering	1,667 ↓ 0.1%	503 ↓ 0.8%
Agriculture & Bioresources	1,385 ↑ 1.7%	318 ↓ 6.2%
Nursing	1,008 ↓ 2.2%	202 ↑ 6.9%
Medicine	416 → 0.0%	346 ↓ 2.8%
Kinesiology	695 ↑ 4.4%	43 ↑ 2.4%
Veterinary Medicine	332 ↑ 1.2%	178 ↓ 0.6%
Pharmacy & Nutrition	432 ↓ 0.9%	63 ↓ 7.4%
Law	410 ↓ 10.1%	23 ↓ 4.2%
Interdisciplinary/Grad Other	- 0.0%	300 ↑ 40.2%
Public Policy	- 0.0%	284 ↑ 44.9%
Environment & Sustainability	- 0.0%	192 ↑ 10.3%
Public Health	- 0.0%	154 ↑ 6.2%
Dentistry	143 ↑ 5.9%	7 ↑ 133%

RETENTION 86.9% UofS

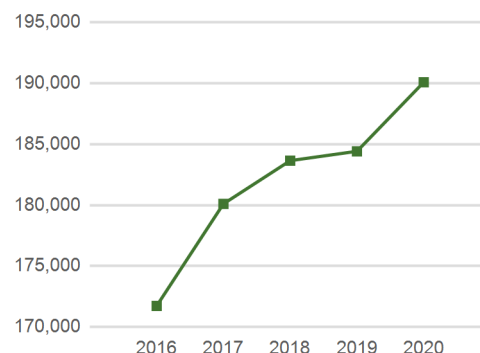
Indigenous 77% UofS

International 87.7% UofS

Retention rate for first to second year students in direct entry programs.

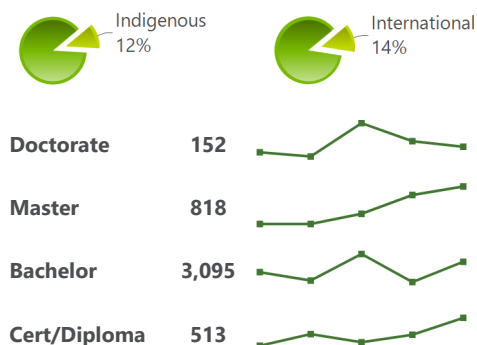
TEACHING ACTIVITY ↑ 3.1%

(3 Credit Unit Equivalent)

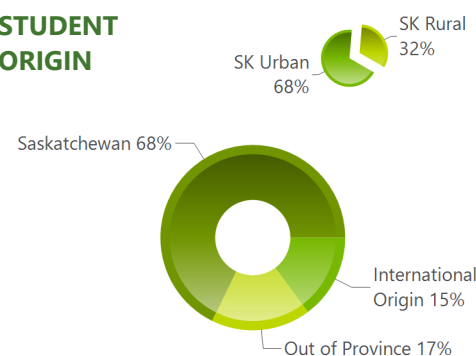


CONVOCATION 2020

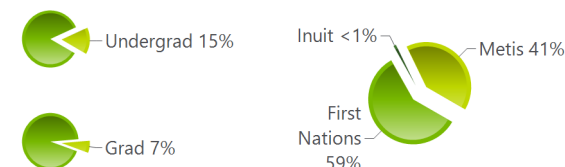
4,578 ↑ 3.3%



STUDENT ORIGIN

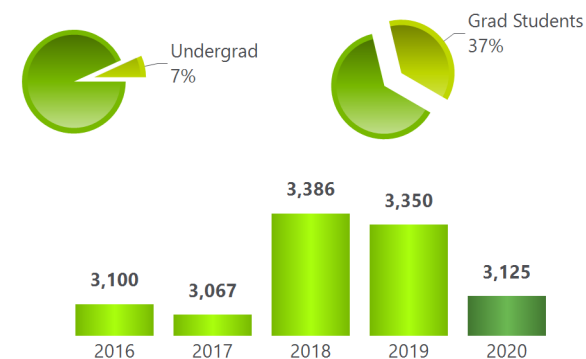


INDIGENOUS STUDENTS 3,482 ↑ 1.1%



Undergrad 3,132 ↑ 1.4% Grad Students 303 ↓ 3.5%
Non-degree 24 ↑ 33.3% Med Residents 23 ↓ 4.2%

INTERNATIONAL STUDENTS 3,125 ↓ 6.7%



Undergrad 1,405 ↓ 3.8% Grad Students 1,634 ↑ 0.1%
ESL 85 ↓ 66.9% Med Residents <5

TOP FIVE COUNTRIES

Undergraduate			Graduate Students		
China	426	30%	China	263	16%
Nigeria	230	16%	Iran	240	15%
India	225	16%	India	161	10%
Bangladesh	79	6%	Nigeria	109	7%
Vietnam	61	4%	Ghana	104	6%

Total Enrolment

Description A headcount metric that measures the distinct number of students registered in at least one class in the academic year. The percentage shown measures the change of enrolment from the previous year to current year.

Purpose To inform on the levels and trends of enrolment in the academic year.

Academic Year The time period from May 1 through April 31 in which student enrolment is reported. This includes spring, summer, fall and winter terms.

Enrolment By College/School

Description Headcount broken out by colleges and schools for undergraduate and graduate students. The percentage measures the change of enrolment from the previous year to current year.

Purpose To inform on enrolment headcounts and trends for colleges and schools.

Retention

Description First to second academic year retention measures the percentage of full time, direct entry, undergraduate students who were enrolled in the previous academic year in any term, and are still enrolled in the following academic year in any term.

Purpose This metric measures the university's success in retaining students from one academic year to the next.

Teaching Activity

Description Teaching activity measures the number of students in classes in the academic year. Students who withdraw from class after the last day to drop are included in the count. The percentage shown measures the change of teaching activity from the previous year to the current year.

Purpose To inform on teaching activity trends as an indicator of sustainability. The pie chart shows teaching activity across the four terms to inform on capacity.

Convocation

Description The number of credentials awarded in a calendar year for the successful completion of an approved University of Saskatchewan degree or non-degree level program. The number of credentials awarded is higher than the distinct number of students who graduate because students can be awarded multiple credentials in the calendar year.

Purpose Demonstrates student outcomes.

Calendar Year The time period from Jan 1 for Dec 31 in which student qualifications are reported. This includes the spring and fall convocations.

Student Origin

Description Student origin shows the percentage of students who came from Saskatchewan, other Canadian provinces or international countries based on students' high school, post-secondary, or admissions address.

Purpose To inform on the diversity of the student population based on origin.

Indigenous Students

Description Domestic students who self-declare as belonging to a recognized group of Indigenous people of Canada: First Nations, Metis and Inuit. The first pie charts shows the percentage of Indigenous students as compared to total student population. The second pie chart breaks out Indigenous enrolment by First Nations, Metis and Inuit. The other percentages measure the change of enrolment from the previous year to current year.

Purpose To inform on the enrolment trends of Indigenous students and the diversity of the student population.

International Students

Description International students are students who are not Canadian citizens, permanent residents or refugees such as students on a visa, inbound international exchange, and visiting international research students. The pie charts show the percentage of international students out of total students. The other percentages measure the change of enrolment from the previous year to current year.

Purpose To inform on the enrolment trends of international students and the diversity of the student population.

ESL English as a Second Language students did not meet the minimum language admission requirements and are enrolled in full time programs to meet these requirements.

Top Five Countries

Description A list of nations having the highest undergraduate and graduate international student enrolment as determined by the student's citizenship. The percentage shown measures the number of students from a particular nation as compared to the total number of international students.

Purpose To inform on the diversity of the international student population.

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June 2021

Starting our USSU terms on May 3rd, our executive committee has been busy learning all about our roles and responsibilities of our individual portfolios and governance of the USSU. With the start of a fresh new year of executives comes a series of orientations and preparations. We spent the first few weeks in various meetings learning about IT support, accounting, Studentcare, internal operations, bylaws and policies, event planning and more. During this time, we also had the opportunity to introduce ourselves to the USSU Daycare director (Colleen Gerling) and Centre Coordinators. We are grateful to our incredible team of Senior Managers, Jason Ventnor, Jason Kovitch, Stefanie Ewen, and Amanda Mitchell, for their patience and dedication in coordinating these orientation meetings and supporting us in our learning of the USSU's organizational structures.

We are particularly focused on making our individual executive projects a success this year. We started by building a completely new record-keeping approach for all executive projects in order to lead a strong year of initiatives. Every phase of individual projects is now recorded and processed for all executives to oversee layer by layer. We believe that by doing so, we will be able to ensure that project deadlines are reached on time and that we will be able to offer constant progress updates on each project. We make it a point to meet weekly with our executives to keep each other updated on the status of these projects. We also meet weekly with our group of senior managers as an executive to ensure that all significant union operational tasks are running smoothly. Our work on academic advocacy, sustainability, and accessibility will continue throughout our term.

University Students' Council (USC) and Association of Constituency Presidents (AOCP) are vital to our executive communication with students. We are compiling a complete list of contact information for all students selected for these memberships for the following terms as we prepare for these meetings, which will begin in September. We anticipate that by establishing this early communication line, we will be able to ensure that these students receive enough support from the USSU when they begin working in their elected roles. We are also in the process of putting together packages for USC and AOCP members. In the coming months, we will send out the complete versions of these packages to help these students understand their duties and duties for these particular committees. In addition, we are in the process of arranging guest speakers from other university departments to attend and present relevant topics for students at these meetings.

As the USSU supports more than 200 campus groups every year by sponsoring their events, space booking, training, and more, we are concentrating on drafting an updated comprehensive campus group policy. The policy will be revamped to make the USSU more inclusive, transparent, and accessible. This updated policy will not only support the campus group to operate smoothly but will also help the USSU to expand. Furthermore, to continue to support the

work of campus groups, we are updating our Campus Group Management System which collects and stores many details of these groups. We are currently working with our IT manager, Scott Henderson, to strengthen the system's user interference capabilities.

We have started forming early relationships with students in positions of leadership at other university campuses. During our first meetings with the Undergraduates of the Canadian Research-Intensive Universities, the organization underwent an election, and we welcomed a new Chairperson, Vice-Chairperson and Secretary-Treasurer. We are thrilled to collaborate with the new team, and we have begun to engage in meaningful dialogues on vaccine campaigns and other current events affecting post-secondary students across Canada. Also, we connected with student executives from the University of British Columbia to discuss improving campus housing. Additionally, we met with student executives from the University of Regina to discuss increasing job opportunities for students.

For student advocacy pieces, earlier this month, we voiced our support for students in the College of Education who were starting in their placement opportunities as they were initially unable to receive vaccines regardless of teachers being eligible for their first dosages. We worked with Patti McDougall, the Vice Provost Teaching, Learning and Student Experience on this advocacy and we were updated with news that these students were finally eligible to receive their vaccines. Next, we are also working with Patti to create a plan for an exam writing center for students in the upcoming terms, during this pandemic, we have had many students concerned about the lack of quiet places in their homes to write their finals. After that, with Patti, we are in the initial process of co-developing certificates of recognition for students who attended and passed their courses during this covid-era. Lastly, for advocacy, we are working with the university's communications team on a new vaccine campaign to encourage students to get vaccinated so that we can all keep our communities safe.

This last month, execs represented the USSU in over 15 different USask-related committees and met with varying university branches. We were invited to attend a Mental Health First Aid training, and going forward, we hope to have all executives receive that form of training. We attended the Studentcare Summit and learned about many new programs that Studentcare will introduce in the coming year to improve the student experience and mental health wellbeing. We also attended the Grounding Circle in support of the Tk'emlúps te Secwépemc community to show our solidarity with the USask Indigenous community and the wider campus affected by the recent events.

On our executives' social media (Instagram and Facebook), we introduced the four executives as a group and then featured each exec individually with their bios. We also created a post congratulating the USask class of 2021 on their convocation. Additionally, we spoke about our support for the Tk'emlúps te Secwépemc community and shared a post reminding undergraduate

students of the free online Empower Me counselling service that we provide. On the Centres' social media accounts, they started another round of promotion for the USSU Centres Discord server. On the individual USSU centres' social media accounts, Women's Centre celebrated Mother's Day and Menstrual Hygiene Day and Pride Centre celebrated International Day Against Homophobia and Pansexual Visibility Day.

We also welcomed two newly hired coordinators into our organization, Madi Kuhn as the USSU Women's Centre coordinator and Rayna Rahman as the USSU Help Centre coordinator. They will be joining our continuing Pride Centre coordinator, Rene Clarke and provide various types of resources for students throughout this next year. In the meantime, centre coordinators and their volunteers continue to use the Discord platform to provide peer support to USask students. With all USSU Centre services being delivered online, student volunteer duties will be overseen by the coordinators throughout the summer. This is different from other years where volunteers end their shifts in April. Now, volunteers will have the eligibility to stay on as volunteers through the summer and into September during the new volunteer recruitment cycle if they choose. Centre volunteers are also facilitating several summer discussion groups, including Queer Women's Night, Desi Women's Discussion Night, Pride Centre Hangout, and Queer Book Club. Our pride centre coordinator is currently focusing on initiatives for Pride Month in terms of new centre projects.

While all our office duties are still running through online communication, we are optimistically upholding our responsibilities and providing strong support for our USask undergraduate students. We are thrilled to have such a wonderful group of staff to work with for the following year. We are looking forward to embarking on many projects, and we are optimistic about a safe return to campus eventually.

With Respect,

Tasnim Jaisee, President
Abhineet Goswami, Vice-President Operations and Finance
Tauqeer Iftikhar, Vice-President Academic Affairs
Nickol Saenz, Vice-President Student Affairs



University of Saskatchewan Graduate Students' Association
University Council Report, June 2021

Dear Members of Council,

The Graduate Students' Association Executives had a productive month learning about the previous initiatives of our predecessors. The Executives are also in the process of familiarizing themselves with the policies of the university, which is crucial in supporting graduate students. We will continue our dedication and efforts in helping graduate students during these critical times by engaging with our partners on campus and university leadership.

In this report we will present some initiatives that the Executives have been working on, which includes:

1. Increasing awareness on diversity and inclusion

The Graduate Students' Association is working towards increasing awareness for diversity and inclusion and advocating for establishing benefits and support programs for marginalized student populations.

2. Working towards enhancing resources to support students' mental health and well-being

The Graduate Students' Association is working towards eliminating stigma around mental health, promoting wellness, and advocating to increase available wellness resources to support graduate students. We are also collaborating with partners on campus to organize events that focus on mental health and wellness.

3. Promoting the Student-Supervisor Agreement

The Graduate Students' Association is continuing to promote the Student-Supervisor Agreement to strengthen the relationship between graduate students and supervisors across campus. We also encourage faculty members to continue to promote the Student-Supervisor Agreement to new incoming graduating students and continuing students.

We look forward to working with members of the university community to contribute to future graduate student initiatives and support students throughout this academic year.

Rifat Zahan
President, Graduate Students' Association

AGENDA ITEM NO: 11.1

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

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

DATE OF MEETING: June 17, 2021

SUBJECT: **Collective Agreement Committee Nominations 2021/22**

DECISION REQUESTED:

It is recommended that Council approve the slate of nominations to USFA Collective Agreement committees for 2021-22 effective July 1, 2021, as attached.

DISCUSSION SUMMARY:

Each year, the nominations committee reviews the membership of Council committees and other university-level committees and submits a list of nominees to Council for approval. The attached report contains this year's nominees for USFA Collective Agreement committees for the consideration of Council. In addition to meeting throughout the year as required, the committee met on April 29th and May 5th, 2021, specifically to consider the vacancies arising from annual membership rotations on Collective Agreement committees. On May 11th, 12th, and June 2nd, the Committee made further refined the lists of nominees through electronic decisions.

The Nominations Committee attempts to include individuals who are broadly representative of disciplines across campus, and it prioritizes equity, diversity, and inclusion in representation.

ATTACHED: 2021/22 List of Committees and Nominees (nominees highlighted in yellow)

ATTACHMENT 1 - COLLECTIVE AGREEMENT COMMITTEES 2020-21

UNIVERSITY REVIEW COMMITTEE

Reviews college recommendations for awards of tenure, renewals of probation, and promotions to professor; reviews and approves college standards for promotion and tenure.

This committee is mandated by the USFA Collective Agreement (15.8.4):

15.8.4 University Review Committee. The University shall have a review committee to consider tenure and other matters specifically assigned to this committee in the Agreement. The University Review Committee shall be made up of nine tenured or continuing employees plus the Vice-President Academic and Provost who shall be chair. The nine employees shall be nominated to this committee by the Nominations Committee of Council and approved by Council with the length of their term specified so as to ensure a reasonable turnover of membership. Employees shall not be nominated for membership if they have served on the University Review Committee in the previous three years or if they have agreed to serve on a College review committee in that academic year. In addition to those members mentioned above, two nominees of the Association shall serve as observers on the University Review Committee with voice, but without vote.

Ken Wilson (Chair)	Vice-Provost, Faculty Relations	
Chris Zhang	Mechanical Engineering	2024
Karen Lawson	Psychology	2023
Scott Napper	Medicine – Biochemistry, Micobiology & Immunology	2023
Nurul Chowdhury	Electrical and Computer Engineering	2023
Joshua Lawson	Medicine	2022
Xulin Guo	Geography & Planning	2022
Maureen Bourassa	Management & Marketing	2023 (on leave 1 yr)
TBD		1 year replacement
Dev Mishra	Finance	2024
Glen Gillis	Music	2024

Resource Members

Anna Okapiec	Faculty Relations Officer
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PROMOTIONS APPEAL PANEL

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

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

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

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

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

To June 30, 2024

Daniel Chen	Mechanical Engineering
Harley Dickinson	Sociology
Jo-Anne Dillon	Biochemistry, Microbiology & Immunology
Jill Hobbs	Agricultural and Resource Economics
Ed Krol	Pharmacy and Nutrition
Rein Lepnurm	School of Public Health
Veronika Makarova	Linguistics
Stephanie Martin	Educational Psychology
Haizhen Mou	Johnson-Shoyama Graduate School of Public Policy
Kalyani Premkumar	Community Health & Epidemiology
Steve Siciliano	Soil Sciences
Walter Siquira	Dentistry
Jian Yang	Pharmacy & Nutrition
TBD	
TBD	
TBD	

To June 30, 2022

Sina Adl	Soil Science
Angela Bedard-Haughn	Soil Science
Phil Chilibeck	Kinesiology
Dirk De Boer	Geography and Planning
Roy Dobson	Pharmacy and Nutrition (Jan 1-Jun 30, 2021) 6 months
Tamara Larre	Law
Bram Noble	Geography and Planning
Mark Olver	Psychology (Jul 1, 2020-Jun 30, 2021) 12 months
Jaswant Singh	Veterinary Biomedical Sciences
Chris Soteros	Mathematics and Statistics
Lisa Vargo	English
Ryan Walker	Geography and Planning (Jul 1, 2020-Jun 30, 2021) 12 months
Phil Woods	Nursing
Valerie Thompson	Psychology
Susantha Gomis	Veterinary Pathology

To June 30, 2023

Kirsten Bett	Plant Sciences
Bev Brenna	Curriculum Studies
Egan Chernoff	Curriculum Studies
Valery Chirkov	Psychology
John Gjevre	Medicine
Donna Goodridge	Nursing
Jim Handy	History
Janet Hill	Veterinary Microbiology
Emily Jenkins	Veterinary Microbiology
Vikram Misra	Veterinary Microbiology
Ingrid Pickering	Geological Sciences
Jerzy Spzuner	Mechanical Engineering
Verna St. Denis	Educational Foundations
Karen Tanino	Plant Sciences
Stephen Urquhart	Chemistry (Jan 1-Dec 31, 2021) 12 months
Keith Walker	Educational Administration
Alex Wilson	Education Foundations (Jan 1-Dec 31, 2021) 12 months

RENEWALS AND TENURE APPEAL COMMITTEE

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

GAA Members

Sylvia Abonyi	Community Health and Epidimology	2022
Dirk DeBoer	Geography & Planning	2024
Venkatesh Meda	Chemical & Biological Engineering	2024
Noelle Rohatinski	Nursing	2023
Petros Papagerakis	Dentistry	2023
Kerry Mansell	Pharmacy & Nutrition	2023
Veronika Makarova	Linguistics	2024
Winona Wheeler	Indiginous Studies	2022
Tom Yates	Soil Science	2022

Senior Administrators

Heather Heavin	Associate Dean, College of Law	2023
Rachel Sargeant-Jenkins	Associate Dean, Library	2022
Yvonne Shevchuk	Associate Dean, Pharmacy & Nutrition	2024

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Paul Jones, chair, Nominations Committee

DATE OF MEETING: June 17, 2021

SUBJECT: Annual Committee Report

COUNCIL ACTION: For Information Only

SUMMARY:

Thank you for this opportunity to share with all members of University Council the work that the Nominations Committee has undertaken this year.

The Nominations Committee met throughout the year to fill vacancies as they arose on the academic committees of University Council and on the collective agreement committees. Although our work occurred throughout the year, we were especially busy, meeting multiple times in April and May to fill vacancies caused by the end of terms on committees and impacted by the spring 2021 University Council elections. This year was also very busy with nominating faculty members to serve on search and review committees for senior leadership positions on campus. I will not enumerate the tasks completed in terms of nominations as you will have seen and voted on all these nominations in the various council business packages throughout the year.

As well as the business of nominations the committee entered into discussions with the Governance Office to more clearly define responsibilities and timelines for requesting nominations from the committee. The nominations committee always seeks fulsome input from the campus community on the nomination of representatives on various search, review and other committees. To ensure the broadest range of input we require time to inform the community and receive any feedback. While on some occasions swift recommendations for nominees are still going to occur the Provost's Office will now provide the nominations committee a 'heads-up' at the earliest stages of committee formation allowing the nominations committee to more thoroughly canvas the campus community for potential nominees.

Fulfilling the responsibilities of this committee would not be possible without the dedication and thoughtful considerations of the committee members: Eric Lamb (vice chair), Keith Walker, Kara Somerville, Petros Papagerakis, Tom Steele, Teresa Paslawski, Yvonne Shevchuk, and Jaswant Singh. Thank you to our invaluable support from the Governance Office, Jacquie Thomarat and Michelle Kjargaard. Your attention to detail and your phenomenal organizational skills were deeply appreciated, especially when there were time constraints for responding to requests for nominations.

I have enjoyed working with such a dedicated team and with the chairs of the academic committees of Council through the Coordinating Council Chairs group. The commitment of this group to the success of this university is truly evident in our day-to-day work.

UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Terry Wotherspoon, Chair, Governance Committee of Council

DATE OF MEETING: June 17, 2021

SUBJECT: **Nomination to the Nominations Committee 2021/22**

DECISION REQUESTED:

It is recommended that Council approve the nomination of Scott Bell, Geography and Planning, to the Nominations Committee for a three-year term effective July 1, 2021.

DISCUSSION SUMMARY:

The Governance Committee is responsible for nominating members of the Nominations Committee. At the May 11, 2021 Governance Committee meeting, each vacancy on the Nominations Committee that needed to be filled for 2021-22 was considered, along with the current membership of the committee. The committee examined the list of eligible volunteers to Council and Collective Agreement committees, considered a wide variety of disciplinary backgrounds from across campus, experience, workload, equity, diversity, and gender balance.

The nominee to the Nominations Committee is:

- Scott Bell, Geography & Planning

ATTACHED: 2021/22 committee members (nominee highlighted in yellow)

NOMINATIONS COMMITTEE

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

Name

Paul Jones (Chair)-Exec	SENS/Toxicology	2022
Tom Steele	Physics	2023
Eric Lamb (Vice-chair)-Exec	Plant Sciences	2023
Teresa Paslawski	School of Rehabilitation Sciences	2023
Veronika Makarova	Linguistics	2024
Scott Bell	Geography & Planning	2024
Yvonne Shevchuk	Pharmacy & Nutrition	2023
Keith Walker	Educational Administration	2024
Jaswant Singh	WCVM	2022

Resource Members

Jacquie Thomarat-Exec	Associate Secretary, Academic Governance
Michelle Kjargaard	Administrative Assistant, Governance Office

UNIVERSITY OF SASKATCHEWAN
GOVERNANCE COMMITTEE OF COUNCIL
REQUEST FOR DECISION

PRESENTED BY: Dr. Terry Wotherspoon
Chair, Governance Committee

DATE OF MEETING: June 17, 2021

SUBJECT: Request for Decision: Living Our Values Policy

DECISION REQUESTED:

It is recommended that Council approve Living Our Values Policy, pending approval of the Board of Governors and the confirmation of Senate, effective November 1, 2021.

PROPOSAL AND ANALYSIS:

The impetus for this policy was an external governance review conducted in 2014. That review recommended a code of conduct, which the Board, our legal counsel, and auditors all agreed was necessary. The *Living our Values Policy* is our response to that recommendation considering the *Mission, Vision, and Values* adopted by the governing bodies in 2016 and is aligned with our culture. The policy provides definitions of our values and reaffirms the responsibility of all those connected with the university to act in accordance with them.

There is currently no policy at the university pertaining to our values. A new *Living our Values Policy* is intended to set the basic standard of expected behaviors; all members of the USask community have a responsibility to live our values and to reflect them in our daily interactions and decisions.

The policy is intended to be aspirational and inspire members of our community to live our values. It also complements the existing *Discrimination and Harassment Prevention (DHP) Policy* and the *Equity, Diversity and Inclusion (EDI) Policy* and the pending *Anti-Racism Policy* being developed by the Office of the Vice-Provost Indigenous Engagement.

Much has changed in our external environment since the original recommendation that has required an internal response. Key drivers for this policy to which we must respond include, but are not limited to: answering the Truth and Reconciliation Committee's (TRC's) Calls to Action and standing up to racism in the wake of the Black Lives Matter movement. Now more than ever it seems we need to enshrine behaviour expectations into policy.

This policy is not intended to modify the university's commitment to the principle of academic freedom or other principles adopted in the *Mission, Vision, and Values* statement.

STRATEGIC PLAN LINK AND/OR MITIGATION of RISK:

The *Living our Values Policy* translates the values adopted by the governing bodies in 2016 into a statement of expectations for the conduct of members of the university community.

ALTERNATIVES:

Alternative to the development and approval of the *Living our Values Policy* is to have no policy, which runs the risk of having a code of conduct imposed by the legislature of the province.

DECISION PROCESS:

The development of this policy was completed between 2017-2020 in collaboration among the Associate Vice-President People & Resources, Vice-Provost Teaching, Learning and Student Experience, University Secretary and Vice-Provost Faculty Relations.

Consultation has taken place with our labour and student unions as well as the governing bodies and relevant committees. Feedback from Senate and the Board, received in the Fall of 2019 as a result of calls for input, has been considered and the policy was updated to reflect that feedback.

The policy was brought to the Policy Oversight Committee in February 2021, Planning and Priorities Committee in February and May 2021 and the Governance and Executive Committee in May 2021. Feedback received from Council in the Fall of 2019 and again in May 2021 as a result of calls for input has also been considered.

IMPLEMENTATION STEPS AND TIMELINE:

Ongoing education and awareness will outline how values can inform the work we do and how we might incorporate values into everyday practice. Values also form an anchor for our Greystone Foundations and Greystone Leadership programs.

ATTACHMENTS OR REFERENCE MATERIALS:

Living our Values Policy

University of Saskatchewan Policy Template

Living Our Values

Category:	<i>Leave this blank; a category will be assigned</i>
Number:	<i>Leave this blank; a number will be assigned</i>
Responsibility:	<i>Indicate the senior administrative position responsible for the policy(the sponsor)</i>
Approval:	<i>The University Secretary, on the advice of the Policy Oversight Committee, will identify the appropriate approvals e.g. Board of Governors, Council, Senate, PEC.</i>
Date:	<i>Date initially approved: Date(s) reformatted or revised</i>

Purpose:

This policy translates the values adopted by the governing bodies of the University of Saskatchewan in 2016 as part of the Mission, Vision and Values statement into a statement of expectations for the conduct of members of the university community. The policy provides definitions of these values, and reaffirms the responsibility of all those connected with the university to act in accordance with them.

Principles:

The principles set out in the Mission, Vision and Values statement create a conceptual framework for the kind of university we want the University of Saskatchewan to be. These principles include academic freedom, which is the foundation for innovation and inquiry in an academic institution. This policy is not intended to modify or undermine the university's commitment to the principle of academic freedom or the other principles adopted in the Mission, Vision and Values statement.

Being accountable for how we conduct ourselves is contingent upon good judgement and sensitivity to the way others see and interpret our actions. All members of the University community have a priority responsibility to live our values and reflect them back in our daily interactions and decisions.

Definitions:

- **Collegiality:** A cornerstone of our University, collegiality is evidenced when we are congenial and work cooperatively to achieve a common purpose. A collegial approach assumes an equitable and democratic responsibility for the good of each particular discipline and our institution as a whole. A spirit of collegiality allows for a diversity of views and perspectives expressed within a climate of respect.
- **Fairness and Equitable Treatment:** Fairness is achieved when all members of the community are treated evenhandedly. As a value, equity recognizes and appreciates everyone's unique contributions and encourages full participation through the elimination of discriminatory practices and behaviors. It entails an appreciation of and respect for the personal attributes that are essential to the identity of others. These may include, for example, race, gender or sexual

orientation, but include all of the broad range of elements that make people who they are.

- **Inclusiveness:** Inclusiveness is achieved through embracing diversity and appreciating everyone's unique contributions, and makes it possible for each member of the community to participate fully in the fulfillment of the university's mission. It fosters a welcoming and accessible environment.
- **Integrity, Honesty and Ethical Behavior:** The values of this university require everyone to maintain a high standard of personal integrity, which includes upholding and observing truthfulness, transparency, responsibility and openness.
- **Respect: nīkānītān manācihitowinihk | nī manachīhitoonaan** ("Let us lead with respect") is the name gifted by the Indigenous community to the University Plan 2025; nīkānītān manācihitowinihk in Cree and nī manachīhitoonaan in Michif reflects the humility and boldness that inextricably define the University of Saskatchewan's spirit. A respectful environment is free from unlawful discrimination and harassment, however, it involves more than compliance with human rights legislation and other laws. Respectful approaches support the productivity, the safety, and the dignity and self-esteem of every member of the University community by fostering positive relationships through kindness, empowerment and cooperation.

Scope:

This policy applies to all members of the University community including individuals employed directly or indirectly, students, members of governing bodies, volunteers and visitors of any kind. It is also intended to apply to any virtual spaces where members of the University community may gather as well as in-person spaces.

Policy:

This policy defines the core values that all members of the University community are expected to exemplify on a daily basis. Ongoing education and awareness will outline how values can inform the work we do and how to incorporate our values into everyday practice.

Responsibilities:

All members of the university community own the responsibility for understanding and upholding this policy. Members of the community should encourage reflection on the meaning and significance of these values, take opportunities to give or receive mentorship and guidance, and bring to light significant departures from these values in an appropriate way. Persons within the scope of this policy may consult the policies, regulations and agreements identified in the list of Associated Documents below for guidance on specific procedures for raising concerns.

Non-compliance:

This policy does not incorporate a separate regime for compliance, but articulates the basic values already reflected in existing compliance-based University policies. All members of the University community are accountable for how they conduct themselves and are expected to comply with the accepted standards of conduct in

existing policies. See Associated Documents for applicable existing policies, regulations and agreements.

Procedures:

All members of the University community will be supported to ensure they understand how to advance a commitment to putting values into action.

All new members of the University community will be asked to review this policy and participate in education and awareness opportunities pursuant to pre-employment and/or on-boarding requirements. This will reinforce that each individual is accountable for acting in accordance with the values outlined in this policy.

All supervisors are encouraged to discuss the expectations for living our values with their direct reports.

The management of this policy including policy education, monitoring, implementation and amendment is the responsibility of People and Resources.

Revision History:

A review of this policy will occur every two (2) years unless circumstances warrant a review in the interim.

Contact:

Associate Vice-President, People & Resources

Vice-Provost Teaching, Learning & Student Experience

Associated Documents:

See USask Policies website: <https://policies.usask.ca/>

- University of Saskatchewan Mission, Vision and Values
- Employment Practices
- Animal Control
- BioSafety
- Compliance Enforcement Pertaining to Hazardous Agents
- Discrimination and Harassment Prevention
- Equity, Diversity and Inclusion Policy
- Energy and Water Conservation
- Health and Safety
- Radiation Safety
- Sexual Assault Prevention Policy
- Smoking, Alcohol and Substance Policy
- Violence Prevention Policy
- Accountable Professional Expense Funds (APEF)
- Assets Management Policy
- Commercial Directorships held by Faculty and Staff
- Conflict of Interest
- Use of Materials Protected by Copyright
- Deans' and Senior Administrators' Expense (DSAE)
- Information Technology Use Policy
- Fraud Deterrence Policy

- Freedom of Information and Protection of Privacy
- Hospitality
- Information Technology Security
- Procurement
- Property Used Off Campus
- Safe Disclosure Policy
- Travel
- Use of University Property and Services
- Academic Courses Policy on Class Delivery, Examinations and Assessment of Student Learning
- Students with Disabilities: Academic Accommodation and Access
- Medical Faculty Policy
- Care and Use of Animals in Research
- Human Research Ethics policy
- Responsible Conduct of Research Policy
- Research Publications

-
- Principles of Evaluations of Teaching (Council, 2002)
 - Guidelines for Faculty and Students using Internet Social Networking in the Academic Context at the University of Saskatchewan (ASC, 2009)
 - Learning Charter (Council, 2018)
 - Academic Advising Charter (Advising Council, 2013)
 - Guidelines for Academic Conduct (Council 1999)
 - Student Academic Misconduct Regulations (Council 2017)
 - Student Appeals of Evaluation, Grading and Academic Standing (Council 2012)
 - Standard of Student Conduct in Non-Academic Matters (Senate, 2017)
-

Collective agreements – disciplines, grievance procedures, non-discrimination clauses

Common law powers of employer to discipline for insubordination, theft, violence, disruptive behavior

UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Dr. Terry Wotherspoon
Chair, Governance Committee

DATE OF MEETING: June 17, 2021

SUBJECT: Annual Report to Council

PURPOSE: For information only

INTRODUCTION

The governance committee reports regularly to Council on changes to the Council Bylaws, changes to the membership of faculty councils, and the number of student appeals under Council's regulations governing academic misconduct and academic appeals. Each September the committee reviews and approves a yearly work plan which may include new initiatives or work on projects begun previously.

During 2020-21, the governance committee met once each month for about two hours, with the exception of January, February, and April. The major matters considered by the committee during this period include:

UNIVERSITY COUNCIL ITEMS:

The committee presented the following items to University Council for approval:

- the *Equity, Diversity and Inclusion Policy* (October 15, 2020)
- College of Education Faculty Council Membership (November 19, 2020)
- changes to Planning and Priorities Committee Terms of Reference (addition of standing subcommittee on centres) (November 19, 2020)
- School of Environment and Sustainability (SENS) Faculty Council Membership (January 28, 2021)
- revisions to the *Postdoctoral Fellowship Policy* (April 15)
- nomination of members for the Nominations Committee (May 20)
- the *Inventions Policy* (June 17)
- the *Living Our Values Policy* (June 17)

OTHER ITEMS:

The committee considered several other matters, many of which are likely to be presented to future meetings of University Council. These include:

- potential changes in Council Bylaws
- membership in membership for selected Colleges/Schools
- *Academic Misconduct Regulations* (undertaken in relation to consultation on *Responsible Conduct of Research Policy*)

ACKNOWLEDGEMENTS

I wish to thank our committee co-chair, Tamara Larre (Law) and all members of the committee for their time and effort. The contributions of all committee members, and their thorough preparation, solid insight and guidance into committee matters throughout the year, ensured that all actions could be presented with confidence to Council and/or other appropriate bodies, as appropriate. I am especially grateful for the strong input and support from Chelsea Willness (University Secretary and Chief Governance Officer) and her team in the University Governance Office, and in particular to Jacquie Thomarat (Associate Secretary, Governance Office) for her extensive contributions and capacity to ensure that committee decisions were informed by solid advice and support both during meetings and behind the scenes throughout the year.

Respectfully submitted,
Terry Wotherspoon, Chair, Governance Committee

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Susan Detmer, Chair, Academic Programs Committee

DATE OF MEETING: June 17, 2021

SUBJECT: Graduate programs in Applied Computing

DECISIONS REQUESTED:

*It is recommended:
That Council approve the Master of Science (M.Sc.) and Doctor of Philosophy (Ph.D.) degree programs in Applied Computing, effective May 2022.*

PURPOSE:

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

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies is proposing Applied Computing as a new field of specialization for the Master of Science (M.Sc.) and Doctor of Philosophy (Ph.D.) programs. The programs will build upon expertise in the Department of Computer Science and are interdisciplinary.

These new programs will ensure that graduates have both the requisite knowledge in computing and in their domains of application. Students' programs will link computer science concepts with a cognate area. The thesis-based M.Sc. program will prepare students further study at the Ph.D. level, or for a career in industry. These programs will complement the existing Computer Science graduate programming and will ensure that students are able to pursue interdisciplinary interests.

Supervision for students in the MSc program will require an advisory committee of no less than three people: the supervisor, a committee member from Computer Science and another member from either Computer Science or relevant cognate discipline. Because course selection in an interdisciplinary program can be especially challenging, this committee's role and guidance for the student will be particularly important. Students in the Ph.D. program will have an advisory committee of no less than five people with representation from Computer Science and the student's cognate discipline.

These programs require no additional courses to be developed, as students will take courses both in Computer Science and in the cognate discipline.

CONSULTATION:

The academic programs committee reviewed the proposal for this program at its May 26, 2021 meeting. The committee was impressed with the detail of the report and anticipate that this program will help students seeking graduate training in applied computing without potentially compromising the content or quality of the existing computer science programs.

This programs was also reviewed and approved by the CGPS Programs committee on March 22, 2021 and by the CGPS Executive Committee on April 15, 2021.

ATTACHMENTS:

1. **Proposals for the new Master of Science and Doctor of Philosophy in Applied Computing**



MEMORANDUM

To: Academic Programs Committee of University Council

Copy: Dr. Ian McQuillan, Graduate Chair, Department of Computer Science

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

Date: May 19, 2021

Re: New Master of Science and Doctor of Philosophy in Applied Computing

Applied Computing is proposed as a new field of specialization for the Master of Science (MSc) and Doctor of Philosophy (PhD) degrees. The field would be an appropriate fit for an existing cohort of students in the department of computer science. The programming is interdisciplinary, which is timely as programming is being challenged to incorporate interdisciplinarity. The new programming would require completion of 12 credit units of coursework for the MSc and 6 credit units of coursework for the PhD. The programming would not include specific course requirements, which is common in science disciplines where course requirements are determined based on the research to be conducted. The new programming could have a positive impact on faculty collaboration, and the new programming is responsive to an existing and growing trend. As the proposal represents formalization of existing practices, no additional resources are required beyond in-kind contributions for program implementation.

The Graduate Programs Committee recommended approval of the programming on March 22, 2021, and the Executive Committee supported the new programming on April 15, 2021.

Attached please find support from the review committees, the MSc proposal, PhD proposal, Notice of Intent, and Consultation with the Registrar documents.

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

:kc



MEMORANDUM

To: Graduate Programs Committee (GPC)

From: Debby Burshtyn, Chair - Executive Committee

Date: April 15, 2021

Re: 1) Master of Science in Applied Computing
2) Doctor of Philosophy in Applied Computing

On April 15, 2021, the Executive Committee (EC) considered the noted proposals.

- 1) The EC approved the Master of Science in Applied Computing.
Roesler/Simonson 1 abstention: motion carried unanimously.
- 2) The EC approved the Doctor of Philosophy in Applied Computing.
Roesler/Simonson 1 abstention: motion carried unanimously.

Heather Heavin (GPC chair) introduced the proposal. It was clear from the proposal that it was appropriate and a great addition for the department to engage in both a master's and PhD in applied computing.

It was shared with the EC that from the department's perspective, the applied computing stream will be under the purview under the computer sciences graduate student committee. The department will fund them the same as computer science students. The overall intent is to remove barriers for students wanting to get into applied computing who do not have an B.Sc. from within the computer science discipline.

No further discussion was heard.



MEMORANDUM

To: Executive Committee of CGPS

Copy: Dr. Ian McQuillan, Graduate Chair, Department of Computer Science

From: Graduate Programs Committee

Date: April 8, 2021

Re: New Master of Science and Doctor of Philosophy in Applied Computing

On March 22, 2021, the Graduate Programs Committee considered proposals for a new Master of Science (MSc) and Doctor of Philosophy (PhD) in Applied Computing.

Committee members noted that the new field of specialization seemed to be an appropriate fit for an existing cohort of students in the department. It was noted that the programming was interdisciplinary, which was timely as programming was being challenged to incorporate interdisciplinarity. The new programming would require completion of 12 credit units of coursework for the MSc and 6 credit units of coursework for the PhD. The programming would not include specific course requirements, which was common in science disciplines where course requirements were determined based on the research to be conducted. Committee members noted that the new programming could have a positive impact on faculty collaboration, and the new programming was responsive to an existing and growing trend. As the proposal represents formalization of existing practices, no additional resources are required beyond in-kind contributions for program implementation.

The Graduate Programs Committee passed the following motions:

To recommend approval of the Master of Science in Applied Computing. Labrecque/Morrison
CARRIED unanimous

To recommend approval of the Doctor of Philosophy in Applied Computing.
Tanaka/Morrison CARRIED unanimous

Attached please find the complete MSc proposal followed by the complete PhD proposal.

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

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UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: MSc in Applied Computing

Degree(s): MSc

Field(s) of Specialization: Applied Computing

Level(s) of Concentration: N/A

Option(s): N/A

Degree College: CGPS

Contact person(s) (name, telephone, fax, e-mail): Ryan Walker, Associate Dean, CGPS; 306-966-2229; kelly.clement@usask.ca

Proposed date of implementation: May 2022

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:

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

Computing is permeating modern life. When applied to a particular problem or domain, knowledge of computing and the domain itself are required to effectively achieve insight. Traditional industries such as mining and agriculture have joined the ranks of more established technology users in IT, medicine, business and design. There is a clear need for graduates with knowledge in both computing and domains of application.

At the graduate level, interdisciplinary graduate work is becoming significantly more common in the Department of Computer Science at the University of Saskatchewan. In the past year alone, 23 students in the thesis-based MSc and PhD programs in Computer Science either have been co-supervised by faculty from other departments, or have been partially co-funded by a researcher in another department. This points to the interdisciplinary research currently being conducted within our department. However, students with a strong background in a relevant cognate area are prevented from pursuing graduate studies within the department by substantial remedial Computer Science course requirements, putting unnecessary strain on students transferring in from other disciplines. While students could conduct meaningful research at the graduate level on interdisciplinary projects under the supervision of a faculty member in Computer Science, they are prevented from doing so by the Department's need to maintain the brand integrity of the MSc and PhD in Computer Science. Indeed, given that a PhD graduate in Computer Science could reasonably be expected to teach in an accredited computer science program, they should have a sufficient depth and breadth of knowledge in the discipline.

Despite this requirement, faculty members in Computer Science have identified supervising students with stronger backgrounds in cognate areas as being key to addressing their research goals. Also, collaborators in cognate areas have identified computing as being a requirement for their research programs; and students in these areas have expressed a desire to improve their computer science training and to apply computation towards their background area of expertise. Creating a new graduate degree program to accommodate students with interdisciplinary interests provides a path to graduation without impacting the existing graduate programs in Computer Science. The program would also be appropriate for students in the undergraduate program in Applied Computing, which is also being proposed by the Department of Computer Science.

A Master's of Science in Applied Computing is a research intensive and thesis-based program (as opposed to course-based or project-based degree) linking computer science concepts with a cognate area. Students completing this degree could be targeting a PhD in a related area, or advanced knowledge for a career in industry.

- b. Giving consideration to 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 proposed program is intrinsically aligned with the University and College strategic priority for interdisciplinarity. While this program is aligned with strategic goals, it did not arise from their calls to action. This program does align with elements of the Computer Science strategic plan, articulated at the June 2017 departmental retreat, which called for a greater impact of computer science as a department and discipline across campus to reflect its growing importance to society.

We currently have the largest research-intensive thesis-based graduate program at the university. Almost all our graduate students are funded, and the majority through

grants held by professors. Our current program is also characterized by substantial interdisciplinary research. For example, our world leading Human Computer Interaction and Software Engineering groups have substantial collaborations across the university (Social Sciences and SENS) and with industry. Members of our Bioinformatics group collaborate with life scientists in Health, Biology, and Agriculture. Image processing and data analytics research is core to the Plant Phenotyping and Imaging Research Centre. Because of the scope of our collaborative activities, we attract a diverse group of graduate students. Instead of greatly increasing the number of graduate students in our graduate programs, the proposed program will allow us to more adroitly accommodate students from non-traditional computer science backgrounds.

- 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)*

This program does not explicitly address internationalization. However, there are aspects of it within the programs. The student body of the graduate program in Computer Science is predominantly international. We expect this trend to continue in the graduate level Applied Computing program. At the undergraduate level, Computer Science has a disproportionate number of international students compared to other units, particularly from East Asia and South Asia.

Indigenization within this program, and Computer Science in general, will focus on access and impact. Aspects of Applied Computing would be of potential interest to indigenous students as data sovereignty is a core component of many issues facing indigenous communities including land claims, environmental assessments, and water rights. Training indigenous students in these disciplines would allow them to perform their own analysis of data collected on their traditional territories, enabling more fulsome participation in conversations about land use and impact.

Like their undergraduate counterparts, there is high demand for graduate level training in areas such as interactive systems or user experience, bioinformatics, health informatics and epidemiology, and data analytics as evidenced by the success of graduates in these areas from our current MSc in Computer Science.

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

In addition to the graduate programs, we are also separately proposing an undergraduate program in Applied Computing. There are some institutions in Canada with a similar undergraduate program (most notably Dalhousie). However, at the graduate level, the proposed MSc program is more unique. There are some MSc programs in Canada in Applied Computing, most notably at the University of Toronto, Wilfrid Laurier, Concordia, Dalhousie, and Windsor. However, these programs all focus on industry, and some have a built-in internship. We believe that there is not a PhD program in Applied Computing in Canada.

In contrast, the proposed program is entirely research focussed, and thesis based. We expect it to be a novel program across Canada, and it will encourage excellent students with degrees in cognate disciplines who wish to apply computational techniques to their undergraduate area.

2. Admissions

a. What are the admissions requirements of this program?

Students entering the MSc in Applied Computing must have a 4-year BSc degree in Applied Computing, or Computer Science (or equivalent), or a 4-year undergraduate degree in a cognate discipline from a recognized institution, with a minimum overall average of 70%. If the student is entering with a degree in a cognate discipline, the proposed faculty advisor must submit a short letter to the Computer Science Graduate Committee (less than 250 words) justifying why the student's background qualifies the student for the intended area of research. This justification will serve as part of the admission record, but will also serve to educate graduate committee members as to the types of qualifications and reputable institutions that match well with different research groups.

Admitted students under either of those conditions will not be required to do any remedial undergraduate computer science courses unless recommended as part of the course of study for an individual graduate student by their advisory committee. English requirements will be identical to the Computer Science graduate programs. All students must meet the CGPS English requirements, with higher minimum testing scores. This can be done by demonstrating an aggregate TOEFL score of at least 94, with no individual score below 20; or an aggregate IELTS (Academic Module) score of at least 7.0, with no individual score below 6.5. Students also must submit a statement of research interest, a resume, and three reference letters.

3. Description of the program

a. What are the curricular objectives, and how are these accomplished?

The curricular objectives will ensure that graduates are highly qualified researchers that are able to apply computational techniques to some cognate research area. The program will be ideally suited for students wishing to become senior professionals in the technology industry or applying computation to a cognate industry. Graduates will become project leaders at companies and research labs. For example, students with an undergraduate degree in bioinformatics, biology, or plant science, could gain the skills needed to apply data analytics techniques and computational modelling to address biological hypotheses, and to draw biological conclusions. As another example, students with a psychology background could become able to combine the principles of human computer interaction and visualization with psychology.

Graduates of the MSc program will be able to:

- *demonstrate expertise in applying computational techniques and research methodology to problems and data from a cognate discipline*
 - *critically evaluate literature and research techniques from both their cognate discipline and from computer science*
 - *work independently towards their research, and execute their research plan*
 - *communicate and interpret requirements with researchers in both computer science and their cognate disciplines*
 - *collaborate and participate in a cutting-edge research group*
 - *write a rigorous scientific document for academic audiences*
 - *communicate and defend their research through oral presentations*
- 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.*

Students will be required to attend presentations in seminar series both within Computer Science and in cognate disciplines, and will participate in presentations and discussions in lab meetings. While individual projects will vary, Applied Computing will also allow for potential experiential learning opportunities that are less natural within the Computer Science MSc program, such as wet lab or field work, or data gathering for a health science project. Computer programming experience and data analysis experience will be common, as will be the experience of dealing with large amounts of data. The required coursework will provide further background for being able to address the required components depending on the project.

There are no plans for explicit delivery in a distributed format.

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

The program requirements include completing the CMPT 990 seminar series, CMPT 994 MSc thesis, and GSR 960 Ethics. Students in the MSc in Applied Computing must complete 12 credit units worth of courses. Three credit units may be taken at the 300 level or 400 level at the discretion of the advisory committee. Six credits worth of graduate-level coursework must be from the Department of Computer Science (CMPT prefix). The current offerings (not including CMPT 898s) are:

CMPT 810	Algorithms
CMPT 811	Advanced Human Computer Interaction
CMPT 815	Computer Systems and Performance Evaluation
CMPT 816	Advanced Software Engineering
CMPT 817	Usability Engineering
CMPT 819	Advanced Image Processing and Computer Vision
CMPT 820	Topics in Learning and Intelligence Systems
CMPT 821	Advanced Topics in Programming Languages
CMPT 823	Compilers

CMPT 824	<i>Graph Drawing and Network Visualization</i>
CMPT 826	<i>Data and Process Modeling and Analytics</i>
CMPT 829	<i>Computer Graphics</i>
CMPT 830	<i>Bioinformatics and Computational Biology</i>
CMPT 832	<i>Advanced Operating Systems</i>
CMPT 835	<i>Foundations of Concurrent Programming</i>
CMPT 840	<i>Accessible Computing</i>
CMPT 842	<i>Mobile and Cloud Computing</i>
CMPT 846	<i>Software Maintenance and Evolution</i>
CMPT 851	<i>Parallel Programming for Scientific Computing</i>
CMPT 856	<i>Topics in Software Engineering</i>
CMPT 857	<i>Readings in Bioinformatics</i>
CMPT 858	<i>Topics in Modeling and Operations Research</i>
CMPT 865	<i>Advanced Parallel and Distributed Systems</i>
CMPT 866	<i>Topics in Human Computer Interaction</i>
CMPT 867	<i>Affective Computing</i>
CMPT 868	<i>Social Computing</i>
CMPT 873	<i>Adaptive Systems and Personalization</i>
CMPT 874	<i>Construction of Computational Casual Models</i>
CMPT 876	<i>Image and Animation Synthesis</i>

The remaining courses can be from the cognate discipline(s), as approved by the Advisory Committee.

The MSc program requires an advisory committee of no less than three people: the supervisor(s), a committee member from Computer Science, and a committee member from Computer Science or relevant cognate discipline. When there are two committee members from Computer Science, one can be chosen to serve as the Graduate Chair's designate; when only one committee member is from Computer Science, that member is always the Chair's designate, unless the Graduate Chair opts to attend in person. The committee is expected to meet with the student once per academic year, on average, over the course of their degree. The committee must approve the course of study for the student, and this cannot be approved by the supervisor alone. Because the curation of interdisciplinary course selection can be more challenging than disciplinary course selection, this role of the committee has special importance. While it is preferable that the committee approve the course of study in a meeting with the student, emailed agreement is sufficient. Either an email chain from the committee or minutes of the meeting where the course of study is approved must be included in the student's file. The supervisor must complete an annual review of student progress that is endorsed by the committee every academic year. The committee must approve a thesis document as suitable for defence. There is no formal requirement for a thesis proposal at the MSc level; however, the committee is encouraged to perform an informal proposal prior to the defence.

The written thesis/dissertation will involve original research that contributes new knowledge to the cognate area by including the application of computation. Students are expected to obtain ethics approvals if needed. The defence will involve a 15-20 minute presentation summarizing the research, followed by a rigorous questioning from the examining committee.

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

Students will explicitly be involved in the **application** of computing towards a cognate area. This will involve reading publications from both computing and the cognate area and then to **synthesize** the various connections required. During the course of the research, a plan will be developed, and **problem solving** will be required to address hypotheses in an appropriate fashion. As roadblocks are inevitably reached during the progression of their research, the student will need to critically evaluate appropriate techniques to solve their problems, or to alter their hypotheses.

- e. Explain the comprehensive breadth of the program.

Students entering the MSc in Applied Computing must have a 4-year BSc degree in Applied Computing, or Computer Science (or equivalent), or a 4-year undergraduate degree in a cognate discipline from a recognized institution. Even without a degree in Computer Science, they will still need to take at least 6 graduate level CUs from Computer Science. This still might require some additional relevant undergraduate background courses, but it will focus on what is needed for their research area rather than enough to justify the Computer Science name at the graduate level. Commonly, graduate courses in the cognate discipline will be taken as well as deemed appropriate by the graduate committee. Similarly, the thesis itself will cross multiple areas. We therefore expect a significant breadth from students in the program.

- 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.

Truth and understanding The Applied Computing program will follow the scientific principles of analysis and evaluation. Computation can be applied to almost every other discipline, as it provides techniques to make sense of and analyse data from any area, through e.g. models, simulation, and machine learning. Through coursework and supervision, students will be encouraged to be creative with their solutions, and to employ critical thinking.

Pursuit of knowledge Students in the Applied Computing program will undertake the largely interdisciplinary work of applying computation to a cognate area,

which will involve the intersection of related disciplines. This enables the synthesis and pursuit of knowledge across related disciplines.

Pursuit of integrity and respect *There will be an emphasis placed on professionalism and integrity. Scientific integrity is crucial, and will be emphasized within coursework, and throughout their program. As an example, the Department of Computer Science often provides a seminar on Academic Integrity to our graduate students (which will be shared with Applied Computing).*

Pursuit of skills and practices *The Applied Computing program will provide the skills required to conduct research both individually and in teams, through collaboration and communication with those from different disciplines. Communication will also be required through research presentations, presentations in courses, and also possibly at international conferences. Applied Computing will provide students with the computational tools and disciplinary breadth to impact diverse industrial and social areas after graduation.*

Individual and community pursuits *Throughout their program, students will develop their leadership skills within interdisciplinary teams, as they will serve as a key bridge of expertise between computation and the cognate area. Largely, these projects will enable students to explicitly make positive contributions to society, and it will allow them to use these skills and gained responsibility in other areas of community.*

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

Students who wish to transfer from other programs will be considered if they meet the minimum criteria. As with the Computer Science program, admission only occurs if a faculty member(s) agree to supervise the student, and admission is approved by the Computer Science Graduate Committee, along with the justification from the supervisor(s) as with the standard admission procedure.

- 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.*

Five years will be enough time to evaluate the success of the Applied Computing MSc program. By that time, there should have been multiple strong MSc graduates from Applied Computing for the program to be deemed a success.

- 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.*

There is not any accreditation available for this program.

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?*

There is a substantial overlap with the Computer Science MSc program also run within the Department of Computer Science. Courses and administration will both be completely shared between the two programs. It will likely be significantly more practical for a student whose undergraduate degree is in another discipline to do a MSc in Applied Computing vs a MSc in Computer Science. Furthermore, the program could lead to either (the proposed) PhD in Applied Computing, or a PhD in their cognate discipline. A PhD in Computer Science might also be possible after a MSc in Applied Computing if the minimum breadth requirements are obtained by that stage. There are no new courses to be setup for this program, although many students in other graduate programs take Computer Science graduate courses as part of their program.

- 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.*

Faculty in the Department of Computer Science will be a beneficiary of the MSc in Applied Computing. But, in the past, we have had many students co-supervised by faculty members in other departments. For example, in the last year, we have had co-supervisors of Computer Science students within the Department of Biochemistry, Microbiology and Immunology, Department of Anatomy, Physiology and Pharmacology, Department of Plant Sciences, Department of Geography and Planning, Department of Large Animal Clinical Sciences, amongst others, and we had 23 graduate students that were either co-supervised with faculty from other departments, or co-funded by a researcher in another department. We expect that other faculty in other departments interested in applying computation to their own research areas to be significant beneficiaries of the Applied Computing program. These students will have the resources within the Applied Computing program to gain a substantial amount of relevant computer science knowledge, within both courses, and within the appropriate research groups.

Letters of support are attached from the Department of Biochemistry, Microbiology and Immunology, the Department of Anatomy, Physiology and Pharmacology, and from the College of Dentistry.

- 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.*

There are no predetermined required courses for Applied Computing either inside Computer Science, or outside Computer Science. The courses to be taken outside of Computer Science will completely depend on the student, their cognate area, the decisions of the Advisory Committee, the courses that are being taught at that time, and the prerequisites for those courses.

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

Since no new courses are being created, no additional resources are required.

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

A letter of support has been provided from sasktech, which represents the interests of Saskatchewan technology companies with the goal of making Saskatchewan a key technology centre in Canada.

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).*

We already have a substantial number of Computer Science courses being taught by faculty in the Department of Computer Science each year (roughly each faculty member teaches one grad course per year). No new courses will be created for this program, nor are there any special requirements in terms of courses that need to be taught in any given year. We also do not anticipate a large change in terms of the number of graduate students that are supervised per faculty member in the department, as we already have a very large graduate program. The main method of advising will be the student Advisory Committees, which is already a large responsibility, and so little will change in this regard. The Department of Computer Science Graduate Committee will also oversee the Applied Computing program. The Graduate Administrative Assistant will also oversee administrative issues for the program.

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

No new courses are being created, and none are being deleted.

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

There will be no change to teaching assignments, and we will continue with our practice of offering a substantial number of graduate courses each year (roughly one per faculty member), and there are no required courses as part of this program.

- 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).*

There are no new resources required to accommodate this proposal. No new courses will be taught. It is possible there will be a slight increase in the number of applications to graduate school in our department which will cause an increase in the amount of communication with the graduate administrative assistant and the number of applications that need to be evaluated by the Computer Science Graduate Committee.

- 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.*

We will operate this program exactly like the Computer Science program, where it is primarily non-distributed and there is an 8-month residency requirement as part of the MSc program.

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

There are no resources available from other colleges to support this program. However, it is common for faculty members in other departments to co-supervise students within Computer Science while helping with the funding of the student. In the past year, 23 graduate students within the Department of Computer Science have either been co-supervised with a member of another department, or have been co-funded by a member of another department. We expect this practice to be common for students in Applied Computing.

- 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?*

We will operate the Applied Computing program with the existing funding model and pool used by the Department of Computer Science. The Department of Computer Science receives certain funding amounts from CGPS and the College of Arts and Science. When students apply to Computer Science and faculty members request to supervise those students, funds from both faculty members and from other University sources are used to pay scholarships/stipends. We will continue to allocate these funds, but now to students within both the Computer Science program and the Applied Computing program. No preference will be given to students in Computer Science, or in Applied Computing. Funding and admission decisions will continue to be made by the Computer Science Graduate Committee. We have a standard funding amount of \$21,500/year for two years for MSc students, and \$24,500/year for four years for PhD students (we also have a policy of this funding amount being required for all international students except in extraordinary circumstances, and it is strongly recommended for all graduate students). These amounts will continue for the Applied Computing program as well. Students will be encouraged to apply for other scholarships such as NSERC CGS scholarships, SK Innovation and Opportunity Scholarships, and Dean's Scholarships.

- 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).*

We will use the same standard tuition funding amounts as the Computer Science program.

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)

Supervision of graduate students is constrained by faculty time and their grants, and not by the programs offered. We receive well over ten times more graduate applications than graduate students we accept. The purpose of this new graduate program is to address the interdisciplinary research needs and interests of our faculty members, to improve collaboration with the university at large, and to accommodate students with other backgrounds. Therefore, this program will cost nothing more in terms of program delivery or in terms of time commitments.

- i. 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?*

There is no difference in terms of cost or resources whether or not students are in Computer Science or Applied Computing once in the program. There might be a small administrative burden in terms of number of applications to our program. If we consistently maintain some students in the program, it should be maintained, given its negligible incremental cost. We would expect that 5-10 graduate students would enter the proposed program in any given year, but this amount could change based on the research interests of the faculty in Computer Science and their collaborators. There is no explicit maximum, but in practice, faculty members will only accept students if they have the time and funding to support them. We do not expect significant changes in the total number of graduate students supervised (per faculty member) in Computer Science.

- j. 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?*

We do not expect any changes in expected revenues as there are no specialized courses in Applied Computing, and we do not expect any substantial changes to enrolment in our department.

- k. 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?*

No additional resources are required beyond those already available to our Computer Science graduate program, which is the largest thesis-based graduate program at the U of S.

- l. 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 additional cost of resources needed to deliver the program above the computer science program is negligible. No courses are needed to be taught in any given year beyond what are offered as part of the computer science graduate program, and no special arrangements will need to be made to accommodate the applied computing program.

- m. 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/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicate any anticipated surpluses/deficits associated with the new program

No new funding sources have been obtained, although no additional resources are required.

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

Related Documentation

At the online portal, attach any related documentation which is relevant to this proposal to the online portal, 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



March 12, 2021

To Whom It May Concern:

RE: University of Saskatchewan, Dept. of Computer Science, Applied Computing Proposal

We are writing on behalf of SaskTech to express our support of the proposal being submitted by the University of Saskatchewan's Department of Computer Science for a graduate level applied computing program.

The rapid digitization of almost every discipline of human endeavour is the root cause of one of the most significant labour shortages our country has ever experienced. The next several decades will be critical for Saskatchewan, as our historically strong and innovative core economic engines reimagine themselves in a world economy driven by data science, robotics, and AI; agriculture, mining, and energy companies are following the lead of commerce, finance, and health with reimagined workforces, workplaces, and tools & technologies.

There are two ways to address this shortage in the training of local labour: massively increase the pipeline of computer science and computer engineering graduates, then train them with the necessary domain knowledge to take their place in new industries; or acknowledge that a combination of domain knowledge and technical skills are needed in every field and educate students of those fields appropriately. It is this second approach that the applied computing programs developed by the Department of Computer Science fills. It's imaginative, scalable, and has the potential to solve the problem effectively.

We are fully in support of the undergraduate programs currently proposed, but feel that the graduate programs, as described to us in detail, are potentially even more critical for the success of the innovation economy in Saskatchewan and Canada. A key gap at the head of every innovative company in Saskatchewan, Canada, and beyond is the technical lead with the skills to navigate the domain (be it ethics, biochemistry, or engineering) and the technological intersection with that domain. Graduates of the proposed program will be among the most sought after to be employed in start-ups, established companies (tech or otherwise), and as key research leads for multidisciplinary projects.

SaskTech is pleased to strongly support the M.Sc and Ph.D. Applied Computing program proposal.

Best regards,

Aaron Genest
President, SaskTech
On behalf of the Board and Members
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UNIVERSITY OF
SASKATCHEWAN

March 12, 2021

To: Ian McQuillan, Department of Computer Sciences

REF: Graduate Programs in Applied Computing

This note is to confirm the College of Dentistry enthusiastic support for the new proposed MSc and PhD programs in Applied Computing. There is an emerging need for graduate students from disciplines outside Computer Sciences to get experiential training in Applied Computing including Applied Bioinformatics. We see these new programs as outstanding opportunities for further collaborations between Health Sciences and Computer Sciences that will imply collaborative projects and co-supervision of graduate students. We, therefore, as a College, strongly support these new programs.

Sincerely,

Petros Papagerakis, BSc, MS, PhD
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College of Dentistry
Centennial Enhancement Chair in One Health
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RE: establishing Applied Computing grad programs

CGPS Programs Committee
University of Saskatchewan

12Mar2021

Dear Committee Members,

As a Grad Chair (and perhaps more importantly, a research faculty) in Anatomy, Physiology, and Pharmacology in the College of Medicine at the UofS, I ***strongly support*** establishment of graduate programs in Applied Computing through the Department of Computer Science.

When my lab's research entered the 'omics' era in 2013, I sought out a collaboration with Ian McQuillan, and we have since co-supervised four students in Computer Science. Our collaboration has been productive recently, with a number of publications now coming out and many more on the way. However, one of the main impediments to earlier productivity was an inability to find students with the biological background required to perform the necessary applied bioinformatics analyses. As a result, I spend a lot of time meeting with each student in our collaboration, teaching them the basics of biology that would drive the decisions on which bioinformatic algorithms to apply to the data and why.

An Applied Computing grad program would solve this impediment, enabling a massive increase in research productivity to the many research faculty, like myself, whose research programs now require bioinformatics after just starting to employ 'omics' techniques. I am very excited about the idea that I can co-supervise a student who has an undergrad in another area, such as Biology or Health Sciences, in the Applied Computing program. Again, as a Grad Chair in APP, I also recognize the importance of establishing this program in order to attract an entirely new cadre of grad students. By the nature of an Applied Computing program, these students will not only increase recognition of the UofS as a new Canadian research powerhouse, but will also have the applied training that is sought by employers in many biotechnology and pharmaceutical companies.

Please don't hesitate to contact me to follow up on any points that I've raised above.



Brian F. Eames, PhD
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UNIVERSITY OF SASKATCHEWAN

College of Medicine

MEDICINE.USASK.CA

Department of Biochemistry, Microbiology, and Immunology

GA20 – 107 Wiggins Road, Saskatoon, SK Canada S7N 5E5

Phone: 306-966-6538 Fax: 306-966-4298

To: Ian McQuillan
Department of Computer Science

From: Bill Roesler, Head
Department of Biochemistry, Microbiology & Immunology

Date: March 3, 2021

RE: Graduate programs in Applied Computing

Our department has discussed the proposal for graduate degrees in Applied Computing that you provided. There was broad and enthusiastic support for these new programs. It was felt that these programs will open up doors for our biomedical science students to get advanced training in applied computing, skills and knowledge that our students often lack but need. It was also felt that it could pave the way for more research collaboration between our two departments as well. Thus we give our strong support for these proposed programs.

William (Bill) J. Roesler, Professor and Head

Department of Biochemistry, Microbiology, and Immunology, University of Saskatchewan

107 Wiggins Road, Saskatoon, SK S7N 5E5 Canada

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UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: PhD in Applied Computing

Degree(s): PhD

Field(s) of Specialization: Applied Computing

Level(s) of Concentration: N/A

Option(s): N/A

Degree College: CGPS

Contact person(s) (name, telephone, fax, e-mail): Ryan Walker, Associate Dean, CGPS; 306-966-2229; kelly.clement@usask.ca

Proposed date of implementation: May 2022

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:

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

Computing is permeating modern life. When applied to a particular problem or domain, knowledge of computing and the domain itself are required to effectively achieve insight. Traditional industries such as mining and agriculture have joined the ranks of more established technology users in IT, medicine, business and design. There is a clear need for graduates with knowledge in both computing and domains of application.

At the graduate level, interdisciplinary graduate work is becoming significantly more common in the Department of Computer Science at the University of Saskatchewan. In the past year alone, 23 students in the thesis-based MSc and PhD programs in Computer Science either have been co-supervised by faculty from other departments, or have been partially co-funded by a researcher in another department. This points to the interdisciplinary research currently being conducted within our department. However, students with a strong background in a relevant cognate area are prevented from pursuing graduate studies within the department by substantial remedial Computer Science course requirements, putting unnecessary strain on students transferring in from other disciplines. While students could conduct meaningful research at the graduate level on interdisciplinary projects under the supervision of a faculty member in Computer Science, they are prevented from doing so by the Department's need to maintain the brand integrity of the MSc and PhD in Computer Science. Indeed, given that a PhD graduate in Computer Science could reasonably be expected to teach in an accredited computer science program, they should have a sufficient depth and breadth of knowledge in the discipline.

Despite this requirement, faculty members in Computer Science have identified supervising students with stronger backgrounds in cognate areas as being key to addressing their research goals. Also, collaborators in cognate areas have identified computing as being a requirement for their research programs; and students in these areas have expressed a desire to improve their computer science training and to apply computation towards their background area of expertise. Creating a new graduate degree program to accommodate students with interdisciplinary interests provides a path to graduation without impacting the existing graduate programs in Computer Science. The program would also be appropriate for students in the undergraduate program in Applied Computing, which is also being proposed by the Department of Computer Science.

A PhD in Applied Computing implies a commitment to research on the part of the applicant. While classically PhD recipients in Computer Science would target a faculty position, there are substantial opportunities for PhD candidates in large firms such as Google or Microsoft who have in-house research programs or leading-edge development efforts. Opportunities in government research labs and as consultants also exist. The same is true of recipients of a PhD in Applied Computing. For example, a PhD candidate with a background in computer models of contagious disease might target academia in either Computer Science or Medicine, or could work for a government agency such as the Saskatchewan Health Quality Council. Similarly, a student with a PhD in User Experience (UX) in games could target a faculty position or become a development lead in the game industry. Both of these examples have been realized by interdisciplinary students who have successfully navigated our PhD in Computer Science. The PhD in Applied Computing is meant to facilitate the research and mentoring of these kinds of students.

- b. *Giving consideration to 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 proposed program is intrinsically aligned with the University and College strategic priority for interdisciplinarity. While this program is aligned with strategic goals, it did not arise from their calls to action. This program does align with elements of the Computer Science strategic plan, articulated at the June 2017 departmental retreat, which called for a greater impact of computer science as a department and discipline across campus to reflect its growing importance to society.

We currently have the largest research-intensive thesis-based graduate program at the university. Almost all our graduate students are funded, and the majority through grants held by professors. Our current program is also characterized by substantial interdisciplinary research. For example, our world leading Human Computer Interaction and Software Engineering groups have substantial collaborations across the university (Social Sciences and SENS) and with industry. Members of our Bioinformatics group collaborate with life scientists in Health, Biology, and Agriculture. Image processing and data analytics research is core to the Plant Phenotyping and Imaging Research Centre. Because of the scope of our collaborative activities, we attract a diverse group of graduate students. Instead of greatly increasing the number of graduate students in our graduate programs, the proposed program will allow us to more adroitly accommodate students from non-traditional computer science backgrounds.

- 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)*

This program does not explicitly address internationalization. However, there are aspects of it within the programs. The student body of the graduate program in Computer Science is predominantly international. We expect this trend to continue in the graduate level Applied Computing program. At the undergraduate level, Computer Science has a disproportionate number of international students compared to other units, particularly from East Asia and South Asia.

Indigenization within this program, and Computer Science in general, will focus on access and impact. Aspects of Applied Computing would be of potential interest to indigenous students as data sovereignty is a core component of many issues facing indigenous communities including land claims, environmental assessments, and water rights. Training indigenous students in these disciplines would allow them to perform their own analysis of data collected on their traditional territories, enabling more fulsome participation in conversations about land use and impact.

Like their undergraduate counterparts, there is high demand for graduate level training in areas such as interactive systems or user experience, bioinformatics, health informatics and epidemiology, and data analytics as evidenced by the success of graduates in these areas from our current PhD in Computer Science.

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

In addition to the graduate programs, we are also separately proposing an undergraduate program in Applied Computing. There are some institutions in Canada with a similar undergraduate program (most notably Dalhousie). However, at the graduate level, the proposed PhD program is unique. There are some MSc programs in Canada in Applied Computing, most notably at the University of Toronto, Wilfrid Laurier, Concordia, Dalhousie, and Windsor. However, these programs all focus on industry, and some have a built-in internship. We believe that there is not a PhD program in Applied Computing in Canada.

In contrast, the proposed program is entirely research focussed, and thesis based. We expect it to be a novel program across Canada, and it will encourage excellent students with degrees in cognate disciplines who wish to apply computational techniques to their undergraduate area.

2. Admissions

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

Similar to the MSc in Applied Computing, applicants to the PhD in Applied Computing must have a MSc in Applied Computing, Computer Science or equivalent, or a thesis-based Masters-level credential in a relevant cognate area with a minimum overall average of 80%. If the student is entering with a degree in a cognate discipline, the proposed faculty advisor must submit a short letter to the Computer Science Graduate Committee (less than 250 words) justifying why the student's background qualifies the student for the intended area of research. This justification will serve as part of the admission record, but will also serve to educate graduate committee members as to the types of qualifications and reputable institutions that match well with different research groups.

Admitted students under either of those conditions will not be required to do any remedial undergraduate computer science courses unless recommended as part of the course of study for an individual graduate student by their advisory committee, or as part of their Qualifying Examination (described below). English requirements will be identical to the Computer Science graduate programs. All students must meet the CGPS English requirements, with higher minimum testing scores. This can be done by demonstrating an aggregate TOEFL score of at least 94, with no individual score below 20; or an aggregate IELTS (Academic Module) score of at least 7.0, with no individual score below 6.5. Students also must submit a statement of research interest, a resume, and three reference letters.

3. Description of the program

- a. *What are the curricular objectives, and how are these accomplished?*

The curricular objectives will ensure that graduates are highly qualified researchers that are able to apply computational techniques to some cognate research area. The program will be ideally suited for students wishing to become senior professionals in the technology industry or applying computation to a cognate industry. Graduates will become project leaders at companies and research labs. For example, students with an MSc degree in bioinformatics, biology, or plant science, could gain the skills needed to apply data analytics techniques and computational modelling to address biological hypotheses, and to draw biological conclusions. As another example, students with a psychology background could become able to combine the principles of human computer interaction and visualization with psychology.

Graduates of the PhD program will be able to:

- demonstrate expertise in applying computational techniques and research methodology to problems and data from a cognate discipline*
 - critically evaluate literature and research techniques from both their cognate discipline and from computer science*
 - work independently towards their research, and execute their research plan*
 - communicate and interpret requirements with researchers in both computer science and their cognate disciplines*
 - collaborate and participate in a cutting-edge research group*
 - write rigorous scientific documents and publish refereed papers for academic audiences*
 - communicate and defend their research through oral presentations*
- 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.*

Students will be required to attend presentations in seminar series both within Computer Science and in cognate disciplines, and will participate in presentations and discussions in lab meetings. While individual projects will vary, Applied Computing will also allow for potential experiential learning opportunities that are less natural within the Computer Science PhD program, such as wet lab or field work, or data gathering for a health science project. Computer programming experience and data analysis experience will be common, as will be the experience of dealing with large amounts of data. The required coursework will provide further background for being able to address the required components depending on the project.

There are no plans for explicit delivery in a distributed format.

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

The program requirements include completing the CMPT 990 seminar series, CMPT 996 PhD thesis, and GSR 960 Ethics. Students in the PhD in Applied Computing must complete 6 credit units worth of courses at the graduate level. Three credits worth

of graduate-level coursework must be from the Department of Computer Science (CMPT prefix). The current offerings (not including CMPT 898s) are:

CMPT 810	Algorithms
CMPT 811	Advanced Human Computer Interaction
CMPT 815	Computer Systems and Performance Evaluation
CMPT 816	Advanced Software Engineering
CMPT 817	Usability Engineering
CMPT 819	Advanced Image Processing and Computer Vision
CMPT 820	Topics in Learning and Intelligence Systems
CMPT 821	Advanced Topics in Programming Languages
CMPT 823	Compilers
CMPT 824	Graph Drawing and Network Visualization
CMPT 826	Data and Process Modeling and Analytics
CMPT 829	Computer Graphics
CMPT 830	Bioinformatics and Computational Biology
CMPT 832	Advanced Operating Systems
CMPT 835	Foundations of Concurrent Programming
CMPT 840	Accessible Computing
CMPT 842	Mobile and Cloud Computing
CMPT 846	Software Maintenance and Evolution
CMPT 851	Parallel Programming for Scientific Computing
CMPT 856	Topics in Software Engineering
CMPT 857	Readings in Bioinformatics
CMPT 858	Topics in Modeling and Operations Research
CMPT 865	Advanced Parallel and Distributed Systems
CMPT 866	Topics in Human Computer Interaction
CMPT 867	Affective Computing
CMPT 868	Social Computing
CMPT 873	Adaptive Systems and Personalization
CMPT 874	Construction of Computational Casual Models
CMPT 876	Image and Animation Synthesis

The remaining courses can be from the cognate discipline(s), as approved by the Advisory Committee.

Advisory Committee: The PhD program requires an advisory committee of no less than five people: the supervisor(s), the graduate chair (or designate), a committee member from Computer Science, and a committee member from Computer Science or relevant cognate discipline, and a cognate member who must be from outside Computer Science or a department of the supervisor(s). The committee is expected to meet with the student once per academic year, on average, over the course of their degree. The committee must approve the course of study for the student, this cannot be approved by the supervisor alone. Because the curation of interdisciplinary course selection can be more challenging than disciplinary course selection, this role of the committee has

special importance. While it is preferable that the committee approve the course of study in a meeting with the student, emailed agreement is sufficient. Either an email chain from the committee or minutes of the meeting must where the course of study is approved must be included in the student's file. The supervisor must complete an annual review of student progress that is endorsed by the committee every academic year.

PhD students in Applied Computing must complete a Qualifying Exam, a Comprehensive Exam, a Thesis Proposal, and a Thesis.

Qualifying Exam: The PhD in Computer Science requires advanced courses at either the senior undergraduate or graduate levels in five distinct areas (an area is approved by the advisory committee) with a minimum GPA of 70% for a graduate course, or 80% for an undergraduate course to satisfy the breadth requirement or qualifying exam. Non-U of S course grades will be converted using established grade conversions (e.g. those used to determine admission averages) and judged according to the U of S grade equivalent. This requirement will be similar for the PhD in Applied Computing. Because it is possible that many of the areas of a student's breadth will lie outside of Computer Science, the student is not required to constrain their breadth to within Computer Science. Students completing the Qualifying Exam must complete or have previously completed courses in five distinct areas at the senior undergraduate or graduate level. At least two areas must be within Computer Science. Up to three courses may be at the senior undergraduate (3rd or 4th year) level. The student is required to provide a document including a table detailing the courses they took and why they constitute different cognate areas, as well as a short (< 1000 word) description on how the courses prepare them for the research area they are planning to enter. The qualifying exam is approved first by the advisory committee, then ratified by the graduate committee. The candidate is expected to complete this examination at the beginning of the Ph.D. program, normally within the first 12 months of entering the program.

Comprehensive Exam: For the Comprehensive Exam, the student will prepare a full literature review of the state of the art in the field they are planning to do their thesis in. The main deliverable of the comprehensive exam is a survey paper which comprises a thorough review of the chosen topic area in terms of both breadth and depth. The paper is evaluated against the standard of quality for a publishable survey paper in a reputable refereed journal or conference proceedings in the area. There will be an oral examination conducted by the advisory committee. During this examination, the student gives a 15-20 minute presentation based on their paper, and then answers questions regarding their paper and presentation. The purpose of the questions is to establish that the student has gained a sufficient breadth and depth of the area. To pass the Comprehensive Examination, a pass in both the oral examination and the paper are required. The Comprehensive Examination should be completed within the first 18 months of entering the PhD program. The candidate's supervisor(s) and advisory committee are not permitted to provide significant editorial assistance in the preparation of the comprehensive exam paper. This paper should be representative of the student's

own independent writing ability. Students may fail the Comprehensive exam in accordance with CGPS policies.

Thesis Proposal: For the Thesis Proposal, the candidate will prepare a document describing the work done to date, and provide an overview and plan for the completion of the work. If the student is planning a manuscript-based thesis, the thesis proposal may be one or more papers, accompanied by a general introduction motivating and identifying the overall problem for the thesis, as well as individual introductions for each paper describing how that contribution addresses the overall question, and the role of any of the paper's co-authors.

Thesis and Defence: The written thesis/dissertation will involve original research that contributes new and significant knowledge to the cognate area by including the application of computation. The defence will involve a 15-20 minute presentation summarizing the research, followed by a rigorous questioning from the examining committee.

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

Students will explicitly be involved in the **application** of computing towards a cognate area. This will involve reading publications from both computing and the cognate area and then to **synthesize** the various connections required. During the course of the research, a plan will be developed, and **problem solving** will be required to address hypotheses in an appropriate fashion. As roadblocks are inevitably reached during the progression of their research, the student will need to critically evaluate appropriate techniques to solve their problems, or to alter their hypotheses.

- e. Explain the comprehensive breadth of the program.

Students entering the PhD in Applied Computing must have a MSc degree in Applied Computing, or Computer Science (or equivalent), or a MSc degree in a cognate discipline from a recognized institution. Breadth is required within both the cognate discipline and in applied computation. This will be evaluated through the Qualifying Examination, which still might require some additional relevant background courses be taken, but it will focus on what is needed for their research area rather than enough to justify the Computer Science name at the graduate level. Commonly, graduate courses in the cognate discipline will be taken as well as deemed appropriate by the graduate committee. Similarly, the thesis itself will cross multiple areas. We therefore expect a significant breadth from students in the program.

- 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.

Truth and understanding The Applied Computing program will follow the scientific principles of analysis and evaluation. Computation can be applied to almost every other discipline, as it provides techniques to make sense of and analyse data from any area, through e.g. models, simulation, and machine learning. Through coursework and supervision, students will be encouraged to be creative with their solutions, and to employ critical thinking.

Pursuit of knowledge Students in the Applied Computing program will undertake the largely interdisciplinary work of applying computation to a cognate area, which will involve the intersection of related disciplines. This enables the synthesis and pursuit of knowledge across related disciplines.

Pursuit of integrity and respect There will be an emphasis placed on professionalism and integrity. Scientific integrity is crucial, and will be emphasized within coursework, and throughout their program. As an example, the Department of Computer Science often provides a seminar on Academic Integrity to our graduate students (which will be shared with Applied Computing).

Pursuit of skills and practices The Applied Computing program will provide the skills required to conduct research both individually and in teams, through collaboration and communication with those from different disciplines. Communication will also be required through research presentations, presentations in courses, and also possibly at international conferences. Applied Computing will provide students with the computational tools and disciplinary breadth to impact diverse industrial and social areas after graduation.

Individual and community pursuits Throughout their program, students will develop their leadership skills within interdisciplinary teams, as they will serve as a key bridge of expertise between computation and the cognate area. Largely, these projects will enable students to explicitly make positive contributions to society, and it will allow them to use these skills and gained responsibility in other areas of community.

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

Students who wish to transfer from other programs will be considered if they meet the minimum criteria. As with the Computer Science program, admission only occurs if a faculty member(s) agree to supervise the student, and admission is approved

by the Computer Science Graduate Committee, along with the justification from the supervisor(s) as with the standard admission procedure.

- 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.*

Seven years will be enough time to evaluate the success of the Applied Computing PhD program. By that time, there should have been multiple strong PhD graduates from Applied Computing for the program to be deemed a success.

- 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.*

There is not any accreditation available for this program.

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?*

There is a substantial overlap with the Computer Science PhD program also run within the Department of Computer Science. Courses and administration will both be completely shared between the two programs. It will likely be significantly more practical for a student who does not have a prior degree in Computer Science to do a PhD in Applied Computing vs a PhD in Computer Science. There are no new courses to be setup for this program, although many students in other graduate programs take Computer Science graduate courses as part of their program.

- 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.*

Faculty in the Department of Computer Science will be a beneficiary of the PhD in Applied Computing. But, in the past, we have had many students co-supervised by faculty members in other departments. For example, in the last year, we have had co-supervisors of Computer Science students within the Department of Biochemistry, Microbiology and Immunology, Department of Anatomy, Physiology and Pharmacology, Department of Plant Sciences, Department of Geography and Planning, Department of Large Animal Clinical Sciences, amongst others, and we had 23 graduate students that were either co-supervised with faculty from other departments, or co-funded by a researcher in another department. We expect that other faculty in other departments

interested in applying computation to their own research areas to be significant beneficiaries of the Applied Computing program. These students will have the resources within the Applied Computing program to gain a substantial amount of relevant computer science knowledge, within both courses, and within the appropriate research groups.

Letters of support are attached from the Department of Biochemistry, Microbiology and Immunology, the Department of Anatomy, Physiology and Pharmacology, and from the College of Dentistry.

- 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.*

There are no predetermined required courses for Applied Computing either inside Computer Science, or outside Computer Science. The courses to be taken outside of Computer Science will completely depend on the student, their cognate area, the decisions of the Advisory Committee, the courses that are being taught at that time, and the prerequisites for those courses.

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

Since no new courses are being created, no additional resources are required.

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

A letter of support has been provided from sasktech, which represents the interests of Saskatchewan technology companies with the goal of making Saskatchewan a key technology centre in Canada.

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).*

We already have a substantial number of Computer Science courses being taught by faculty in the Department of Computer Science each year (roughly each faculty member teaches one grad course per year). No new courses will be created for this program, nor are there any special requirements in terms of courses that need to be taught in any given year. We also do not anticipate a large change in terms of the number of graduate students that are supervised per faculty member in the department, as we already have a very large graduate program. The main method of advising will be

the student Advisory Committees, which is already a large responsibility, and so little will change in this regard. The Department of Computer Science Graduate Committee will also oversee the Applied Computing program. The Graduate Administrative Assistant will also oversee administrative issues for the program.

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

No new courses are being created, and none are being deleted.

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

There will be no change to teaching assignments, and we will continue with our practice of offering a substantial number of graduate courses each year (roughly one per faculty member), and there are no required courses as part of this program.

- 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).*

There are no new resources required to accommodate this proposal. No new courses will be taught. It is possible there will be a slight increase in the number of applications to graduate school in our department which will cause an increase in the amount of communication with the graduate administrative assistant and the number of applications that need to be evaluated by the Computer Science Graduate Committee.

- 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.*

We will operate this program exactly like the Computer Science program, where it is primarily non-distributed and there is a 18-month residency requirement as part of the PhD program.

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

There are no resources available from other colleges to support this program. However, it is common for faculty members in other departments to co-supervise students within Computer Science while helping with the funding of the student. In the past year, 23 graduate students within the Department of Computer Science have either been co-supervised with a member of another department, or have been co-funded by a

member of another department. We expect this practice to be common for students in Applied Computing.

- 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?*

We will operate the Applied Computing program with the existing funding model and pool used by the Department of Computer Science. The Department of Computer Science receives certain funding amounts from CGPS and the College of Arts and Science. When students apply to Computer Science and faculty members request to supervise those students, funds from both faculty members and from other University sources are used to pay scholarships/stipends. We will continue to allocate these funds, but now to students within both the Computer Science program and the Applied Computing program. No preference will be given to students in Computer Science, or in Applied Computing. Funding and admission decisions will continue to be made by the Computer Science Graduate Committee. We have a standard funding amount of \$21,500/year for two years for MSc students, and \$24,500/year for four years for PhD students (we also have a policy of this funding amount being required for all international students except in extraordinary circumstances, and it is strongly recommended for all graduate students). These amounts will continue for the Applied Computing program as well. Students will be encouraged to apply for other scholarships such as NSERC CGS scholarships, SK Innovation and Opportunity Scholarships, and Dean's Scholarships.

- 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).*

We will use the same standard tuition funding amounts as the Computer Science program.

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)

Supervision of graduate students is constrained by faculty time and their grants, and not by the programs offered. We receive well over ten times more graduate applications than graduate students we accept. The purpose of this new graduate program is to address the interdisciplinary research needs and interests of our faculty members, to improve collaboration with the university at large, and to accommodate students with other backgrounds. Therefore, this program will cost nothing more in terms of program delivery or in terms of time commitments.

- i. *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?*

There is no difference in terms of cost or resources whether or not students are in Computer Science or Applied Computing once in the program. There might be a small administrative burden in terms of number of applications to our program. If we consistently maintain some students in the program, it should be maintained, given its negligible incremental cost. We would expect that 3-5 graduate students would enter the proposed program in any given year, but this amount could change based on the research interests of the faculty in Computer Science and their collaborators. There is no explicit maximum, but in practice, faculty members will only accept students if they have the time and funding to support them. We do not expect significant changes in the total number of graduate students supervised (per faculty member) in Computer Science.

- j. *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?*

We do not expect any changes in expected revenues as there are no specialized courses in Applied Computing, and we do not expect any substantial changes to enrolment in our department.

- k. *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?*

No additional resources are required beyond those already available to our Computer Science graduate program, which is the largest thesis-based graduate program at the U of S.

- l. *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 additional cost of resources needed to deliver the program above the computer science program is negligible. No courses are needed to be taught in any given year beyond what are offered as part of the computer science graduate program,

and no special arrangements will need to be made to accommodate the applied computing program.

m. 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/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicate any anticipated surpluses/deficits associated with the new program

No new funding sources have been obtained, although no additional resources are required.

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

Related Documentation

At the online portal, attach any related documentation which is relevant to this proposal to the online portal, 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



March 12, 2021

To Whom It May Concern:

RE: University of Saskatchewan, Dept. of Computer Science, Applied Computing Proposal

We are writing on behalf of SaskTech to express our support of the proposal being submitted by the University of Saskatchewan's Department of Computer Science for a graduate level applied computing program.

The rapid digitization of almost every discipline of human endeavour is the root cause of one of the most significant labour shortages our country has ever experienced. The next several decades will be critical for Saskatchewan, as our historically strong and innovative core economic engines reimagine themselves in a world economy driven by data science, robotics, and AI; agriculture, mining, and energy companies are following the lead of commerce, finance, and health with reimagined workforces, workplaces, and tools & technologies.

There are two ways to address this shortage in the training of local labour: massively increase the pipeline of computer science and computer engineering graduates, then train them with the necessary domain knowledge to take their place in new industries; or acknowledge that a combination of domain knowledge and technical skills are needed in every field and educate students of those fields appropriately. It is this second approach that the applied computing programs developed by the Department of Computer Science fills. It's imaginative, scalable, and has the potential to solve the problem effectively.

We are fully in support of the undergraduate programs currently proposed, but feel that the graduate programs, as described to us in detail, are potentially even more critical for the success of the innovation economy in Saskatchewan and Canada. A key gap at the head of every innovative company in Saskatchewan, Canada, and beyond is the technical lead with the skills to navigate the domain (be it ethics, biochemistry, or engineering) and the technological intersection with that domain. Graduates of the proposed program will be among the most sought after to be employed in start-ups, established companies (tech or otherwise), and as key research leads for multidisciplinary projects.

SaskTech is pleased to strongly support the M.Sc and Ph.D. Applied Computing program proposal.

Best regards,

Aaron Genest
President, SaskTech
On behalf of the Board and Members
www.sasktech.org/members



UNIVERSITY OF
SASKATCHEWAN

March 12, 2021

To: Ian McQuillan, Department of Computer Sciences

REF: Graduate Programs in Applied Computing

This note is to confirm the College of Dentistry enthusiastic support for the new proposed MSc and PhD programs in Applied Computing. There is an emerging need for graduate students from disciplines outside Computer Sciences to get experiential training in Applied Computing including Applied Bioinformatics. We see these new programs as outstanding opportunities for further collaborations between Health Sciences and Computer Sciences that will imply collaborative projects and co-supervision of graduate students. We, therefore, as a College, strongly support these new programs.

Sincerely,

Petros Papagerakis, BSc, MS, PhD
Associate Dean for Research
College of Dentistry
Centennial Enhancement Chair in One Health
Professor
University of Saskatchewan
Canada
Phone: 306-966-5116
Email: petros.papagerakis@usask.ca

3D01-107 Wiggins Road, Saskatoon, SK S7N 5E5
Eames office telephone: (306) 966-6534

RE: establishing Applied Computing grad programs

CGPS Programs Committee
University of Saskatchewan

12Mar2021

Dear Committee Members,

As a Grad Chair (and perhaps more importantly, a research faculty) in Anatomy, Physiology, and Pharmacology in the College of Medicine at the UofS, I ***strongly support*** establishment of graduate programs in Applied Computing through the Department of Computer Science.

When my lab's research entered the 'omics' era in 2013, I sought out a collaboration with Ian McQuillan, and we have since co-supervised four students in Computer Science. Our collaboration has been productive recently, with a number of publications now coming out and many more on the way. However, one of the main impediments to earlier productivity was an inability to find students with the biological background required to perform the necessary applied bioinformatics analyses. As a result, I spend a lot of time meeting with each student in our collaboration, teaching them the basics of biology that would drive the decisions on which bioinformatic algorithms to apply to the data and why.

An Applied Computing grad program would solve this impediment, enabling a massive increase in research productivity to the many research faculty, like myself, whose research programs now require bioinformatics after just starting to employ 'omics' techniques. I am very excited about the idea that I can co-supervise a student who has an undergrad in another area, such as Biology or Health Sciences, in the Applied Computing program. Again, as a Grad Chair in APP, I also recognize the importance of establishing this program in order to attract an entirely new cadre of grad students. By the nature of an Applied Computing program, these students will not only increase recognition of the UofS as a new Canadian research powerhouse, but will also have the applied training that is sought by employers in many biotechnology and pharmaceutical companies.

Please don't hesitate to contact me to follow up on any points that I've raised above.



Brian F. Eames, PhD
Grad Chair and Associate Professor
Anatomy, Physiology, and Pharmacology
b.frank@usask.ca



UNIVERSITY OF SASKATCHEWAN

College of Medicine

MEDICINE.USASK.CA

Department of Biochemistry, Microbiology, and Immunology

GA20 – 107 Wiggins Road, Saskatoon, SK Canada S7N 5E5

Phone: 306-966-6538 Fax: 306-966-4298

To: Ian McQuillan
Department of Computer Science

From: Bill Roesler, Head
Department of Biochemistry, Microbiology & Immunology

Date: March 3, 2021

RE: Graduate programs in Applied Computing

Our department has discussed the proposal for graduate degrees in Applied Computing that you provided. There was broad and enthusiastic support for these new programs. It was felt that these programs will open up doors for our biomedical science students to get advanced training in applied computing, skills and knowledge that our students often lack but need. It was also felt that it could pave the way for more research collaboration between our two departments as well. Thus we give our strong support for these proposed programs.

William (Bill) J. Roesler, Professor and Head

Department of Biochemistry, Microbiology, and Immunology, University of Saskatchewan

107 Wiggins Road, Saskatoon, SK S7N 5E5 Canada

Telephone: 306-966-4375 Email: bill.roesler@usask.ca

Applied Computing

Master of Science (M.Sc.) - Thesis-based

Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. Requirements are as follows: a minimum TOEFL score of 94, with no minimum score below 20; or a minimum IELTS score of 7.0, with no minimum score below 6.5.
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (e.g. 60 credit units)
- a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
 - Additional selection criteria includes a statement of research interest, a resume, and three letters of reference

Degree Requirements

Students must maintain continuous registration in the 994 course.

- GPS 960.0 Introduction to Ethics and Integrity
- GPS 961.0 Ethics and Integrity in Human Research, if research involves human subjects
- GPS 962.0 Ethics and Integrity in Animal Research, if research involves animal subjects
- A minimum of 12 credit units
- CMPT 990.0 Seminar
- CMPT 994.0 Research

Doctor of Philosophy (Ph.D.)

Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. Requirements are as follows: a minimum TOEFL score of 94, with no minimum score below 20; or a minimum IELTS score of 7.0, with no minimum score below 6.5.
- Master's degree, or equivalent, from a recognized university in an academic discipline relevant to the proposed field of study
- a cumulative weighted average of at least a 80% (U of S grade system equivalent) in the last two years of full-time study (e.g. 60 credit units)
 - Additional selection criteria includes a statement of research interest, a resume, and three letters of reference

Degree Requirements

Students must maintain continuous registration in the 996 course.

- GPS 960.0 Introduction to Ethics and Integrity
- GPS 961.0 Ethics and Integrity in Human Research, if research involves human subjects
- GPS 962.0 Ethics and Integrity in Animal Research, if research involves animal subjects
- CMPT 990.0 Seminar
- CMPT 996.0 Research
- a minimum of 6 credit units
- comprehensive examination
- qualifying examination

[Transfer from Master's to Ph.D.](#)

Degree Requirements

Students must maintain continuous registration in the 996 course.

- GPS 960.0 Introduction to Ethics and Integrity
- GPS 961.0 Ethics and Integrity in Human Research, if research involves human subjects
- GPS 962.0 Ethics and Integrity in Animal Research, if research involves animal subjects
- comprehensive exam
- A minimum of 18 credit units
- CMPT 990.0 Seminar
- CMPT 996.0 Research

Introduction and Program Description

Traditionally, computer science was taught as a single discipline, producing experts in creating software, who then worked with domain experts to craft solutions to particular problems. However, as computer science has become more sophisticated and widespread there is increasing demand within industry for graduates who have knowledge of computer science and a domain area. Traditional industries such as mining and agriculture have joined the ranks of more established technology users in IT, alongside medicine, business and design. There is a need for graduates with knowledge in both computing and domains of application.

Offering interdisciplinary degrees is a reoccurring challenge for universities. Degree stewardship and administration can be hard to assign, classes difficult to schedule, and faculty resourcing uncertain. This has led to interdisciplinary programs languishing. It is even more difficult to offer interdisciplinary programming in the context of an accredited program like Computer Science, where external agencies constrain potential choices and require more depth in the primary subject than might be required for an interdisciplinary practitioner. While students have some freedom to form an ad hoc interdisciplinary study plan by combining an existing majors program with a selection of courses from other field, such ad hoc combinations create challenges for students who must understand not only the content of individual courses, but also how that content meshes with other disciplines.

To address stakeholders' need for graduates with both computing and domain expertise while operating under the constraints of university structure and governance, we propose a new model for interdisciplinary programming, which we term the skinny major. In a skinny major model, a primary unit composes a core major program requiring the minimum number of disciplinary credit units for that college (in Arts and Science 36), leaving space in standard 120cu degree programs for minor-like ensembles of courses in cognate disciplines. This space is filled with carefully curated combinations of courses, in collaboration with colleagues from cognate disciplines, leading students away from ad hoc interdisciplinary choices. To avoid credential bloat and associated administrative cost, these curated packages of courses can be instantiated as named streams within an overarching degree, for example a Degree in Applied Computing in Bioinformatics, or a Degree in Applied Computing in Geomatics. Because these streams are curated, scheduling conflicts can be encoded and avoided using established software. Similarly, credentialing can happen automatically, as there are clear course packages required to graduate.

Computer Science is willing to take the lead in developing skinny major interdisciplinary programming. This proposal identifies a core program of existing courses from the Computer Science degree programs (with courses from Computer Science, Math and Philosophy) that would form the basis of a skinny major. When combined with carefully chosen courses from other fields, this degree program can form synthesized knowledge directly applicable to stakeholders in the community. By employing a skinny major, we obtain the flexibility to grow programming to meet the needs of local stakeholders with reduced overhead.

Proposed Undergraduate Applied Computing Streams

We propose to terminate two existing programs and replace with streams within the Applied Computing degree. We further propose to instantiate three additional programs in areas of Applied Computing which meet emerging needs and opportunities. Students would receive either four-year Bachelor of Science (BSc) or Bachelor of Science Honours (BSc Hon) credentials.

Bioinformatics (Cognate areas: Biology, Biochemistry) Bioinformatics is an established, but niche, program in the college. Adding this program to Applied Computing would allow for a reimagining of content and broader reach.

Interactive System Design (Cognate areas: Art, Psychology) The ISD program is an established BASc program with solid enrolments, which trains graduates to work on front end computing and interactive system design.

Data Analytics (Cognate areas: Mathematics, Statistics) This program would focus on training general purpose data scientists, without a specific application domain. What they would lose in domain knowledge they would gain in mathematical rigor. This degree would be of interest to those who have a cognate degree already, as well as those interested in analytical mechanics.

Geomatics (Cognate area: Geography) Understanding geographically anchored data is important in areas such as mining, agriculture, and city planning. This program would focus on the programmatic use of GIS and satellite-based systems and data in water management, agriculture, mining and civic planning.

Business (Cognate areas: General Business and Marketing) There is a significant industrial demand for graduates who understand computing, data, and business processes. We anticipate that this will be a popular stream.

Graduate Degrees in Applied Computing

Interdisciplinary graduate work is becoming more common in the Department of Computer Science at the University of Saskatchewan. However, students receiving graduate degrees in Computer Science are expected to be able to teach in accredited Computer Science programs, putting additional strain on students transferring in from other disciplines. A program that would allow students to receive interdisciplinary training with fewer disciplinary constraints would remove this strain. Our current plan for MSc and PhD in Applied Computing follows our current graduate program structure at the MSc and PhD levels, but relaxes entry requirements, allows up to half the committee members to be from outside Computer Science, and permits up to half of the courses to be from outside of Computer Science.

Demand and Enrolment

Predicting demand for new programs is problematic, as student program intentions exist in an intersection of economic conditions, university marketing, and cultural zeitgeist, all of which are volatile on the timescale of degree approval. However, potentially actionable insight may be inferred from existing programs, industrial demand, and similar offerings at comparator institutions. Bioinformatics and Interactive System Designs are existing interdisciplinary degree programs within the College of Arts and Science and are meeting established needs. Geomatics meets a need for students to support the research and industrial development around remote monitoring, particularly for water and food security, and was discussed as a potential strategic area at the 2019 College of Arts and Science retreat. The business stream meets a clear need as articulated by our industrial stakeholders. Data analytics is a rapidly growing industry touching not just the IT sector, but traditional economic sectors like mining and agriculture, and is common in some form at our comparator institutions. We are already training interdisciplinary students at the graduate level and struggling to adapt their needs to existing degree programs. All elements of this program are inherently needs-driven.

Computer Science has seen a dramatic year on year increase in enrollments, echoed by Bioinformatics and Interactive System Design. This increase in enrolments is happening worldwide, and is driven by a societal perception, largely born out in practice, that jobs in the twenty-first century will involve the application of information technology to many fields. The last four years of enrolment data for Bioinformatics, Computer Science, and Interactive System Design are shown in Table 1. These numbers are underestimates of the totals for the programs, as approximately half the students in Arts and Science do not declare a major for a significant portion of their degree. However, in this case the trend is more important than the absolute numbers.

Table 1: Student demand for the last five years for Computer Science, Bioinformatics and Interactive Systems Design.

	2016	2017	2018	2019	2020
<i>Bioinformatics</i>	9	13	16	20	20
<i>Computer Science</i>	533	638	734	806	862
<i>Interactive Systems Design</i>	61	66	68	70	72

Dalhousie is the comparator institution with the closest program. Their Bachelor of Applied Computer Science program has a similar intent and scope, but slightly different specializations. Dalhousie's Computer Science program is approximately the same size as ours. When they introduced their Bachelor of Applied Computer Science, their existing interdisciplinary degree programs accounted for 10% of their total enrollments, approximately the same in our department. After adding the BACS degree four years ago, their enrollments in the core Computer Science programming grew at the same rate as ours, but their BACS enrollments grew faster, reaching 20% of total enrollments and 250 students. Given the comparable sizes, and programs, we hope to experience the same growth as Dalhousie.

Explicit projections for the three new streams – Geomatics, Data Analytics, and Business – have not been performed. As these programs are based to a large extent on industry pull rather than student or academic push, we anticipate that they will be as popular as the ISD program once students recognize their post-graduation potential.

Graduate program

We currently have the largest research-intensive graduate program at the university. Almost all our graduate students are funded, and the majority through grants held by professors. Our current program is limited by faculty time and financial resources, and we are near capacity now. Adding an MSc and PhD in Applied Computing will not change this fundamental calculus. Our current program is also characterized by substantial interdisciplinary research. For example, our world leading Human Computer Interaction and Software Engineering groups have substantial collaborations across the university (Social Sciences and SENS) and with industry. Our Bioinformatics group collaborate with life scientists in Health, Biology and Agriculture. Image processing and data analytics research is core to P2IRC. Because of the scope of our collaborative activities, we attract a diverse group of graduate students. Instead of changing the number of graduate students in the program, the changes will allow us to more adroitly accommodate students from non-traditional computing backgrounds. We anticipate that the proposed degree will change the disciplinary breadth and diversity of our graduate program, rather than the overall numbers.

Strategic Alignment

The proposed program is intrinsically aligned with the University and College strategic priority for interdisciplinarity. While this program is aligned with strategic goals, it did not arise from their calls to action. This program does align with elements of the Computer Science strategic plan, articulated at the June 2017 departmental retreat, which called for a greater impact of computer science as a department and discipline across campus to reflect its growing importance to society.

Undergraduate Program Interdisciplinarity

The undergraduate proposal clearly addresses the interdisciplinary component of the university and college plans. By creating interdisciplinary programs within the context of existing course offerings and

degree frameworks, we can move the interdisciplinary vision of the university and college forward with limited risk. This program provides clear ownership of degrees (the Department of Computer Science within the College of Arts and Science), clear paths to graduation through stream-specific curation of synergistic courses, and limited cost growth through the leveraging of existing course offerings. This program makes high-demand interdisciplinary degrees possible and provides graduates with appropriately named degrees by curating existing courses and expertise in interesting and useful ways.

Each program was either reviewed (ISD, Bioinformatics), or created (Geomatics, Data Analytics, Business) by a joint committee consisting of the Computer Science Undergraduate Committee, and ad-hoc committee members proposed by the collaborating departments (Math and Stats, Geography, Art and Art History, Biology, and Edwards). These programs are not only interdisciplinary but were created by interdisciplinary teams. As the primary collaborators were involved in crafting the programs, the consultation with them is explicit. The Department Head of Computer Science also met with representatives from Plant Science, Geology, Public Health, and Economics to discuss the potential for inclusion, and the impact of the program.

Graduate Program Interdisciplinarity

At the graduate level, the simple relaxation of the requirement that graduates must be able to teach an accredited program in computer science removes many of the issues facing interdisciplinary graduate students. The further relaxation of course requirements (up to half outside Computer Science), and committee membership (the committee may be composed of the supervisor, a Computer Science faculty member and a faculty member from outside the department) removes barriers to effective interdisciplinary program creation. Unlike the undergraduate degrees, which have a number of self-directed streams with proscribed programming, research intensive graduate degrees are curated at the individual student level by the supervisory committee. This curation is already part of most research-intensive degrees, although typically within a discipline. In many ways the program is catching up with the reality of the research we are doing, particularly in collaboration with industry (SOAR CREATE), the social sciences (SWaGUR CREATE), agriculture and biosciences (P2IRC) and water security (GIWS), to name just the major collaborative grants. Many smaller, but still significant, collaborations exist between faculty in the department and industry, branches of government, health authorities and other departments on campus. The breadth of collaboration has attracted graduate students with more diverse backgrounds to our department. Because this program would be unique nationally – other Applied Computing programs are not research based – we have an excellent opportunity to attract strong interdisciplinary students from across Canada and around the world.

Internationalization

This program does not explicitly address internationalization; however, there are aspects within the programs. The student body of the graduate program in Computer Science is predominantly international. We expect this trend to continue in the graduate level Applied Computing program. At the undergraduate level, Computer Science has a disproportionate number of international students compared to other units, particularly from East Asia and South Asia.

Indigenization

Indigenization within this program, and Computer Science in general will focus on access and impact. The Data Analytics and Geomatics streams would be of potential interest to indigenous students as they speak directly to data sovereignty, which is a core component of many issues facing indigenous communities including land claims, environmental assessments and water rights. Training indigenous students in these disciplines would allow them to perform their own analysis of data collected on their traditional territories, enabling more fulsome participation in conversations about land use and impact.

Indigenization is a college-level priority in Arts and Science, and we intend to leverage existing College programs. STEM education in remote communities and on reserve is a concern, limiting Indigenous students' access to careers in Information Technology. This problem is common across rural Saskatchewan, and the Department of Computer Science has already created a course -- CMPT140:

Creative Computing – to act as a bridge for students entering our program with limited Computer Science background. CMPT140 is a course designed to introduce coding concepts gradually, as there is limited opportunity for students outside of the major urban centers to take either grade 11 or 12 Computer Science in high school. Indigenous students will have the option of entering the undergraduate degree through the Arts and Science Indigenous Student Achievement Pathways program. We will work with the College to include CMPT140: Creative Computing in this program, and will allocate a specific tutorial section for ISAP students within that program.

Relationships to Other Programs

Undergraduate Program

Programs in Bioinformatics and Interactive System Design are already offered by the College of Arts and Science. These programs will be deleted and brought into Applied Computing. There are no similar programs on campus for the Geomatics, Data Analytics and Business streams; however, the non-Computer Science portion of these streams closely mirrors the minor in Geographic Information Systems, and the Certificate in Business. Enrollments may shift subtly, but it is difficult to accurately predict. The most likely short-term outcome is an increase in CS headcount, but a decrease in relative CS 3CUEs, as we will attract and retain additional students, but those students will take fewer Computer Science classes than their peers in the existing BSc in Computer Science.

The undergraduate program described here is innovative within Arts and Science and the University of Saskatchewan, in that it embeds interdisciplinary programming within disciplinary oversight. We are willing to develop this kind of programming, so that other units can follow suit. Computer Science remains open to similar programming from other departments incorporating computer science as a cognate topic. For example, a skinny major in Commerce, with Computer Science as a cognate area, could be useful for someone wishing to work in IT Marketing; similarly, a skinny major in Plant Science with Computer Science and Geography as cognate areas could provide an agriculturist with some geomatics training.

Graduate Program

The graduate program is most related to the MSc and PhD programs in Computer Science. Introducing the new program will benefit the existing programs by creating separate entry and degree requirements for disciplinary and interdisciplinary students in our programs. This will allow us to maintain our current degree programs and their existing entry requirements for disciplinary students, while offering more appropriate requirements for interdisciplinary students. This will be better for students and take pressure off our departmental graduate committee who must make difficult decisions when admitting students with a non-traditional background, who would undoubtedly be able to undertake research in the department.

Resource Requirements

One of the elegant properties of this proposal is the way it leverages existing resources in new ways to create cohesive and impactful programs. There is only one totally new course proposed in this program: Data Analytics. The Dean has expressed that this topic is a priority for the college, and Computer Science likely would have offered a course regardless. Bioinformatics will technically offer four new courses, but four courses in the BINF program will be removed to make way. We will create a new honors thesis for Applied Computing, but it will be offered in conjunction with our current honors thesis and will only have separate numbering to accommodate different evaluation criteria for interdisciplinary projects. No new courses are required at the graduate level.

We have received commitments from all involved departments that spaces in required classes outside of Computer Science are available for students in this program. Computer Science did a strategic review of undergraduate programming two years ago and streamlined the BSc degree to allow double sectioning of upper year courses. This streamlining, combined with additional resources provided by the Dean and Provost, have provided us with a window of opportunity to entertain new programs. If the Computer Science growth rate continues as it has over the last decade, or potentially even accelerates following the

Dalhousie example, Computer Science would be projected to run out of capacity again in 3-8 years. Growth may also create issues in other popular courses and program such as first year Biology, core Commerce courses and senior Planning courses. Similar to Computer Science, we anticipate sufficient initial capacity in these disciplines, which will have to be re-evaluated as numbers increase. When enrolments reach saturation, the Provost and affected Deans will have to make a strategic decision to invest in additional growth or to cap enrollments.

Computer Science manages its own IT assets and has its own IT support. As such the impact on institutional ICT should be low for most of the offerings. There could be some impact on centrally administered products such as ArcGIS in the Geomatics stream. This proposal does assume that the College continues to support Computer Science's computer renewal plans at the current level, and the university continues to support the renewal of licenses for software assets used in the Business and Geomatics streams. Computer Science has used innovative approaches to leverage its existing infrastructure to accommodate its expansion and will continue to do so. As classes continue to grow, Computer Science will continue to have to compete for the larger classrooms on campus. If this program increases the growth rate, as in the Dalhousie example, then this competition will become acute earlier. The competition for larger classroom spaces continues to be an issue across campus and is not unique to this program. Computer Science has recently completed an extensive set of renovations and a space reallocation exercise to accommodate its large thesis-based graduate program. As the graduate program is not expected to impact enrolments, it is not expected to create additional demands on the space.

Risks

At the graduate level there are limited institutional risks, as the graduate program is largely based on our existing programming, streamlined for collaboration and interdisciplinarity. Some care will have to be taken with communications, particularly for PhD graduates seeking academic appointments. Future employers will have to understand the interdisciplinary nature of the degrees. Participants' breadth will likely extend beyond computer science, making graduates more specialized within computer science than their colleagues with a graduate degree in Computer Science. This specialization within computer science, and breadth outside will need to be accurately rendered in communications with other institutions and employers. Our experience with communications around the Bioinformatics and ISD programs gives us confidence we will be able to successfully manage communications regarding Applied Computing.

The undergraduate program was driven by demand from industry and other units on campus. Expectations for growth in the program are predicated on industry demand for graduates creating desirable employment opportunities, and by extension driving student uptake. It is a risk that the anticipated demand might fail to materialize or might disappear due to external economic drivers. However, given that the anticipated start date is September 2022, the first full undergraduate cohort from this program would not be expected until May 2027. People with the ability to accurately predict economic conditions seven years in the future tend to be employed in more lucrative professions than academia. This risk will have to be actively measured and managed as the program rolls out.

Although we have received assurances from all impacted Dean's offices that spaces will be made available for this program, those assurances are not necessarily binding, and could be withdrawn at some point in the future. This risk exists for all interdisciplinary undergraduate programs, and will have to be actively managed by senior academic leadership if the University's goal of interdisciplinarity is to be achieved.

The fiscal risk associated with the project is limited. If the program proves too popular, this could put strain on some courses, in particular the cognate courses in Edwards, and second and third year Computer Science courses which are required in the BSc in Computer Science. Given growth projections, we would not expect this to be an issue until 2025 at the earliest. This could be managed through either additional investment in faculty positions, justified by the enrollments, through expanded use of sessional lecturers, or through capping enrollments in the program. Strain on first and second year Computer Science classes that all Computer Science and Applied Computing streams share could be managed by adding additional sections of those classes taught by sessional lecturers, at a substantially lower cost than the additional

revenues driving the multiple sections. In a related vein, this program has the potential benefit of directing more students into Geography and senior Math and Statistics classes, which do have capacity.

The fiscal risk associated with support is also limited. Course scheduling will be somewhat more complex, as cross departmental class schedule coordination will be required. For students entering a stream in first year, and progressing through the recommended course progression, this should be solvable and maintainable. For students transferring into a stream from another stream or degree, who might be taking some courses outside the proscribed sequence, this will be more complex, and may require additional administrative support and software assistance. However, this risk is not unique to this program and will have to be adequately addressed, regardless, if the university is serious about its interdisciplinary vision.

There is some risk in not offering this program at this time. Most of our Canadian comparator institutions have a form of Data Analytics programming. Failing to implement our own puts us at a competitive disadvantage. We are already engaged in substantial collaborative and interdisciplinary research at the graduate level. Failing to create the graduate level Applied Computing degrees will place an unnecessary impediment on the functioning and growth of the department's research effort.

Timing

This program is anticipated to start September, 2022. This is the earliest feasible start date given the many levels of approval that this program needs to navigate. The current timeline provides for PPC/IPC approval in November, submission to the Arts and Science APC in December, submission to University APC in February, and final approval at University Council in the Spring. Although it is feasible to approve the program for March, assuming the smooth passage through all stage gates, this will miss the cut off for inclusion in the University Calendar, forcing a start date of September 2022. This will provide ample time for Student Information Services and other support organizations a year to prepare for the launch. It will similarly allow sufficient time to advertise the new program to existing and entering students.

Clement, Kelly

From: Warrington, Seanine
Sent: Wednesday, April 14, 2021 10:52 AM
To: Isinger, Russ; Vuong, Lucy; Walker, Ryan; Clement, Kelly
Cc: Zagiell, Eileen; Doell, Jason
Subject: RE: CWR Form - New Field of Study in Applied Computing for M.Sc. and Ph.D. Programs

Thanks, Russ!

Kelly, I will wait to see the proposal come through APC,

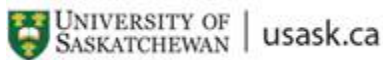
Seanine

From: Isinger, Russ <russell.isinger@usask.ca>
Sent: Wednesday, April 14, 2021 10:50 AM
To: Warrington, Seanine <seanine.warrington@usask.ca>; Vuong, Lucy <lucy.vuong@usask.ca>; Walker, Ryan <ryan.walker@usask.ca>; Clement, Kelly <kelly.clement@usask.ca>
Cc: Zagiell, Eileen <eileen.zagiell@usask.ca>; Doell, Jason <jason.doell@usask.ca>
Subject: RE: CWR Form - New Field of Study in Applied Computing for M.Sc. and Ph.D. Programs

Approved.

Russell Isinger, BA, MA

University Registrar
Professional Affiliate, Department of Political Studies, College of Arts and Science
University Registrar's Office
Teaching, Learning and Student Experience
Room E-34, 105 Administration Place
University of Saskatchewan
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From: Warrington, Seanine <seanine.warrington@usask.ca>
Sent: April 13, 2021 4:57 PM
To: Vuong, Lucy <lucy.vuong@usask.ca>; Walker, Ryan <ryan.walker@usask.ca>; Clement, Kelly <kelly.clement@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>

Cc: Zagiel, Eileen <eileen.zagiel@usask.ca>; Doell, Jason <jason.doell@usask.ca>

Subject: RE: CWR Form - New Field of Study in Applied Computing for M.Sc. and Ph.D. Programs

Thank you, Kelly, for fixing that!

Thank you, Ryan and Lucy - we will wait for Russ's final approval.

Seanine

From: Vuong, Lucy <lucy.vuong@usask.ca>

Sent: Tuesday, April 13, 2021 4:52 PM

To: Walker, Ryan <ryan.walker@usask.ca>; Clement, Kelly <kelly.clement@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>

Cc: Zagiel, Eileen <eileen.zagiel@usask.ca>; Warrington, Seanine <seanine.warrington@usask.ca>; Doell, Jason <jason.doell@usask.ca>

Subject: Re: CWR Form - New Field of Study in Applied Computing for M.Sc. and Ph.D. Programs

Approved

From: Walker, Ryan <ryan.walker@usask.ca>

Sent: April 13, 2021 4:51 PM

To: Clement, Kelly <kelly.clement@usask.ca>; Isinger, Russ <russell.isinger@usask.ca>; Vuong, Lucy <lucy.vuong@usask.ca>

Cc: Zagiel, Eileen <eileen.zagiel@usask.ca>; Warrington, Seanine <seanine.warrington@usask.ca>; Doell, Jason <jason.doell@usask.ca>

Subject: RE: CWR Form - New Field of Study in Applied Computing for M.Sc. and Ph.D. Programs

I confirm the details are correct and I'm happy to approve.

Ryan

Ryan Walker, Ph.D. RPP MCIP

Associate Dean, Policy and Programming Innovation

College of Graduate and Postdoctoral Studies

Thorvaldson Bldg. University of Saskatchewan

116-110 Science Place

Saskatoon, SK S7N 5C9

Tel: (306) 966-2229

<http://artsandscience.usask.ca/profile/RWalker/>

BE WHAT THE WORLD NEEDS

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

From: Clement, Kelly <kelly.clement@usask.ca>

Sent: Tuesday, April 13, 2021 4:41 PM

To: Isinger, Russ <russell.isinger@usask.ca>; Walker, Ryan <ryan.walker@usask.ca>; Vuong, Lucy <lucy.vuong@usask.ca>

Cc: Zagiel, Eileen <eileen.zagiel@usask.ca>; Warrington, Seanine <seanine.warrington@usask.ca>; Doell, Jason <jason.doell@usask.ca>

Subject: FW: CWR Form - New Field of Study in Applied Computing for M.Sc. and Ph.D. Programs

Oops, sorry folks – please use this CWR. We accidentally had listed the info in Section 4 (undergrad) rather than Section 5 (grad), so I fixed that!

➤ Kelly Clement

Committee and Programs Administrator

College of Graduate and Postdoctoral Studies

Thorvaldson Bldg. University of Saskatchewan

116-110 Science Place

Saskatoon, SK S7N 5C9

Tel: (306) 966-2229

BE WHAT THE WORLD NEEDS

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

From: Warrington, Seanine <seanine.warrington@usask.ca>

Sent: Tuesday, April 13, 2021 10:31 AM

To: Isinger, Russ <russell.isinger@usask.ca>; Walker, Ryan <ryan.walker@usask.ca>; Vuong, Lucy <lucy.vuong@usask.ca>

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

Subject: CWR Form - New Field of Study in Applied Computing for M.Sc. and Ph.D. Programs

Dear Russ, Ryan, and Lucy,

Please see the completed Consultation with the Registrar Form that proposes a new Field of Study in Applied Computing for the M.Sc. Thesis program and the Ph.D. and Ph.D. Transfer programs, to be effective May 2022.

These programs follow standard M.Sc. Thesis and Ph.D. templates, there are no new courses, and tuition is proposed as the standard graduate per term amount and method of assessment. As such, it was decided that no in-person meeting was necessary, but please do let me know if you wish to meet.

Please “reply-all” with your confirmation that the details in the forms are correct. Your confirmation email will replace a signature of approval in the midst of the coronavirus pandemic (COVID-19) disruptions.

Thank you,

Seanine

Seanine Warrington, M.A.

Senior Editor and Coordinator

Catalogue and Academic Programs

Registrarial Services

University of Saskatchewan

Teaching, Learning and Student Experience

Ph: 306-966-1874

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

Consultation with the Registrar Form

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

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

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

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

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

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

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

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

Yes ☐ No ☐

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

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

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

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

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

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

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

1 Is this a new program?

Yes ☐ No ☒

Is an existing program being revised?

Yes ☐ No ☒

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☐

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

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

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

Section 3: Mobility

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

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

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

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

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

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

Yes ☐ No ☐

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

- 5 What is the name of the external partner?

- 6 What is the jurisdiction for the external partner?

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

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

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

Yes ☒ No ☐ Revised ☐

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

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

Applied Computing (ACPG) - this information is included in the undergraduate submission for the new major - same code and description being used

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.)

Computer Science (CMPT)

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?

MSC-T-GP Master of Science-Thesis; PHD-GP Doctor of Philosophy; PHD-TRANS-GP Doctor of Philosophy(Transfer)

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

1

Is this a new college, school, center, or department?
Is an existing college, school, center, or department being renamed?
Is an existing college, school, center, or department being deleted?
If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes

☐

No

☒

Yes

☐

No

☒

Yes

☐

No

☒

2

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

3

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

4

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

5

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

6

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

7

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

Section 7: Course Information - SAME AS CURRENT SET-UP

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

- 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 FOR COMPUTER SCIENCE FOR
QUESTIONS NOT ANSWERED**

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

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

3 What is the application deadline for each term(s) students can be admitted to?

4 For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?

5 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?

6 Does this impact enrollment?

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

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

9 What is the application deadline?

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

- 4 year BSc degree in Applied Computing or Computer Science (or equivalent) or a 4 year undergraduate degree in a cognate discipline from a recognized institution with a minimum overall average of 70% for MSc program
- MSc in Applied Computing, Computer Science, or equivalent, or a thesis-based Masters-level credential in a relevant cognate area with a minimum overall average of 80% for PhD program
- if student entering with degree in a cognate discipline, the proposed faculty advisor must submit a short letter to the Computer Science Graduate Committee justifying why the student's background qualifies the student for the intended area of research for both MSc and PhD programs
- English requirements identical to the Computer Science graduate programs for both MSc and PhD programs
- All students must meet the CGPS English requirements with higher minimum testing scores; aggregate TOEFL score of at least 94 with no individual score below 20; or an aggregate IELTS (Academic Module) score of at least 7.0 with no individual score below 6.5 for both MSc and PhD programs
- Students must submit a statement of research interest, a resume, and 3 references for both MSc and PhD programs

11 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.)

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

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

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

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

16 Will the standard application fee apply?

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

18 Are international students admissible to this program?

Yes ☒ No ☐

If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).

\$6,731.00 (based on 2020-2021 rates as new rates not yet available)

Section 9: Government Loan Information - NOT APPLICABLE

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

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

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

Section 10: Convocation Information (only for new degrees) - NOT APPLICABLE

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

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

- 3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information

- 1 What is the start term?

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

Yes ☐ No ☒

If YES, what and by what date?

Section 12: Registration Information - AS PER CURRENT SET-UP

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

(General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

- 2 Will students register themselves?

Yes ☐ No ☐

If YES, what priority group should they be in?

Section 13: Academic History Information - AS PER CURRENT SET-UP

- 1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

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

Section 14: T2202 Information (tax form) - AS PER CURRENT SET-UP

- 1 Should classes count towards T2202s?

Yes ☐ No ☐

Section 15: Awards Information

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

Yes ☐ No ☐

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - AS PER CURRENT SET-UP

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

Yes ☐ No ☐

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1

Is this a program termination?

Yes☐ No☒

If yes, what is the name of the program?

2

What is the effective date of this termination?

3

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

Yes☐ No☐

If yes, what courses?

4

Are there currently any students enrolled in the program?

Yes☐ No☐

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

5

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

6

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

7

Is there mobility associated with this program termination?

Yes☐ No☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

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

Yes☐ No☐

Section 18: Proposed Tuition and Student Fees Information - SAME AS COMPUTER SCIENCE PROGRAM for both MSc and PhD Programs

1 How will tuition be assessed?

Standard Undergraduate per credit

Standard Graduate per credit

Standard Graduate per term

Non standard per credit*

Non standard per term*

Other *

Program Based*

* See attached documents for further details

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

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

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

Yes

No

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

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

Yes

No

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

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

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

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

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

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Susan Detmer, Chair, Academic Programs Committee

DATE OF MEETING: June 17, 2021

SUBJECT: Changes to Admissions Qualifications – College of Nursing English Proficiency

DECISIONS REQUESTED:

It is recommended:

That the Council approve the changes to the minimum standard of English proficiency for applicants to the College of Nursing, effective the 2022-23 admissions cycle.

PURPOSE:

University Council has the authority to approve changes to admissions requirements degree-level programs. Senate confirmation is required for such changes.

CONTEXT AND BACKGROUND:

The College of Nursing proposes to change its English Language Requirements to ensure that students entering the program have the required English proficiency for admissions to the Bachelor of Science in Nursing and the Post-Degree Bachelor of Science in Nursing programs. The change will impact the mechanism for demonstrating English proficiency through prior study at an institution where English is the official language of instruction and moves from a citizenship-based assessment of proficiency to a high-school curriculum based assessment. The minimum required scores on these standardized tests of English proficiency remain unchanged.

CONSULTATION:

The academic programs committee reviewed the proposal for this program at its May 26, 2021 meeting. The committee recognized the need for strong English language competency to be successful in undergraduate programs in Nursing.

FURTHER ACTION REQUIRED:

University Senate will be asked to confirm Council's approval of this change at its next meeting.

ATTACHMENTS:

1. Proposal for a change to the English Language Requirements for admission to the College of Nursing.

Motion: To accept the changes to the College of Nursing English Language requirements and proof of English proficiency admission policy as outlined.

Current Policy

English Language Requirements

The language of instruction at the University of Saskatchewan (U of S) College of Nursing is English. A high level understanding and functionality in English is essential for safe client care in health professions in Saskatchewan. Applicants whose primary language is not English must present evidence of proficiency in English, regardless of country's official language.

Primary language shall be defined as the language you learned at home in childhood or the language which you identify as knowing best and being most comfortable with and is the language primarily used for reading, writing, listening and speaking.

If you are **not** a citizen of one of the countries listed below, you must write and successfully pass an English proficiency examination, regardless of what your primary language is:

- Antigua and Barbuda, Aruba, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, British Virgin Islands, Canada, England, Fiji, Ghana, Guyana, Jamaica, Kenya, Lesotho, Malawi, New Zealand, Nigeria, Northern Ireland, Papua New Guinea, Scotland, St. Kitts and Nevis, St. Lucia, Sierra Leone, Trinidad and Tobago, Uganda, United States, US Virgin Islands, Wales, Zambia, Zimbabwe.

The following examination scores serve as evidence of English language proficiency. Prospective students should note the minimum requirements that must be attained for admission to nursing programs at the U of S.

Prior attendance at a Canadian high school or having 18 transferrable credit units from an English speaking/testing institution are not adequate evidence of English language proficiency.

Minimum Requirements

- Test of English as a Foreign Language Internet Based Test (TOEFL - IBT)*
 - Overall Score - 90
 - Reading - 20
 - Writing - 20
 - Speaking - 26

- Listening - 22
*Note: Paper based test is not accepted.
- International English Language (IELTS)
 - Academic Module - 7.0
 - Speaking Component - 7.0
- Canadian Academic English Language (CAEL)
 - Overall Band Score - 70
 - Reading - 60
 - Listening - 60
 - Writing - 60
 - Speaking - 70
- Canadian Test of English for Scholars and Trainees (CanTEST)
 - Speaking - 5.0
 - Listening - 4.5
 - Reading - 4.5
 - Writing - 4.5

Proposed Changes

The language of instruction at the University of Saskatchewan (U of S) College of Nursing is English. A high level understanding and functionality in English is essential for safe client care in health professions in Saskatchewan. For students to understand, communicate and be successful in programs at the university, an acceptable level of academic English is required. You may be asked to provide proof of English proficiency.

Proof of English Proficiency

If you have been asked to provide proof of your English proficiency, you can do so in the following ways:

1. Completion of high school and post-secondary studies in English

At least 3 years of full-time study in an approved English-medium secondary program including Grades 10, 11, and 12. ¹

AND

At least 24 CU of the prerequisite nursing courses must be from a recognized post-secondary institution where English* is the official language of instruction and examination.¹

**The post-secondary institution must declare English to be the only language of instruction and examination throughout the institution, not just in select departments.*

¹ If secondary or post-secondary study occurred more than five years ago, additional proof of English proficiency may be required.

The following English Language Curriculums would be considered acceptable at the high school level:

- Canadian English-medium schools
- Overseas schools offering a Canadian education system curriculum in English
- US regionally-accredited English medium schools
- International Baccalaureate Programme
- India – IGCSE (International General Certificate of Secondary Education) and CBSE (Central Board of Secondary Education) only
- GCSE (General Certificate of Secondary Education) O (Ordinary) Level & GCE (General Certificate of Education) A (Advanced) Levels
- NZQA (New Zealand Qualifications Authority)
- Australian State Curriculums
- CAPE (Caribbean Advanced Proficiency Examinations)
- SQA (Scottish Qualifications Authority)
- NQAI (National Qualifications Authority of Ireland)
- WBQ (Welsh Baccalaureate Qualification)

Students who have not followed one of these secondary level curriculums, will be required to provide another form of proof of English proficiency. This list will be updated annually as required.

2. Completion of an accepted standardized test

ENGLISH PROFICIENCY TEST	Minimum Score required for College of Nursing
TOEFL iBT (Test of English as a Foreign Language)	90
<i>Reading</i>	20
<i>Listening</i>	22
<i>Speaking</i>	26
<i>Writing</i>	20
IELTS (International English Language Testing System)	7
<i>Reading</i>	-
<i>Listening</i>	-
<i>Speaking</i>	7
<i>Writing</i>	-
CAEL (Canadian Academic English Language Assessment)	70
<i>Reading</i>	60
<i>Listening</i>	60
<i>Speaking</i>	70
<i>Writing</i>	60
CanTEST (The Canadian Test of English for Scholars and Trainees)	
<i>Reading</i>	4.5
<i>Listening</i>	4.5
<i>Speaking</i>	5
<i>Writing</i>	4.5

Rationale for changes

These changes align more closely with the University of Saskatchewan English language proficiency requirements for general admission.

In 2015, the University stopped using citizenship of certain countries as proof of English language proficiency. Instead, they moved to a model that accepts approved high school studies in English, or completion of post-secondary studies in English where the official language of instruction and examination is English. High school and post-secondary transcripts are used to determine English proficiency.

Students in The College of Nursing require a high level of English competency and therefore both high school and a full year of post-secondary studies will be required. Prospective students, who do not meet these requirements, will be required to complete an accepted standardized English proficiency test.

Consultation with the Registrar Form

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

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

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

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

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

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

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

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

Yes ☐ No ☐

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

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

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

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

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

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

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

1 Is this a new program?

Yes ☐ No ☒

Is an existing program being revised?

Yes ☐ No ☐

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☐

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

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

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

Section 3: Mobility

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

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

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐
☐

International Mobility (one jurisdiction is outside of Canada)

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

Joint Program

☐
☐

Joint Degree

Dual Degree

☐
☐

Professional Internship Program

Faculty-Led Course Abroad

☐
☐

Term Abroad Program

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

Yes ☐ No ☐

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

- 5 What is the name of the external partner?

- 6 What is the jurisdiction for the external partner?

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

4b

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 7: Course Information - 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 OTHER THAN NOTED**NOTE: This change is for the Bachelor of Sc Nursing (BSN) Program**

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

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

3 What is the application deadline for each term(s) students can be admitted to?

4 For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?

5 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?

6 Does this impact enrollment?

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

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

9 What is the application deadline?

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

English Proficiency Requirement Update:

- Citizenship of specified countries is not used as proof of English proficiency any longer - this change is to align with the overall University of Saskatchewan policy, adopted in 2015
- Students now must have completed high school studies in English (grades, 10,11 and 12); AND minimally 24 CU of post-secondary studies in English where the official language of instruction and examination is English - high school and post-secondary transcripts are required to determine this.

11 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.)

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

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

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

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

16 Will the standard application fee apply?

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

18 Are international students admissible to this program?

Yes ☐ No ☐

If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).

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) - NOT APPLICABLE

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

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

- 3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202205 (May 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; undergraduate degree level certificates will use numeric year.)

- 2 Will students register themselves?

Yes ☐ No ☐

If YES, what priority group should they be in?

Section 13: Academic History Information - AS PER CURRENT SET-UP

- 1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

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

Section 14: T2202 Information (tax form) - AS PER CURRENT SET-UP

- 1 Should classes count towards T2202s?

Yes ☐ No ☐

Section 15: Awards Information - AS PER CURRENT SET-UP

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

Yes ☐ No ☐

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - AS PER CURRENT SET-UP

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

Yes ☐ No ☐

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1 Is this a program termination? Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination? Yes ☐ No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes ☐ No ☐

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

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

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

7 Is there mobility associated with this program termination? Yes ☐ No ☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

☐
☐
☐
☐
☐
☐

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

Yes ☐ No ☐

Section 18: Proposed Tuition and Student Fees Information - AS PER CURRENT SET-UP

1 How will tuition be assessed?

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

* See attached documents for further details

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

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

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

Yes ☐ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

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

Yes ☐ No ☐

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

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

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

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

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

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Susan Detmer, Chair, Academic Programs Committee

DATE OF MEETING: June 17, 2021

SUBJECT: **Changes to Admissions Qualifications – Master of Business Administration Program**

DECISIONS REQUESTED:

It is recommended:

That Council approve the change to admissions qualifications to the Master of Business Administration (MBA) program to allow either a minimum score of 500 on the GMAT, or completion of the MCAT and admission to the College of Medicine at USask, effective the 2022-23 admissions cycle.

PURPOSE:

University Council has the authority to approve changes to admissions requirements degree-level programs. Senate confirmation is required for such changes.

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies (CGPS) proposes a change to the admission requirements for the Master of Business Administration (MBA) program to allow completion of the Medical College Admission Test (MCAT), and admission to the UofS College of Medicine to be accepted in lieu of the requirement for a Graduate Management Admission Test (GMAT), with a minimum score of 500. Students entering the combined MBA/MD program are highly qualified and

CONSULTATION:

The academic programs committee reviewed the proposal for this program at its October 7, 2020, meeting and agreed that for students entering the combined MD/MBA program, the MCAT and admission to the College of Medicine demonstrate readiness for an intensive academic program like the MBA program.

FURTHER ACTION REQUIRED:

University Senate will be asked to confirm Council's approval of this change at its next meeting.

ATTACHMENTS:

1. **Proposal for a changes to admissions requirements for the Master of Business Administration**



MEMORANDUM

To: Academic Programs Committee of University Council

Copy: Noreen Mahoney, Associate Dean of Students & Degree Programs, Edwards School of Business

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

Date: September 30, 2020

Re: Proposed Changes to Admission Requirements for the Master of Business Administration

The College of Graduate and Postdoctoral Studies (CGPS) considered a proposed change to the admission requirements for the Master of Business Administration (MBA) program to allow completion of the Medical College Admission Test (MCAT), and admission to the UofS College of Medicine to be accepted in lieu of the requirement for a Graduate Management Admission Test (GMAT), with a minimum score of 500.

The Graduate Programs Committee approved the change on September 8, 2020, and the CGPS Executive Committee approved the change on September 23, 2020.

Attached please find the proposal and supporting documents.

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

:kc



MEMORANDUM

To: Academic Programs Committee APC
From: Debby Burshtyn, Chair - Executive Committee
Date: September 24, 2020
Re: Changes to admissions requirements for the Master of Business Administration

On September 23, 2020, the Executive Committee (EC) reviewed the recommendation from the Graduate Programs Committee (GPC) that the admission requirements to the MBA program be amended to allow either a minimum score of 500 on the GMAT, or completion of the MCAT and admission the UofS College of Medicine.

The motion passed unanimously (Mousseau/Kalra)

In clarification, this change addresses students in Medicine and pursuing an MBA you used to have to do both tests, with this amendment only a MCAT would be required.

To follow please find the proponents submission for additional context.

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



MEMORANDUM

To: Executive Committee of CGPS

Copy: Noreen Mahoney, Associate Dean of Students & Degree Programs, Edwards School of Business

From: Graduate Programs Committee

Date: September 16, 2020

Re: Proposed Changes to Admission Requirements for the Master of Business Administration

On September 8, 2020, the Graduate Programs Committee considered a proposed change to allow completion of the Medical College Admission Test (MCAT), and admission to the UofS College of Medicine to be accepted in lieu of the requirement for a Graduate Management Admission Test (GMAT), with a minimum score of 500.

Though it was noted that the MCAT and GMAT would not provide the same assessment, it was also noted that satisfying both requirements would require additional costs and study time for applicants wanting to pursue both the Doctor of Medicine (MD), and Master of Business Administration (MBA) degrees. In such situations, exceptions were being sought which was not considered reasonable or sustainable to manage.

The Graduate Programs Committee was willing to support the MBA program proposal, and passed the following motion:

Motion: *To recommend amendment to the admission requirements to the MBA program to allow either a minimum score of 500 on the GMAT, or completion of the MCAT and admission to the UofS College of Medicine.* Tanaka/Morrison 1 abstention CARRIED

Attached please find the full proposal.

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

:kc

TO: College of Graduate Studies and Postdoctoral Studies

FROM: Noreen Mahoney
Associate Dean, Students & Degree Programs

DATE: August 17, 2020

RE: MBA Changes for CGPS Approval

The following changes were approved at the August 14, 2020 MBA Committee Meeting and are presented to the College of Graduate and Postdoctoral Studies for approval.

1. **MOTION:** Amend the admission requirements for the MBA program to indicate that completion of the MCAT and admission to the U of S College of Medicine can be substituted for the GMAT.

RATIONALE: Students pursuing the combined MD/MBA program are highly qualified applicants and should be considered so long as their GMAT score meets the requirements for admission to the College of Medicine

Admission requirements

Master of Business Administration

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a four-year degree, or equivalent, from a recognized college or university
- applicants will participate in an interview with the M.B.A. selection committee
- current resume detailing positions held and a description of responsibilities
- minimum score of 500 Graduate Management Admission Test (GMAT); **or completion of the Medical College Admission Test (MCAT) and admission to the U of S College of Medicine**
- three confidential letters of recommendation (minimum one academic)

The Edwards MBA assesses applicants on a composite basis for admission purposes. We look at a variety of factors when making admission decisions including undergraduate degree, grade point average, work experience, GMAT score, and reference letters.

Sincerely,

A handwritten signature in black ink, appearing to read 'N. Mahoney', with a long horizontal flourish extending to the right.

**Noreen Mahoney, CPA, CA, MBA
Associate Dean, Students & Degree Programs
Edwards School of Business
PotashCorp Centre - 25 Campus Drive
Saskatoon, SK, CA
S7N 5A7**

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Susan Detmer, Chair, Academic Programs
Committee

DATE OF MEETING: June 17, 2021

SUBJECT: **Change to the 2021-22 Academic Calendar**

COUNCIL ACTION: **For Information Only**

SUMMARY:

The College of Nursing submitted a request for a change to the Academic Calendar 2020-21 for both their undergraduate and graduate programs to move the fall break day for the 2021-22 year to Friday, November 12, 2021. The College of Nursing does not take a full week break in term 1.

The Academic Programs Committee considered this request and passed the following motion at its May 27, 2021 meeting:

That the Academic Programs Committee approve the change to the Academic Calendar for 2021-22 as requested by the College of Nursing.



MEMORANDUM

TO: Academic Programs Committee

FROM: Dr. Hope Bilinski

DATE: May 5, 2021

RE: College of Nursing Academic Calendar changes for 2021-2022 due to PDBSN Cancellation

Due to the cancellation of PDBSN 2022 and the increase in number of students admitted to the Saskatoon campus in Fall Term 2021 we need to make some changes to the academic calendar to facilitate increased lab sections and subsequent timetable changes.

- Undergraduate fall break day will be Nov 12, 2021
 - Year 3 BSN will start classes January 4 instead of Jan 5, 2022.
 - Year 2 exam period will be April 7- April 22, 2022 (to facilitate NURS 220 starting April 25, 2022)
-

Changes to calendar

Date	From	To
Fri. Oct. 8, 2021	Fall Break Day –College of Nursing only	Fall Break Day –College of Nursing graduate program only
Fri. Nov. 12, 2021		Fall Break Day –College of Nursing undergraduate program
Tues. Jan 4, 2022	First day of Winter term classes for Dentistry, Medicine YR 3 and 4, Nutrition Year 4, Pharmacy Year 4 and Veterinary medicine (except year 4)	First day of Winter term classes for Dentistry, Medicine YR 3 and 4, Nursing Year 3 , Nutrition Year 4, Pharmacy Year 4 and Veterinary medicine (except year 4)
Wed. Jan 5, 2022	First day of class for Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering, Graduate and Postdoctoral studies, Kinesiology, Law, Medicine (year 1 and year 2) Nursing, Nutrition, (except Year 4) and Pharmacy (except year 4) and Physical therapy.	First day of class for Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering, Graduate and Postdoctoral studies, Kinesiology, Law, Medicine (year 1 and year 2) Nursing (except Year 3) , Nutrition, (except Year 4) and Pharmacy (except year 4) and Physical therapy.
Fri. April, 22, 2022		Last day of winter term final examinations for Nursing year 2

Thur. April 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	Last day of Winter term and Multi-term examinations for most Colleges except Dentistry, Engineering year 1, Medicine, Nursing year 2 , Nutrition year 4, Pharmacy year 4, Physical Therapy, Veterinary Medicine
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UNIVERSITY OF SASKATCHEWAN

College of Graduate
and Postdoctoral Studies

GRAD.USASK.CA

116, 110 Science Place
Saskatoon SKS7N 5C9 Canada
Telephone: 306-966-5751
Email: grad.studies@usask.ca

Memorandum

To: Susan Detmer, Chair, Academic Programs Committee of University Council

Copy: Tracie Risling, Associate Dean Research and Graduate Studies, College of Nursing

From: Debby Burshtyn, Dean, College of Graduate and Postdoctoral Studies

Date: May 19, 2021

Re: Academic Calendar – fall break for Nursing graduate programs

The CGPS supports the College of Nursing graduate programming joining with their undergraduate team in the proposal to move fall break day for the 2021-22 year to Friday, November 12, 2021, for all programming in Nursing including graduate programming.

Nursing traditionally does not take the full week Term 1 break, in either undergrad or graduate programs, and we continue to support the alignment of the break in all programs within the College of Nursing.

We understand that Nursing faculty will be available to respond to any questioning the committee may have.

:kc

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY**

PRESENTED BY: Susan Detmer, Chair, Academic Programs Committee

DATE OF MEETING: June 17, 2021

SUBJECT: **Annual Report to Council for 2020-21**

COUNCIL ACTION: For information only

**ANNUAL REPORT OF THE
ACADEMIC PROGRAMS COMMITTEE OF COUNCIL
2020-21**

The terms of reference for the Academic Programs Committee are as follows:

- 1) Recommending to Council policies and procedures related to academic programs and sustaining program quality.
- 2) Recommending to Council on new programs, major program revisions and program deletions, including their budgetary implications.
- 3) Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses and reporting them to Council.
- 4) Considering outreach and engagement aspects of programs.
- 5) Reporting to Council processes and outcomes of academic program review, following consultation with planning and priorities and other Council committees as appropriate.
- 6) Undertaking the academic and budgetary review of proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program and forwarding recommendations to the planning and priorities committee.
- 7) Undertaking the academic and budgetary review of the proposed or continuing affiliation or federation of other institutions with the University and forwarding recommendations to the planning and priorities committee.
- 8) Reporting to Council on the academic implications of quotas and admission standards.
- 9) Approving the annual academic schedule and reporting the schedule to Council for information and recommending to Council substantive changes in policy governing dates for the academic sessions.

- 10) Approving minor changes (such as wording and renumbering) to rules governing examinations and reviewing and recommending to Council substantive changes.
- 11) Recommending to Council classifications and conventions for instructional programs.
- 12) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.
- 13) Consider the priorities of the University, such as Indigenization and internationalization, when assessing current and new academic programs and policies.
- 14) Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

Members of the Academic Programs Committee

Council Members

Susan Detmer (chair)	Veterinary Pathology	2023
Ryan Brook	Animal and Poultry Science	To January 2021
Jing Xiao	Educational Administration	From January 2021 to June 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	Kinesiology	2022
Jeremy Rayner	Johnson Shoyama Graduate School of Public Policy	2021

Sessional Lecturer

Steven Seiferling	Law	2021
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Other members

Patti McDougall	[Provost designate] Vice-Provost, Teaching, Learning and Student Experience (<i>ex officio</i>)
Russell Isinger	University Registrar (<i>ex officio</i>)
Kiefer Roberts/ Tauqeer Iftikhar	[USSU designate]
Carmen Marquez/ Olusola Akintola	[GSA designate]

Resource members

Alison Pickrell	Assistant Vice-Provost, Strategic Enrolment Management
Dena McMartin	Associate Provost, Institutional Planning and Assessment

Terry Summers
Secretary:

Designate, VP Finance and Operations
Amanda Storey, Governance Office

The Academic Programs Committee of Council held 10 meetings this year (compared to 14 last year.) The Committee has dealt with 28 proposals for new programs, program revisions, and policy revisions to date (compared to 36 last year.)

Curricular Changes

Council's curricular approval process. As indicated in the Terms of Reference, the Academic Programs Committee has responsibility for oversight of curricular changes at the University of Saskatchewan. Before 1995, the U of S system required that every change, even as much as a course title, had to be approved by a university-level committee. The resulting complexity and gridlock were disincentives for curricular renewal. Approval authority has been devolved so that colleges are now in substantial control of their own curriculum.

University-level approval procedures now focus on major curricular changes or changes that may affect the students or programs in other colleges. Many curricular changes can be approved quickly and, for the most part, automatically through the Course Challenge. This allows the Academic Programs Committee to focus on the major curricular innovations and improvements that colleges propose. The committee also deals with wider academic and curricular policy issues, and acts as a reference and approval body for various academic policies.

New programs, major program revisions, and program terminations. The Academic Programs Committee reviews major curricular innovations and improvements and makes recommendations to Council regarding approval. The Academic Programs Committee has also been delegated the authority to approve several types of program changes from colleges, including new Options and Minors in new fields of specialization. This improves Council's ability to handle these types of program changes more quickly and efficiently, while still maintaining a university-level review of the changes to maintain quality and resolve any conflicts with other colleges.

The following proposals and policies were dealt with by APC this year and forwarded to Council for decision or for information:

September 2020

Request for Decision

- Academic Courses Policy and Syllabi Changes

October 2020

Requests for Decision

- Minor in International Business for the Bachelor of Commerce (B.Comm) program

Item for Information

- Name change for the Operations Management field of study to Supply Chain Management

November 2020

Request for Decision:

- Master of Sustainability (M.Ss.) degree and certificate programs
 - M.Ss. in Regenerative Sustainability
 - M.S. in Energy Security
 - Graduate degree-level Certificate in Sustainability Solutions
 - Graduate degree-level Certificate in Governance Foundations for Sustainability
 - Graduate degree-level Certificate in Community Energy Finance and Planning
 - Graduate degree-level Certificate in Energy Transitions
- Graduate degree-level certificates – Water Security program
 - Graduate degree-level certificate in Water Resources
 - Graduate degree-level certificate in Water Science
 - Graduate degree-level certificate in Sustainable Water Management
- Graduate programs - Scholarship of Teaching and Learning
 - Master of the Scholarship of Teaching and Learning (MSoTL)
 - Certificate in the Scholarship of Teaching and Learning
- Termination of the Master of Sustainable Environmental Management (MSEM) program

Items for Information:

- Degree-level Certificate in Water Science
- Degree-level Certificate in Catholic Studies
- Degree-level Certification in Urban Design

December 2020

Request for Decision:

- Changes to Academic Courses Policy
- Admissions Qualification Change – Post-degree certificate in English as an Additional Language (PDCEAL) program

Items for information

- Change to Academic Calendar 2020-21
- Program Changes – Postgraduate Diploma in Food and Bioproduct Science

January 2021

Request for Decision

- Graduate degree-level certificate in Veterinary Diagnostic Pathology

Items for information

- Changes to Academic Calendar 2020-21
- Academic Calendar 2021-22
- Second Degree Option Policy for the College of Engineering

March 2021

Request for Decision

- Master of Music (M.Mus) in Music Education

Items for Information

- Degree-level certificate in Medical Language
- Academic Calendar 2020-21

April 2021

Request for Decision

- Admissions Qualification Change – Doctor of Philosophy (Ph.D.) program in Applied Economics
- Admissions Qualification Change - Graduate programs in Agricultural Economics
- Admissions Qualification Change – Graduate programs in Music

May 2021

Request for Decision

- Graduate Degree-level Certificate in Climate Change Vulnerability and Adaptation Action

Items for Information:

- Bachelor of Science in Applied Computing
- Deletion of minor in Digital Culture and New Media
- Annual Report from Academic Programs Committee

June 2021

Request for Decision

- M.Sc and Ph.D. programs in Applied Computing
- Admissions Qualification Change – Undergraduate Nursing programs

Items for Information:

- Change to Academic Calendar 2021-11
- Year-end Report to Council.

University Course Challenge. The University Course Challenge is a process mandated by University Council that allows for efficient collegial review and approval of curricular revisions. University Course Challenge documents are posted on the UCC website at

http://www.usask.ca/secretariat/governing-bodies/council/committee/academic_programs/index.php

During the 2020-21 year, a total of 11 Course Challenge documents will have been posted (August 2020-June 2021). These included new courses, prerequisite changes, course deletions, and program revisions for programs in Agriculture & Bioresources, Arts & Science, Dentistry Education, Engineering, Graduate and Postdoctoral Studies, Kinesiology, Law, Medicine, Nursing, Pharmacy and Nutrition, and the School of Environment and Sustainability

The University Course Challenge is posted on a regular schedule, so that items posted on approximately the 15th of each month are considered to be approved by the end of the month.

There was one challenge raised through the Course Challenge process this year related to a change in the Edwards School of Business. The challenge could not be resolved through

discussion and so the Academic Programs Committee considered the challenge and ruled on the matter.

Other curricular changes, Council has delegated authority for approval of many other curricular changes, such as course titles and descriptions, to colleges. In some cases, such as changes of course labels, this should be done in consultation with Teaching, Learning, and Student Experience (TLSE) Portfolio. Changes of this type, which affect the Catalogue listings of other colleges, can be posted for information in a course challenge posting.

Under the approval authority delegated by Council, the appropriate Dean and/or the Provost can approve changes to non-university-level programs, such as non-degree and community level certificates. There were no non-degree level certificates or community-level certificates approved.

Policies and Procedures

Several areas of Council policy and procedures are reviewed on a regular basis by the Academic Programs Committee. These include issues around implementation of the enrolment plan, exam regulations, admission policies and procedures, and other areas of interest to students and faculty. This year, the Academic Programs Committee dealt with the following:

- Changes to the Academic Courses Policy in response to the ongoing global health crisis
- Consultation on changes to the Centres Policy

Academic calendar

The APC reviewed and approved the 2021-22 Academic Calendar. This was reported at the March 2020 meeting of Council.

APC also approved changes to the 2020-21 Academic Calendar to respond to the changing needs of the university community related to the Covid-19 pandemic.

I wish to thank committee members for their willingness to undertake detailed and comprehensive reviews of program proposals. I also want to thank every member for their flexibility and responsiveness as we transitioned to different meeting formats as a result of the pandemic. Their commitment to excellence and high standards resulted in improved programs for the University of Saskatchewan.

I wish also to thank the many proponents and their administrative support who appeared at meetings of APC over the last year to present proposals and to answer questions of committee members. I offer thanks to Alison Oates for serving as vice chair and on behalf of the whole committee, I offer thanks to Amanda Storey for her administrative support.

Respectfully submitted on behalf of the Committee,



Susan Detmer, Chair

UNIVERSITY COUNCIL
RESEARCH SCHOLARLY AND ARTISTIC WORK COMMITTEE
REQUEST FOR DECISION

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

DATE OF MEETING: June 17, 2021

SUBJECT: **Revisions to the Responsible Conduct of Research Policy**

DECISION REQUESTED:

It is recommended:

That Council approve the revisions to the Responsible Conduct of Research Policy and associated procedures, effective July 1, 2021.

DISCUSSION SUMMARY:

To be eligible to receive Tri-Agency funding, the University of Saskatchewan is required to have a Responsible Conduct of Research (RCR) Policy that meets the minimum requirements of the Tri-Agency Responsible Conduct of Research Framework. USask has signed the Agreement on the Administration of Agency Grants and Awards by Research Institutions and is required to apply its RCR Policy to all research conducted under its auspices or jurisdiction.

The existing USask Policy was approved in 2013 and does not meet the minimum requirements of the 2016 [Tri-Agency Framework](#). Section 6.0 Breaches of this revised Policy is revised to match the breaches in the RCR Framework. The revised policy now also meets the requirements for yearly public institutional reporting and a central point of contact at a senior administrative level, the Associate Vice President Research (AVPR) to receive all confidential enquiries, allegations of breaches of policies, and information related to allegations. The revised policy also clarifies that student breaches are handled under the RCR Policy as required by the Tri-Agencies.

In addition, after eight years of implementing the 2013 Policy, experience has shown the need to address a number of issues. Consultation on a revised policy began in August 2019 with discussion with University administrators who had experience with implementing the 2013 Policy, former hearing board chairs and the University of Saskatchewan Faculty Association (USFA). These consultations brought out the following issues that were raised multiple times:

- **the need to address potential conflicts of interest** – In the 2013 policy, a Senior Administrator could be responsible for submitting an allegation, managing an inquiry, managing a hearing and also determining discipline. In the revised policy, the potential for conflicts of interest is reduced for all University Members who are not members of the USFA whereby the AVPR is responsible for the inquiry and investigation and the Senior Administrator is responsible for discipline for employee groups as determined by collective agreements. Student discipline would be determined by the Hearing Board as required by the University of Saskatchewan Act. Senior Administrators remain responsible for the inquiry and investigation as well as discipline for USFA members.

- **the need for an improved process for Students** -The 2013 policy required two hearing boards when investigating a breach by a student. It is extremely difficult for a student to endure two hearing boards, so the revised policy allows the allegation to be heard and if needed, discipline to be decided with one hearing board. **Hearing boards involving students will be revised and include student perspective.** Student supports are also addressed by centralized management of the Policy and Procedures and relationship building with the CGPS, GSA and Student Affairs to ensure supports for students are in place.

CONSULTATION:

Consultation has included the following individuals, groups and committees:

An initial consultation to seek advice on revisions to the 2013 RCR Policy was held with the following:

University Administration

- Anthony Vanelli, Provost and Vice President Academic
- Jim Basinger, Acting Vice Provost Faculty Relations, former AVP Research
- Mary Buhr, Dean, College of Agriculture and BioResources
- Trever Crowe, Acting Dean, College of Graduate and Postdoctoral Studies
- Beth Bilson, University Secretary
- Amanda Storey, Academic Programs/Student Hearings and Appeals Coordinator
- Ana Crespo-Martin, Labour and Faculty Relations Specialist, Human Resources

Previous Hearing Board Chairs

- Brent Cotter, Faculty Member, Law, former Dean of Law.
- Jack Gray, Vice Dean Research, College of Arts and Science.

USask Grievance Committee

- Fran Walley, Vice Dean, College of Agriculture and BioResources

USFA Representatives

- Patricia Farnese, Faculty Member, Law, Senior Grievance Officer, USFA (2 meetings)
- Maureen Fryett, Professional Officer, USFA
- Sina Adl, Faculty Member, College of Agriculture and BioResources, Executive Committee Member, USFA
- Doug Chivers, Chair, USFA.

Following this round of consultations, a revised RCR policy was prepared. Consultations on the revised policy began in January 2020 as follows:

Office / Organization	Date
Governance Office	
Amanda Storey	15 Apr 2020 (email)
Amanda Storey	07 Dec 2020
Chelsea Willness, Jacquie Thomarat	01 Dec 2020
Chelsea Willness, Jacquie Thomarat, Amanda Storey	11 Feb 2021
Access and Privacy Officer (Rayelle Johnson)	10 Mar 2020 (email)
Committees of Council	
Research, Scholarly and Artistic Work	30 Jan 2020

	10 Dec 2020
	29 Apr 2021
Policy Oversight Committee	05 Feb 2020
	18 May 2021
Centres' Subcommittee	07 Dec 2020
Governance Committee	11 May 2020
VP Research Office	
VPR Executive Committee	29 Jan 2020
	17 Feb 2021
	14 Apr 2021
Associate Deans Research Forum	26 Feb 2020
	Dec 16, 2020
	28 Apr 2021
VP Finance and Resources Office	
Controller's Office Trevor Batters)	13 Mar 2020
IT Security, Risk and Compliance (Jason Hlady & Jon Coller)	06 Apr 2020 (email)
Provosts' Office	
Vice Provost Faculty Relations (Ken Wilson, Ana Crespo-Martin)	18 Feb 2020
Vice Provost Teaching, Learning and Student Experience (Patti McDougall)	01 Dec 2020
Student Affairs and Outreach (Tracy Spencer and Peter Hedley)	10 Feb 2021
Associate Deans Academic	17 Dec 2020
	18 Feb 2021
College of Graduate and Postdoctoral Studies	
Dean Debbie Burshtyn	01 Dec 2020
Vice Dean Ryan Walker	03 Mar 2021 (email)
Grad Chairs Cttee	21 Apr 2021
USSU President (Kiefer Roberts)	22 Jan 2021 (email)
GSA President (Humaira Iman)	01 Feb 2021 (email)
USFA (Chivers, Adl, Fryett)	03 Mar 2020
Others	
David Stack and Robert Affleck, McKercher LLP	May 2020 to present
Secretariate on Responsible Conduct of Research (Susan Zimmerman)	03 May 2021
Scientific Director, CIHR Institute of Indigenous People's Health (Carrie Bourassa)	06 May 2021

RSAW reviewed the policy at its May 13, 2021 meeting and a motion by majority vote to recommend it to Council for approval. Specific concerns that the policy may not reflect the full range of Research, Scholarly and Artistic work undertaken by researchers at USask, the lack of consideration of EDI, and about the level of consultation with USFA and legal counsel were raised.

Subsequent to the Council meeting the Policy has been revised to address concerns raised by Council Members:

- Section 2.0 Principles - the leading sentence has been revised to acknowledge the University's commitment to equity, diversity, inclusion and Indigenization.
- Section 5.0 Responsibilities - language suggested by a council member has been included to make it clear that the Policy accommodates and respects, different

disciplinary traditions and is inclusive of the broad range of Research, Scholarly and Artistic Work at USask.

- Section 5.0 Responsibilities - a council member pointed to the need to acknowledge OCAP principles in the Policy. We have added in Section 5.0 (e) an additional responsibility for University Members to recognize rights to data sovereignty for Indigenous peoples.
- Section 5.0 Responsibilities – to address concerns raised by a member of the USFA Executive at Council that the policy may not respect the collective bargaining agreement, and following a subsequent meeting with the USFA, the AVPR will be responsible for initiating, directing and overseeing an Inquiry, determining whether an Investigation will occur and overseeing that Investigation when a Respondent is not a USFA member. The relevant Senior Administrator will be responsible for initiating, directing and overseeing an Inquiry, determining whether an Investigation will occur and overseeing that Investigation when a Respondent is a USFA member. Throughout the Policy and Procedures, we have carried forward the responsibilities of Senior Administrators for USFA members and the responsibilities of the AVPR for all other University members into the Inquiry and Investigation.

The revised policy and procedures documents have been re-reviewed by the Office of Legal Counsel and the Office of the Vice Provost Faculty Relations.

ATTACHMENTS:

- **Responsible Conduct of Research Policy**
- **Responsible Conduct of Research Procedures**
- **Responsibly Conduct of Research Policy and its application to students**
- **RCR Policy and Procedures Changes**

1 **Responsible Conduct of Research Policy (effective TBD)**

Category: Research and Scholarly Activities

Responsibility: Vice-President Research

Authorization: University Council

Approval Date: TBD, effective date TBD Complaints received on or after the effective date will be considered under this Policy and Procedures.

2

1.0 Purpose:

To set forth the standards for responsible conduct of research and the procedures to assess allegations of a breach of those standards for all those involved in any capacity in all research conducted at the University of Saskatchewan.

2.0 Principles

The research, scholarly and artistic work of university members must take place in a supportive and inclusive environment that embraces *manacihitowin* (respect one another). Research, scholarly and artistic work is expected to be rigorous and scrupulously honest, be held in the highest regard, be ethically sound, and contribute to the creation, application and refinement of knowledge. Stewardship of resources associated with research must be transparent and comply with all university and funding agency policies and regulatory requirements.

Allegations of breaches of this Policy at the University will be dealt with by prompt, effective procedures that ensure fairness and protect both those whose integrity is brought into question and those who bring forward allegations of breaches or misconduct. The university will provide an environment that supports the best research and that fosters researchers' "abilities to act honestly, accountably, openly and fairly in the search for and dissemination of knowledge"¹ including but not limited to providing ongoing educational opportunities in research integrity.

3.0 Definitions for the purpose of the Policy and associated Procedures.

"Advocate" means an advocate or advisor selected by a bargaining unit, or a friend, advisor or legal counsel. Where the person is a member of a bargaining unit, the Advocate may be selected by the appropriate bargaining unit; where the person is not a member of a bargaining unit, this may be a friend, advisor or legal counsel.

"Agencies" and **"Tri-Agency"** means Canada's three federal granting Agencies: the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council (NSERC), and the Social Sciences and Humanities Research Council (SSHRC).

"Allegation" means a declaration, statement, or assertion communicated in writing to the University or one of the Agencies to the effect that there has been, or continues to be, a breach of one or more University or Agency policies, the validity of which has not been established.

¹ From the CCA (2010). Honesty, Accountability and Trust: Fostering Research Integrity in Canada. Ottawa: Council of Canadian Academies as cited in The Tri-Agency Framework: Responsible Conduct of Research, section 4.2. www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/

36 **“Appeal Board”** means a committee established by the University Council pursuant to section
37 61 of *The University of Saskatchewan Act, 1995* to hear appeals of decisions made pursuant to
38 this Policy and/or the related Procedures.

39
40 **“Associate Vice-President Research” and “AVPR”** mean the Associate Vice President Research
41 identified as the University’s central point of contact to the Tri-Agency on matters related to
42 Responsible Conduct of Research or their designate.

43
44 **“Complainant”** means the individual who has notified the University or one of the Agencies
45 with an Allegation of a breach of this Policy.

46
47 **“Hearing Board”** means a committee established by University Council pursuant to section 61
48 of *The University of Saskatchewan Act, 1995* to conduct hearings into alleged breaches of this
49 Policy for the purpose of determining the validity of an allegation.

50 **“Inquiry”** means the process of reviewing an Allegation to determine whether the Allegation is
51 responsible (as defined below), the particular policy or policies that may have been breached,
52 and whether an Investigation is warranted based on the information provided in the Allegation.

53 **“Investigation”** means the process of examining an allegation, collecting and examining the
54 evidence related to the allegation, providing both Complainants and Respondents with an
55 opportunity to be heard at a hearing before a Hearing Board and making a decision as to
56 whether a breach of the Policy has occurred.

57 **“Policy”** means the Responsible Conduct of Research Policy.

58
59 **“Procedures”** mean the Procedures for Addressing Allegations of Breaches of the Responsible
60 Conduct of Research Policy.

61
62 **“Regulations”** mean the Regulations on Student Academic Misconduct.

63
64 **“Research”** is an undertaking or a commitment to an undertaking, intended to extend
65 knowledge through a disciplined inquiry or systematic investigation. Research includes but is
66 not limited to the following scholarly activities:

- 67 a. the preparation and publication, in either traditional or electronic format of scholarly
68 books, articles, theses, reviews, translations, critical editions, bibliographies, textbooks
69 and pedagogical materials;
- 70 b. creative works in drama, music and the visual arts, including recordings, exhibitions,
71 plays and musical compositions in all forms;
- 72 c. literary works in prose, poetry and drama; and
- 73 d. contract research and consultancy contracts.

74 **“Respondent”** means an individual who is identified in an Allegation as having possibly
75 breached this Policy and/or Agency policy.

77 **“Responsible Allegation”** means an Allegation which corresponds to the definition of a
78 Responsible Allegation in the Tri-Agency Framework on Responsible Conduct of Research.

79 **“Secretariat on Responsible Conduct of Research”** and **“SRCR”** means the Canadian
80 government agency which provides substantive and administrative support for the Panel on
81 Responsible Conduct of Research (PRCR), and the Agencies (CIHR, NSERC and SSHRC) with
82 respect to the *Tri-Agency Framework: Responsible Conduct of Research* (the Framework).
83

84 **“Senior Administrator”** means deans or executive directors (when Respondents are faculty
85 members, sessional lecturers, staff or undergraduate students in a college); directors, executive
86 directors or associate vice-presidents in charge of an administrative Unit (when Respondents
87 are employees); the provost (when Respondents are Deans or visiting professors); the Dean of
88 Graduate and Postdoctoral Studies (when Respondents are adjunct professors, postdoctoral
89 fellows, graduate students, or professional affiliates); vice-presidents (when Respondents are
90 directors of an administrative unit or associate vice-presidents), the president (when
91 Respondents are vice-presidents); and the Board of Governors (when the Respondent is the
92 President). The Senior Administrator may choose a designate.
93

94 **“Tri-Agency Framework”** and **“RCR Framework”** means the Tri-Agency Framework: Responsible
95 Conduct of Research which describes policies and requirements for researchers,
96 institutions, and the Agencies related to applying for and managing Tri-Agency funds,
97 performing research, and disseminating results, as well as the processes that institutions and
98 agencies receiving Tri-Agency funding must follow in the event of an Allegation of a breach of
99 an Agency policy.

100 **“University”** means the University of Saskatchewan.

101 **“University Members”** means those participating in Research at or under the auspices of the
102 University. This includes, but is not limited to faculty, librarians, professors emeriti, sessional
103 lecturers, staff, trainees, clinical faculty, graduate and undergraduate students, adjunct
104 professors, visiting professors, visiting scholars, professional affiliates, associate members,
105 residents, and postdoctoral fellows (PDFs).
106

107 **“University Officials”** include Senior Administrators, department heads, directors, and
108 managers.
109

110 4.0 Scope of this Policy

111 This Policy applies to all University Members involved in Research, in any capacity
112 whatsoever. Nothing in this Policy and related Procedures will limit or amend the provisions of
113 any existing collective agreement at the University. The Procedures in this Policy will not be
114 used if an Allegation is, or has been addressed using another University procedure.

115 Lack of awareness of the Policy and/or impairment by alcohol or drugs are not defenses for a
116 breach of this Policy.

117 5.0 Responsibilities

118 Research at the University will be conducted in accordance with the following assigned
119 responsibilities and as required by the Tri-Agency Framework on Responsible Conduct of
120 Research:

121 **University Members** are responsible for familiarizing themselves with the scholarly standards
122 and practices that are generally accepted within the relevant scholarly field and following them
123 according to the highest standards of research integrity. University Members are responsible
124 for:

- 125 a. Obtaining all required University and respective agency approvals for Research including,
126 but not limited to Research involving human participants or animal subjects, fieldwork,
127 biohazards, radioisotopes, or environmental impact.
- 128 b. Ensuring that their Research is conducted in accordance with approved protocols and that
129 they adhere to all reporting requirements.
- 130 c. Ensuring students and research staff are carefully supervised and trained in the conduct
131 of Research, including experiments, processing of acquired data, recording of data and
132 other results, interpretation of results, publication, and the storage and protection of
133 Research records and materials.
- 134 d. Exercising scholarly and scientific rigour and integrity in recording, analyzing and
135 interpreting data, and in reporting and publishing data and findings. This includes
136 keeping complete and accurate records of data, methodologies and findings, including
137 graphs and images, in accordance with the applicable funding agreements, institutional
138 policies, laws, regulations and professional or disciplinary standards in a manner that will
139 allow verification or replication of the work by others.
- 140 e. Respecting the inherent and collective sovereign rights of First Nations, Métis and Inuit
141 people to ownership and governance of their data.
- 142 f. Ensuring institutional expert resources and supports are accessed to secure data and to
143 protect the privacy of any individuals whose personal information has been obtained as
144 part of any Research activities as required under the University's *Freedom of Information*
145 *and Protection of Privacy Policy*, *The Local Authority Freedom of Information and*
146 *Protection of Privacy Act*, *The Health Information Protection Act*, and the *Tri-Council Policy*
147 *Statement: Ethical Conduct of Research Involving Humans (TCPS 2, 2018)*.
- 148 g. Managing funds acquired for the support of Research as required by the Tri-Agency Guide
149 on Financial Administration, research funding agreements and University policies on
150 Research Administration. Grant fund expenditures must contribute to the direct costs of
151 the research/activities for which the funds were awarded, with benefits directly
152 attributable to the grant; not be provided by the administering institution to their
153 research personnel; be effective and economical and not result in personal gain for

members of the research team.

- h. Including as authors, with their consent, all those and only those who have materially or conceptually contributed to, and share responsibility for, the contents of the publication or document, in a manner consistent with their respective contributions and authorship policies of relevant publications.
- i. Acknowledging, in addition to authors, all contributors and contributions to research, including writers, funders and sponsors.
- j. Reporting conflicts of interest as per the University's policy on Conflict of Interest.
- k. Disclosing to the Associate Vice-President Research any breach of this Policy of which they have become aware.

University Officials are responsible for:

- a. Promoting and overseeing Research that is conducted with the highest standards of research integrity.
- b. Encouraging activities that support research integrity among University Members.
- c. Participating in Inquiries and Investigations as defined in these Procedures.

The Associate Vice-President Research is responsible when a Respondent is not a USFA member for:

- a. Initiating, directing and overseeing an Inquiry, as outlined in the Procedures.
- b. Determining whether an Investigation will occur and overseeing that Investigation as outlined in the Procedures.
- c. Other responsibilities as defined in the Procedures

Senior Administrators are responsible when a Respondent is a USFA member for:

- a. Initiating, directing and overseeing an Inquiry, as outlined in the Procedures.
- b. Determining whether an Investigation will occur and overseeing that Investigation as outlined in the Procedures.
- c. Other responsibilities as defined in the Procedures.

6.0 Breaches of this Policy

Breaches of this Policy (as defined by the Tri-Agency Framework: Responsible Conduct of Research) include, but are not limited to:

- a. *Fabrication*: making up data, source material, methodologies or findings, including graphs and images.
- b. *Falsification*: manipulating, changing, or omitting data, source material, methodologies or findings, including graphs and images, without acknowledgement and which results in inaccurate findings or conclusions.
- c. *Destruction of research records*: the destruction of one's own or another's research data or records to specifically avoid the detection of wrongdoing or in contravention of the applicable funding agreement, institutional policy and/or laws, regulations and

- professional or disciplinary standards.
- d. *Plagiarism*: presenting and using another's published or unpublished work, including theories, concepts, data, source material, methodologies or findings, including graphs and images, as one's own, without appropriate referencing and, if required, without permission.
- e. *Redundant publications*: the re-publication of one's own previously published work or part thereof, or data, in any language, without adequate acknowledgment of the source, or justification.
- f. *Invalid authorship*: inaccurate attribution of authorship, including failing to include as an author someone who has materially or conceptually contributed to and shares responsibility for, the contents of the publication or document and/or attribution of authorship to persons other than those who have made a substantial contribution to and who accept responsibility for, the contents of a publication or document in a manner consistent with the authorship policies of relevant publications.
- g. *Inadequate acknowledgement*: failure to appropriately recognize contributors in a manner consistent with the authorship policies of relevant publications.
- h. *Mismanagement of Conflict of Interest*: failure to appropriately identify and address any real, potential or perceived conflict of interest, in accordance with the University's policy on Conflict of Interest.
- i. Failure to comply with applicable policies, laws or regulations for the conduct of Research including, but not limited to:
- i. Tri-Agency policies or requirements;
 - ii. Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2, 2018);
 - iii. Canadian Council on Animal Care guidelines and policies;
 - iv. Applicable environmental protection legislation;
 - v. Licenses from appropriate governing bodies for research in the field;
 - vi. Laboratory biosafety guidelines;
 - vii. Canadian Nuclear Safety Commission (CNSC) regulations, and Radiation Safety guidelines;
 - viii. Controlled Goods Program;
 - ix. Public Health Agency of Canada guidelines;
 - x. Canada Food Inspection Agency guidelines and Canada's Food and Drugs Act; and
 - xi. All applicable University Policies.
- j. *Misrepresentation in a Funding Application or Related Document*:
- i. providing incomplete, inaccurate, or false information in a funding application or related document, such as a letter of support or progress report;
 - ii. Applying for and/or holding a Tri-Agency award when deemed ineligible by NSERC, SSHRC, CIHR or any other research funding organization world-wide for reasons of breach of responsible conduct of research policies such as ethics, integrity or financial management policies.
 - iii. listing of co-applicants, collaborators, or partners without their agreement.
- k. *Mismanagement of Funds*: using grant and award funds for purposes inconsistent with the policies of the funding agency or University policies, misappropriating grant and

award funds, contravening funding agency financial policies, for example the Tri-Agency Guide on Financial Administration, funding agency grants and awards guidelines, or providing inaccurate or false documentation for expenditures from grant or award accounts.

I. *Breach of Tri-Agency Review Processes*

- i. Non-compliance with the Conflict of Interest and Confidentiality Policy of the Federal Research Funding Organizations.
- ii. Participating in Tri-Agency review processes while under Investigation for a breach of this Policy.

Breaches of this Policy should not be interpreted as including disciplinary differences of opinion regarding research methodologies, theoretical frameworks, data sources, data analysis, or publication conventions.

7.0 Privacy

University Members will protect the privacy of individuals involved in an Inquiry or Investigation under this Policy as far as is possible. However, if an Allegation is substantiated, the University reserves the right to use or disclose information in accordance with *The Local Authority Freedom of Information and Protection of Privacy Act*, as noted in Section 10.0 of this Policy.

8.0 Education

To promote a greater understanding of responsible conduct of research and research ethics, the University will offer workshops, seminars, web-based materials, courses, and research ethics training for University Members along with orientation for those members who are new to the university. When examples of Investigations at the University are used for the purpose of educating University Members on acceptable practices for scholarly integrity and research ethics, personal identifiers will be removed from these cases in order to maintain confidentiality.

9.0 Procedures

This Policy is supported by two procedural documents entitled *Procedures for Addressing Allegations of Breaches of the Responsible Conduct of Research Policy at the University of Saskatchewan* and *Procedures for Stewardship of Research Records and Materials at the University of Saskatchewan*.

Responsibility for the implementation and maintenance of these Procedures is delegated to the Office of the Vice-President Research. Revisions to the Procedures will be approved by Council.

10.0 Reporting

274 The OVPR will report annually to Council relevant data resulting from the application of this
275 Policy through the Research Scholarly and Artistcs Works Committee of Council.

276 The OVPR will post annually on its web site, information on confirmed findings of breaches of
277 this Policy (e.g., the number, general nature of the breaches and outcomes), subject to
278 applicable laws, including privacy laws.

279
280 Subject to any applicable laws, including privacy laws, the OVPR shall comply with the
281 requirements of funding agencies regarding reporting of breaches of this Policy in accordance
282 with the procedures identified by the specific agency. The University and the researcher may
283 not enter into confidentiality agreements or other agreements related to an Allegation, Inquiry
284 Investigation or Appeal that prevent the University from reporting to funding agencies.

285
286 In the case of a breach of this Policy, and subject to applicable privacy laws, the President may
287 disclose any information relevant to the breach that is in the public interest including the name
288 of the researcher subject to the decision, the nature of the breach, and the recourse imposed.
289 To inform disclosure of this information, the extent to which the breach jeopardizes the safety
290 of the public, potentially damages the integrity of or brings the conduct of research and/or the
291 University into disrepute will be considered.

292 11.0 Contact

293 For further information please contact the Associate Vice-President Research at +1 (306) 844-
294 1148.

Effective date TBD

Procedures for Addressing Allegations of Breaches of the University of Saskatchewan Responsible Conduct of Research Policy

1.0 Application

These Procedures accompany the Responsible Conduct of Research Policy (the “Policy”) and apply to all Allegations of breaches of the Policy by University Members.¹ Responsibility for the development, maintenance and oversight of these Procedures is delegated to the Office of the Vice-President Research (OVPR).

These Procedures shall be consistent with applicable clauses in collective agreements including University of Saskatchewan Faculty Association (USFA), Canadian Union of Public Employees (CUPE) Local 1975, the Administrative and Supervisory Personnel Association (ASPA), Canadian Union of Public Employees (CUPE) Local 3287, the Resident Doctors of Saskatchewan (RDoS), the Public Service Alliance of Canada, Local 40004 (Postdoctoral Fellows (PSAC)), and the Public Service Alliance of Canada, Local 40004 (Graduate Student Employees (PSAC)).

2.0 Reporting Breaches of the Responsible Conduct of Research Policy

- a. Any person, including a representative of a funding agency, who believes they have knowledge of a breach of the Policy should immediately report their Allegation in writing to the Associate Vice-President Research (AVPR)). They may also send a copy of their Allegation to the Secretariat on Responsible Conduct of Research (SRCR). The AVPR will notify the relevant Senior Administrator(s) that an Allegation of a breach of the Policy involving a University Member from their unit(s) has been received.
- b. If the AVPR receives an Allegation that a student may be in breach of the Policy, the AVPR will consult with the appropriate Senior Administrator to determine whether the Allegation relates to a breach of the Policy or is a matter under the *Regulations on Student Academic Misconduct*.
- c. Anonymous Allegations will be considered only if all relevant facts are publicly available or otherwise independently verifiable. If all relevant facts are verifiable, the AVPR or Senior Administrator will initiate an Inquiry to determine whether the complaint should be dismissed or investigated. Anonymous Complainants are not entitled to participate or receive information on any part of the outcome.

¹ These Procedures adopt and incorporate the Definitions from the Policy.

- d. Allegations should be in writing, with sufficient detail about the nature of the alleged breach, the location and time of its occurrence. It should be supported by all available documentation and contain enough information to permit a determination of whether the alleged conduct, if substantiated, would constitute a breach of the Policy and to permit further information gathering about the alleged breach.
- e. If an Allegation is received related to conduct that occurred at another institution (whether as an employee, a student or in some other capacity), the AVPR will contact the other institution and consult to determine which institution is best placed to conduct the Inquiry and Investigation if warranted. The AVPR will communicate to the Complainant which institution will be responsible for responding to the Allegation.

3.0 Procedures for Inquiry

As outlined in section 5.0 of the Policy, the Inquiry will be conducted by the AVPR, with the exception of allegations against faculty in-scope of USFA, where the Inquiry will be conducted by the relevant Senior Administrator

Subject to the provisions in section 4.0 of the Policy, the AVPR or Senior Administrator will conduct an Inquiry into the Allegations.

- a. The AVPR or Senior Administrator will assess whether the Allegation:
 - i. is outside the jurisdiction of these Procedures as outlined in section 4.0 of the Policy;
 - ii. involves Allegations that, if proven, would constitute a breach as defined in section 6.0 of the Policy and/or in the Tri-Agency Framework on Responsible Conduct of Research;
 - iii. is frivolous, vexatious, or in bad faith;
 - iv. has been previously determined under the Policy and these Procedures, under another University policy, or other comparable proceeding;
 - v. warrants an Investigation; or
 - vi. may involve significant financial, health and safety or other risks. If the allegation involves significant financial, health and safety or other risks and is related to activities funded by the Tri-Agencies, the AVPR is required to advise the relevant Tri-Agency or the SRCR as outlined in section 7.0 of these Procedures.
- b. The AVPR or Senior Administrator may discuss the Allegation with the Complainant and request additional information.
- c. The AVPR or Senior Administrator will provide a copy of the Allegation and supporting information in writing to the Respondent and inform the Respondent of their right to submit a written response to the Allegation and/or request a meeting with the AVPR or Senior Administrator within ten (10) working days of receipt of the Allegation. The Respondent and Complainant will be advised they are entitled to consult with an Advocate. The Respondent and Complainant will be instructed in writing to preserve all evidence and not to communicate with each other about the Allegation until further notice.

- d. During the Inquiry, the AVPR or Senior Administrator may consult in confidence with University Members, including accessing University records; with outside experts; and where the research involves human participants or animal subjects with the Research Ethics Board Chair responsible for approval of the research.
- e. The AVPR or Senior Administrator may consult with both the Complainant and Respondent to determine whether an informal resolution is possible. Where appropriate, and with the consent of the Complainant and Respondent, other parties affected by the underlying Allegation may participate in efforts towards an informal resolution. Discussions around informal resolutions may not be included as evidence if the Allegation proceeds to an Investigation.
- f. The Senior Administrator will consult with the AVPR prior to a decision being made.
- g. The AVPR or Senior Administrator will inform the Complainant and the Respondent in writing of their decision as to whether the Allegation is a Responsible Allegation and whether an Investigation is warranted within thirty (30) working days of having received the written Allegation. This period may be extended with justification and if required, the AVPR will consult with the SRCR regarding extensions.
- h. If deemed necessary, the AVPR or the Senior Administrator in consultation with the AVPR may restrict research and/or related activities until the Allegation is resolved.

3.1 Acknowledgement of Misconduct

If the Respondent agrees to the facts alleged in the Allegation, the AVPR or Senior Administrator may conclude the Inquiry or Investigation. The AVPR or Senior Administrator must be confident there is sufficient evidence in support of the acknowledgement.

- a. The AVPR or Senior Administrator must obtain a written statement from the Respondent attesting to the occurrence and extent of the breach, acknowledging that the statement was voluntary and stating that the Respondent was advised of the right to consult an Advocate.
- b. For allegations where the responsibility to conduct the Inquiry or direct the Investigation falls under the AVPR, the AVPR will forward a report along with the Respondent's statement to the responsible Senior Administrator(s).
- c. The responsible Senior Administrator will make a decision as to what discipline or other consequences are warranted.
- d. If the Respondent is a student, the AVPR will empanel a Hearing Board as described in Section 4.0 of these Procedures to determine what discipline or other consequences are warranted as outlined in section 4.3.1 of these Procedures after receiving written statements regarding potential consequences and/or sanctions from each of the parties.

4.0 Procedures for Investigations

As outlined in section 5.0 of the Policy, the AVPR is responsible for the direction and oversight of the Investigation, with the exception of allegations against faculty in-scope of USFA, where the relevant Senior Administrator retains the direction and oversight of the Investigation.

When it has been determined that an Allegation should proceed to an Investigation, the following steps will be taken.

- a. The AVPR or Senior Administrator shall appoint a Hearing Board within a reasonable time frame composed of three to five members, one of whom will be designated as chair, at least two of whom will be senior members of the University², and at least one of whom will be external and with no current student, employment, contractual or academic affiliation to the University³. If the Respondent is a student, the Hearing Board shall include a student member in addition to the above-mentioned members. The chair will be appointed by the AVPR or Senior Administrator.
- b. The members of the Hearing Board will have no actual or perceived conflicts of interest or bias and will jointly have appropriate subject matter expertise and administrative background to evaluate the Allegation and the response to it. Each member of the Hearing Board must sign a declaration denying any conflicts of interest and must sign a confidential non-disclosure agreement.
- c. The AVPR or Senior Administrator will provide the Respondent and the Complainant with the names and positions of the chair and members of the Hearing Board. If the Complainant or Respondent have any objection to the composition of the Hearing Board, an objection must be made in writing to the AVPR or Senior Administrator within five (5) working days of receiving that information. The AVPR or Senior Administrator will make the final decision as to whether a reasonable apprehension of bias or conflict of interest exists.
- d. The AVPR or Senior Administrator will provide the Hearing Board with a copy of the Allegation, the Respondent's written response from the Inquiry (section 3.0) and any other information gathered at the Inquiry that is pertinent to the Investigation.
- e. The AVPR will provide guidance and suitable administrative support for the Investigation.
- f. Once appointed, the chair will, within ten (10) working days, send a letter to the Respondent and the Complainant. This letter will convey the following information and documentation:
 - i. the right of both the Respondent and the Complainant to jointly appear at a hearing to make submissions to the Hearing Board within thirty (30) working days of receipt of this letter, or such other time as determined by the chair;
 - ii. a copy of the Allegation, the Respondent's written response from the Inquiry, and any

² Senior members of the university include senior administrators, full professors, associate professors and adjunct professors of equivalent seniority.

³ Tri-Agency Framework: Responsible Conduct of Research www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/

- other information gathered during the Inquiry that is pertinent to the Investigation.
- iii. a statement of confidentiality of the proceedings for the protection of privacy and reputation of the Respondent and the Complainant;
 - iv. the requirement to preserve evidence;
 - v. a proscription against improper acts of retaliation;
 - vi. that the Respondent, Complainant and witnesses have a right to be advised during the Investigation and accompanied by an Advocate at the hearing;
 - vii. that both the Respondent and the Complainant should, at least ten (10) working days prior to the hearing or such other time as determined by the chair, provide the Hearing Board with any additional written materials, evidence, as well as names and statements of potential witnesses they propose to include as part of the hearing;
 - viii. a copy of these Procedures; and
 - ix. anything else that the chair deems necessary to facilitate the commencement of the hearing.
- g. The role of the Hearing Board is to examine the Allegation, collect and examine the evidence related to the Allegation, make a decision as to whether a breach of this Policy has occurred including the severity of the breach and if so, make recommendations in accordance with sections 4.1 b and 4.1 c of these Procedures.
- h. The Hearing Board is not bound to observe strict legal procedures or rules of evidence but shall establish its own procedures, including but not limited to determining what evidence it will hear and/or accept. Further, and without limitation, the Hearing Board may:
- i. ask questions of the Complainant and Respondent;
 - ii. ask questions of witnesses;
 - iii. request and examine any documents, data, records, or equipment they deem relevant to the Allegation;
 - iv. arrange for the testing of physical evidence relevant to the Allegation.
- i. The Hearing Board will conduct the hearing in accordance with the principles of procedural fairness, and the following requirements must be followed in the Investigation:
- i. a University Member against whom an Allegation is made is to be treated as being innocent until it has been established, on the balance of probabilities and before a Hearing Board of impartial and unbiased decision-makers, that they have committed a breach of the Policy;
 - ii. Respondents must be informed of the details of the alleged breach, including having access to all documentary and other evidence relevant to the alleged breach;
 - iii. Respondents who are alleged to have caused or contribute to a breach must be given an opportunity to respond to the Allegations;
 - iv. the Respondent, Complainant and witnesses have a right to be advised and /or accompanied by an Advocate at the hearing. The Advocate may speak as an advocate on behalf of the Respondent or Complainant, but the Hearing Board expects that it will hear directly from the Complainant and/or Respondent wherever possible. This right is subject to the provision that the names of any Advocates are provided to the Chair at least five (5) working days prior to the hearing;
 - v. while strict rules of evidence do not apply, appropriate weight must be given to

- evidence based on its credibility and reliability;
- vi. if one or both of the parties chooses not to appear at the hearing, the Hearing Board may proceed to make its decision based on the material and information already gathered;
 - vii. while it is generally intended that all of the evidence from the witnesses will be gathered and shared with the parties prior to the hearing, the chair has the discretion to allow witnesses to present their evidence at the hearing if the fairness of the process requires it. The chair may also adjourn proceedings to allow a party an appropriate opportunity to respond to new evidence;
 - viii. the chair has authority to extend the Investigation timelines when necessary in the circumstances to conduct a fair process. The chair may also permit any and all of the participants to the hearing to appear by way of telephone or videoconference.
- j. If, during the course of the hearing, the evidence discloses a new related instance of a breach of the Policy that was not part of the original Allegation or which implicates additional Respondents, the Hearing Board may expand the hearing, provided that the Complainant and Respondent are notified and are given an opportunity to respond to the new Allegations. If the expanded hearing involves new Respondents, they will be provided with reasonable notice and shall for the purpose of these Procedures, be entitled to all rights as Respondents.
 - k. The chair shall notify the AVPR or Senior Administrator of interim findings, if any, that they believe should be reported because of the University's obligations to students, staff, and faculty members, funding agencies and sponsors or, where there are compelling issues of public safety. Any interim report shall be in writing and copied to all members of the Hearing Board, to the Complainant and Respondent, the Senior Administrator and the AVPR. The interim report shall set out the findings, the reason for the interim report, and a recommendation regarding appropriate administrative action.

4.1 Decision of the Hearing Board

The Investigation will normally be completed within sixty (60) working days of the Hearing Board being appointed. In exceptional circumstances, the chair may apply to the AVPR or Senior Administrator for an extension of twenty (20) working days. Further extensions may be granted for twenty (20) working days at a time. If an Investigation is anticipated to take longer than one hundred (100) working days from the time the board is appointed, if required by the Tri-Agencies, the AVPR will consult with the relevant Tri-Agency and/or SRCR. The AVPR or Senior Administrator will inform the Respondent and Complainant in writing of any extensions granted. Where required, the AVPR will also provide periodic updates to the relevant Tri-Agency and/or SRCR until the Investigation is complete. The frequency of the periodic updates will be determined jointly by the SRCR and the AVPR.

- a. The Hearing Board shall complete its Investigation and shall report its decision in writing to the AVPR or Senior Administrator. The AVPR or Senior Administrator shall advise the Respondent, the Complainant, and the relevant Senior Administrator(s) of the decision.
- b. If there is more than one Respondent or Complainant, reasonable efforts will be made to

provide each with parts of the report that are pertinent to them. It is recommended that the format of the Hearing Board report contain the following:

- i. the full Allegation of a breach of the Policy;
 - ii. a list of Hearing Board members and their credentials;
 - iii. a summary of the Complainant's position including reference to relevant witnesses and/or evidence put forward;
 - iv. a summary of the Respondent's position including reference to relevant witnesses and/or evidence put forward;
 - v. a determination of whether a breach of the Policy occurred;
 - vi. if a breach has occurred, its extent and seriousness; and
 - vii. recommendations of changes to procedures or practices, if any, to avoid similar situations in the future.
- c. Recommendations of the Hearing Board may also include, without limitation:
- i. withdrawing all pending relevant publications;
 - ii. notifying publishers of publications in which the involved research was reported;
 - iii. notifying co-investigators, collaborators, students and other project personnel of the decision;
 - iv. ensuring the unit(s) involved is informed of appropriate practices for promoting the proper conduct of research;
 - v. informing any outside funding sponsor(s) of the results of the Inquiry and of actions to be taken.
- d. The Hearing Board's decision is based on majority vote. No minority reports shall be allowed.
- e. The Hearing Board report is final and not subject to revision.

4.2 Dismissal of the Allegation

- a. If the Hearing Board advises that the Allegation should be dismissed, the AVPR or Senior Administrator shall so advise any person identified in the Allegation, the Respondent, the Complainant and other appropriate University Officials. In addition, the notification requirements of the applicable collective agreement shall be followed.
- b. Where the Allegation is dismissed, the AVPR and appropriate Senior Administrator, shall take all reasonable steps to repair any damage that the Respondent's reputation for scholarly integrity or research activities may have suffered by virtue of the Allegation. The AVPR or Senior Administrator shall ensure that a letter confirming the finding that no breach of the Policy was substantiated is sent to the Respondent, with a copy to the Complainant, relevant Senior Administrator(s) and the AVPR. With the consent of the Respondent, a letter confirming the finding that no breach was substantiated may be sent to other persons with knowledge of the Allegation. These persons may include, but are not limited to, co-authors, co-investigators, collaborators, and others who may have been notified by the AVPR or Senior Administrator.

4.3 Determination of Consequences

If the Allegation is found to have been made in good faith, no disciplinary measures or retaliatory action shall be taken against the Complainant. If the Allegation is found to have been made in bad faith, the AVPR or Senior Administrator will refer the matter to Discrimination and Harassment Prevention Services for resolution under the University Discrimination and Harassment Prevention Policy⁴. Any acts of retaliation (including threats, intimidation, reprisals or adverse employment or education action) made against the Complainant, Respondent or any individual who participated in any manner in the Investigation or resolution of a report of a breach of the Policy are subject to the University Discrimination and Harassment Prevention Policy.

4.3.1 For Students

- a. If a Respondent who is an undergraduate or graduate student is found to have breached the Policy, the consequences and sanctions shall be determined by the Hearing Board. The Respondent and Complainant will have seven (7) working days from the receipt of the Hearing Board report to make a written statement to the Hearing Board with a copy to the AVPR, regarding the findings, in advance of any disciplinary action determined by the Hearing Board.
- b. The Hearing Board shall request from the Governance Office a record (if any) of any sanctions imposed by other University hearing boards or appeal boards for similar academic misconduct matters.
- c. The Hearing Board shall have the authority to impose one or more sanctions which may include, *but are not limited to*, the following:
 - i. that the student(s) be reprimanded or censured;
 - ii. that a mark of zero or other appropriate grade be assigned for the entire course, for an assignment, or that a credit or mark for the course be modified or cancelled;
 - iii. that an assignment be redone or any other academic performance be repeated;
 - iv. that the student(s) be required to submit an essay or assignment relating to the topic of research misconduct, or to prepare and/or deliver a presentation on that topic;
 - v. that the student(s) be required to complete additional training in responsible conduct of research;
 - vi. that the student(s) be suspended from the University for a specified period of time;
 - vii. that the student(s) be expelled permanently from the University; or
 - viii. that the conferral of a degree, diploma or certificate be postponed, denied or revoked.
- d. If the decision of the hearing board results in suspension or expulsion of the student(s) or revocation of a degree, the Hearing Board will follow Sections VIII.4.6&7 and XIII of the Regulations

⁴ Discrimination and Harassment Prevention Policy <https://policies.usask.ca/policies/health-safety-and-environment/discrimination-and-harassment-prevention.php>

4.3.2 For Other University Members

- a. If it is established that the Respondent who is NOT an undergraduate or graduate student has breached the Policy, the Respondent and Complainant will have seven (7) working days from the receipt of the Hearing Board report to make a written statement to the Senior Administrator with a copy to the AVPR, regarding the findings, in advance of any disciplinary action recommended by the Senior Administrator.
- b. The Senior Administrator shall, upon receipt of the Hearing Board report, determine and communicate to the Complainant, the Respondent, and the AVPR within twenty-five (25) working days whether or not formal disciplinary action is to be taken or where appropriate, recommend formal disciplinary action to the President, taking into consideration collective agreements, contractual and other obligations to external organizations and prior offenses under the Policy.
- c. The Respondent and the Complainant who brought the Allegation shall be advised of the right to appeal as set out in section 5.0. Any penalties that are the outcome of a Hearing Board remain in force unless and until they are overturned by an appeal or through a grievance process.

5.0 Appeals under this Policy

- a. Either the Complainant or the Respondent⁵ may appeal the decision of the Hearing Board by delivering to the University Secretary a written notice of appeal within twenty (20) working days of receipt of a copy of the Hearing Board report (section 4.1 b). The notice should include a written statement of appeal that indicates the grounds on which the appellant intends to rely, and any evidence the appellant wishes to present to support those grounds.
- b. An appeal will be considered only on one or more of the following grounds:
 - i. That the decision maker(s) had no authority or jurisdiction to reach the decision it did;
 - ii. That there was a reasonable apprehension of bias on the part of one or more of the decision makers;
 - iii. That the original Hearing Board made a fundamental procedural error that seriously affected the outcome;
 - iv. That new evidence has arisen that could not reasonably have been presented at the initial hearing and that would likely have affected the decision of the original Hearing Board.
- c. Upon receipt of a notice of appeal, the University Secretary will review the record of the original hearing and the written statement of appeal and determine whether or not the grounds for appeal are valid. If the University Secretary determines that there are no valid grounds under these Procedures for an appeal, then the appeal will be dismissed

⁵ In remainder of section 5.0, the term “respondent” is used to refer to the respondent in the appeal (not necessarily the Respondent to the original complaint).

without a hearing. If the University Secretary determines that there may be valid grounds for an appeal, then the appeal will proceed as provided for in section 5.1. The decision of the University Secretary with respect to allowing an appeal to go forward is final, with no further appeal.

- d. The appeal under this Policy relates only to the original Hearing Board's determination of whether a breach of this Policy occurred. The subsequent determination of discipline imposed for the breach of this Policy is not appealable under this Policy.

5.1 Procedures for Appeals

When it has been determined that an Appeal should proceed, the following steps will be taken.

- a. The University Secretary shall appoint an Appeal Board within a reasonable time frame composed of three to five members, one of whom shall be designated as chair, at least two of whom will be senior⁶ members of the University or of another academic institution, and at least one member who is external and with no current student, employment, contractual or academic affiliation to the University. If the Respondent or appellant is a student, the Appeal Board shall include a student member in addition to the above-mentioned members. The chair will be appointed by the University Secretary. Individuals appointed to serve on an Appeal Board shall exclude anyone who was involved in the original Investigation of the case.
- b. The members of the Appeal Board will have no actual or perceived conflicts of interest or bias and will jointly have appropriate subject matter expertise and administrative background to evaluate the appeal and the response to it. Each member of the Appeal Board must sign a declaration denying any conflicts of interest and must sign a confidential non-disclosure agreement.
- c. The University Secretary will provide the respondent and the appellant with the names and positions of the chair and members of the Appeal Board. If the appellant or respondent have any objection to the composition of the Appeal Board, an objection must be made to the University Secretary within five (5) working days of receiving that information. The University Secretary will make the final decision as to whether a reasonable apprehension of bias or conflict of interest exists.
- d. Once appointed, the chair will, within ten (10) working days, send a letter to the respondent and the appellant. This letter will convey the following information and documentation:
 - i. the right of both the respondent and the appellant to jointly appear before the Appeal Board to make submissions within thirty (30) working days of receipt of this letter, or such other time as determined by the chair;
 - ii. a copy of the statement of appeal, and any other information gathered in the Investigation pertinent to the appeal;

⁶ Senior members of the university include senior administrators, full professors, associate professors and adjunct professors of equivalent seniority.

- iii. a statement of confidentiality of the proceedings for the protection of privacy and reputation of the respondent and the appellant;
- iv. a proscription against improper acts of retaliation;
- v. that the respondent and appellant have a right to be advised and /or accompanied by an Advocate at the appeal hearing;
- vi. if the respondent wishes to provide a written argument to the Appeal Board, the respondent should submit the argument to the Appeal Board at least (10) working days prior to the appeal hearing, and a copy of this written argument will be provided to the appellant;
- vii. a copy of these Procedures; and
- viii. anything else that the chair deems necessary to facilitate the commencement of the hearing.
- e. The chair may modify timelines for parties providing submissions where, in their discretion, it is reasonable and appropriate.
- f. If any party to these proceedings does not attend the hearing, the Appeal Board has the right to proceed, and may decide the appeal based on the written record of the original Hearing Board and the statement of appeal, and any written arguments submitted by the respondent. An appellant who chooses to be absent from the hearing may appoint an Advocate to present their case at a hearing.
- g. The Appeal Board is not bound to observe strict legal procedures or rules of evidence but shall establish its own procedures subject to the following principles:
 - i. the Appeal Board under these regulations will not hear the case again but is limited to considering the grounds of appeal prescribed in section 5.0 b;
 - ii. the parties to the appeal shall be the appellant (who may be either the original Complainant or the original Respondent) and the other party to the original Investigation as respondent;
 - iii. the original Hearing Board chair (or another member designated by the chair) may be invited to attend to answer questions of either party or of the Appeal Board. The original Hearing Board chair cannot discuss the *in-camera* deliberations but can provide facts regarding the process followed;
 - iv. except as provided for under section 5.0 b. iv. above, no new evidence will be considered by the Appeal Board. The record of the original hearing, including a copy of all material filed by both sides at the Hearing Board, and the written statement of appeal, will form the basis of the Appeal Board's deliberations;
 - v. it shall be the responsibility of the appellant to demonstrate that the appeal has merit;
 - vi. the chair of the Appeal Board has authority to extend the appeal procedure timelines when necessary in the circumstances to conduct a fair appeal process;
 - vii. the chair may also permit any and all of the participants to the appeal hearing to appear by way of telephone or videoconference.

5.2 Decision by the Appeal Board

The Appeal will normally be completed within sixty (60) working days of the Appeal Board being appointed. In exceptional circumstances, the chair may apply to the University Secretary for an extension of twenty (20) working days. Further extensions may be granted for twenty (20) working days at a time. If an Appeal is anticipated to take longer than sixty (60) working days from the time the board is appointed, if required by the Tri-Agencies, the University Secretary will consult with the relevant Tri-Agency and/or SRCR. The University Secretary will inform the respondent and appellant in writing of any extensions granted. Where required, the University Secretary will also provide periodic updates to the relevant Tri-Agency and/or SRCR until the Appeal is complete. The frequency of the periodic updates will be determined jointly by the SRCR and the University Secretary.

- a. After the hearing is completed, the Appeal Board will meet to decide whether to uphold, overturn or modify the decision of the original Hearing Board. The deliberations of the Appeal Board are confidential.
- b. The Appeal Board may, by majority,
 - i. conclude that the appellant received a fair hearing from the original Hearing Board, and uphold the original decision; or
 - ii. conclude that the appellant did not receive a fair hearing, but that the decision remains appropriate and the original decision is upheld; or
 - iii. conclude that the appellant did not receive a fair hearing, and dismiss or modify the original decision; or
 - iv. order that a new Hearing Board be struck to re-investigate the case. This provision should be limited to cases that in the view of the Appeal Board are significant enough to warrant a new hearing, including but not limited to cases when new evidence has been introduced that could not reasonably have been available to the original Hearing Board.
- c. The chair of the Appeal Board shall prepare a report of the board's deliberations that shall recite the evidence on which the board based its conclusions. The report shall be delivered to the University Secretary and distributed to the appellant, the respondent, the Associate Vice President Research and the relevant Senior Administrator(s).
- d. If the decision of a Hearing Board is successfully appealed, the AVPR and the appropriate Senior Administrator shall take all reasonable steps to repair any damage that the appellant's or respondent's reputation for academic integrity may have suffered by virtue of the earlier finding of the Hearing Board.

5.3 No Further Appeal

The findings and ruling of the Appeal Board shall be final with no further appeal.

6.0 Records

- a. Hearing Boards and Appeal Boards will provide their report and all records from the hearing

to the AVPR for retention in accordance with this section 6.0. Complainants, Respondents, Hearing and Appeal Board members will securely destroy all copies of evidence or materials they have received related to the hearing or provide them to the AVPR for secure destruction.

- b. Records pertaining to Allegations that result in disciplinary action will be retained in the Respondent's official file in accordance with existing University policies, procedures and collective bargaining agreements.
- c. No record of an Allegation of a breach of the Policy will be kept in the Complainant's official file except the record of disciplinary action resulting from a complaint that is made in bad faith.
- d. Subject to the provisions of the Policy, these Procedures and the requirements of law, any and all records pertaining to charges and/or hearings and/or sanctions under these Procedures are confidential and should be kept in a file accessible only to the AVPR and their confidential assistants for a period of ten (10) years or while any legal or official proceedings are pending. After this time, the records may be destroyed. With the exception of records supporting disciplinary action that are placed in the Respondent's official file, these records are strictly confidential and will be disclosed only when disclosure is required by law or by a legal or official proceeding.

7.0 Reporting to the Tri-Agencies

- a. Reporting Allegations of a breach of the Policy to the Tri-Agencies: Subject to any applicable laws, including privacy laws, the AVPR shall advise the relevant Tri-Agency or the SRCR immediately of any Allegations related to activities funded by the Tri-Agency that may involve significant financial, health and safety, or other risks.
- b. Reporting results of an Inquiry to the Tri-Agencies: If the SRCR was copied on the Allegation or advised of an Allegation related to activities funded by the Agencies, the AVPR shall write a letter to the SRCR confirming whether or not the Institution is proceeding with an Investigation within two (2) months of the receipt of the Allegation.
- c. Reporting an Acknowledgement of Misconduct to the Tri-Agencies: If the Allegation resulted in an Acknowledgement of Misconduct, a report will be submitted to the SRCR within seven (7) months of the receipt of the Allegation.
- d. Reporting Results of an Investigation to the Tri-Agencies: The AVPR shall prepare a report for the SRCR on each Investigation it conducts in response to an Allegation of a breach of the Policy related to a funding application submitted to an Agency or to an activity funded by an Agency. A report will be submitted to the SRCR within seven (7) months of the receipt of the Allegation by the institution. Subject to any applicable laws, including privacy laws, each report shall include content as specified by the current Tri-Agency Framework: Responsible Conduct of Research.

7.1 Reporting to Other Funding Agencies and Institutions

- a. Other sponsors or funding agencies that require similar notification will be notified

- 514 inaccordance with the procedures identified by the specific agency.
- 515 b. In instances involving researchers and research collaborators associated with other
- 516 institutions, the AVPR shall inform the appropriate Senior Administrator of the collaborator's
- 517 institution of the substantiated Allegation of a breach of the Policy.

518

519 *Effective date TBD*

520

DRAFT

Revised Responsible Conduct of Research Policy (2021) and its Application to Students

Tri-Agency Definition of Research

The Tri-Agency Framework Responsible Conduct of Research defines research as “an undertaking to extend knowledge through a disciplined inquiry or systematic investigation”.

Proposed Tri-Agency Definition of Responsible Conduct of Research

The behavior expected of anyone who conducts research activities throughout the life cycle of a research project (i.e. from the formulation of the research question, through the design, conduct and analysis of the research, to its reporting, publication and dissemination). It involves the awareness and application of established professional norms as well as values and ethical principles that are essential in the performance of all activities related to scholarly research. These values include honesty, fairness, trust, accountability and openness.

Making a decision on consideration of an Allegation under the RCR Policy or the Regulations on Student Academic Misconduct

If the AVPR receives an Allegation that a student may be in breach of the Policy, the AVPR will consult with the appropriate Senior Administrator to determine whether the Allegation relates to a breach of the Policy or is a matter under the *Regulations on Student Academic Misconduct* (the “*Regulations*”).

Activities categorized as research activity for the purposes of determining whether an allegation naming a student respondent is investigated under the RCR Policy include but are not limited to:

1. Funding applications, research and projects supported by the Tri-Agencies or other research funding organizations;
2. Contract, consulting or industrial research;
3. Research that requires review by a Human or Animal REB;
4. Course based activity defined as research requiring Human REB review;
5. Undergraduate Theses, Masters Theses or PhD Dissertations;
6. Original investigations to apply existing knowledge in a novel way; to produce new products, devices, systems and services, offer improvements over those already produced or installed;

[Adapted from the University of Waterloo]

Investigations and Appeals when a Student is the Respondent

If the Respondent is a student, the Hearing Board and/or the Appeal Board shall include a student member.

Student Discipline when an RCR Hearing Board finds the Policy has been breached

- a. If a Respondent who is an undergraduate or graduate student is found to have breached the Policy, the consequences and sanctions shall be determined by the Hearing Board. The Respondent and Complainant will have seven (7) working days from the receipt of the Hearing Board report to make a written statement to the Hearing Board with a copy to the AVPR, regarding the findings, in advance of any disciplinary action determined by the Hearing Board.
- b. The Hearing Board shall request from the Governance Office a record (if any) of any sanctions imposed by other University hearing boards or appeal boards for similar academic misconduct matters.
- c. The Hearing Board shall have the authority to impose one or more sanctions which may include, *but are not limited to*, the following:
 - i. that the student(s) be reprimanded or censured;

- ii. that a mark of zero or other appropriate grade be assigned for the entire course, for an assignment, or that a credit or mark for the course be modified or cancelled;
 - iii. that an assignment be redone or any other academic performance be repeated;
 - iv. that the student(s) be required to submit an essay or assignment relating to the topic of academic misconduct, or to prepare and/or deliver a presentation on that topic;
 - v. that the student(s) be required to complete additional training in responsible conduct of research;
 - vi. that the student(s) be suspended from the University for a specified period of time;
 - vii. that the student(s) be expelled permanently from the University; or
 - viii. that the conferral of a degree, diploma or certificate be postponed, denied or revoked.
- d. If the decision of the hearing board results in suspension or expulsion of the student(s) or revocation of a degree, the Hearing Board will follow Sections VIII.4.6&7 and XIII of the Regulations

Student Discipline when a Student Acknowledges a Breach.

If the Respondent Acknowledging a Breach is a student, the AVPR will empanel a Hearing Board to determine what discipline or other consequences are warranted as outlined in Section 5g of the Procedures after receiving submissions regarding potential consequences and/or sanctions from each of the parties.

Student Support

Students will be encouraged to contact Student Affairs and Outreach for support and the GSA for advocacy in the letter sent to Respondents by the AVPR and the Chair of the Hearing or Appeal Board.

Current RCR POLICY (2013) and Students

Research misconduct is one aspect of academic misconduct and a number of the breaches listed in the RCR Policy are also in the Regulations. There is specific guidance in the Regulations on page 9 and 11 that reference the RCR Policy.

In Section IV (7)

Special Procedures Applying Only to Allegations Relating to Responsible Conduct of Research (sp) Policy: Allegations that relate to a breach of the Responsible Conduct of Research Policy must be determined in accordance with special hearing procedures set out in that Policy

(<http://policies.usask.ca/policies/research-and-scholarly-activities/responsible-conduct-of-research-policy.php>) before such allegations can be addressed under these Regulations. Upon receipt of an allegation of academic misconduct, the Academic Administrator shall first determine whether the allegation must be heard under the procedures in the Responsible Conduct of Research Policy. The decision of the Academic Administrator in this matter is final and not subject to appeal. The University Secretary will be notified of the decision of the Academic Administrator in this regard.

And Section VII (A) (6)

Special Hearing Procedures for Breaches of Responsible Conduct of Research Policy: If a hearing under the Responsible Conduct of Research Policy determines that a breach of that Policy has occurred, then a hearing under these Regulations will occur with regard solely to sanctions. The hearing board will be provided the report (decision) of the Responsible Conduct of Research Policy hearing board and will hear evidence and submissions only in relation to sanctions. The hearing board will render a decision in accordance with Section VIII of these Regulations. In the event a student appeals the finding of breach (in accordance with the Procedures under the Responsible Conduct of Research Policy), the hearing under these Regulations to determine sanctions is suspended until the resolution of the appeal.

Major Changes to the USask Responsible Conduct of Research (RCR) Policy and Procedures (2013)

A. Rationale for Changes to the RCR Policy:

- USask has signed the Agreement on the Administration of Agency Grants and Awards by Research Institutions with the Canadian Tri-Agencies. Accordingly, USask is required to develop and administer a policy to address allegations of policy breaches by researchers that meets the minimum requirements set out in the RCR Framework. The institution applies its policy to all research conducted under its auspices or jurisdiction. The existing policy was approved in 2013 and must be updated to align with the 2016 [Tri-Agency Framework](#).
- After eight years of implementing the Policy, experience has shown a need to improve the consistency and effectiveness of the application of the policy and procedures.

B. Activities Informing the Proposed Revisions

- 1) Interviews with 13 USask members with experience working with the RCR Policy.
- 2) Environmental Scan of the RCR Policies and Procedures of 12 of the U15 Universities plus UVic. University RCR Websites were reviewed where available.
- 3) Review of the Tri-Agency Framework on Responsible Conduct of Research, 2016, interpretation bulletins, published cases and statistics.
- 4) Consultation with Policy Oversight Cttee; Governance Committee; RSAW; Associate Deans Research; Associate Dean Academic; Centres Subcommittees; Access and Privacy Officer; University Secretary's Office; Provost and Vice President Academic; Vice Provost, Teaching and Learning; Vice Provost, Faculty Relations; College of Graduate and Postdoctoral Studies; Graduate Chairs Committee; VPR Executive Cttee; Controller's Office; ICT; McKercher and McKercher; GSA; USSU; USFA, Student Affairs and Outreach, USask Legal Office.

C. Major Recommended Policy Changes

- 1) Management of the RCR policy and procedures is moved to a centralized and more senior level of the university by designating the Associate Vice President Research (AVPR) as a single point of contact for enquiries, allegations and information:
 - a) Aligns with the Tri-Agency Framework on Responsible Conduct of Research (RCR) requirement for a single point of contact at a Senior Administrative Level to receive all confidential enquiries, allegations of breaches of policies and information related to allegations of a complaint of a breach of the RCR Policy.
 - a) Transparently simplifies the process of making and handling an allegation.
 - b) Facilitates meeting mandated timelines and reporting to the Tri-Agency and other funders when required.
 - c) Clarifies the roles of the Senior Administrator and AVPR, and removes potential conflicts of interest for those University Members who are not USFA members which may arise from the Senior Administrator being responsible for the Inquiry, Investigation, and discipline, and at times being the role of Complainant making an allegation.

- 2) Revises the section on Breaches of the policy to reflect the current RCR Framework
 - a) The list of breaches is revised to reflect the 2016 revisions to the RCR Framework.
- 3) Revises public reporting to meet the Tri-Agency RCR Framework standard.
 - a) To conform with the requirements of the 2016 RCR Framework, a statement is added that the University of Saskatchewan will post annually on its Web site, information on confirmed findings of breaches of its policy (e.g., the number and general nature of the breaches, without unique identification), subject to applicable laws, including the privacy laws.
- 4) Opens the possibility of public disclosure of a breach of the RCR Policy
 - a) A statement is added indicating the possibility of public disclosure of the identity of researchers involved in a serious breach of the RCR Policy. The University may disclose information relevant to the serious breach that is in the public interest including the name of the researcher subject to the decision, the nature of the breach, and the recourse imposed. In determining whether a breach is serious, the University will consider the extent to which the breach jeopardizes the safety of the public and/or would potentially damage the integrity of or bring the conduct of research and/or the University into disrepute.
- 5) Includes Librarians in the list of University Members.

D. Major Recommended Procedural Changes

1) Inquiry

- a) The AVPR will handle the Inquiry into an Allegation involving a university member who is not a member of the USFA, the relevant Senior Administrator will handle the Inquiry into an Allegation involving a member of the USFA. The AVPR or Senior Administrator may delegate the Inquiry but will maintain oversight.
- b) Guidelines on the content of an allegation to ensure allegations meet the Framework criteria for a Responsible Allegation.
- c) Increased guidance on the specific activities at the Inquiry stage.
- d) Lengthened timeline for the Inquiry and possibility of extensions if warranted.

2) Investigation

- a) The AVPR will handle the Investigation into an Allegation involving a university member who is not a member of the USFA, the relevant Senior Administrator will handle the Investigation into an Allegation involving a member of the USFA.
- b) Centralized support for hearing boards from the OVPR.
- c) Clarification of the authority of the hearing board.

3) Students

- a) All aspects of a breach of the RCR Policy involving students will be handled under the RCR Policy rather than the Student Academic Misconduct Procedures in order to ensure all complainants and respondents to an RCR allegation are treated consistently and reporting meets all Tri-Agency requirements.

4) Appeals

- a) Appeals will now be made to the University Secretary who will consider on procedural grounds whether or not to grant an appeal.

5) Confidentiality

- a) Declarations of potential conflicts of interest are required from hearing board members and Chairs.

6) Informal Procedures

- a) Option for Acknowledgement of Misconduct when a respondent agrees to the statement of facts alleged in the complaint and guidelines on documenting these. The respondent will have had the opportunity to consult with an advisor prior to signing the Acknowledgement of Misconduct. This option follows guidance from the SRCR issued in January 2015.

E. Practical Implications of the Recommended Changes:

- 1) Centralized management of RCR Policy and Procedures in the OVPR. An AVPR is designated as USask's central point of contact to the Tri-Agencies for RCR and will oversee implementation and conduct of the Policy and Procedures. Senior Administrators will be responsible for Inquiries, Investigations and consequences for USFA members. Senior Administrators will be made aware of RCR inquiries and investigations involving their students and personnel who are not USFA members but will only be formally involved in these cases if a breach is confirmed and consequences or discipline are to be considered.
- 2) Active and ongoing support is required to ensure USask meets its Tri-Agency obligations regarding RCR, improve consistency, timeliness and better serve members of the University.
 - a) Recommendation to appoint a Research Integrity Officer from USask Faculty. The Research Integrity Officer would be a resource for information requests and for hearing boards and could be delegated to undertake the Inquiry under the RCR Procedures.
 - b) Appointment of an RCR Senior Advisor, reporting to the AVPR who would support the AVPR/RIO with investigations of allegations of breaches of the RCR Policy, assist with the activities of hearing boards established to hear allegations, ensure records of the inquiry and hearings and copies of all documents and materials provided to the hearing boards are complete and securely stored, assist the AVPR/RIO with reporting requirements to the Tri-Agencies, maintaining the website content and reporting to University Council.
- 3) Online and ongoing education regarding RCR for university students, faculty and staff. This is a significant need, will require appropriate resourcing and will be coordinated by AVPR, RCR Senior Advisor and Research Integrity Officer.
- 4) Establishment of a standing bench of RCR Hearing Board Chairs and Hearing Board members, who will be trained and supported to fulfill their role and responsibilities.
- 5) Guidance is being developed on what activities are defined as research for the purposes of determining whether the RCR Policy or the Students' Academic Misconduct Regulations will apply to a student facing an allegation.
- 6) Development of a series of guidance documents and templates to facilitate and standardize processes.
- 7) Development of a website that identifies who to contact when an RCR issue arises, houses

guidance documents and templates, USask statistics, and links to online education.

UNIVERSITY COUNCIL
RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE
FOR INFORMATION ONLY

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

DATE OF MEETING: June 17, 2020

SUBJECT: Research, Scholarly, and Artistic Work Committee Annual Report

COUNCIL ACTION: For information only

**ANNUAL REPORT OF THE RESEARCH, SCHOLARLY, AND ARTISTIC
WORK COMMITTEE OF COUNCIL
2020-21**

Terms of Reference

- 1) Recommending to Council on issues and strategies to support research, scholarly and artistic work.
- 2) Recommending to Council on policies and issues related to research integrity and ethics in the conduct of research, scholarly and artistic work.
- 3) Recommending to Council and providing advice to the Vice-President Research on community engagement and knowledge translation activities related to research, scholarly and artistic work.
- 4) Providing advice to the Vice-President Research and reporting to Council on issues relating to the granting agencies which provide funding to the University.
- 5) Providing advice to the Vice-President Research, the Vice-Provost Teaching and Learning, and Dean of Graduate Studies and Research on the contributions of undergraduate and graduate students and post-doctoral fellows to the research activity of the University.
- 6) Examining proposals for the establishment of any institute or centre engaged in research, scholarly or artistic work at the University, and providing advice to the planning and priorities committee of Council.
- 7) Receiving an annual reports from the Vice-President Research and the Dean of Graduate Studies and Research.
- 8) Receiving and reporting to Council the University's research ethics boards' annual reports.

- 9) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.
- 10) Considering the priorities of the University community, such as Indigenization and internationalization, when assessing current and new research, scholarly, and artistic work activities.

Council Members

Marjorie Delbaere (Chair)	Management and Marketing	2021
Natasha Koechl	Drama	2023
Gordon Sarty	Psychology	2022
Cheryl Waldner	Large Animal Clinical Sciences	2021
DeDe Dawson	Library	2023

General Academic Assembly Members

Jon Bath	Art and Art History	2021
Sarah Buhler	Law	2021
Mathew Lindsay	Geology	2023
Jim Waldram	Archaeology and Anthropology	2022
Lori Bradford (Vice-chair)	College of Engineering/SENS	2022

Other Members (voting)

Karen Chad/Baljit Singh	Vice-President Research (ex officio)	
Deborah Burshtyn	Dean, College of Graduate and Postdoctoral Studies (ex officio)	
Charlene Sorensen	Acting Dean, University Library (ex officio)	
Kiefer Roberts/Tauqeer Iftikhar	USSU designate	2021
Hadi Ramin/Tina Alexis	GSA designate	2021

Resource Members

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

The Research, Scholarly, and Artistic Work (RSAW) committee met 12 times during the 2020-21. At its meetings, the committee addressed many issues related to research, scholarly and artistic work at the University of Saskatchewan.

At its first meeting of the year, the committee received the annual report on breaches of the Responsible Conduct of Research policy and presented this report to University Council for information in October.

The committee reviewed its priorities for the coming year and noted the importance of discussing ways in which RSAW could become a more engaged body of Council and take on more responsibility with respect to the research agenda at the University of Saskatchewan. The committee agreed to begin this discussion by investigating similar committees at other institutions in Canada. One committee member volunteered to gather

information on these committees, including the governance structures. This report is included as an appendix to the RSAW annual report.

In November 2020, RSAW conducted its annual meeting with the chairs of the university's Research Ethics Boards (REB) and received their annual reports. The committee also discussed the review that was conducted of researchers' experience with the Research Ethics Boards. The REB reports were provided to University Council for information in December 2020.

The committee engaged in a discussion about the designation within TABBS of active/inactive researcher and the impact of the designation on resource allocation. This discussion including meeting with the Acting Provost and the Assistant Provost, Institutional Planning and Assessment (IPA) in November 2020. Ultimately, the committee voted to bring the issue to the floor of Council, where the recommendation to support in principle a rejection of the designation was approved in March 2021. Further to this, the committee engaged in discussions with IPA in May 2021 about metrics in TABBS related to research activity.

The committee provided review and comment on a number of initiatives impacting research, scholarly, and artistic activities on campus, such as the Publically Engaged Scholarship Initiative, the USask sustainability plan, International Indigenous Health Research and Training Centre, research data management

The committee also reviewed and commented on a number of new policies and policy revisions, such as the Postdoctoral Fellows Policy, the Inventions Policy, the Regulations on Student Academic Misconduct, and the Responsible Conduct of Research Policy and procedures. This final policy was discussed a number of times and the committee voted to recommend that Council approve the revisions. The committee also received information about a planned suite of intellectual property policies that the Office of the Vice President Research is seeking to develop and implement.

The committee met with representatives from the Clinical Trial Support Unit as well as VIDO/Intervac to discuss USask's response to the COVID-19 pandemic and the institution's ability to conduct and lead clinical trials and look forward to the anticipated changes in that area.

RSAW received a final report from the outgoing Vice-President Research on this history and impact of the Signature Areas of Research and looks forward to working with the current Vice-President on continuing the discussion around Signature Areas and USask's discovery mission.

The committee continued its engagement with the University Library on the Open Access priorities, and discussed the highlighted need for Open Access during this time of crisis. RSAW acknowledges that USask currently lacks an institutional statement of support for Open Access.

The RSAW committee received an annual update from the Tri-agency leaders Daen Wallin (SSHRC), Ron Borowsky (NSERC), and Darcy Marciniuk (CIHR) at its April 29

meeting. Committee members were interested in the success rate of applications of tri-agency funding and with the year over year trends. The varying success rates depending on granting agency were discussed and RSAW appreciated the work being done by all tri-council leaders to improve success rates through mentorship and internal review.

During the final committee meeting in May 2021, the committee discussed the importance of working with the OVPR and other groups on campus to develop an inclusive definition of research, scholarly and artistic works for the University of Saskatchewan. This definition will be important for future discussions of the research component of TABBS. The committee will resume discussions on this topic in the coming year.

The service of Lori Bradford as a representative of RSAW on the Centres Subcommittee of Planning and Priorities Committee, Mathew Lindsay on the Joint Committee on Chairs and Professorships, DeDe Dawson as a representative on the New Researcher and Distinguished Researcher Awards Committee, and Jon Bath and the CFI Advisory Committee is recognized with appreciation. Appreciation is also extended to all presenters who attended the RSAW committee this year. I also want to thank Lori Bradford for her service as vice-chair this year and acknowledge the outstanding administrative support provided by Amanda Storey.

Attached as appendices to this annual report are the annual reports of the Office of the Vice-President Research and the College of Graduate and Postdoctoral Studies 2020-21.

ATTACHMENTS:

1. Annual Report of the College of Graduate and Postdoctoral Studies for 2020-21
2. Annual report of the Vice-President Research for 2020-21
3. Summary of RSAW committees at other U15 institutions

Dean's Annual Report to Graduate Faculty

As dean, I offer heartfelt thanks to the USask community for welcoming me into the fold mid 2020 – a year of history making in every way.

I am grateful to have engaged this past year with the members of the GSA Executive and the SPS leadership. Their advocacy from the perspective of graduate students and postdoctoral fellows at all levels of the university was critical to adapting to the ever-changing landscape brought on by the pandemic and their service on college committees is invaluable to ensuring student-centered approaches remain in the foreground.

I want to acknowledge the incredible dedication of the graduate faculty who have supported students and fellows in their studies and research, adapting to the virtual environment and pivoting research to tackle the many aspects of the pandemic.

Our college priorities to enhance the student experience, foster a strong graduate community and develop flexibility to best support students, fellows and faculty are grounded in the institutional pillars of boundless collaboration, courageous curiosity, and inspired communities. Despite the challenges of the year, our college leadership team has pushed forward on projects and started new initiatives and our staff have been steadfast in delivering service through it all.

On behalf of CGPS, I submit the following report of the activities of the college for the 2020/21 academic year.

Enhancing Experiences

Enhancing our services

- Recruitment remains a key priority for our college as we work through partnership with Student Recruit (TSLE). While travel was not possible, under leadership of Danny Freire the team pivoted to participating in virtual recruitment fairs and delivering a pilot virtual recruitment event targeting our own undergraduate students. The virtual platform has opened possibilities to reach more potential students and may become a low-cost mainstay of our recruitment efforts. The agreement with the China Scholarship Council is in the final stages for renewal and we continue to explore new sponsorship agreements
- This year marks the culmination of the ICT-TSLE-CGPS collaborative project to implement the new graduate admissions system – RMS Recruit, in a remarkable feat of being ahead of schedule and under budget. All programs (MPAcc set to come online August 2020) are now receiving applications through the system. We will be taking stock after first admissions cycle in Recruit concludes during a special June Graduate Administrator Forum that will focus exclusively on “RMS Recruit lessons learned”. A few refinements are in the works and in August 2021, we will launch an innovative supervisor selection functionality for units who require students to identify a supervisor prior to application. As a recruitment tool, the new system provides a slick interface for applicants and enables reporting to make data informed decisions in real time. Thanks to the unit graduate administrator ambassadors that gave

their time to ensure the best system was built for our needs. As of April 20th, we have received a total of 8,610 complete applications for programs beginning in the 2021/22, an increase of 594 applications (7.41%) year over or year indicating healthy application pressure and a fully functional system.

- Applications from international applicants are up by 5.5% compared to this time last year, international admissions are down by 95 students (15.5%) while applications from domestic applicants are up by 17.3% compared to this time last year, and domestic admissions are also up by 22 students or 5.1%. To date 971 students have accepted offers of admission (down by 72 or 6.9% compared to this time last year).
- Converting forms into the Jira platform enables our staff to triage requests and provides tracking abilities. Between May 1, 2020 and April 20, 2021, we supported units by addressing 4,130 requests related to students in-program received through Jira and facilitated 1,223 admissions. We continue to work to encourage all units to make use of the [CGPS service desk](#) Jira platform that now includes Awards and Scholarships.
- Under the new leadership of Marc Usunier, Director of Programs and Operations, we are examining our workflows and practices with a view to balancing workloads and streamlining processes that will speed up our turn-around times for routine transactions.
- In collaboration with TSLE, we are developing robust graduate enrolment report for next fall that will present a complete picture of our student body from application to entrance to retention and time to completion.
- We invested in a term appointment to in the Awards and Scholarship team to improve the success of our students at Tri-Agency scholarships. We created recorded tips for successful applications, improved the website information and contacted high achieving eligible students to encourage them to apply. We received 3 Vanier Awards, 1 NSERC and 2 SSHRC pool improving over the single NSERC Vanier last year and improved our success for the CGS-D awards as detailed in the report from the Awards Committee.
- Our governance committees have engaged in thoughtful discussion about their mandates and composition, and we are embarking on a renewal of the governance over the coming year. At the same time, Associate Dean Ryan Walker and Committee and Programs Administrator Kelly Clement are members of the Program Approvals Process Review project team led by the Governance Office with a view to improving the efficiency and effectiveness of the academic program approval pathway. Walker is also a member of the Microcredentials Working Group led by Teaching and Learning Enhancement.

Professional Development

- On the postdoctoral front, you may have noticed the efforts from our Postdoctoral Studies Advisory Committee and Postdoctoral Studies Coordinator to feature our PDFs in the CGPS newsletter. Postponed last year due to the timing of the pandemic campus shutdown, the inaugural PDF Career Development Day was held virtually on March 4, 2021. 40 PDFs (~25% of all our PDFs) attended the successful synchronous event and as one of the benefits to the online platform, sessions were recorded and will become part of an online resource library.
- The 3MT competition provides a great opportunity to showcase our students research and ability for communicating their work to a public audience. Congratulations to the local 3MT winners: **1st Place:** Ahmad Karimi, **2nd Place:** Kayla Cropper; **3rd Place:** Alivia Mukherjee; **Honourable Mention:** Ninu Kallingal Mohandas. Ahmad Karimi goes on to the western finals May 13, 2021 (<https://fgs.athabascau.ca/news/events/3mt.php>)
- As part of building a strong relationship with the Government of Saskatchewan, the CGPS had the opportunity to collaborate with government relations to present some exciting student and fellow research in the first inaugural *Celebration of Scholarship Event* with Saskatchewan Minister of Education Gene Makowsky (on April 1st, 2021). Two PDFs and three students shared their enthusiasm and demonstrated the impact of their research and gained valuable coaching and experience communicating to a broad audience. We intend to build upon the success of this event in future years and draw in more government and public stakeholders.
- The [Grad Hub](#) was introduced to the USask community. Building Paths of Self-Discovery & Development: Empowering Graduate Students Through a Digital Platform was presented at the CAGS virtual symposia April 29, 2021. The hub approach embraces the complexity of graduate students' roles within the institution by introducing development opportunities during the student life cycle, not only as students, but as influencers and as champions of graduate education. Our innovative platform leads students to self-discover their own unique independent learning plan while introducing academy norms.

- Preparing our graduate students and fellows for employment outside of academia is paramount to their academic journey. This year we sponsored more than 100 students and PDFs to attend the “Beyond the Professoriate” annual conference. The results of [The Graduate Transformative Skills Project](#) (Loleen Berdahl) are now available on the GMCTL website. The study provided insight into the views of our students who want more integration of skills development into their programs and makes recommendations to address the needs of both students and faculty. CGPS and GMCTL will continue to collaborate to incubate and pilot new formats to deliver the necessary skills training.

Creating Community

The college continues development of a community of collaborators in the pursuit of excellence through a variety of activities and introduction of inclusive practices.

Celebrating and supporting mentorship of students and fellows

- We congratulate Jeanette Lynes, Director of the MFA in Creative Writing as this year’s Distinguished Graduate Mentorship Awardee. As dean, I had the great pleasure to work with our Doctoral Mentorship Committee and meet several of our previous graduate mentorship awardees as we further modified the application and adjudication process for future to define of excellence in mentoring to be inclusive and to align with the national award to best position our nominations.
- Our graduate faculty membership has grown to over 1800. The New *Graduate Supervision Handbook* is now available [Faculty Resources - College of Graduate and Postdoctoral Studies - University of Saskatchewan \(usask.ca\)](#). Created by CGPS in collaboration with the Gwenna Moss Centre for Teaching and Learning and the Graduate Students’ Association, creation of the resource marks an important step along the way to building a faculty community of practice centred on excellence in graduate supervision and mentorship. The Handbook provides a guide and is complemented by the Student Supervisor Agreement, a tool for a guided conversation with students to foster strong communication and transparency for expectations that was instituted as a requirement for all new students as of September 2020.
- After several months of CGPS consultation, a revised University level [Postdoctoral Fellows Policy](#) was approved by University Council and is scheduled to go to the Board of Governors for decision in June. The refreshed policy and parsed out procedures will bring our policy in line with the collective agreement and provides much needed clarity for fellows that are funded exclusively through external funds.
- CGPS continues to hold virtual forums with key stakeholders to deliberate about key topics in graduate and postdoctoral education and training. Monthly forums with Graduate Chairs enabled frequent touchpoints with the dean and each other to share information with particular focus on mitigating the impacts of the pandemic and to discuss and consult on new initiatives including the Pandemic Shift Project with Vice-President Debra Pozega-Osburn and revisions to the Responsible Conduct of Research Policy led by Associate Vice President Research Darcy Marciniuk.

Indigenization and decolonization:

- We began to take steps to build an overt and explicit college strategy to support the success of Indigenous graduate students. To begin, the dean invited a small group of advisors to guide the initial work. The group has met twice to date and we are already forming a strong sense of where we can change and setting a priority list for actions to support Indigenous graduate students.
- As our college witness in the 4th annual māmowī āsohtētān Internal Truth and Reconciliation Forum in March, Associate Dean Walker will lead the CGPS team through important takeaways from the forum. We share his reflection here: “At the Forum we heard that racial literacy is not being learned in the western education system and remains a special interest topic. When race is discussed, the focus is mostly on disadvantage to racialized people, and almost never on the advantages bestowed by whiteness. We were given the understanding that we need to make racial literacy commonplace in teaching and learning at USask. And that

we need to tune-in to how the myth of cultural neutrality propping up white advantage in our university policies, structures, and norms is a barrier to reconciliation.”

- In partnership with the GMCTL and Library we launched the 4 Seasons of Reconciliation Pilot Course. The goal was to promote a renewed relationship between Indigenous Peoples and Canadians, through transformative and engaging learning and anti-racism education. It features award-winning films, slideshows, videos, quizzes, and a completion certificate issued through the University Library. Twenty spots were promoted and offered to graduate students for a four-week 4 Seasons of Reconciliation pilot project. The demand was great, with almost 100 students responding within 48 hours. The student group was diverse with students from the social science, humanities, and science backgrounds. Supervisors also expressed interest in their own version of the project.



Developing Flexibility and a Pandemic Response Update

All policies need regular review. The 455 theses successfully defended remotely (May 1, 2020 – April 20, 2021) is a testament to the power of technology and our ability to adapt our beliefs about what is acceptable academic practice to meet learning outcomes and standards. Associate Dean Walker recently put out a call to explore changes to the advisory and examination committee and thesis defence policy and we look forward to a refresh that respects the need for rigor while at the same time building flexibility to suit the needs of disciplinary and interdisciplinary programs, and the evolving understanding of what is in the best interest of our students and faculty. We have also embarked on a project to rethink the many streams of central funding for graduate students

The pandemic caused much disruption for graduate students including temporary shutdowns of laboratories, access to field sites and the need to redesign research projects that required face-to-face interactions. Students also faced challenging personal responsibilities and situations that interfered with making progress in research such as remote school for children and inadequate access to internet or suitable workspace at home. In addition, many types of part-time employment in service industries that graduate students rely on to support themselves were also disrupted. 121 students who were admitted to terms since the pandemic started deferred and the majority of these were international and first time Indigenous students. We know that the financial impact has been particularly severe for many international students. Providing flexibility for leaves we had 182 leaves compared to 159 for the same period last year suggesting a fair number of students took leave due to the pandemic. We suspect additional students who might have benefited from a leave were reluctant to take one. To address the known disruptions, extensions to programs will be barrier free.

Mental health is always a serious concern with graduate students known for higher rates of depression and the strain the pandemic could add. The graduate community was introduced to [Empower Me](#), a remote counselling service offered to students coordinated by the GSA. Mental health initiatives continue to be offered to the graduate community through [USask's Wellness Centre](#).

As we engaged with students and fellows through meet the dean events and other venues, a sense of isolation and disconnection from students outside Saskatoon became a clear theme. Over the last several months various opportunities have emerged, albeit virtually, allowing students to form a sense of community like [virtual cafés](#), [wellness events](#), [research expos](#) and other community enhanced events across campus. The table below summarizes the many issues and responses from the university to support graduate students through the pandemic.

 <p>Spring - Summer 2020</p>	<ul style="list-style-type: none"> • Programs were put in place to support students during the summer of 2020 from agencies (Tri Agency) and from USask in addition to many students having access to other provincial and federal programs. • Leaves of absence were granted based on the students' inability to make progress in research. • CGPS allowed new students to defer the Dean's Scholarship beyond the regular 8-month time-limit. • CGPS informed units that "devolved funds" could be provided to students beyond normal time-in-program limits in 2020/21. • Requests for financial supports were prominent in May-August 2020, Western Deans noted that requests for support had subsided by the fall. • Increased campus activities were approved with graduate students prioritized to provide access to labs for those closest to finishing their programs. 	<ul style="list-style-type: none"> • CGPS held sessions with Graduate Chairs to support remote supervision bringing in the Grad Dean from Athabasca University and colleagues who had been successful in pivoting graduate student projects. • Bookable grad spaces were made available for students in need of reliable internet. • Extra teaching assistants were hired largely to assist moving courses online through the GMCTL Summer Employment Program. Funding started with \$175,000 PAC investment and grew from redeployment of DSAE and APEF monies (and some federal funding that was sought out). Approximately \$144,000 of these dollars went to international graduate students. 	<ul style="list-style-type: none"> • The Magnet Program was accessed that covered 75% cost of domestic TA & SA for September – December 2020 and again in winter term. Through the GMCTL 90 graduate students were employed who worked on eighty-two projects over the course of the spring and summer. These graduate students contributed to the delivery of programming, the conversion of content, the creation of content etc. for moving to remote delivery. • Approximately \$175,000 was recouped and held by Colleges which was used for hiring additional TA & SAs in winter. <p><i>Of the 2500 approved campus research activities to date, 35% or 714 are graduate students. Of the 200 field research requests, 66 are graduate student related (or one-third).</i></p>
 <p>Fall – Winter 2020</p>	<ul style="list-style-type: none"> • From March to September almost \$1M was spent on student crisis aid. About half of that went to graduate students (they are 17% of the student population) and 2/3 of that half, or \$333,000, went to international graduate students. The average amount per student was approximately \$2000-\$2500. • 2020 DSAE and APEF funds were used to replenish crisis funding together with other funding sources nearly a quarter of a million dollars was repurposed toward financial aid. • In November 2020, the GSA received over 100 applications to their bursary program that provided \$1000 bursaries to 24 students. • When COVID cases were high in late December and January new access to campus was suspended. Since then, new projects/graduate students continue to be approved while others have completed. • CGPS commissioned GMCTL to provide workshops for faculty on "Remote Facilitation Strategies for Graduate Classes" – two sessions were held in December that were well attended. • In fall 2020, CGPS informed units with devolved funding that they would be permitted to holdover funds more than 10% to next year and keep commitments to new students that deferred or could not take up the award fully 2020/21. • New international students had increased times to obtain study permits and many started their programs from abroad while others deferred their starts to January 2021 or beyond. A mechanism was developed to assist new international students that hold a scholarship or stipend and who could not receive funds because they lack a Canadian bank account and SIN was created. This included students that were to be paid by Tri-Agency funds 		



Winter-Spring
2021

- International graduate students could enter the country starting at the end of 2020, made possible because USask was a designated learning institution with a robust quarantine plan.
- Impacts on enrolment were less than anticipated, domestic student enrolment was up while new international and Indigenous student enrolment was slightly down (see [fall term census data](#)).
- CGPS released the COVID supplement made possible by repurposing funding that had not been taken up as well as a small surplus in the general scholarship fund. CGPS awarded **\$172,500** in pandemic bursaries mid-April 2021 as seventy \$2500 bursaries were distributed to students whose need were determined by a lack of ongoing support either through a full stipend or scholarship; and whose research had been disrupted by the pandemic; and would likely to lead to a longer time in program. Since the call did not exhaust the funding, a similar call will be made in the fall of 2021.
- We are on par with 2020's convocation numbers. **529** students that have applied for spring convocation (2021) compared to 541 (2020) last year.

To close this report, I reflect upon the year that past and the one ahead. To be graduate students and postdoctoral scholars in this moment has forever linked our students and scholars to the biggest pandemic in the last century. A cohort of students worried about a low grade or a longer degree that might impact their competitiveness in the academic stream and yet so many applying their skills to pandemic related problems. The graduate education landscape has been forever changed; and paradoxically through enduring change we are exploring ways to adopt flexibility as a core value. I am enormously proud of the way our staff rose to the challenge and kept the wheels on the bus through enormous change. I commend the grad faculty who went that extra mile (virtually of course) to support students and to the many graduate faculty who volunteer their time for CGPS committees and working groups and are engaging with our consultations.

As we begin our 75th anniversary year (2021-22), CGPS is launching new initiatives and imagining the future of USask's graduate and postdoctoral programming. Through strengthened collaborations and consultation, we are exploring ways to streamline college managed funding models, embrace EDI, rebuild efficiencies through governance, build flexibility within our policies and more.

Our plan is bold and ambitious – and we are just getting started.

Reimagine Grad Funding Working Group

Angela Kalinowsky (SSHRC),
Heather Lukey (CGPS), David Cooper (CIHR),
Maureen Bourassa (Professional
Programs), **Debby Burshtyn (Dean)**, Ian
McQuillan (CGPS Executive), James
Johnston (NSERC), Michael Szafron (Former
Awards Chair)

Indigenous Advisory Group

Simon J. Lambert (Faculty Member in Indigenous
Studies), Meika Taylor (Project Manager,
Indigenous Initiatives, Office of the Vice-Provost
Indigenous Engagement), Graeme Joseph (Team
Leader, First Nations, Métis and Inuit Student
Success), Stryker Calvez (Manager, Indigenous
Education Initiatives), **Debby Burshtyn (Dean)**



Office of the Vice-President Research

2020-21 Annual Report

BE WHAT THE WORLD NEEDS



Images of Research

The Office of the Vice-President Research is pleased to include images by our researchers on the cover and through this annual report. These images are from our Images of Research Photo and Imaging Competition. [You can view all the submissions online.](#)

1. **Lifeline.** The South Saskatchewan River is one of the most important river systems in Western Canada. It is home to 1.6 million people in Alberta and Saskatchewan.
2. **Mama, Teach me Our Words.** The maintenance of heritage language is essential to immigrant children's linguistic, cultural, and social development.
3. **Time to Go!** Fledging or leaving the nest is an abrupt change in life during which some birds face their greatest challenges for survival.
4. **Mistik Lodge.** From the porch of the Mistik Lodge, Gary Carriere (l) and Julius Crane (r) keep an eye out for moose, waterfowl, and game that provides both sustenance and income for their community at Cumberland House.
5. **Precious Freshwater.** Freshwater, not unlike other resources we use daily, is limited. Its availability is threatened by anthropogenic activity and climate change.
6. **The Collapse.** Every time I visit my study site, Peyto Glacier in Banff National Park, it looks different. Everywhere I look, I see signs indicating the dramatic glacier retreat due to climate change.



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Office of the Vice-President Research

Discovery the World Needs

I am pleased to report on the success and many accomplishments of the Office of the Vice-President Research for the past academic year.

To begin, I want to thank Dr. Karen Chad for her distinguished and courageous leadership of the University of Saskatchewan's (USask) research enterprise for the past twelve years. I have had the pleasure of working with Karen for many years, and I am deeply honoured to be her successor.

The past academic year was characterized by tremendous change.

In March 2020, USask adjusted to the new reality of a global pandemic. Like others, we promptly shifted to remote delivery for our administrative, teaching, learning, and research activities. This shift required herculean efforts on the part of our faculty, staff, students, and broader community. Incredibly, this brought us closer together - while being physically apart - in new and previously unimaginable ways.

In June 2020, the Office of the Vice-President Research (OVPR) implemented a series of budget adjustment measures which resulted in significant restructuring across the portfolio. Despite these adjustments, the OVPR remained steadfastly committed to supporting high-quality research, scholarly, and artistic work across the academy, and to fostering partnerships and innovation.

Four research support units - Research Excellence and Innovation, Research Acceleration and Strategic Initiatives, Research Profile and Impact, and the International Office - emerged from our organizational restructuring efforts. Much of this report speaks to the programs, services, and supports they provide to our campus community, and the impact they made over the past year.

In September 2020, President Stoicheff announced my appointment as Vice-President Research. At that time, I spoke of significant investments made by all levels of governments to our academy. They have trust, and expectations, that we will deliver some of the most advanced and applied technologies and

solutions to combat complex societal issues and contribute to Canada's prosperity. We are doing exactly that, and I am excited to see this accelerate in the coming years.

In November 2020, President Stoicheff announced Dr. Airini's appointment as Provost and Vice-President Academic. She spoke about being in a place characterized by humility and boldness; of the university being at a point of history making and remaking; and of being part of a university defined by its high-value and impact. This could not be closer to the truth, and I am excited about enhancing collaboration between our offices.

In January 2021, the OVPR was deeply immersed in supporting my on-boarding as Vice-President Research. At the same time, Dr. Karen Chad prioritized leaving two documents - *Reflections of a Vice-President Research*, and a *Report on our Signature Areas* - which captured key aspects of USask's evolution as a research-intensive university.

In February 2021, I officially began my five-year term as Vice-President Research. Coming into the role, I knew much had changed since I departed USask in 2016. New programs were launched and many scholars joined our community. A new plan—*The University the World Needs*—was developed, and there had been several changes to our operating environment and institutional leadership. Therefore, I focused my attention on building relationships and learning deeply about USask's scholarly enterprise through hundreds of meetings.

I am grateful for the overwhelming support from so many colleagues during my transition to this exciting and inspiring role. I remain committed to do my best to serve and support all of the artists, scholars and researchers at USask.

The work done at USask is the work the world needs to solve some of the most complex problems and advance well-being of communities local and global. In this report you will read about some of our accomplishments. I thank you for your work to make USask the university the world needs.

Baljit Singh
Vice-President Research
University of Saskatchewan

USask Research By the Numbers

- **\$308,801,802** in total research revenue received by USask.
- **\$22.1M** in total CIHR Funding, a **17%** increase from the previous year.
- **\$31.9M** in total NSERC Funding, a **82%** increase from the previous year.
- **\$6.2M** in total SSHRC Funding, a **54%** increase from the previous year.
- **758** newly funded research projects awarded in 2020-21.
- **1,192** faculty members and instructional staff engaged in impactful research, scholarly, artistic, and creative works.
- **293** Research Professionals and Post-Doctoral Fellows employed.
- **4,406** Graduate Students, including **915** in course-based programs, **1,917** in thesis or project-based programs.
- **142** Chairholders and Professorships, including **32** Canada Research Chair allocations, of which **19** are currently filled.
- **+\$100M** invested in the Vaccine and Infectious Disease Organization (VIDO) in 2020-21.
- Home to **3** National Research Facilities, including the Canadian Light Source (CLS), VIDO, and SuperDARN.
- Only Canadian university to receive and hold **2** Canada First Research Excellence Funds (CFREF).



Research Excellence and Innovation

Supporting High-Quality Research

Research Excellence and Innovation (REI) has a two-part, interrelated mandate:

- **Research Excellence:** Supporting high-quality research activities, by helping researchers engage in strategic research partnerships, manage risk, and meet relevant ethics, legal and safety standards.
- **Innovation:** Creating significant and sustainable value for society, industry and the environment, by helping researchers turn their discoveries into solutions the world needs.

REI's programs, services, and supports span the lab-to-market spectrum. It is comprised of several teams, including: Animal Care and Research Support, Behavioural and Biomedical Research Ethics, Technology Transfer and Commercialization, as well as Partnerships and Legal Services.

Animal Care and Research Support

The Animal Care and Research Support (ACRS) team supports animal-based research in many ways, including management of animal use protocol (AUP) review, post-approval review, training, advising, and performing animal work.

Due to the global pandemic, there was a significant reduction in animal-based research performed on campus and therefore a decreased need for the office to provide direct animal care and support. However, other programming continued and training in particular increased significantly during the second half of 2020-21.

ACRS provided 85 training sessions for various animal research-related needs. Training sessions include animal handling, surgical skills, anesthesia, euthanasia, and research specific techniques. All training is provided by the Clinical Veterinarians, Animal Order Desk Technicians, Animal Technicians, and the Aquatics Manager.

The ACRS team also trained four senior year veterinary students each spending two-week rotations with ACRS. The students are trained in laboratory animal medicine and learn about the specific processes used at USask for managing animal research, teaching, and testing.

The Canadian Council on Animal Care (CCAC) requires scientific merit review of all new and four-year renewal research animal use protocols (AUPs). For any research AUPs not funded by a peer-reviewed agency, the AUP is reviewed by the OVPR Scientific Merit Review Committee for Animal-Based Research (SMRCABR). In 2020-21, 43 research AUPs were reviewed which represents a 23% increase from the previous year, and a 72% increase from two years ago.

Similarly, the CCAC requires pedagogical merit review of all new and four-year renewal teaching AUPs. All USask for credit courses which involve the use of animals require review by the Teaching, Learning and Student Experience (TLSE) Pedagogical Merit Review Committee (PMRC) prior to Animal Research Ethics Board (AREB) approval.

In 2020-21, the PMRC met several times to review the Pedagogical Merit Review Form for Use of Animals in Teaching and Training submitted by instructors. To date, pedagogical merit review is complete for four teaching AUPs. The PMRC is using a phased-in approach to review the 35 active teaching AUPs to ensure all teaching AUPs receive merit review within the next two to three years.

The Animal Order Desk (AOD) oversees the shipment and reporting of animals to USask and any animal shipments from USask to other institutions for collaborative research. In 2020-21, the Animal Order Desk facilitated \$550,000 in sales.

OVPR-managed facilities include the Laboratory Animal Services Unit (LASU) in the Health Sciences Building and the animal vivarium in the Collaborative Research Services Building (CSRB), which house 3,276 fish, 16 frogs, 19,050 mice, 980 rats, 36 ground squirrels, 30 tiger salamanders, 15 little skate, and 86 hamsters.

Altogether, 110,656 animals are used in USask research facilities and field stations.

Behavioural & Biomedical Research Ethics

The Behavioural and Biomedical Research Office supports scholars whose work involves living human participants, human biological materials, or secondary use of data or health information.

In 2020-21, this office played an integral role in ensuring the continuance of on campus and remote research activities. They:

- Engaged over 400 participants through outreach presentations and workshops, focusing on the application process, Tri-Council Policy Statement (TCPS2) principles, informed consent, and Indigenous engagement.
- Received and reviewed 285 biomedical ethics applications, which is a comparable volume from the previous year.
- Received and reviewed 619 behavioural ethics applications, which represents a 16% increase from the previous year.
- Expedited 94 ethics reviews for COVID-19 related research (34 biomedical applications, 60 behavioural applications). The majority of these reviews were delegated, and most received a Notice of Ethics Review within three weeks.

Despite increased activity during the pandemic, the Research Ethics Office continued prioritizing service delivery enhancement and reducing administrative burden on researchers. In 2020-21, they:

- Updated USask's reciprocity agreement with the Saskatchewan Health Authority by negotiating the addition of local ethics committees (LECs) to provide a local context regarding research ethics considerations for studies happening outside of Saskatoon and Regina.
- Modernized several administrative practices, such as providing exemptions via email rather than requiring full applications, issuing acknowledgments of research approved at other institutions, finalized implementation of fixed expiry dates for renewals, reviewed the behavioural application form, and undertaking a review of the CAREB ACCER N2 standard

operating procedures by which we operate. Much of this was in response to stakeholder feedback from within the academy.

In 2020-21, the Behavioural and Biomedical Research Ethics Office remained active at the national level. Notable examples include:

- **The CHEER initiative:** Clinical Trials Ontario (CTO) and the Maternal Infant Child and Youth Research Network (MICRYN) partnered with investigators and organizations across Canada to develop the Canadian Collaboration for Child Health: Efficiency and Excellence in the Ethics Review of Research (CHEER). The CHEER collaboration is developing a multi-province streamlined ethics review process for multi-site studies with the goal of achieving a single ethics review for child health studies. Biomedical REB Chair Gordon McKay as well as the Biomedical Research Ethics Specialist Caitlin Prebble have been taking part in meetings with leaders of the CHEER initiative to discuss the process of qualification of the USask Biomedical REBs.
- The Behavioural REB Chair, Diane Martz, is one of 12 members of the Inter-agency Advisory Panel on Research Ethics (PRE). Diane is also involved with creating the new TCPS2 CORE tutorial.

Technology Transfer

The process of technology transfer often begins with an innovation disclosure from a potential inventor, which is assessed by REI staff for commercial potential.

In 2020-21, REI received 17 new disclosures from eight different colleges or schools. They also received 19 pre-disclosure reports filed by innovators as an early notice of formal disclosure.

REI filed 21 new patents during the past fiscal year, contributing to a total of 146 patent families. A patent family is the collection of all patents that derive from a single invention, including separate patents and filings required globally.

While patent approvals are pending, work begins to find potential partners interested in licensing rights to use the invention. In 2020-21, REI secured 21 license agreements, an increase of 14 over the previous year. These are now part of the 77 active licenses under management at REI.

Commercialization and Innovation

In 2020-21, REI continued delivering a suite of programs and ecosystems supports aimed at fostering entrepreneurship and commercialization. Highlights include:

- **Mitacs Business Strategy Internships.** REI provides project-management support for the Mitacs Business Strategy Internships (BSI) program. A new Mitacs program in 2020, the program offers real world experience for undergraduate and graduate students through a four-month internship with a business or not-for-profit organization experiencing challenges or disruptions due to COVID-19. In 2020-21, REI facilitated 20 placements for students from six different colleges or schools. These placements included two internships under a specific call for Indigenous businesses or organizations. Each student received a \$10,000 award funded half by Mitacs and half by the host organization.
- **Summer Entrepreneurs:** The Summer Entrepreneurs (SE) program launched in May 2019. This program is a unique way of combining and leveraging several resources on campus – proprietary technologies and talented USask students with an interest in entrepreneurship – to bring innovations to market. During summer 2020, the SE program was presented for a shortened term in a virtual setting due to pandemic restrictions and budget reductions. Even with these limitations, one student start-up formed which continues to operate as Novita Medical Innovations.
- **Co.Launch:** REI continued to support the Co.Launch start-up program at Co.Labs, the province's first technology incubator. This program provides mentored learning opportunities for early-stage businesses and founders so they can fine tune business ideas and establish founding teams. Through the six

cohorts that moved through the Co.Launch program to date, REI support has contributed to training for over 50 start-ups, 10 of which are still actively working with Co.Labs to grow and scale their companies.

Research Partnerships

Each year, USask partners with governments, industry, non-profits and other post-secondary institutions to advance discovery the world needs. The lawyers and contract specialists within the OVPR negotiate and administer these partnership agreements. 2020-21 highlights include:

- 694 total research contracts valued at \$89,986,169
- 490 contract amendments valued at \$15,503,495
- \$28,037,526 in funding for COVID-related research

IP Mobilization Highlight

The process of commercialization often involves licensing rights to use patented inventions, however, there are other ways intellectual property can be mobilized. A perfect example is a disclosure received from the College of Pharmacy and Nutrition, which houses MedSask.

For over 45 years, MedSask has supported prescribing and medication safety by providing accurate, evidence-based information to residents and healthcare professionals in Saskatchewan. Their guidelines are accessed free of charge by Saskatchewan healthcare practitioners, and increasing interest from other provinces led MedSask to explore how to expand their offerings.

REI worked with MedSask to create a commercialization model that resulted in providing access to the guidelines for organizations across Canada. This resulted in seven access licenses to other organizations, and has ensured broader educational and commercial use of the guidelines while returning modest but recurring revenue to MedSask.

Activity By the Numbers

- **110,656** animals used in teaching and research.
- **\$550,000** in total sales facilitated through the Animal Order Desk.
 - **96** New Animal Use Protocols, **308** Renewals, **287** Amendments processed.
- **285** New Biomedical Research Ethics Applications, **658** Amendments, **664** Renewals, **125** Closures.
- **619** New Behavioural Research Ethics Applications, **404** Amendments, **435** Renewals, **237** Closures.
- Engaged over **400** participants through research ethics outreach presentations and workshops.
- **694** new research contracts managed valued at **\$89,986,169**.
- **490** total contracts amendments managed valued at **\$15,503,495**.
 - **\$28,037,526** in COVID-19 related research funding.
- Received **17** new invention disclosures from **8** colleges/schools, and **19** pre-disclosure reports.
- Filed **21** new patents, contributing to a total of **146** patent families.
- Secured **21** license agreements, which are now part of **77** active licenses under management.
- Supported **1** new start-up, and excited to bolster commercialization supports going forward.



Research Acceleration and Strategic Initiatives

Full-Spectrum Research Grant Support

Research Acceleration and Strategic Initiatives (RASI) has a two-part interrelated mandate:

- **Research Acceleration:** Providing a full suite of strategic and practical supports across the application cycle to position researchers and research groups for success in individual, collaborative and institutional grants.
- **Strategic Initiatives:** Leading strategic institutional initiatives to support faculty research career and group development, as well as engagement of undergraduate students in the institution's discovery mission.

RASI provides full spectrum, research grant support to university researchers for individual, collaborative, and institutional grants. RASI's grant management includes intuitive research services for the lifecycle of a grant (pre- and post-award) and support for large-scale and institutional grant facilitation and management.

Rapid Response to COVID-19 Pandemic

The global pandemic impacted existing research projects, created funding opportunities, and demanded an institutional approach to emergency aid programs. In 2020-21, RASI:

- Led the response to the new Canada Research Continuity Emergency Fund (CRCEF) program which provided USask \$3.4M in wage support to help retain 2,273 research-related personnel impacted by the loss or decline in non-governmental research funding. It also provided \$3.7M in funding for research ramp-up and maintenance costs for 415 research projects.
- Supported researchers in responding to rapidly emerging and time sensitive opportunities. These new programs led to \$11.5 M in COVID-19 related research funding.
- Processed 1,447 research project amendments, a 60% increase from the previous year as a result of pandemic-related grant extensions.

- Streamlined processes with Financial Operations to process 272 unique NSERC and SSHRC supplements provided to lessen the impact from COVID-19 on students, trainees and research support personnel.

Programming and Services

RASI's full range of programs and services can be viewed on its new website. In 2020-21:

- RASI provided specialized and strategic support for faculty, aiding in proposal development through Test Your Concept events (NSERC CREATEs and SSHRC Partnership), workshops to support proposal development (CFI Innovation Fund and NSERC CREATE), and virtual workshops and panels (CIHR Project Grant, NSERC RTIs, SSHRC Insight Grant, and SSHRC Insight Development Grant).
- 116 faculty participated in internal peer-review for SSHRC Partnership, Insight, Insight Development, and Partnership Development grants, NSERC CREATE, Alliance, Discovery and RTI proposals, CIHR Project applications, SHRF Establishment, and NFRF Transformation submissions. These internal reviews strengthen proposals and increase the likelihood of success.
- Members of USask's PEER (Pre-Eminent Expert Reviewers) community promoted a culture of research intensity, providing faculty mentorship and expertise as panelists at workshops and test your concepts, members on advisory committees and internal reviewers for draft research proposals.

Several new programs, services, and supports were launched in 2020-21, including:

- Improved communication and access to information through the new research-focused website, weekly funding opportunities newsletter, grants and opportunities calendar, KnowledgeBase articles on key research administration topics.
- RASI Grants Repository now features testimonial videos speaking to their successful proposals.

- Strategies and supports to nominate USask faculty to key tri-agency panels and advisory committees. Efforts focused on nominations for CIHR's Institutes Advisory Board, Tri-Agencies Indigenous Reference Group, and Tri-Agencies Indigenous Advisory Circle in Research.

Support for Community Engaged Research

RASI provides institutional support to researchers for partnership development and community engagement. Highlights from 2020-21 include:

- RASI supported the development of 89 formal partnerships for large-scale grant proposals in 2020-21, across NSERC CREATE, NSERC Alliance and SSHRC Partnership programs. Strategic, large-scale proposals require tailored support for partnership engagement and development across academic institutions, government, Indigenous community, industry and non-governmental agency (NGO).
- USask Indigenous Research Workshop Series launched in partnership with the Office of the Vice-Provost Indigenous Engagement. The first two events reached full registration capacity of 250 attendees/event.
- *Research Junction* facilitates partnership and collaboration between City experts and USask researchers. 2020-21 saw:
 - 4 new Research Junction Development Grants awarded;
 - Implementation of a Data Sharing License between the City of Saskatoon and USask;
 - The pilot of UrbanFYRE (First Year Research Experience) with students using city data in their course-based research projects.
- RASI is supporting the development of a cross-disciplinary and inter-sectoral research cluster, Pathways to Equity. In 2020-21, a 10 person working group, composed of university researchers and community members, formed to develop a community-engagement strategy focus on housing and homelessness.
- SSHRC Partnership Development Grant (PDG) pilot program launched to support a cohort of up to five faculty members to apply for a PDG.

Leading Practices for Equity, Diversity, and Inclusion (EDI) in Research

- Support for recruiting CRC's through a new EDI faculty champion program developed with Human Resources and the Provost's Office will ensure that EDI is considered throughout the recruitment process. USask is one of 17 institutions across Canada to receive a passing mark for its CRC EDI Action Plan.
- A new EDI in Grant Applications guide provides comprehensive, grant-specific information and practical tools and strategies for ensuring EDI in research teams and training.
- Inclusion of EDI principles and practices in internal program decision-making and committee development:
 - SSHRC Explore and Exchange program now has Unconscious Bias Training for Internal Reviewers and an updated application form with the option for Self-Declaration, and questions related to EDI and COVID-19 Impacts.
 - President's NSERC program incorporates EDI in the committee recruitment process.

Research Performance and Grants

Tri-Agency Performance: Individual-driven Grants

- 102 proposals (63% of eligible) participated in the Internal Peer Review program available for CIHR Project Grant, SSHRC Insight, Insight Development, and Partnership Development, and NSERC Discovery Grants and RTIs.
- Participation rates varied between competitions from 57% to 92%, an increase from a range of 39% to 69% in the previous year. 72% of awarded projects had participated in the peer-internal review program.
- In 2020-21, through these programs USask researchers were awarded \$16.5 M.

Strategic and Tri-Agency Large-Scale Grants

In 2020-21, RASI supported the submission of 19 proposals to Strategic and Tri-Agency Large-Scale

Grants. Almost all of these results are pending or embargoed. Some successful outcomes:

- SSHRC Partnership Grant – Stage 2 Monitoring and Evaluation of Climate Change Education (MECCE) Partnership - \$2.5M (total project budget: \$4.9M)
- NSERC CREATE – SOAR: Software Analytics Research- \$1.65 M (total project budget: \$13.6M. As well, an all-time high of 3 NSERC CREATE Full Proposals (invited from 5 Letters of Intent).
- The submission of USask's first large-scale, multi-sector NSERC Alliance application.
- The development of 5 LOIs for the New Frontiers in Research (NFRF) Transformation stream.
- Support for CIHR's Strategy for Patient Oriented Research via USask's SCPOR renewal.
- A Genome Canada Large-Scale Applied Research Project Full Proposal.

Canada Foundation for Innovation

In 2020-21, USask was awarded \$11.4M from the Canada Foundation for Innovation for research infrastructure (total project budgets of \$29M).

- \$615K for CFI-JELFs (5 awarded), and \$268K for CFI-JELFs, partnered with a CRC nomination (2 awarded).
- \$300K for the Exceptional Opportunity Fund – COVID-19 (1 awarded).
- \$9.9M for Innovation Funds (2 awarded)
 - Integrated Genomics for Sustainable Animal Agriculture and Environmental Stewardship (IntegrOmes) - \$6.7 M – Total project budget - \$16.9 M.
 - The Canadian Agricultural Centre for Engineering Biology (CACEB) - \$ 3.2 M – Total project budget - \$9.2 M.
- USask received 3 CFI Major Science Initiative Fund awards, total value \$88.8 M to support our three national research facilities.

Canada Research Chairs Program

- The Canada Research Chair (CRC) Program invests in attracting and retaining the world's most promising minds. USask holds 32 CRC's - 19 of which are active or filled. In 2020-21, RASI supported two new CRC nominations, one CRC renewal, and five CRC recruitments.
- In 2020-21, USask was awarded or renewed four CRCs, for a total award of \$4.8M.

Undergraduate Research Initiative

First Year Research Experiences (FYRE)

- Over 3000 students participated in FYRE courses 2020-21 year for a second year in a row. FYRE engages faculty to embed a mentored research experience into a first-year course; research coaches support students to experience the research cycle (question, investigate, share) and develop research confidence.

SURE: Student Undergraduate Research Experience

- Student Undergraduate Research Experience (SURE) is a co-curricular program supporting undergraduate students conducting course-based, independent, or faculty-mentored research. In 2020-21, SURE had 685 students participating in 35 events since May 2020.

OVPR Undergraduate Student Research Assistantship

- In 2020-21, RASI provided \$116,625 funding for 36 OVPR USRA students and \$45,000 to support 10 SCPOR USRA students.

MentorSTEP

- In partnership with STC and funded by the IMII, MentorSTEP offers Indigenous women students mentorship in STEM, professional activities and research internships with a focus on the mining community. The program had 20 student participants and 32 mentors. In summer 2020, 7 research internships with industry leveraged \$49,500.

Activity By the Numbers

- **758** new research projects awarded leading to **\$184M** in new funding, including:
 - \$18.6M** in COVID-19 relief funding;
 - \$9.9M** for **2** CFI Innovation Fund projects;
 - \$88M** for **3** CFI Major Science Initiatives Fund projects.
- **698** new project applications submitted to external agencies, including **19** Strategic and large-scale Tri-Agency proposals submitted.
- **1,447** research project amendments processed, a **60%** increase from the previous year.
- **3,000** undergraduate students enrolled in a First Year Research Experience course.
- **685** students enrolled in the new co-curricular Student Undergraduate Research Experience (SURE).
- **89** formal partnerships supported with academic institutions, government, Indigenous community, industry and non-governmental agencies.
- **102** tri-agency grant proposals internal grant applications underwent Internal Peer Review.
- **Multiple** new programs and services to support faculty across the full range of grants and priority areas.



Research Profile and Impact

Telling the University's Research Story

Research Profile and Impact (RPI) tells the university's research story to the world – through strategic communications involving print, video, web, social media, advertisements, speeches, op eds, and events.

RPI plays a critical role in building USask's reputation as a U15 institution for excellence in our research, scholarly and artistic work, which in turn helps attract top faculty and students, public and private investment, and support from alumni and partners.

As the university's liaison with federal and provincial research granting agencies, RPI ensures compliance with communications requirements and leading high-profile events to showcase our research funding successes. Working in co-ordination with University Relations and a network of USask college and research centre communicators, RPI helps researchers tell their research stories, whether in print, web or video.

Shift in Leadership

On January 4, 2021, award-winning journalist and editor Heather Persson joined the University of Saskatchewan as the new Director of Research Profile and Impact. Heather has a Bachelor of Science in Communications from Spring Arbor University in Michigan, and a Masters of Administration in Leadership studies from the University of Regina. Previously, she was Editor-in-Chief of the Saskatoon StarPhoenix and Regina Leader Post—the first woman to hold this position at the StarPhoenix in the more than 100-year history of the paper.

Heather succeeded Kathryn Warden, who retired from this role on January 15th after an exceptional two decades at USask, providing a wide range of expert strategic communications advice, counsel and briefings to many senior leaders, and working closely with USask flagship institutes and centres to grow and strengthen their profile and reputation in Canada and globally.

Tracking our Progress

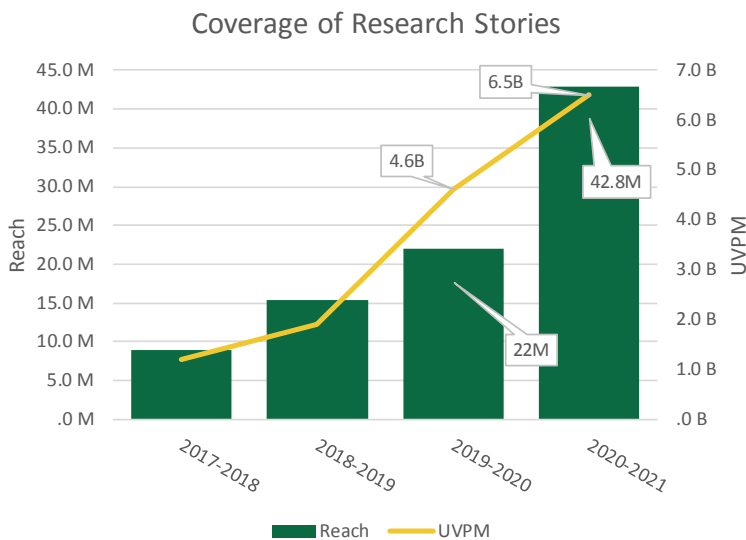
Total Coverage

In total, RPI published 91 news releases in the last year, a 30 percent increase from the previous year.

USask research stories have seen a steady increase in coverage in 2020-21, in part due to our COVID-19-specific stories, and interest in stories related to VIDO’s pandemic response.

The “Reach” of USask stories increased by 95 percent from the previous year—from 22 million to 42.8 million. Of those viewers/listeners reached, nearly 15 million can be attributed to one event – the announcement of the \$59.2 million investment to VIDO in April 2021.

Coverage of USask stories through online news sources, such as MSN, Yahoo! Finance, and Science Daily, also increased from the previous year. Total readership/viewership increased by 41 percent from 2019-20, to over 6.5 billion.



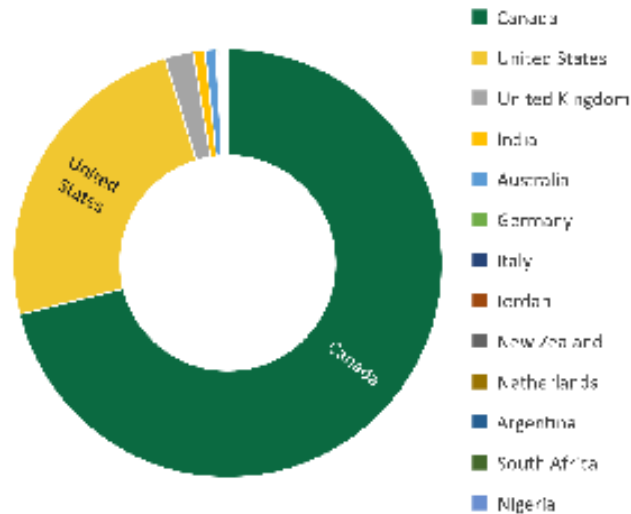
Metrics Explained

“Reach”—broadcast media coverage

“Unique visitors per month (UVPM)”--online news sources coverage, a self-reported number of unique visitors the website receives during one typical month.

USask stories were seen by audiences throughout Canada, and across the world. More than two-thirds of our research story coverage came from Canada, and just over 23 percent of the coverage came from U.S. media outlets, with the remaining 10 percent coming from a variety of sources.

Canada and Global Coverage



Our most helpful booster—that is, which helped reach the most people – was MSN and its global network of subsidiary outlets. Each USask story posted to MSN earns over 69 million estimated viewers. MSN published stories about USask research 62 times, and accounted for over 36 percent of our total UVPM for the year.

Popular News Stories

While stories about COVID-19 research and vaccine development research dominated, our single most viewed story was “Last Meal of Armor-Plated Dinosaur That Died 110 Million Years Ago Revealed,” which was covered by MSN News Canada, MSN UK, MSN Ireland, MSN Arabia, MSN India, MSN New Zealand, CNN Online, CNet, FOX News, Newsweek, and National Geographic Online. In 2020-21, the top three news stories were:

- Western Canadian scientists discover what an armoured dinosaur ate for its last meal, June 2, 2020.
- Promising pre-clinical results for USask VIDO-InterVac COVID-19 vaccine, May 25, 2020.
- Upcoming increase in COVID-19 cases, Imminent surge in wastewater, Oct. 30, Nov. 19, 2020.

COVID-19 Stories

COVID-19 research stories account for a substantial portion of the total number of stories written and published by RPI – 28 of 91. Stories came from across the campus, addressing the many ways USask researchers are helping to address the pandemic. These stories often focused on:

- New funding for virus and vaccine research and wastewater analysis.
- Innovative collaborations and targeted product development (ventilators, home testing kits).
- Mitigating harms associated with the pandemic and lockdowns (studying air quality and ventilation, social attitudes, online hatred toward Asian communities).
- Debunking myths (masks hindering exercise, using bleach alternative cleaning products).

EurekAlert!

RPI subscribes to EurekAlert, the science news website of the American Association for the Advancement of Science which publishes peer-reviewed science news from around the world.

From May 2020 to April 2021, there were 26 news releases posted (up from 23 in the previous year). The releases were viewed 121,395 times, mainly by journalists who use the site as a source of news (a 33.5 percent increase over the previous year's 90,920 times).

By far, the most popular USASK story that was posted was "Stretching more effective than walking to lower high blood pressure: USask study," garnering over 25,000 views.

Major initiatives

Discovery Digest

Discovery Digest, our monthly newsletter highlighting USask research accomplishments, was distributed to an average 5,800 people each month, including all faculty, lecturers, graduate students, post-doctoral fellows, as well as elected

government officials and key federal and provincial partners.

On average, the newsletter was opened by 66 percent of recipients. This open rate is substantially higher than the 22.4 percent, which is the standard rate for newsletters in the education sector.

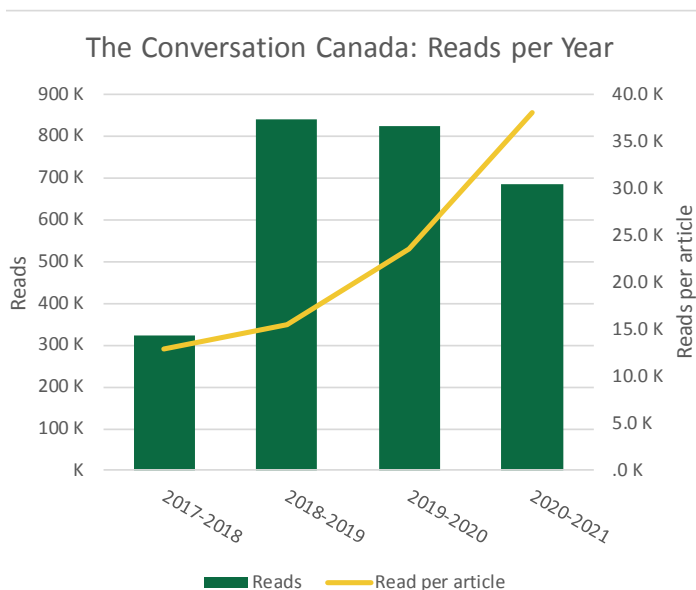
Of those recipients who opened the email, an average 16.6 percent clicked the links to read the stories on the website, spending an average of 3:42 reading stories on the research website.

2021 Images of Research Competition

Students, faculty, and staff from across campus—seven colleges, one school, one research centre, and one administrative unit—submitted 74 images of research, scholarly, and artistic work.

Now in its seventh year, overall participation was lower than in previous years, likely due to COVID-19 impacting the ability of researchers to document their work. The contest website attracted over 14,000 visitors. More than 1,600 people cast a vote in the Viewer's Choice category. Seven judging panels (faculty, staff, students, and community members) awarded cash prizes for winning images.

Contest photos from the 2020 competition were used for USask's Be What the World Needs advertising campaign, with ad placements and supporting advertising supplements in the Globe and Mail. The images were also made available to communicators as part of a collection of brand assets, and are used extensively on the USask.ca homepage, banners, social media, templates, recruitment materials, and in this annual report. The winning images appeared prominently in a Saturday feature of the Saskatoon StarPhoenix on April 17, with the front page of the newspaper devoted to one of the winners, and three pages devoted to the images and their descriptions.



The Conversation Canada

While the total number of articles penned by USask authors fell this year as well as did the total number of readers, interest in articles by USask authors increased, evidenced by the average number of reads per article increasing 61 percent to nearly 38,000 per article.

Most of those reads are attributable to COVID-19 content, with nearly 20 percent of the reads generated by an article written by Dr. Alexander Wong in April 2021, answering questions related to the AstraZeneca vaccine.

Young Innovators Series with The StarPhoenix

After five years with Research Profile and Impact and writing the Young Innovators stories, graduate student intern Federica Giannelli left for a new role as a communicator in Teaching, Learning, and Student Experience.

Before Federica's departure, RPI published nine stories that highlight USask graduate student research achievements in signature areas. The stories were regularly picked up by major national media, and shared widely by government officials/agencies, funding partners, and communicators across campus.

Activity By the Numbers

- **91** research news releases published, a **30%** increase from the previous year.
- USask stories broadcasted **42.8M** times by media, a **95%** increase from the previous year.
- **28** COVID-19 related research stories produced by RPI, representing **31%** of total news releases.
- **26** news releases posted to EurekAlert!, which were viewed **121,395** times.
- **USask's single most popular research story:** "Western Canadian scientists discover what an armoured dinosaur ate for its last meal."
- **5,800** subscribers to USask's Discovery Digest monthly newsletter.
- **74** images submitted through the **7th** annual Images of Research Competition, of which **1,600** people voted to select a winner.



International Office

Supporting Internationalization

The International Office (IO) plays a pivotal role in advancing the university's internationalization goals, as well as supporting international research and partnership activities across the institution.

IO administers several programs, services, and supports for faculty, staff, students, and external partners, including:

- **Partnership development:** assisting with agreement preparation, facilitating review and renewal of agreements, identifying partnership opportunities, and making connections.
- **Delegation Management:** liaising with government officials and other agencies, and coordinating arrangements before, during, and after visits.
- **International Research:** facilitation of international research proposals and due diligence processes.

International Research

USask researchers actively explore opportunities for collaboration and meaningful research projects with global funding agencies.

International Research Projects

In 2020-21, USask partnered on 267 international projects, with total funding awarded at \$43,033,936. This contributed to the advancement of several aspects of the university's International Blueprint for Action, including:

- Pillar 3 - Strengthening our Global Impact through Discovery, where our goal was to increase external international research funding by at least 20% from the 2017-18 baseline. USask has witnessed a 176.7% increase since this period.
- Pillar 4 - Growing our Global Citizenship and International Community Service, where our goal was to increase international development

funding by at least 25% from the 2017-18 baseline. USask has witnessed a 658% increase since this period.

Of the 267 international projects, 27 involved partnerships with Low Middle Income Countries (LMIC) in the global south, with a total funding award value of \$5,348,023.

- Low middle income countries on these projects included Bulgaria, China, Democratic Republic of Congo, Cuba, Ghana, India, Jordan, Kenya, Lebanon, Nigeria, Russia, Rwanda, Senegal, South Africa, and Turkey.

International research has the potential to tap into new funding sources, share costly talent and rapidly accelerate research endeavors. Through its membership with CALDO, a Canadian consortium of nine U15 institutions, and the Canadian Embassy in Chile, Mexico, Ecuador, Colombia, and Panama, USask is well-positioned to promote graduate programs, recruit high-quality graduate funded students and drive partnerships with Latin American organizations, government and industry.

Internal Grants and Awards

IO administers International Travel and Project Grants as well as International Recognition Awards which serve as a catalyst for international research and academic collaborations.

- ***International Project Grants***, which include Global Community Service Fund (GCSF), Global Innovation Fund (GIF), and International Research Fund (IRF).
- ***International Travel Grants***, which include Global Ambassador Program (GAP)-Incoming and Outgoing, Internationalization Fund (IF), and International Travel Fund (ITF).
- ***Internationalization Recognition Awards***, which include Global Research Leadership Award for Faculty, Global Research Leadership Award for Students, International Engagement Service Award for Staff, and J.W. George Ivany Internationalization Award for Faculty.

In 2020-21, IO received 13 Project Grant applications in one round, of which, 9/13 were awarded funding (69% success rate) with partner countries in China, South Africa, Israel, USA, Bangladesh, Australia, Uganda, Kenya, Tanzania, UK, Argentina, India and Sweden. In addition to project grants, 22 travel award applications have been received and are undergoing review.

To offset restrictions imposed by the COVID-19 pandemic, IO adapted by providing increased flexibility and leniency for grant applications, supporting virtual offerings, and taking advantage of the crisis to build stronger ties with the international community.

For example, extended end dates are being granted for 41 active grants (23 travel grants; 18 project grants). Travel grant parameters have been revised to include virtual mechanisms, telecommunications, materials and supplies to enable international partnership building activity during the Covid-19 pandemic. IO staff remain in active communication with grantees to support pandemic adaptation and community/partnership engagement strategies.

In 2020-21, IO organized two information sessions for USask faculty and staff to learn about the International Blueprint funding opportunities and programs, with approximately 30 individuals in attendance at each session.

International Delegations

The number of visiting scholars and international delegations has declined in 2020-21 due to the global pandemic, international travel restrictions, and a shift to remote operations at USask.

Alternative virtual mechanisms have been employed to augment collegial research partnerships abroad as well as open conversations on academic program collaboration. Faculty, researchers, and staff are now more familiar and comfortable than ever before hosting meetings and managing international projects using digital collaboration tools.

International Partnerships

Partnership Agreements

As of April 30, 2021, IO oversaw the administration of 387 active agreements with 201 entities in 61 countries.

- Top continents are Asia, Europe and North and South America followed by Africa and Oceania.
- Top partner countries are China (n=72), Japan (n=29), France (n=25), Mexico (n=18) and Germany (n=16).
- Top partner countries for student exchanges (network and consortia included) are China (n=26), France (n=22), Germany (n=10), Norway (n=9), Finland (n=8) and Japan (n=8).

In 2020-21, despite the global pandemic, 35 agreements with 27 entities in 22 countries were signed reflecting universities' efforts to solidify and expand research partnerships across borders. Much of these interactions have been facilitated through close working relationships with provincial, national and international governments.

Relationship Building

Revitalizing relationships requires universities working cooperatively together with all levels of governments to benefit students, staff, faculty and our wider society. IO and the Ministry of Advanced Education, Government of Saskatchewan, have developed a special relationship through the Saskatchewan Education Alliance and meet biweekly to discuss updates, strategies and opportunities. This enables us to put our distinctive strengths on the table, influence government directions and actions, and ensure that our communities and peoples are benefited. This mode of cooperation and ongoing dialogue is vital for Saskatchewan's social, economic, and cultural development as well as its International Education strategy and the *Saskatchewan Growth Plan*.

IO pursues strategic opportunities to promote USask, increase awareness of its advantages, and attract investments and partnerships with institutions abroad. In 2020-21, IO:

- Participated in 86 meetings with the Canadian government and 15 meetings with foreign governments overseas.
- Prepared a total of 29 international briefings (11 for government, 18 for senior leaders) covering a breadth of topics in different countries.
- Sent 6 institutional updates to our international partners during the COVID-19 pandemic
- Facilitated 103 exploratory partnership discussions with stakeholders from 32 countries.

Multi-Sectoral Engagement

IO continues to grow, embolden partnerships and embrace interdisciplinarity with well-renowned higher education institutions in the world to increase diversity of our own perspectives and craft solutions to adequately address global challenges.

USask recently signed agreements with Korea University, South Korea, and with Instituto Tecnológico de Estudios Superiores de Monterrey, Mexico, to strengthen academic and research mobilities to help students gain in-demand international skills and experience and enhance their pathways to employment.

Interactions between our faculty members and academics from Latin America has led to productive collaboration and distinguished learners.

For example, in 2020, Drs. Carlos Carvalho and Dr. Edel Perez-Lopez (University of Laval, Canada) participated in a webinar about graduate studies in Biology, Dr. Veronica Campanucci from the College of Medicine participated at the CONCYTEC Research Fair in Peru; Drs. Jim Robson, Tim Sharbel, Michelle Johnson-Jennings and Seokbum Ko participated at a virtual research table - SIIDETEX Mexico; and Dr. Greg Poelzer participated at the ANID and the Ministry of Energy in Chile called "Just transition into clean energy". In early 2021 a webinar on wastewater management was co-hosted by Drs. Jafar Soltan and Cesar Huilinar (Universidad de Santiago de Chile, Chile). These activities have enabled USask to deliver meaningful impact and receive global recognition abroad.

Addressing global challenges and building research capacities in countries of the Global South requires an understanding of the interdisciplinary and cross-cutting research landscape, and identification of the challenges and solutions which can directly benefit local communities.

IO has paved the way by creating a research consortium, known as the “Magic 7” consisting of seven higher education institutions in the Philippines to advance research actions on Indigenous culture, food security, health and well-being. The objective of the Magic 7 consortium is to mobilize knowledge between Canada and the Philippines and develop tools to assist our communities and partners achieve their social, cultural and economic goals.

Research between Canada and the Philippines has been further enhanced by IO entering into a partnership with the Embassy of Canada and the Commission on Higher Education (CHED), in the Philippines, to create a EduCanada webinar series on the United Nations (UN) Sustainable Development Goals (SDGs).

To date, two webinars have been delivered by USask faculty, Dr. Anurag Saxena at the College of Medicine and Dr. Greg Poelzer at the School of Environment and Sustainability, on SDG3 (Good Health and Well-being) and SDG7 (Affordable and Clean Energy). These webinars were attended by over 200 individuals representing the higher education sector, colleges, not-for-profit organizations, government and the private industry at each session. Embarking on such initiatives helps USask deliver meaningful impact through knowledge mobilization which help address the goals of the university’s new sustainability strategy.

Our expertise and proactive approach in engaging the USask community in Global North-South collaborations has led to the International Office being invited to participate at a national roundtable (as well as one to one meetings), facilitated by Academics Without Borders (AWB), an international funding agency to share our experiences and learnings implementing global development projects, with peers from U15 universities.

In 2020-21, USask was awarded the Queen Elizabeth II Diamond Jubilee Scholarship Advanced Scholars West Africa, a prestigious scholarship managed through a unique partnership of Universities Canada, the Rideau Hall Foundation (RHF), and Canadian universities. Dr. Sabine Liebenehm (Agriculture and Bioresources) leads the project, to improve water security, gender equity as well as leadership and capacity building with multi-sector partners and advanced scholars in Canada, Ghana and Senegal.

People Around the World Conference

As an initiative of the USask’s International Blueprint for Action 2025, the 4th annual People Around the World Conference (PAW 2021) brought together expert research, applied knowledge, and lived experiences to create a path forward for stronger, more resilient societies in the wake of COVID-19 and meeting the United Nations (UN) Sustainable Development Goals (SDGs). PAW 2021 had record attendance with more than 270 participants from around the world attending virtually from Bangladesh, Bolivia, Canada, the Cayman Islands, China, Colombia, Ghana, Guatemala, Iran, Italy, Mexico, Pakistan, the Philippines, the United States of America, Vietnam and more.

PAW 2021 keynote speakers included Dr. Jeffrey Sachs, Professor, Columbia University; President, UN Sustainable Development Solutions Network-(SDSN); The Honourable Karina Gould (Minister, International Development, Government of Canada); The Honourable Judge David Arnot (Chief Commissioner for the Saskatchewan Human Rights Commission); Dr. Livia Castellanos (Executive Lead, International Education and Jurisdictional Initiatives, Ministry of Advanced Education, Government of Saskatchewan); and, Dr. Phil De Luna (Director, National Research Council Canada (NRC); Member, Canadian Commission for UNESCO Working Group on AI Ethics and the Sustainable Development Goals).

In addition to five renowned keynote speakers, PAW 2021 included participation of over 40 expert presenters representing USask, government, international partners, private industry and more. Five thematic sessions held at PAW 2021 included health and wellbeing; food, land, and water

(security and sovereignty); education, gender, and inequality; sustainable, equitable, and diverse communities; and climate action and energy. The strong linkages and connections developed at PAW 2021, has opened the door to new relationships being created and fostered. For example, Dr. Phil De Luna (PAW keynote) presented at the USask Global Water Futures Young Professionals GWF-YP on “Job Hunting in Academia in a Pandemic.” Additionally, Dr. Jeffrey Sachs (PAW keynote) was a featured guest on the series finale podcast ‘Let’s Talk About Water’ entitled “Towards a Greener, Better World with Jeffrey Sachs” — podcast is hosted by Dr. Jay Famiglietti (PAW emcee), Executive Director of the Global Institute for Water Security.

Sustainable Development Goals (SDGs)

The IO has been instilling local and global awareness on the SDGs by serving as both a convener and facilitator on topics related to the SDGs. It works closely with the Ministry of Advanced Education, Government of Saskatchewan, as part of the Saskatchewan Education Alliance, to chair a working group on international research and the SDGs to increase cross-sectoral partnerships and dialogue on the SDGs between and among postsecondary institutions in Saskatchewan and international entities.

In 2020, the International Office contributed to the development of a practical guide on “Accelerating Education for the SDGs in universities” by the UN Sustainable Development Solutions Network (SDSN). In partnership with SDSN Youth, the International Office oversees two international students at USask appointed as SDGs coordinators to develop a “SDGs student hub” on campus – a platform to bring a community of students together to advance actions on the SDGs through empowerment and education. As a catalyst and connector between local and global, the International Office, has enhanced outreach and engagement activities with multi-sectoral audiences in Canada, China, Taiwan, and the Philippines by delivering lectures on the SDGs.

Activity By the Numbers

- USask partnered on **267** international projects, with total funding awarded at **\$43,033,936.**
- **27** of these international projects involve partnerships with Low Middle Income Countries (LMIC) in the global south, with a total funding award value of **\$5,348,023.**
- **13** Project Grant applications received, of which, **9/13** were awarded funding (**69%** success rate).
- **22** travel award applications were received and are undergoing review.
 - Organized **2** information sessions for USask faculty and staff to learn about the International Blueprint funding opportunities, approximately **30** individuals attended each session.
- Managed **387** active agreements with **201** entities in **61** countries.
- **5** new agreements with **27** entities in **22** countries were signed reflecting universities’ efforts to solidify and expand research partnerships across borders.
- Participated in **86** meetings with the Canadian government and **15** meetings with foreign governments overseas.
- Facilitated **103** exploratory partnership discussions with stakeholders from **32** countries.
- **270** participants from across the global participated in the 4th annual People Around the World Conference.

RSAW VICE CHAIR:
LORI BRADFORD
MAY 2021



RSAW Committees in the U15

Reporting Structures:

RSAW at USASK
Reviews and advises
Council on issues
related to research,
scholarly and artistic
work including
advising on research
grant policies and the
establishment of
research centres.

This report conveys the findings of a research project¹ that examined the structure, role, and activity of RSAW committees in the U15 in December – April 2021. Institutional websites, policies, and procedures documents were scanned for reporting structure (Senate, Council, Board, and Internal Office), mandate, and membership (elected, appointed, roles) and followed up with phone calls to governance offices at each institute for verification.

Committee Reporting Structures

Most Research, Scholarly, and Artistic Works (or similarly mandated) committees in the U15 were committees of Council (or Senate) that provided a review and advising services on policies. While 3 Universities have no committee, only one – UBC – has a committee that reports directly to the Board of Governors and has more say in resourcing research endeavors.

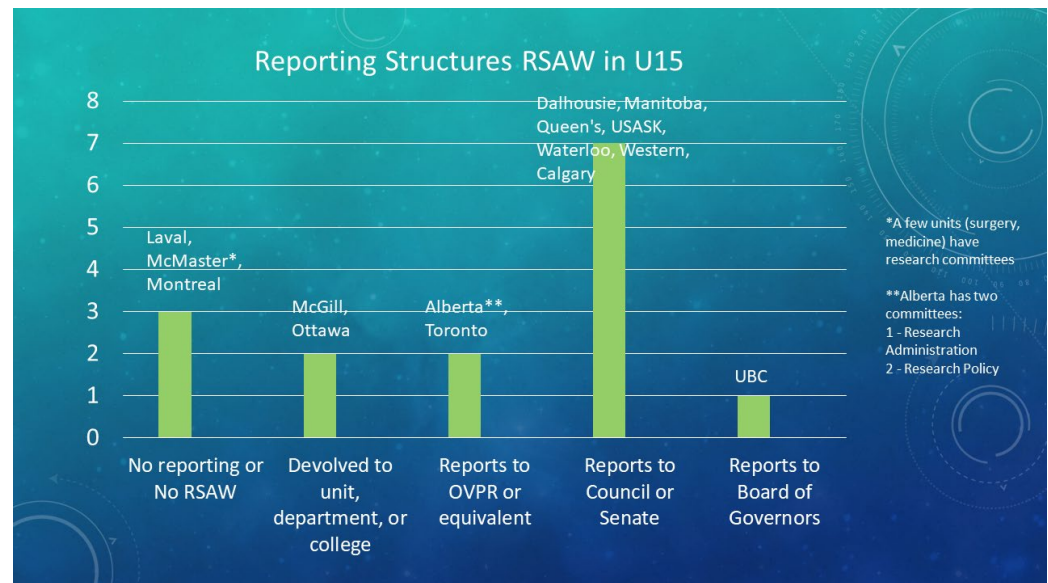


Figure-1: Number of RSAW committee by level of devolution and reporting pathway.

¹ Using the environmental scanning procedure laid out by: Choo, C. W. (2001). Environmental scanning as information seeking and organizational learning. *Information research*, 7(1), 7-1.

Mandate RSAW at USASK

Recommending to Council on issues and strategies to support research, scholarly, and artistic work; policies and issues related to research integrity and ethics; providing advice to the VPR on community engagement and knowledge translation activities; advice to the VPR and reporting to Council on issues relating to the granting agencies; on the contributions of undergraduate and graduate students and post-doctoral fellows to the research activity; centers and institutes; reporting to Council the University's research ethics boards' annual reports; new activities as deemed relevant.

Common Mandates:

Each U15 RSAW committee administrator was asked about the mandate and membership of their committee. Mandates obtained through document review were validated by committee Chairs. The number of institutes that had common elements in their mandates is noted.

Reviews material in preparation for audits (7/15)

These audits could be internal/external in nature, and were focused on finding research efficiencies, or providing certification to external agencies.

Oversees research ethics (6)

Ethics policies were a common element of review by RSAW committees. Membership of ethics committees or invitations to reviewer pools were also validated by RSAWs in some cases.

Reviews research programs of centers and institutes (6)

Receives research activity reports from units, departments, colleges and Tri-Council representatives (5)

Considered strategic research directions of the institutes and in one case, had impact on financial allocations (UBC).

Provides forum for identifying, discussing and resolving research issues (5)

Ensures research programs align with strategic plans (4)

Membership:

Two styles:

A (2/15) – Administrative with OVPR, Deans, Directors, Financial Managers (Alberta, Toronto)	B (7/15) – Representative with nominated/elected faculty members, staff & student representatives
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Common members:

- VPR or designate – often is Chair (7)
- Senate/Council determines membership (7) (Calgary, UBC, USASK, Queen's, Dalhousie, Waterloo, Western)
- Deans or Vice-Deans Research (6)
- Students (6)

Unique Compositions:

- Waterloo combines Research and Graduate Studies
- Queens has five subcommittees of the Advisory Research Committee (health sciences, arts and humanities, engineering and applied science, physical/math/computing sciences, social science and professional schools)
- Alberta has two committees: research administration, and research policy – neither of which have elected members or appointments from the general academic assembly

UNIVERSITY OF SASKATCHEWAN
PLANNING AND PRIORITIES COMMITTEE OF COUNCIL
FOR INFORMATION

PRESENTED BY: Dr. Darrell Mousseau
Chair, Planning and Priorities Committee

DATE OF MEETING: June 17, 2021

SUBJECT: For Information: Academic Program Approvals Process Review

SUMMARY:

The findings and recommendations of the Academic Program Approvals Process Review Project, led by the Governance Office from September 2020 – June 2021, are presented to Council by the Planning and Priorities Committee (PPC) and Academic Programs Committee (APC). In keeping with the University of Saskatchewan's (USask) commitment to "Boundless Collaboration," and the goal of "aligning structures" as articulated in the *University Plan: 2025*, structural and procedural changes are recommended to improve the timeliness of the academic program approvals decision-making process, while striving to maintain the rigorous reviews that ensure high quality, innovative programming, and financial sustainability. The recommended changes involve streamlining or removing steps, reconfiguring responsibilities, collaborating, and delegating.

Implementation of the recommendations will be phased. Proposed changes will require approval by the respective governing bodies. To support the new decision-making model, administrative resources will need to be realigned, and business practices will need to be updated. A pilot project for specific program-types will go forward in the fall of 2021, allowing time for review and refinement, followed by appropriate governance approvals in 2021/22, and full implementation by 2022/23.

The findings and recommendations of this review support the University of Saskatchewan's (USask) goal of "aligning structures" as articulated in the *University Plan: 2025* (USask 2019, p.12). The new decision-making model will support the development, revision, and approval of high-quality, current, and innovative programming at USask, along with effective and efficient academic governance.

BACKGROUND:

At a Deans' Council retreat in January 2020, concerns were raised about USask's ability to approve new and innovative academic programming (e.g., microcredentials), given existing

decision processes, in time to maintain our competitiveness, and to meet external and student demand. The needs of an organization, its stakeholders, and its communities evolve over time. Therefore, it is incumbent on the university to periodically conduct governance reviews to ensure that our governance models continue to support our academic goals and strategies.

In September 2020, with the endorsement of PPC and APC, the Governance Office initiated a review of the academic program approvals processes. The objective of the review was to align governance structures and processes, and business practices for the approvals of academic programs to enable USask to meet its mission and vision in delivering high quality and innovative academic programming. The project team was led by the Governance Office, with representation from the Registrar's Office, Institutional Planning and Assessment (IPA), College of Graduate and Postdoctoral Studies (CGPS), and the College of Arts & Science.

The methodology for the project was a qualitative case study involving document analysis, process mapping, secondary research, an environmental scan of comparable U15 institutions' program approval processes, and internal consultation. The project team completed an Interim Report in February 2021 (Thomarat, J., 2021). The findings of the Interim Report and sample 'future state' models informed subsequent consultations across campus. Consultations took place from March-May 2021 with over 25 groups, representing more than 150 people. The Interim Report, environmental scan, primary and secondary research, and consultations led to the development of these recommendations.

FINDINGS AND RECOMMENDATIONS

The findings and recommendations of the Academic Program Approvals Process Review are presented in accordance with a conceptual framework based on public policy and higher education administration literature. The framework involves examining decision-making either as structure or as process (Bess and Dee 2008, p.592). From there, the appropriate balance between expediency and rigour determines timeliness. Resources are required to enact the chosen decision-making framework, and to communicate the requirements to stakeholders. *The recommended changes to USask's academic program approvals decision-making model involve structures, processes, timeliness, rigour, resources, and awareness:*

- Structures
 - Eliminate the requirement for 'notices of intent' to PPC for new programs or major changes to existing programs.
 - Review APC and PPC responsibilities for program approvals, changes, and reviews.
 - For graduate program proposals, reduce the number of approval steps with committees of CGPS in alignment with the College's governance review.
 - Align the timing of Senate confirmation of admissions qualifications changes with the timing Council approvals.
- Processes
 - Develop holistic process maps, from application to implementation.
 - Realign processes for financial sustainability assessment and tuition setting.
 - Enhance coordination and collaboration between supporting offices.

- 'Right-size' the approval process for the type of qualification or credential.
- Timeliness
 - Start new program offerings two times each year, in June and January.
 - Reduce time-to-approval through collaboration, delegation, and coordination.
 - Consider tuition-setting for new academic programs separately from the annual tuition-setting process for existing programs.
- Rigour
 - Reconsider resource officers and voting membership on APC.
 - Align financial sustainability assessments with the Financial Authority Policy.
 - Augment the 'consultation with the registrar' procedures.
- Resources
 - Update and simplify guidelines and templates.
 - Consider curriculum management software to eliminate duplication, confusion, and 'paper-based' work.
 - Assign a central contact point for proponents and to steward the process.
 - Appropriately manage the workload implications of twice-per-year new program starts.
- Awareness
 - Enhance training and supports for chairs, committees, and proponents.
 - Ensure early, expert, and coordinated support through role and process clarity.
 - Identify opportunities for collaboration by broadly communicating new program proposals.

IMPLEMENTATION STEPS AND TIMELINES:

Proposed changes to Council, Board or Senate's roles or responsibilities for academic program approvals require their approval. Requests for decisions will be prepared as is appropriate.

A pilot project will be recommended for implementation in October 2021 for select program approvals in 2021/22. A project plan will be developed in the summer of 2021 for the full transition to the new governance framework (along with appropriate management and administrative supports), to be implemented for 2022/23.

To operationalize the recommended governance changes, business practices and administrative supports will need to be realigned to the new model. Implementation will require significant collaboration and further time commitments by the Governance Office, Registrar's Office, IPA, CGPS, Student Information Systems (SIS), Admissions, and college admissions and programs offices.

ATTACHMENTS:

Appendix A - Schedule of Consultations

REFERENCES:

Bess, J. and Dee, J. 2008. *Understanding College and University Organization: Theories for Effective Policy and Practice, Vol. II – Dynamics of the System*. Virginia: Stylus Publishing.

Thomarat, Jacquie. February 4, 2021. *Interim Report: USask Academic Program Approvals Processes*. University of Saskatchewan (USask) Governance Office.

USask. 2018. "Planning and Priorities Committee: Notice of Intent for New Programs." Available at: <https://governance.usask.ca/documents/proposals/notice-of%20intent.pdf>.

USask. 2019. *University Plan: 2025*. Available at: <https://plan.usask.ca/documents/University-Plan-2025.pdf>.

Appendix A - Schedule of Consultations

No.	Stakeholder	Dates	Materials
1	APC/PPC Execs	Feb 8/21	Interim report
2	APC	Feb 10/21	Interim report
3	PPC	Feb 10/21	Interim report
4	Governance Committee	March 8 – 2pm	Interim report
5	Catalogue/Programs Group	May 21 – 2pm	NA
6	Registrar/SIS/Admissions teams	March 31	NA
7	CGPS Executive Committee	Mar 18 - 10am	Interim report
8	Deans' Council	Mar 30 – 11:15am	Interim report
9	Associate Deans Academic	Mar 18 – 8:30	Interim report
10	Align with Microcredentials – Nancy Turner et al.	Mar 24 – 3:15	NA
11	Karsten Liber and Maureen Reed, SENS	Mar 17 – 2pm	Interim report
12	Loleen Berdahl, Alastair MacFadden, Murray Fulton – JSGS	April 12 – 11am	Interim report
13	Gordon DesBrisay and Alexis Dahl, Arts & Science	Mar 10 – 2pm	Interim report
14	Andy Allen, Prof, and Liz Snead, ADR, WCVI	April 27 – 10am	Interim report
15	Vicki Parohl, and Noreen Mahoney, Edwards	April 13 – 2pm	Interim report
16	Doug Brothwell and Walter Siqueira, Dentistry	Mar 23 – 9am	Interim report
17	Jay Wilson, Council Chair and Dpt. Head	Mar 19 – 1pm	Interim report
18	College of Education, Deans & Heads	April 28 – 9:30-10:30	Interim report
19	Department Heads' Forum	Mar 30 – 3pm	Interim report
20	Arts & Science Undergraduate Chairs	Mar 31 – 2pm	Interim report
21	Debby Burshtyn and Ryan Walker, CGPS – Review Findings	May 17 – 3:30	PPT
22	APC/PPC Execs – Review Findings	May 31 8-8:30am	PPT
23	APC – Review Findings	May 26 – 4-4:30	PPT
24	PPC – Review Findings	June 2 – 10:00am	PPT
25	President's Executive Committee (PEC) – Review Findings	June 3 – 10:00am	PPT/Briefing
26	University Council – Review Findings	June 17 – 2:30pm	PPT/Briefing
27	Senate Executive	June 15 – 9am	PPT/Briefing

UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Dr. Darrell Mousseau
Chair, Planning and Priorities Committee (PPC)

DATE OF MEETING: June 17, 2021

SUBJECT: Annual Report to Council of PPC

PURPOSE: For information only

The Planning and Priorities Committee (PPC) met on 15 occasions throughout 2020-21 (this includes the last scheduled meeting; June 16, 2021). The chair and some members of the committee also served on subcommittees of PPC (*e.g.*, the Centres subcommittee; the Capital & Finance subcommittee), as well as on other University Council committees, including the Coordinating Committee, the Governance Committee, the Information Systems Steering Committee, and the Strategic Priority Steering Committee. In February of 2021, we welcomed our new Provost and Vice-President Academic, Dr. Airini.

COUNCIL ITEMS

The PPC presented the following items to University Council for approval:

- The *Centres Policy* (Guidelines for Establishment, Closure, and Provisional Status) (Oct 15, 2020);
- The proposed name change of the *Department of Psychology* to the *Department of Psychology and Health Studies* (Nov 19, 2020);
- The “Critical Path to Sustainability: The University of Saskatchewan Sustainability Strategy (2021-2030)” (Feb 03, 2021);
- The University Plan 2025 Update (Apr 15, 2021).

STRATEGIC AND INTEGRATED PLANNING

The PPC received presentations and provided feedback on the following university-level initiatives and plans:

- Enrolment reports and enrolment planning;
- Resource allocation process;
- Tuition rate setting;
- Academic Program Approvals Process Review (joint APC-PPC consideration).

UNIVERSITY POLICIES, FINANCES and CAPITAL

The committee considered the following:

- Equity, Diversity, and Inclusion Policy (Cheryl Carver)
- The University Finances & Financial Report 2020/21 (Greg Fowler)
- Living Our Values Policy (Kelly McInnes)
- Microcredentials Project and Terms of Reference (Amanda Storey, Nancy Turner)
- The University's Capital Plan (Janelle Hutchinson)
- Process for Measuring the University Plan (Julian Demkiw, Troy Harkot)
- Briefing on the Provincial Budget (Greg Fowler)
- TABBS and Resource Allocation Process Revisions (Troy Harkot, Jennifer Beck)
- Provincial Budget 21/22 Update (Airini, Greg Fowler)
- Allocation of Support Centre Resources (Airini, Jennifer Beck)
- Tuition rates 2021/22 (Melissa Just)
- Tuition reporting to the Ministry of Advanced Education (Melissa Just)
- Strategic Priorities (Airini)
- Institutional Space Management Framework (Trisha Ottenbreitt)
- Government Funding Request Provincial Budget (Greg Fowler, Airini)
- Financial Sustainability Plan (Airini, Greg Fowler)
- University's COVID-19 Update (Darcy Marciniuk)

ACADEMIC MATTERS

Given last year's addition of a guiding statement regarding *Equity, Diversity and Inclusion* (EDI) in the PPC's terms of reference, all proposals coming before PPC for consideration must seek consultation with the office of the Vice-Provost Indigenous Engagement as well as the International Office (on all matters that would have a significant internationalization component). In addition, all proposals for new academic programs or major program changes undergo financial sustainability assessments with the support of Institutional Planning and Assessment before being considered by the committee.

Notices of Intent (NoI)

The PPC discussed and provided feedback to proponents on the following NoIs for new programs:

College of Agriculture and BioResources

- Certificate in Precision Agriculture.

College of Arts & Science

- Program in Applied Computing;
- Master of Music in Music Education;
- Graduate Certificate in Environmental Planning;
- Graduate Certificate in Hydrology.

College of Education

- Master of the Scholarship of Teaching and Learning;
- Certificate in the Scholarship of Teaching and Learning.

College of Law

- Certificate in Indigenous and Aboriginal Law.

Edwards School of Business

- Graduate Certificate in Leadership.

Johnson-Shoyama Graduate School of Public Policy

- Certificate in Indigenous Nation Building;
- Certificate in Innovation and Science Policy.

School of Environment and Sustainability (SENS)

- Graduate Certificate in Water Security;
- Graduate Certificate in Energy Security;
- Graduate Certificate in Regenerative Sustainability;
- Graduate Certificate in Climate Change Vulnerability Assessment and Adaptation Action.

Western College of Veterinary Medicine

- Certificate in Veterinary Diagnostic Pathology.

Items for consideration in the 2021-2022 Academic Year:

- Microcredentials;
- Reports from the University 2025 Strategic Priority Steering Committee;
- Academic Program Approvals Process Review implementation of recommendations.

ACKNOWLEDGMENTS

During what can only be described as a ‘challenging’ year, given that all meetings were held using a video platform, I thank my Vice-Chair, Vincent Bruni-Bossio (Management and Marketing), and all members of PPC for their ability and willingness to adapt to the remote format and to continue to provide their time and insight regarding the various items considered by PPC. All insight, critique, and feedback regarding University academic and non-academic issues, finances, and strategies were always well received by the proponents of any proposal as well as by the offices of our Vice-Presidents. I also want to thank the PPC Executive for always finding an additional hour in their busy schedules to meet and plan the agenda and discuss matters of process. As importantly, I once again whole-heartedly thank Dr. Jacquie Thomarat for her ongoing support and her capacity for making sure that documentation was prepared for every meeting of the PPC as well as for her knowledge of all things procedural and governance. Finally, I thank all of the outgoing members of PPC and wish them the very best in the years ahead and I look forward to new members as they join us for the Fall sitting of PPC.

Respectfully submitted,



Darrell D. Mousseau, PhD
Chair, Planning and Priorities Committee

University of Saskatchewan
tel: (306) 966-8824 (voice)

BE WHAT THE WORLD NEEDS

UNIVERSITY COUNCIL
Joint Committee on Chairs and Professorships
REQUEST FOR DECISION

PRESENTED BY: Ken Wilson, Vice-Provost, Faculty Relations
Chair, Joint Committee For Chair and Professorship

DATE OF MEETING: June 17, 2021

SUBJECT: **Beef Industry Integrated Forage Management and
Utilization Chair**

DECISION REQUESTED: *It is recommended:*

That Council approve the Beef Industry Integrated Forage Management and Utilization Chair and recommend that the Board of Governors authorize the establishment of this chair effective July 1, 2021.

PURPOSE:

Developed in consultation with industry and government stakeholders, the purpose of the Beef Industry Integrated Forage Management and Utilization Chair is to expand the agronomic research capacity at the University of Saskatchewan. The chair will bring together various nodes of expertise within USask and beyond to bridge disciplinary boundaries and study the interactions among soils, plants, animals, economics and ecosystems so that the full potential of forage crops can be realized.

CONTEXT AND BACKGROUND:

There is growing recognition of the importance of forages as an affordable high-quality feed source for the beef and dairy sectors. Forage systems are also being recognized for providing critical benefits to the agro-ecosystem ranging from nutrient cycling and carbon sequestration to biodiversity and wildlife habitat. Such benefits may have greater economic value than the crops themselves. For the full benefits of forages to be realized, industry stakeholders identified the value in an interdisciplinary approach and recognized the advantages of a USask partnership due to our strong agricultural research programs and a robust supporting infrastructure.

This Chair resulted from years of exploration with industry to develop a suitable structure and funding model that could meet industry needs while providing long-term position sustainability.

Fully funded through support from industry and governmental stakeholders, the Beef Industry Integrated Forage Management and Utilization Chair will serve as a model partnership designed to address industry needs while embracing the university's commitments to courageous curiosity, boundless collaboration and inspired communities. The establishment of the Chair will further strengthen our stakeholder relationships through increased interaction with, and dissemination of, research findings to industry partners.

Leveraging USask infrastructure as well as other research-focused institutions on campus, such as the Plant Biotechnology Institute of the National Research Council, Agriculture and Agri-food Canada (AAFC), and the Canadian Light Source, this chair will provide a coordinating hub for collaborative research activities and the pursuit of innovative solutions. Additionally, the Department of Animal and Poultry Science with its close association with the Livestock and Forage Centre of Excellence (LFCE), and the Department of Plant Sciences with the fully integrated Crop Development Centre (CDC), are international leaders in field-based research, and offer both teaching and research programs focusing on crop and animal production in the western provinces.

The chair will increase the teaching capacity of the College of Agriculture and Bioresources and address gaps related to forage management and utilization as well as other associated areas of study, further solidifying the university's leadership position related to the education and training of HQP for the agriculture sector.

CONSULTATION:

The proposal for the Integrated Forage Management and Utilization Chair was developed through extensive consultation with the Beef Cattle Research Council, as well as the Saskatchewan Cattlemen's Association and the Saskatchewan Ministry of Agriculture. These discussions were led by the Dean of the College of Agriculture and Bioresources and have been endorsed by the Head of the Department of Plant Sciences and the Head of the Department of Animal and Poultry Science. The Terms of Reference for the Chair were developed in consultation with University Relations, and the Joint Committee on Chairs and Professorships has been consulted regarding the establishment of this position.

SUMMARY:

The University of Saskatchewan's Strategic Framework - "The Weave" - highlights the need to contribute to a sustainable future by leading interdisciplinary and collaborative approaches to discovery, teaching and outreach. The Beef Industry Integrated Forage Management and Utilization Chair is an integrative research position that combines areas of basic and applied plant, soil and animal sciences, as

well as economics and environmental sciences. Furthermore, the University has identified *Agriculture: Food and Bioproducts for a Sustainable Future* as one of its six signature research areas.

The College of Agriculture and Bioresources Strategic Framework also commits to developing new approaches in order to understand our physical world and to provide pioneering knowledge, products and human capacity by engaging in activities that contribute to the development of novel and practical advances in agriculture. A key objective outlined in the framework is to continue growing our research capacity to better address contemporary and emerging research priorities by focusing on innovative solutions and inter-disciplinary activities, bringing together researchers from various departments and colleges to support innovative projects linking varied perspectives. The collaborative research activities associated with this chair will be essential in order to realize the economic and environmental benefits of forage crops.

The funding model pursued to establish this chair is in itself a novel and mutually desirable partnership involving both industry and governmental stakeholders. The committed funding will support a chair for a full career term, allowing USask to build its academic capacity while limiting financial risk. The partnership is attractive to the funders because it effectively leverages USask institutional strengths to achieve shared research and educational goals.

ATTACHMENT:

Beef Industry Integrated Forage Management and Utilization Terms of Reference



Beef Industry Integrated Forage Management and Utilization Chair

Terms of Reference

- Purpose:** To establish a continuing status faculty position at the College of Agriculture and Bioresources to expand the agronomic research capacity at the University of Saskatchewan. The position will be a joint appointment between the Department of Plant Sciences and the Department of Animal and Poultry Science.
- Contributions to the chair will be used to fund the salary and benefit costs associated with this position.
- Chair Type:** This will be a Continuing Status Chair.
- Background:** In 2012, a national assessment of the Canadian forage industry recognized that limited investment in research and development has held back varietal improvement of forages relative to other crops. At the same time, there is growing recognition of the importance of forages as an affordable high-quality feed source for the beef and dairy sectors. Forage systems are also being recognized for providing critical benefits to the agro-ecosystem ranging from nutrient cycling and carbon sequestration to biodiversity and wildlife habitat. Such benefits may have greater economic value than the crops themselves. In order for the full benefits of forages to be realized, it is critical to bridge interdisciplinary boundaries and study the interactions among soils, plants, animals, economics and ecosystems. The Beef Industry Integrated Forage Management and Utilization (Beef Industry - IFMU) Chair will bring together expertise at USask and beyond to fill the gaps in forage research and disseminate findings to industry.
- Source and Amount of Funding:** Funding for this chair will be provided from a combination of contributions from the Beef Cattle Research Council, a Division of the Canadian Cattlemen's Association (\$2.5 million), the Saskatchewan Cattlemen's Association (\$1 million) and the Saskatchewan Ministry of Agriculture (a minimum of \$750,000 over 5 years with potential for an additional 5-year commitment) herein after referred to as the "funders".
- Tenability:** Both principal and earnings will be available for use.

The chair will be established as a continuing status position. Funding is anticipated to support a full faculty member career term. However, tenability will be reviewed with every new chair incumbent and the term of the chair may be amended at the discretion of the Management Committee.

Candidate Selection:

In accordance with the collective agreement established between the Faculty Association and the University, a Search Committee will be established and co-chaired by the Head of the Department of Plant Sciences, and the Head of the Department of Animal and Poultry Science.

The Search Committee will be supported by a Search Subcommittee, which will include representatives of each of the funders.

The Search Committee and Search Subcommittee will operate in accordance with Section 4.1 of the *Guidelines for the Establishment of Chairs and Professorships* as approved by University Council and the Board of Governors.

It is anticipated that the chair position will be filled in 2021.

The Search Committee will recommend an academic home for the chair once the candidate has been selected.

Stakeholder Engagement in Candidate Selection

To ensure there is an opportunity to provide input into the hiring process, a subcommittee of the Search Committee will be formed and will include at least one representative from each of the funders. These representatives will have the opportunity to comment on and suggest revisions to the job posting for the Beef Industry – IFMU Chair position and participate in the hiring process to the extent permitted by the University’s applicable hiring policies and collective agreements and applicable laws and regulations. The University shall have the final say on hiring the person to fill the Beef Industry – IFMU Chair position.

The University will engage a producer panel as part of the selection process, with participation of producers appointed by the BCRC, and SCA to participate in industry directed seminars delivered by the shortlisted applicants that are to be interviewed by the selection committee and selection subcommittee. The BCRC and SCA will facilitate these seminars through the recommendation of panel participants and assist with scheduling of events. The University shall have the final say on hiring the person to fill the Beef Industry – IFMU Chair position.

Chair Termination

The University agrees to promptly notify all funders if the Beef Industry – IFMU Chair resigns or the University terminates the employment of

the Beef Industry – IFMU Chair. Upon receipt of such notice, subject to remaining funding,

- a) the university will reconvene the Search Committee, Search Subcommittee, and producer panels, to the extent possible in the future, to hire a new Beef Industry – IFMU Chair incumbent, or
- b) if circumstances change such that the chair as described is no longer practical or desirable, the university will consult with the funders, as is possible given their future status, to determine an agreed upon alternate use of unspent funding that is in keeping with the original spirit and intent of the funding.

Chairholder responsibilities:

The chairholder is anticipated to be hired at an assistant level. However, higher level candidates may be considered if additional funding can be secured and the long-term viability of the position can be maintained. The chairholder will be responsible for expanding the current forage research capacity of the University of Saskatchewan. The position is an addition and is not a replacement of a current position.

The chairholder will:

1. Provide visionary leadership to advance world-class research related to the management and utilization of forage crops for the beef industry.
2. Serve as a leader to bring together relevant expertise to realize the agronomic value and environmental benefits of forages.
3. Participate in, and lead, graduate/undergraduate courses as assigned.
4. Provide leadership and mentorship to graduate/undergraduate students in their research and studies.
5. Develop and maintain a collaborative integrated forage management and utilization research program and actively seek and obtain research funds to support the mandate of the chair.
6. Be a liaison with external stakeholders to communicate activities of the chair and to obtain guidance on industry research needs.
7. Provide knowledge and technology transfer to cattle producers, relevant industry professionals and other

stakeholders as well as to the academic community at national and international conferences/symposiums.

8. Provide the Management Committee with an annual report on the chairholder's research and teaching activities.

It is anticipated that the position will spend their time as follows:

- 50% on research
- 20% on teaching (normally considered to be two 3 credit unit courses per academic year)
- 20% industry extension/technology transfer
- 10% administration

Term of Chair:

The successful Chair will be appointed into the track of a continuing status position. The chair title will be initially conferred for a five-year term, renewable based on success and accomplishments of the chair. The continuation of the Chair will be dependent on reaching a continuing status appointment.

Management Committee:

The Chair will be managed as per Section 5.0 of the *Guidelines for the Establishment of Chairs and Professorships*. Management Committee shall consist of the following positions (or their designates):

- Dean, College of Agriculture and Bioresources
- Provost and Vice President Academic
- Manager, Donations and Trusts
- Associate Dean, Research & Graduate Studies
- Department Head, Plant Sciences
- Department Head, Animal and Poultry Science
- Chief Operations and Finance Officer, College of Agriculture and Bioresources

Representatives of the funders will also be invited to sit on the Management Committee and will be included in committee communications.

The Dean, College of Agriculture and Bioresources will act as the chair of the Management Committee. The Dean, at their discretion, may also appoint additional members to the Management Committee as circumstances warrant, including additional industry representation as deemed necessary to support to the chair's objectives.

As per section 5 of the JCCP guidelines, the department head or dean or executive director as appropriate will conduct an annual review of

the performance of the incumbent in accordance with the university's practices for the review of equivalent positions.

The Management Committee's responsibilities shall include the following:

1. Oversee the activities of the chair to ensure they are in keeping with the chair's purpose and are integrated with the university's priorities.
2. Provide guidance to chairholder on activities to ensure progress relative to annual and long-term objectives.
3. Approve annual budgets.
4. Receive and review the annual and financial report on the activities of the chair.
5. Provide an annual financial and activity report of the chairholder with commentary as appropriate to the Joint Committee on Chairs and Professorships.
6. Provide a copy of the annual financial and activity report to chair funders. Reporting details provided in the attached appendix (Appendix A).
7. To review chairholder performance as prescribed in the University of Saskatchewan Faculty Association agreement and according to Category 5 of the Standards for Promotion and Tenure set by the College of Agriculture and Bioresources (Appendix B). If the management committee determines the incumbent's performance is not meeting the required standards, then corrective procedures will be carried out according to the collective agreement for faculty.

Eligible Expenditures:

Expenditures will be in alignment with Section 2.0 of the *Guidelines for the Establishment of Chairs and Professorships*, and will relate to the budget for the chair (attached).

Excess/Insufficient Funds:

Should there be insufficient funds to hire another incumbent, the university will consult with the funders, as is possible given their future status, to determine an agreed upon alternate use of unspent funding that is in keeping with the original spirit and intent of the funding.

Fund Administration:

The University shall have the further power to administer the fund as part of the University's general trust and endowment funds, in keeping with and under the University's investment and administrative guidelines and practices as may be established and changed by the University from time to time. Upon these terms of reference being approved, and under the above guidelines and practices, provision shall be made for the investment of this fund in common with other trust funds and the payment of administration fees with respect to the management of such funds, such fees to be determined by the University acting reasonably.

In the event that circumstances make the Integrated Forage Management and Utilization Chair no longer practical or desirable, the Management Committee (including the funders) will recommend to University Council and the Board of Governors of the University of Saskatchewan, changes to the Chair. These recommendations will maintain, as much as is reasonably possible, the Chair's spirit and general intent as identified in its statement of Purpose.

Appendix A.

Annual Report Guidelines

(Derived from the report template in the University Guidelines for Chairs and Professorships)

Name of Chair:				
Reporting Period:		Name of Chairholder:		
College:		Department:		
Summary of Research Results and Impact:				
<p>Summary of publications (authored, co-author and lead research):</p> <ul style="list-style-type: none"> • Books • Peer-reviewed publications • Technical papers • Extension publications • Patent applications • National and International invited Conference Presentations • Industry engagement <p>Where feasible, copies or links to all publications from the reporting period should be attached to the annual report.</p> <p>Additional comments:</p>				
Summary of extension activities highlighting industry engagement (field days, meetings, webinars, etc.).				
Summary of Highly Trained People:				
	Masters	Doctoral Students	Postdoctoral Students	Other
Supervised				
Co-supervised				
Graduated				
Overview of external research funding, indicating the type, amount and source, including project titles, collaborators and objectives.				
Other relevant information (courses/lectures/seminars).				
Summary of how the chair has enhanced the goals of the university, college and department.				
Summary of the collaborative relationships that have been developed through the chairs activities.				
Overview of the funding sources supporting the chair (including source and amount).				
Indicate if funding associated with the chair has helped leverage new funding from other sources (e.g. granting agencies, provincial sources, private sector CFI or any other sources).				
Summary of the activities of the incumbent indicating how they are consistent with the approved mandate of the chair as well as an assessment of success of the Chair Program against the objectives.				
Financial Report (including opening fund balance, expenditures, investment earnings and closing balance).				

Summary of any issues that could impact the University in achieving the objectives of the Chair Program.

Annual Reports shall be submitted on or before March 31 of each year covering a reporting period from March 1 of the previous year to the last day of February of the current year.

The funders have the right to receive, upon request, such cooperation and technical documentation that the University is reasonably able to provide to assist the funders to interpret any Annual Report.

Appendix B.

Standards for Promotion and Tenure – Category 5

(Extracted from the University of Saskatchewan and College of Agriculture and Bioresources Standards for Promotion and Tenure)

5.1a There is no one “profession” which is practiced by faculty in the College of Agriculture and Bioresources; therefore, the definition of professional practice is very discipline specific. Departments will define professional practice within the context of their particular disciplines. Notwithstanding the above, professional practice will normally be expected to include most of the following elements:

- specific identifiable clients are involved, usually but not always within the agri-food industry
- activities will usually involve the development and/or delivery of particular products, processes or services
- outputs will usually include advice and reports to clients which go beyond test results to include professional interpretation of results
- practice of the profession is grounded in a conceptual framework that is supported by contemporary literature and there must be evidence of results achieved

To be accorded recognition, the work will have been part of the assigned duties of the candidate and will have been associated with the candidate’s university position. Work for which remuneration has been received may be included in evaluating a candidate’s suitability for tenure and promotion providing all of the other conditions noted above are met.

Evaluation will be carried out according to standards of practice in any or all of the following areas, and in other areas as specified in Department Standards:

- performance of professional skills (e.g., clinical management, counselling, program design and evaluation, diagnosis, systems analysis, applied government and/or private sector technical and policy reports);
- patents obtained, new technologies or processes developed, licensed or commercialized;
- peer recognition (e.g., referrals and requests for services, provision of expert advice, testimonials from client organizations, professional association recognition);
- delivery of technical or professional services;
- completeness and accuracy of investigations, procedures, reports, case records, policy analyses, etc.;
- effectiveness as a professional role model (for students and other trainees);
- willingness to accept and perform duties out of regular working hours and in emergencies where this is an integral part of professional practice;
- adequacy and diversity of the service load where this is an integral part of professional practice;
- communication with colleagues and clients;
- evidence of the ability to organize and manage complex multi-faceted and large-scale programs;
- evidence of the ability to establish effective relationships with professional colleagues, resource persons, clients and collaborators;

- success in obtaining external funding;
- leadership in the discipline with respect to the profession.

In assembling evidence of professional practice, a broad-based consultative process is required. Following consultation with the candidate, the Department Head will request confidential, written evaluations from clients, client agencies or colleagues who are familiar with the technical and/or professional aspects of practice. Candidates may also provide letters of support (placed in the case file, see Section E). 'Standards of Practice' adopted by appropriate professional organizations may be used as a guide for evaluation of practice of the profession.

Tenure as Assistant Professor: There must be compelling evidence, beyond that demonstrated at appointment as Assistant Professor, that: 1) the candidate is developing a leadership role in the field of specialization with provision for further development; and, 2) the candidate is contributing to the creation and dissemination of knowledge through scholarly work initiated and completed since appointment. There must also be evidence of the promise of future development as a practitioner and scholar, including the presence of a defined professional practice and a defined program of scholarship. The candidate will have published in reputable peer-reviewed outlets, and will have experience in graduate student supervision. Evidence of the ability to obtain sufficient funding to sustain a productive program of scholarly work is required.

The quality of the candidate's professional practice and scholarly work will be assessed, using the tenure and promotion standards of the Department, by at least three senior academics drawn from comparable institutions.

UNIVERSITY COUNCIL
JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS
FOR INFORMATION ONLY

PRESENTED BY: Ken Wilson, Vice-Provost, Faculty Relations
Chair, Joint Committee For Chair and Professorship

DATE OF MEETING: June 17, 2021

SUBJECT: **JCCP 2020-2021 Annual Report**

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The Joint Board/Council Committee on Chairs and Professorships (JCCP) is chaired by the Provost and Vice-President Academic or designate with representation from: University Council; Board of Governors; Research, Scholarly and Artistic Work Committee of Council; the Vice-President Research or designate; the Vice-President University Relations or designate; the Controller, Financial Services or designate; and the Secretary to the Board of Governors and Council or designate.

The committee is responsible for reviewing proposals for the establishments of chairs and professorships, receiving annual reports of chairs, and developing and reviewing procedures and guidelines related to the funding and on-going administration of chairs. The committee makes recommendations to University Council and the Board of Governors for the establishment of chairs and professorships that fall within its jurisdiction.

DISCUSSION SUMMARY:

Over the course of 2020/2021 JCCP reviewed several chair proposals that are currently being developed. JCCP recommended establishment of the College of Nursing Signature Area Enhancement Chairs, which is under a final round of reviews by the college executive to determine preferred and sustainable effective date.

The JCCP has also recommended establishment of the Integrated Forage Management and Utilization (IFMU) Chair, which is being presented for approval at the June 2021 meetings of Council and the Board of Governors. The IFMU Chair will be a joint appointment in the

Department of Animal and Poultry Science and the Department of Plant Sciences, College of Agriculture and Bioresource. The chair will develop a research program to provide prairie producers with the data and tools to make informed management decisions. The long-term foci will be to develop and evaluate optimal forage management practices and to identify feeding and grazing strategies to optimize animal performance while contributing to improved soil health and environmental sustainability. The chair will bring together various nodes of expertise within USask and beyond to bridge disciplinary boundaries and study the interactions among soils, plants, animals, economics, and ecosystems so that the full potential of forages can be realized.

The JCCP is currently working on adapting a number of recommendations outlined by the Research Governance audit that was completed in 2020. The main objective is to strengthen governance by enhancing compliance procedures and reporting processes

Committee Membership:

Vice-Provost, Faculty Relations and Chair	Ken Wilson
Board of Governors Representative	Grant Devine
Vice-President Research Designate	Irena Creed*
Research, Scholarly and Artistic Work	Matt Lindsay
Member of Council Representative	John Gjevre
University Secretary's Office	Chelsea Willness
Controller, Financial Services	Terry Summer
University Relations Designate	Shandi Boser

Committee Support:

Research Services Resource Person	Laura Zink
Committee Coordinator	Anna Okapiec

*Irena Creed was a committee member until March 2021, when she stepped down due to an administrative leave.

ATTACHMENTS:

None

UNIVERSITY COUNCIL
TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY: Vince Bruni-Bossio, Chair
Teaching, Learning and Academic Resources Committee of
Council

DATE OF MEETING: June 17, 2021

SUBJECT: Teaching, Learning and Academic Resources Committee
Annual Report

COUNCIL ACTION: For Information Only

**ANNUAL REPORT OF THE
TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE OF COUNCIL
2020-2021**

The Teaching, Learning and Academic Resources Committee (TLARC) deals with a range of teaching and learning issues at the university.

The committee is composed primarily of faculty from colleges and departments across the institution who share their experience and expertise in many areas. University staff, who sit as committee members or resource people, provide important input from administrative and technical perspectives.

Terms of Reference

- 1) Commissioning, receiving and reviewing reports related to teaching, learning and academic resources, with a view to supporting the delivery of academic programs and services at the University of Saskatchewan.
- 2) Making recommendations to Council and the Planning and Priorities committee on policies, activities and priorities to enhance the effectiveness, evaluation and scholarship of teaching, learning and academic resources at the University of Saskatchewan.

- 3) Promoting student, instructor and institutional commitments and responsibilities, as set out in the University of Saskatchewan Learning Charter and as reflected in the top priority areas of the University of Saskatchewan Integrated Plans.
- 4) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.
- 5) Carrying out all of the above in the spirit of philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

Membership

Membership comprises 11* members of the GAA, at least 5 of whom will be members of Council; includes 1 sessional lecturer.

Council Members

Vince Bruni-Bossio (Chair) -Exec	Management and Marketing	2023
John Gjevre	Medicine	2023
Paul Jones	Toxicology	2022
Jo Ann Murphy	Library	2023
Chris Willenborg	Plant Sciences	2021

General Academic Assembly Members

Manar Angrini	Biology	2022
Loleen Berdahl (Vice-chair) -Exec	Political Studies	2022
Jorden Cummings	Psychology	2021
Kathleen James-Cavan	English	2022
Gail MacKay	Curriculum Studies	2021
Ann Martin	English	2023
Jaris Swidrovich	Pharmacy and Nutrition *Resigned Mar.15	2021

Sessional

Liv Marken	Student Learning Services	2021
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Student Members

Kiefer Roberts	USSU Designate	2021
Carmen Marquez	GSA Designate	2021

Ex-officio (voting)

Patti McDougall -Exec	Vice-Provost, Teaching, Learning and Student Experience
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Resource members (non-voting)

Shari Baraniuk	CIO, Information and Communications Technologies
Rachel Sarjeant-Jenkins	Designate of the Dean, University Library
Cheri Spooner	Director, Distance Education Unit
Nancy Turner	Director, Teaching and Learning Enhancement
Candace Wasacase-Lafferty	Director, Indigenous Initiatives
Candice Weingartner	Director, ICT Academic and Research Technologies
Erin Holcomb -Exec	Committee Secretary

Associate Members

Kate Langrell	Copyright Coordinator
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**Per the June 25 approval of University Council, there were 12 members of the GAA on TLARC for 2020-21, in order to ensure that there was sufficient Council member representation.*

Overview of TLARC Committee Responsibilities:

At the September 2020 meeting, I outlined that TLARC committee members would complete three functions as part of their role: (1) receiving information about teaching and learning, (2) providing input and insight when needed, and (3) voting on teaching and learning issues, policies and processes. TLARC committee members are also asked to contribute to working groups when possible.

I also outlined the challenges that the COVID-19 pandemic posed and asked for a discussion on how TLARC could assist the university with responding to the pandemic. Below I outline the outcome of this discussion and the work completed this past year.

New Meeting Structure

The need to meet virtually offered a unique challenge, given part of TLARC's work has involved extensive deliberation. The TLARC Executive met multiple times to discuss possible tools and approaches to remote facilitation. As a result, the TLARC agenda structure this year included space for members to break out into groups to discuss relevant topics related to the pandemic and other issues. Each breakout session was followed up with a larger group discussion. Members were asked to contribute ideas for conversation topics and all discussions were tracked in minutes. This was a very effective method for running meetings in a virtual space because it offered the opportunity to hold synchronous and engaged discussions on relevant topics.

Issues, Discussions and Work Completed

The Teaching, Learning and Academic Resources Committee (TLARC) of Council met 10 times during the 2020-21 year and discussed issues, concerns and opportunities related to teaching and learning activities at the University of Saskatchewan. Special consideration was given to the impacts the COVID-19 pandemic had on our delivery and assessment of courses.

On different occasions over the course of these 10 meetings, TLARC was asked to provide strategic advice to inform initiatives within the portfolio of Teaching, Learning, and Student Experience (TLSE).

On April 15, 2021, I provided an update to University Council to review TLARC's strategies for working in this pandemic and overviewed the two working group activities as noted below.

New Strategy for Working groups

In the past TLARC and its working groups have focused on longer term strategies such as developing our University of Saskatchewan Learning Charter and adopting the Student Learning Experience Questionnaire (SLEQ). At the September 2020 meeting, TLARC members reviewed the general priorities for the coming year and considered the unprecedented challenges of working remotely. This discussion resulted in members agreeing to pause longer term initiatives to free up resources for assisting with challenges and opportunities related to remote delivery. One reason for this decision was to focus on supporting efforts to transition to remote delivery. A second reason involved the reality that many of the people on TLARC working groups were also heavily involved with working on the COVID-19 response. Recognizing the additional workload of this group in responding to the pandemic, the activities of three working groups were postponed for the duration of the 2020-2021 year. The remaining two working groups were continued because their mandates were related to the pandemic response (see below).

1. Assessment (Chairs: Nancy Turner and Patti McDougall)

This working group had been focused on evidence-informed assessment practice, however after review of needs and concerns being faced in remote teaching and assessment this group pivoted in Fall 2020 to focus on particularly on academic integrity. Two key foci were determined:

- Resource Development - to support instructors, including webpages, information sheets, blog posts, assessment design sessions, and other workshops offered through GMCTL.
- Academic Integrity forum aimed at academic leaders and their role in addressing academic integrity, focused on prevention.

The group produced a [comprehensive resource for instructors](#) that was launched in the Winter term 2021. Additionally, a key suggestion from the academic integrity forum (both from the expert panel members and internal academic leaders) was the creation of a group that could advance academic integrity strategic work in a collaborative fashion. As a result, an institution-wide task group is being created to further the work on advancing a culture of academic integrity institutionally.

As the task group is formed to begin their work in this area, the focus of the Assessment working group will return to focus on evidence informed assessment practices.

2. Experiential Learning

This working group's activities were paused for 2020-2021 due to COVID-19.

3. Homework Systems

This working group's activities were paused for 2020-2021 due to COVID-19.

4. Teaching Quality (Chair: Nancy Turner)

After a brief pause in March-May 2020, this group resumed its work during this past year, building on completed on policy and process for student feedback by advancing development of policy and practice for peer review of teaching practices. The group has developed a set of principles and draft policy. The working group's next steps will be to consult widely on the draft policy. We expect that the policy, revised based on input from the consultations, will be brought to University Council in 2021/22.

5. Wellness Strategy

This working group has completed a report and is waiting to present it, and an associated action plan in early Fall 2021.

Consultations:

October 2020 - Dr. Irena Creed from the School of Environment and Sustainability presented the Sustainability Strategy Plan. TLARC members were asked to give feedback regarding missed action(s) or commitment(s) from their perspectives.

April 2021 - Draft revisions to the Regulations on Student Academic Misconduct policy were presented by Amanda Storey, Governance Office. Members were asked to give feedback on revisions and the fuller document.

Reports Received:

September 2020, Dana Carriere presented the Equity, Diversity, and Inclusion Policy for TLARC members to review.

Other activities:

TLARC also welcomed presentations from its members and a variety of guests, who shared information and updates on programs and university-wide strategies including:

- Micro-credentials
- Preliminary data of the midterm SLEQ feedback
- Experiential Learning in a remote context
- Motivation in the remote context - data from pulse survey

TLARC invited Dr. Baljit Singh, Vice President Research to engage with members in a discussion of possible connections and synergies between teaching and learning and research. Dr. Singh attended the meeting on April 6, 2021.

Acknowledgements

My sincere thanks to our executive committee of Dr. Loleen Berdahl, who served as vice chair, Vice-Provost Patti McDougall and Dr. Nancy Turner. They provided exceptional guidance and leadership during this challenging year. As well, my thanks to all the members of TLARC. This highly engaged group enthusiastically adapted to a new meeting structure and offered their time, wisdom and energy to examining complex topics and discussions. I would also like to thank all the guests and speakers who offered their insight and wisdom about teaching and learning issues across campus. A special thanks also to Erin Holcomb for the exceptional support she provided to TLARC this past year.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Vince Bruni-Bossio', with a long horizontal flourish extending to the right.

Vince Bruni-Bossio, Chair

Teaching, Learning and Academic Resource Committee of Council

UNIVERSITY COUNCIL
SCHOLARSHIPS AND AWARDS COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Dr. Tracie Risling
Chair, Scholarships and Awards Committee

DATE OF MEETING: June 17, 2021

SUBJECT: Annual Report to Council: Undergraduate and Graduate Scholarships and Awards

COUNCIL ACTION: For information only

ORIGIN OF REQUEST AND ADVANCED CONSULTATION:

This report summarizes the activities of the Scholarships and Awards Committee for two overlapping time periods:

- | | |
|--------------|---|
| 1) 2020-2021 | Annual summary of centrally administered and college administered awards distributed to students |
| 2) 2020 | Calendar year description of Committee Activities |

The Committee has four responsibilities and this report outlines the Committee's activities with respect to undergraduate scholarships and awards within the framework of the four areas of responsibility.

The Student Finance and Awards Office disbursed approximately \$**12.9** million in undergraduate student awards in 2020-2021 on behalf of the Scholarships and Awards Committee of University Council, the college deans, and Huskie Athletics. The majority of this funding is awarded as Guaranteed Entrance Scholarships, Competitive Entrance Awards, Transfer Scholarships, and Continuing Awards (both scholarships and bursaries). **This annual report also includes information regarding the distribution of graduate awards for the 2020-2021 year, as this is the reporting vehicle upon which graduate scholarships and awards can be reported to Council.**

DISCUSSION SUMMARY:

Part A – Undergraduate

Responsibility #1: Recommending to Council on matters relating to the awards, scholarships and bursaries under the control of the University.

This Committee last reported to University Council on May 20, 2020.¹ Since that time, the Committee had four regular meetings during the 2020 and 2021 calendar years and various subcommittee meetings. The Committee collectively reviewed 302 Best and Brightest Scholarship applications, selecting 17 recipients who were then offered awards valued between \$24,000 and \$40,000. The Committee also formed three subcommittees to select recipients for lower-valued awards with subjective criteria.

In response to concerns that the University of Saskatchewan is under-represented in national and international award competitions, the Committee created a subcommittee to focus on supporting an enhanced culture of scholarship. The subcommittee has been developing strategies to:

1. Increase awareness of external awards among students, staff, and faculty through targeted promotion.
2. Identify application supports for students, staff, and faculty and prioritize this list for development in consideration of existing resources (examples include interview guides, reference letter examples, writing workshops).
3. Curate a set of supports, and review resource hosting to maximize accessibility and use.
4. Develop a short workshop program to support subcommittee objectives, bring together students, staff, and faculty interested in supporting increased application and success in external awards.

The Committee intends that, when fully realized, this subcommittee will be able to work with other units on campus to encourage and support high-achieving students applying for external awards.

Responsibility #2: Recommending to Council on the establishment of awards, scholarships and bursaries.

The Awards Development Liaison, Student Finance and Awards, and Development Officers within University Relations and the respective colleges work with donors to establish new scholarships, bursaries, awards, and prizes, and revise Terms of Reference for previously existing awards. During the 2020-2021 fiscal year, the University of Saskatchewan signed Terms of Reference agreements to accept donations establishing 104 new awards for undergraduate students and 9 new awards for graduate students. Of the 95 undergraduate awards, 24 are merit-based, 18 are need-based, and 53 are a combination of merit and need. Of the 9 graduate awards, all are merit-based. Four of the undergraduate awards are for indigenous students, and as well as two gender/nonbinary awards.

¹The May 20, 2020 Report to Council was based on data compiled April 24, 2020. 337,680 in undergraduate student awards was disbursed as part of the 2019-2020 academic year after that date.

New Awards (Graduate and Undergraduate) by College	
Agriculture and Bioresources	9
Arts and Science	10
Dentistry	6
Engineering	8
Edwards School of Business	9
Huskie Athletics	7
Law	8
Medicine	10
Pharmacy and Nutrition	2
Veterinary Medicine	8
Multi-College Awards	12
Graduate Studies	9
Indigenous Awards (undergraduate)	4
Gender/ nonbinary	2
Total New Awards	76

Responsibility #3: Granting awards, scholarships, and bursaries which are open to students of more than one college or school.

Four primary undergraduate award cycles exist: Entrance Awards, Transfer Scholarships, Scholarships for Continuing Students, and Bursaries for Continuing Students.

Entrance Awards

Entrance Awards are available to students who are entering the University of Saskatchewan with no previous post-secondary experience.² There were two components to the Entrance Awards cycle in 2018-2019: Guaranteed Entrance Scholarships and Competitive Entrance Awards. The Guaranteed Entrance Scholarships are distributed to students upon applying for admission and are guaranteed to students, so long as they meet the average requirements outlined in Table 1.

Students who did not proceed directly from high school to the U of S but had less than 18 transferable credit units were considered for Guaranteed Entrance Scholarships based on their final Grade 12 marks.

² 18 credit units or less of transferable credit if they have attended another post-secondary institution.

Table 1 - Guaranteed Entrance Scholarship Distribution for 2020-2021³

Award Tier		Number of Recipients Paid	Total Value
\$3,000 Guaranteed Entrance Scholarship (95% +)			
	Agriculture and Bioresources	47	\$141,000
	Arts and Science	299	\$897,000
	Education	46	\$138,000
	Engineering	97	\$291,000
	Edwards School of Business	57	\$171,000
	Kinesiology	61	\$183,000
Total \$3,000 Guaranteed Entrance Scholarships		607	\$1,821,000
\$2,000 Guaranteed Entrance Scholarships (93 - 94.9%)			
	Agriculture and Bioresources	21	\$42,000
	Arts and Science	165	\$330,000
	Education	22	\$44,000
	Engineering	33	\$66,000
	Edwards School of Business	28	\$56,000
	Kinesiology	26	\$52,000
Total \$2,000 Guaranteed Entrance Scholarships		295	\$590,000
\$1,000 Guaranteed Entrance Scholarships (90 – 92.9%)			
	Agriculture and Bioresources	46	\$46,000
	Arts and Science	217	\$217,000
	Education	27	\$27,000
	Engineering	49	\$49,000
	Edwards School of Business	68	\$68,000
	Kinesiology	28	\$28,000
Total \$1,000 Guaranteed Entrance Scholarships		435	\$435,000
\$500 Guaranteed Entrance Scholarships (85 – 89.9%)			
	Agriculture and Bioresources	41	\$20,500
	Arts and Science	280	\$140,000
	Education	56	\$28,000
	Engineering	51	\$25,500
	Edwards School of Business	84	\$42,000
	Kinesiology	25	\$12,500
Total \$500 Guaranteed Entrance Scholarships		537	\$268,500
Total Guaranteed Entrance Scholarships		1,853	\$3,114,500

The Competitive Entrance Awards Program requires a separate application, and includes both centrally and donor-funded scholarships, bursaries and prizes. The majority of the awards are one-time, but there are several awards which are renewable if certain criteria are met each year. Prestigious renewable entrance awards include the George and Marsha Ivany - President's First and Best

³ Data as of April 15, 2020.

Scholarships, valued at \$40,000 over four years, and the Dallas and Sandra Howe Entrance Award, valued at \$32,000 over four years.

Based on a policy exception approved by University Council in 2012, entering students were eligible to receive both a Guaranteed Entrance Scholarship and a Competitive Entrance Award in 2020-2021. There are also a few very specific awards which are also listed as an exception in the *Limits on Receiving Awards* section of the Undergraduate Awards Policies approved by University Council. Because of their very specific nature, these awards with subjective criteria may be distributed to students who have won another Competitive Entrance Award. Also, most college-specific awards⁴ may be received in addition to the Guaranteed Entrance Scholarship and Competitive Entrance Awards governed by the Scholarships and Awards Committee.

Table 2 - Competitive Entrance Awards Distribution for 2020-2021⁵

	Number of Recipients ⁶	Total Value
University of Saskatchewan Funded Competitive Entrance Awards		
Agriculture and Bioresources	2	\$17,500
Arts and Science	27	\$232,150
Education	2	\$10,000
Engineering	4	\$40,000
Edwards School of Business	2	\$13,500
Kinesiology	4	\$23,500
Total U of S Funded	41	\$335,150
Donor Funded Competitive Entrance Awards		
Agriculture and Bioresources	20	\$133,400
Arts and Science	54	\$232,400
Education	19	\$152,844
Engineering	35	\$200,200
Edwards School of Business	18	\$46,250
Kinesiology	11	\$15,250
Total Donor Funded	144	\$780,344
Total Competitive Entrance Awards	185	\$1,115,494

⁴ College-specific entrance award recipients are selected by the Student Finance and Awards Office but are reported in Table 8 - College Administered University of Saskatchewan Undergraduate Awards.

⁵ Rounded to the nearest dollar.

⁶ Here and elsewhere in this document, each recipient is only counted once on a given table, regardless of the number of awards they received relevant to the table in question.

Transfer Scholarships

Students who are transferring to a direct entry college at the University of Saskatchewan from another post-secondary institution are not eligible for entrance awards or awards for continuing students. Consequently, a transfer scholarship program was developed to provide scholarships, based solely on academic achievement, to students transferring to the University of Saskatchewan. Students are awarded U of S Transfer Scholarships when they apply for admission. Scholarships are guaranteed to students based on their transfer average, as outlined in Table 3. Students with the highest academic average from 18 specific institutions targeted are offered Transfer Scholarships valued at \$2,500.

Table 3 - Transfer Scholarship Distribution for 2020-2021

Transfer Average	Scholarship Amount	Number of Recipients Paid	Total Distributed
Incentive Institution ⁷	\$2,500	0	\$0
85% +	\$2,000	27	\$54,000
80-84.9%	\$1,500	21	\$31,500
78-79.9%	\$1,000	9	\$9,000
TOTAL		57	\$94,500

Continuing Awards

Continuing students are defined as students who attended the University of Saskatchewan in the previous fall and winter terms (September to April) as full-time students. Students who completed 18 credit units⁸ or more in 2020-2021 were eligible for the 2020-2021 continuing scholarships and continuing bursaries. Awards are offered to these students both centrally (because the awards are open to students from multiple colleges) and from their individual colleges (because the awards are restricted to students from that specific college). Table 4 outlines the **centrally-administered awards** (excluding the Transfer Scholarships) distributed to continuing students in 2020-2021.

⁷ Incentive institutions include: Athabasca University; Beijing Institute of Technology (BIT), China (Dual degree program, flagship partner institution); Briercrest College; Camosun College; Columbia College; Coquitlam College; Douglas College; Grand Prairie Regional College; Huazhong Agricultural University (HZAU), China (Dual degree program, flagship partner institution); INTI College, Malaysia; Lakeland College; Langara College; Lethbridge Community College; Medicine Hat College; Red Deer College, Saskatchewan Polytechnic; Taylor's College, Malaysia; Xi'an Jiaotong University (XJTU), China (Dual degree program, flagship partner institution). The list of institutions is reviewed annually.

⁸ Students registered with Access and Equity Services (AES) and approved to study on a Reduced Course Load (RCL) are required to complete 12 credit units in the previous fall and winter terms.

Table 4 – Centrally-Administered⁹ Continuing Awards Distribution for 2020-2021

	Number	Total Value
University of Saskatchewan Funded Continuing Awards		
Agriculture and Bioresources	36	\$104,726
Arts and Science	368	\$636,272
Dentistry	10	\$21,500
Education	215	\$333,232
Edwards School of Business	105	\$244,743
Engineering	74	\$199,123
Kinesiology	30	\$106,389
Law	35	\$85,529
Medicine	32	\$59,000
Nursing	125	\$188,416
Pharmacy and Nutrition	38	\$86,726
Western College of Veterinary Medicine	60	\$115,363
Graduate Studies and Research ¹⁰	17	\$19,623
Total University of Saskatchewan Funded	1,149	\$2,220,641
Donor Funded Continuing Awards		
Agriculture and Bioresources	9	\$44,927
Arts and Science	86	\$355,435
Dentistry	1	\$2,500
Education	30	\$170,051
Edwards School of Business	8	\$31,750
Engineering	26	\$143,575
Kinesiology	9	\$42,800
Law	15	\$55,500
Medicine	7	\$24,000
Nursing	10	\$53,658
Pharmacy & Nutrition	17	\$51,500
Western College of Veterinary Medicine	12	\$38,500
Graduate Studies and Research ¹¹	2	\$5,000
Total Donor Funded	232	\$1,019,196
Total Continuing Awards	1,381	\$3,239,837

⁹ Some continuing awards are funded from U of S funds but selected by the college/department (e.g., U of S Scholarships, U of S Undergraduate Scholarships, etc.). Also, the Indigenous Achievement Book Prizes and Indigenous Students with Dependent Children Bursaries are paid in two installments and counted as such.

¹⁰ There are a few select Continuing Awards administered by the Student Finance and Awards Office that are open to both undergraduate and graduate students.

¹¹ There are a few select Continuing Awards administered by the Student Finance and Awards Office that are open to both undergraduate and graduate students.

University of Saskatchewan Faculty Association (USFA) Scholarship Fund Program

Each year \$250,000 is contributed to the USFA Scholarship Fund. The amount in the fund is divided by the number of credit units eligible applicants have successfully completed. In 2019-2020, 149 applications were received. Nine of the applicants were considered ineligible for consideration. The total paid out for the credit units completed during the 2019-2020 academic year, was \$253,133. Eligible applicants received \$66 per credit unit they successfully completed. The 2020-2021 USFA Scholarships have not been awarded yet.

Table 6 – University of Saskatchewan Faculty Association (USFA) Scholarship Fund 2019-2020 Distribution¹²

Number of Recipients	
Undergraduate	117
Graduate	23
Total	140

Administrative and Supervisory Personnel Association (ASPA) Tuition Reimbursement Fund

In 2019-2020, there were 128 applications for the ASPA Tuition Reimbursement Fund. One applicant was considered ineligible. Eligible applicants received partial tuition reimbursement for the credit units completed during the academic year of May 1, 2019-April 30, 2020. There was \$181,576 available for allocation and it was divided among the number of eligible credit units the applicants successfully completed. Given the number of completed credit units, eligible applicants received \$54.50 per credit unit they successfully completed. The total payout for tuition reimbursements in 2019-2020 was \$182,469.00. The 2020-2021 ASPA Tuition Reimbursements have not been awarded yet.

Table 7 – ASPA Tuition Reimbursement Fund 2019-2020 Distribution¹³

Number of Recipients	
Undergraduate	114
Graduate	14
TOTAL	128

Responsibility #4: Recommending to Council rules and procedures to deal with appeals from students with respect to awards, scholarships and bursaries.

In 2010, Policy #45 *Student Appeals of Revoked Awards* was implemented. As such, the Awards and Financial Aid Office, on behalf of the Scholarships and Awards Committee of University Council,

¹² The funding source for the USFA Scholarship Fund is the University of Saskatchewan, as negotiated in the USFA Collective Agreement. The USFA Scholarship Fund awards are based on credit units completed in the 2019-2020 academic year.

¹³ According to Article 12.4 of the old Collective Agreement (May 1, 2011 – April 30, 2014), “Effective 1 May 2012, the university will provide an annual allotment of \$180,000 to the TRF.” Based on this agreement, two allotments are anticipated one on May 1, 2012 and the second on May 1, 2013 for a total of \$360,000. The ASPA executive agreed to divide the \$360,000 over three years in order to provide tuition reimbursement to applicants for the 2011/12, 2012/13 and 2013/14 academic years. In May 2020, \$180,000 was received. The ASPA TRF is based on credit units completed in the 2019-2020 academic year.

adjudicates the student appeals of revoked awards. There were seven student appeals submitted to the Student Finance and Awards Office during the 2021 calendar year.

Three appeals of decisions regarding awards were initiated as a result of a successful fee appeal made on medical grounds with supporting medical documentation provided. In each case, the appellant was allowed to retain her award.

Of the four remaining appeals, three were based on medical grounds and one was based on compassionate grounds. The appeal was successful in each case, and each appellant was allowed to retain their award.

Additional Section: 2020-2021 Total Distribution of College Administered University of Saskatchewan Undergraduate Awards

Although awards distributed by the colleges are not within the purview of the Committee except the requirement that they are created and disbursed in compliance with the Undergrad Awards Policy, the members felt it appropriate to include them in order to give an accurate picture of the total state of awards on campus. The following table indicates how many college-specific awards were given to undergraduate students in each college.

Table 8 – College-specific Awards at the University of Saskatchewan 2020-2021 ¹⁴

College	Total Payouts	Total Value
Agriculture and Bioresources ¹⁵	220	\$512,261
Arts and Science ¹⁶	215	\$411,195
Dentistry	33	\$45,100
Education	79	\$67,375
Edwards School of Business ¹⁷	289	\$668,687
Engineering ¹⁸	367	\$734,903
Kinesiology	20	\$16,533
Law	161	\$481,250
Medicine	161	\$669,053
Nursing	55	\$123,694
Pharmacy and Nutrition	66	\$51,910
Veterinary Medicine	129	\$265,950
Huskie Athletics	552	\$729,271
TOTAL	2,347	\$4,777,204

¹⁴ Number and values reported as of **April 13, 2021**. Totals are rounded to the nearest dollar.

¹⁵ Numbers include awards and values for College of Agriculture and Bioresources entrance awards administered by Student Finance and Awards.

¹⁶ Number does not include Aboriginal Student Learning Community Award, as the fund is under the University Registrar Organization.

¹⁷ Numbers reported include the Edwards Undergraduate Scholarships and other Edwards-specific entrance awards administered by Student Finance and Awards.

¹⁸ Numbers include awards and values for College of Engineering entering and continuing awards administered by Student Finance and Awards.

Part B – Graduate

The College of Graduate and Postdoctoral Studies (CGPS) administers approximately \$8.7 million of centrally funded money for graduate student support. The majority of this funding is allocated between three major scholarship programs: Devolved, Non-Devolved, and the Dean’s Scholarship program.

Funding Programs

Approximately \$4 million is available to support students through the Devolved and Non-Devolved funding arrangements. The amount of funding available through each pool is determined based on the number of scholarship-eligible students to be funded.

Devolved Funding Program

“Devolved” refers to an arrangement whereby larger academic units receive an allocation from the CGPS to award to their graduate students at the academic unit level. To be eligible for this pool of funding, departments must have a minimum of twelve full-time graduate students in thesis-based programs on a three-year running average and been awarded two non-devolved scholarships on a three-year average.

Allocations to “devolved” departments are determined by a formula created in 1997 and based on the average number of scholarship-eligible graduate students in thesis-based programs during the previous three years in each program, as a proportion of the number of graduate students in all programs averaged over the same three years. Doctoral students beyond the fourth year and Master students beyond the third year of their programs are not counted in the determination. Doctoral students are valued at 1.5 times Master students. Each academic unit participating in the devolved funding program is thus allocated a percentage of the total funds available in the devolved pool.

Allocations for Devolved Graduate Programs for 2020-2021

Graduate Program	Allocation
College of Agriculture & Bioresources	
Agricultural & Resource Economics	\$58,379.16
Animal and Poultry Science	\$112,610.92
Food and Bioproduct Sciences	\$70,830.71
Plant Sciences	\$134,740.14
Soil Science	\$91,151.77
College of Arts and Science	
Archaeology	\$28,400.33
Biology	\$136,137.95
Chemistry	\$144,303.42
Computer Science	\$208,931.98
Economics	\$38,343.44
English	\$67,934.48
Geography and Planning	\$79,725.39
Geological Sciences	\$88,725.39
History	\$84,912.39

Graduate Program	Allocation
College of Arts and Science (cont.)	
Mathematics & Statistics	\$41,619.20
Physics and Engineering Physics	\$108,239.73
Political Studies	\$32,021.52
Psychology	\$124,831.61
Sociology	\$60,431.66
Writing	\$28,458.02
Edward School of Business	
Finance & Management Science	\$24,043.62
College of Education	
Educational Administration	\$96,911.46
Educational Foundations	\$30,186.02
Educational Psychology and Spec. Ed.	\$59,807.18
College of Engineering	
Biomedical Engineering	\$76,527.33
Chemical and Biological Engineering (Biological)	\$38,977.79
Chemical and Biological Engineering (Chemical)	\$75,148.79
Civil and Geological Engineering	\$113,056.64
Electrical and Computer Engineering	\$143,196.00
Mechanical Engineering	\$180,286.54
Interdisciplinary Studies	
Interdisciplinary Studies	\$30,935.08
College of Kinesiology	
Kinesiology	\$76,412.55
College of Law	
Law	\$27,134.91
College of Medicine	
Anatomy Physiology, and Pharmacology	\$39,261.88
Biochemistry Microbiology and Immunology (BMI)	\$87,207.45
Community Health and Epidemiology	\$91,726.82
Health Sciences	\$88,102.13
College of Nursing	
Nursing	\$69,629.44
College of Pharmacy and Nutrition	
Pharmacy and Nutrition	\$108,716.99
College of Veterinary Medicine	
Veterinary Biomedical Sciences	\$65,646.91
Veterinary Microbiology	\$54,785.13

Schools	
School of Environment and Sustainability	\$135,591.27
School of Public Health	\$74,153.96
School of Public Policy	\$82,037.07
Toxicology	
Toxicology	\$70,413.48
Total	\$3,680,822.34

Non-Devolved Funding Program

Departments that do not qualify for the Devolved Funding Program may nominate students for consideration in the campus-wide Non-Devolved Scholarship Program. Effective September 2013, Non-Devolved Scholarships values were increased from \$15K to \$16K for the Master's and \$18K to \$20K for the PhD.

The following is a list of new and continuing awards in 2020/2021, as part of the Non-Devolved Funding Program.

Table 9 – Number and Value of Non-Devolved Funding in 2020-2021

Anthropology	2 Master's	\$32,000
Art & Art History	3 Master's	\$48,000
Curriculum Studies	1 Master's	\$16,000
Education Dean's Office	3 Doctoral	\$60,000
Indigenous Studies	2 Master's	\$32,000
Linguistics	1 Master's	\$16,000
Philosophy	1 Master's	\$16,000
Vet. Large Animal Clinical Sci.	1 Master's 1 PhD	\$36,000
Veterinary Pathology	1 Doctoral	\$20,000
Total		\$276,000

Teacher-Scholar Doctoral Fellowships

The Teacher-Scholar Doctoral Fellowships provide an annual stipend of approximately \$20,000 and a mentored teaching experience, which is made possible by partnerships with other graduate units and the Gwenna Moss Centre for Teaching and Learning. Fifteen doctoral students across campus received this Fellowship in 2020/2021.

Graduate Teaching Fellowships Program

The CGPS allocated 47 Graduate Teaching Fellowships (GTF's) in 2020/2021 valued at approximately \$17,100 each for a total of approximately \$828,000. The GTF's are allocated to the 12 colleges with graduate programs based on a formula that takes into account the number of undergraduate course credits and the number of graduate students registered in each college.

Graduate Research Fellowships

The CGPS introduced the Graduate Research Fellowship program several years ago funded by the Provost's Committee on Integrated Planning. This is a shared-cost program that provides \$8,000 per year to 30 graduate students across campus who receive at least an equal amount in salary or scholarship funds from faculty research grants or contracts from external sources.

Dean's Scholarship Program

The Dean's Scholarship Program was created in early spring of 2005. The budget for the 2020-2021 Dean's Competition is \$2,133,000.

The PhD Dean's Scholarship is valued at \$22,000 per year for three years and the Dean's Master award is valued at \$18,000 per year for two years. This program requires one year of funding (either \$18,000 or \$22,000 for Master or PhD students, respectively) from the departments for the final year of funding of these awards.

Effective September 1, 2017, doctoral students holding a Dean's Scholarship became eligible to receive up to 3 years of tuition scholarships. The CGPS received \$483,000 from the Academic's Priorities Fund to establish the Dean's Doctoral Tuition Scholarship Program.

At the time of this report, 4 Master's (all Canadian) and 22 PhD (14 Canadian and 8 International) students were awarded Dean's and International Dean's Scholarships in 2020/2021.

Indigenous Graduate Leadership Award

In 2018/2019, CGPS awarded the first Indigenous Graduate Leadership Awards. The purpose of this award is to recognize students who have demonstrated academic excellence and leadership with a personal commitment to improving their communities. The value of the PhD award is \$20,000 plus tuition per year for up to 4 years and the Master's awards are valued at \$16,000 plus tuition per year for up to 2 years.

In 2020/2021 the committee received reviewed 7 applications and awarded 3 recipients (1 PhD and 2 Master's).

The Saskatchewan Innovation and Opportunity Scholarship (SIOS) program (in partnership with the province of Saskatchewan)

This year the SIOS Scholarship Competition was not held. The Saskatchewan Government approved a portion of the funds to be used for financial aid to graduate students who were impacted by Covid-19.

\$300,000 was allocated to the University of Saskatchewan Student Crisis Aid Fund for graduate and undergraduate students.

Over \$500,000 of this year's SIOS funding envelope was used for top-ups for national award holders (again, recognizing excellence and innovation).

New Faculty Graduate Student Support Program

The CGPS administers the New Faculty Graduate Student Support Program to provide start-up funds to new tenure-track faculty to help establish their graduate education and research programs. In 2020/2021, \$232,000 was allocated to 13 new tenure-track faculty across campus.

Graduate Teaching Assistantships

In 2020/2021, the CGPS allocated approximately \$299,567 in graduate teaching assistant support to colleges with graduate programs. The annual distribution is based on relative enrollment of full-time graduate students in thesis-based programs, using annual census data. This fund was established to provide support to Colleges for teaching or duties specifically related to teaching (e.g., marking, lab demonstrations, and tutorials).

Graduate Service Fellowships

The CGPS created the Graduate Service Fellowship Program to provide fellowships to graduate students who will carry out projects or initiatives that will enhance services and the quality of graduate programs for a broad base of graduate students. In addition to the financial support, each Graduate Service Fellow receives valuable work experience and learns skills related to project organization, delivery, and reporting. In 2020/2021, approximately \$90,000 was allocated for various projects across campus.

**UNIVERSITY COUNCIL
COORDINATING COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Jay Wilson, chair, Coordinating Committee

DATE OF MEETING: June 17, 2021

SUBJECT: Annual Committee Report

COUNCIL ACTION: For Information Only

SUMMARY:

The following is a summary report on the work of the Coordinating Committee for the 2020/21 academic year.

The Coordinating Committee membership consists of all Council committee chairs and several members of the Governance Office. The committee met monthly throughout the year for the primary purpose of setting University Council agendas, which were very full this year. Throughout the year, Council considered new academic programs, faculty council bylaws, university policies, nominations to Council committees and search and review committees, and much more. We received regular reports from the President, Provost, and student societies, and special reports on items of strategic importance to the university, such as the budget, and progress on the University Plan: 2025.

There were additional considerations this year in the context of the COVID-19 pandemic due to our remote working modality. With 116 members on Council, determining the proper approach to hosting the meetings was given careful consideration. In September 2020, we moved from asynchronous meetings, which had been the practice since March 2020, to synchronous meetings held via WebEx. Meeting protocols were developed with the support of the Governance Office and endorsed by the committee. Overall, the feedback from Council members on the online approach was positive. Next year, in 2021/22, the platform will change in accordance with USask's move to Zoom, but meetings will continue in a virtual format until SHA recommendations indicate that a full return to campus is safe.

As I have reported to Council at each meeting, the Coordinating Committee and the President's Executive Committee met monthly (formerly known as breakfast meetings) to discuss key strategic issues for the academic affairs of USask. The committees work collaboratively to set the agenda for these meetings. In every meeting, we debriefed the previous Council meeting and received updates from the Pandemic Response Team. We also discussed such matters as the collaborative relationship with the Provincial Government, the provincial budget, the challenges facing Laurentian University, the impact of the pandemic on students, staff, and faculty and the supports available to them, the Post-Pandemic Shift Project, and much more. Each meeting was productive, the topics were timely, and the tone was collaborative and collegial. This valuable time with our senior leaders is appreciated by Council chairs.

In addition to this important collaboration with PEC, the Coordinating Committee invited Dr. Airini, Provost and Vice-President Academic, to the May meeting of the Coordinating Committee. The subject of discussion was coordination and collaboration with Council and Council committees on strategic priorities of the university as articulated in the *University Plan: 2025*. To enable the success of the Provost's critically important role in engaging in the university's academic governance, it was decided that Dr. Airini will be regularly invited to meet with the Coordinating Committee in 2021/22. We look forward to enhancing and supporting this vitally important relationship for the university.

I have sincerely enjoyed working with the chairs of the committees of Council through the Coordinating Committee – it is a great team. I would like to thank the outgoing Council chairs, Susan Detmer, chair of APC and Vince-Bruni Bossio, chair of TLARC. Both are going to continue working with Council committees, Dr. Detmer on APC, and Dr. Bruni-Bossio as vice-chair of PPC. I'll also welcome Alison Oates as chair of APC, and Kathleen James-Cavan as chair of TLARC starting July 1, 2021. I look forward to working with both of them along with the continuing Council chairs next year.

I also wish to recognize University Secretary and Chief Governance Officer, Dr. Chelsea Willness for her support and counsel throughout the year. Thanks to the members of the University Governance Office Michelle Kjargaard, Jacquie Thomarat, and Amanda Storey for the countless behind the scenes hours to make the work of the coordinating committee operate efficiently and smoothly.

Finally, thank you to all of the members of Council committees, and Council members. Your dedication and contributions are vital to the success of our university.

UNIVERSITY COUNCIL

FOR INFORMATION

PRESENTED BY: Chelsea Willness, University Secretary & Chief Governance Officer

DATE OF MEETING: June 17, 2021

SUBJECT: **University Council Meeting Schedules 2021-22**

DISCUSSION SUMMARY:

See the attached University Council meeting schedule along with the due dates for the submission of reports towards our Council meetings.

The information contained in both attached documents are also located on our website for the next academic year.

<https://governance.usask.ca/council/meetings.php#MeetingSchedule>

ATTACHMENTS:

1. University Council Schedule 2021-22
2. University Council Report Deadline for Submissions 2021-22

University Council Meeting Dates 2021-2022

Meeting Date
September 16, 2021
October 21, 2021
November 18, 2021
December 16, 2021
January 27, 2022 (4 th week of January)
No February Meeting
March 17, 2022
April 21, 2022
May 19, 2022
June 16, 2022

Report Deadline for Submissions 2021-2022 Academic Year		
Council Meetings	Council Changes Due to Coordinating Comm. (motions/agenda items)	Once Motion/Agenda Item is Approved by Coordinating Comm. - Materials/Report is Due to Michelle Kjargaard (due 2 weeks prior to Council Meeting)
Thursday, September 16, 2021	Monday, August 23, 2021	Wednesday, September 01, 2021
Thursday, October 21, 2021	Monday, September 27, 2021	Wednesday, October 06, 2021
Thursday, November 18, 2021	Monday, October 25, 2021	Wednesday, November 03, 2021
Thursday, December 16, 2021	Monday, November 22, 2021	Wednesday, December 01, 2021
Thursday, January 27, 2022	Tuesday, January 04, 2022	Wednesday, January 12, 2022
No February meeting	n/a	n/a
Thursday, March 17, 2022	Tuesday, February 22, 2022	Wednesday, March 02, 2022
Thursday, April 21, 2022	Monday, March 28, 2022	Wednesday, April 06, 2022
Thursday, May 19, 2022	Monday, April 25, 2022	Wednesday, May 04, 2022
Thursday, June 16, 2022	Friday, May 20, 2022	Wednesday, June 01, 2022
Updated: May 27, 2021		

UNIVERSITY COUNCIL

FOR INFORMATION

PRESENTED BY: Chelsea Willness, University Secretary & Chief Governance Officer

DATE OF MEETING: June 17, 2021

SUBJECT: **University Council membership 2021-22**

DISCUSSION SUMMARY:

It is my pleasure to welcome the newly elected and acclaimed members to University Council for the 2021-22 academic year. Council members and terms are listed in the attached.

The attached listing will be available on our Council website for the next academic year.
<https://governance.usask.ca/council/index.php#Members>

I would also like to take the opportunity to thank continuing members of Council for their contributions to university governance and decision-making.

ATTACHMENT:

1. University Council membership list 2021-22

University Council Membership 2021 - 2022

The following members have full voting privileges:

Ex Officio

Peter Stoicheff, President
Airini, Provost and VP Academic

College Faculty Representatives

Name	College	Term Expires
Angela Bedard-Haughn, Dean	Agriculture and Bioresources	June 30, 2023
Stuart Smyth	Agric. & Bioresources (Agricultural and Resource Economics)	June 30, 2023
Peta Bonham-Smith, Dean	Arts and Science	June 30, 2023
Natasha Martina Koechl	Arts and Science (Drama)	June 30, 2023
Keith Willoughby, Dean	Edwards School of Business	June 30, 2023
Abdullah Mamun	Edwards School of Business (Finance & Management Science)	June 30, 2023
Doug Brothwell, Dean	Dentistry	June 30, 2023
Keith DaSilva	Dentistry	June 30, 2023
Beth Bilson, Interim Dean	Education	June 30, 2023
Egan Chernoff	Education (Curriculum Studies)	June 30, 2023
Suzanne Kresta, Dean	Engineering	June 30, 2023
Nurul Chowdhury	Engineering (Electrical and Computer)	June 30, 2023
Deborah Burshtyn, Dean	Graduate and Postdoctoral Studies	June 30, 2023
David Cooper	Graduate and Postdoctoral Studies (Anatomy and Cell Biology)	June 30, 2023
Chad London, Dean	Kinesiology	June 30, 2023
Nancy Gyurcsik	Kinesiology	June 30, 2023
Martin Phillipson, Dean	Law	June 30, 2023
Tamara Larre	Law	June 30, 2023
Charlene Sorensen, Acting Dean	University Library	June 30, 2023
JoAnn Murphy	University Library	June 30, 2023
Preston Smith, Dean	Medicine	June 30, 2023
Darrell Mousseau	Medicine (Psychiatry)	June 30, 2023
Cindy Peternelj-Taylor, Interim Dean	Nursing	June 30, 2023
Tracie Risling	Nursing	June 30, 2023
Jane Alcorn, Dean	Pharmacy and Nutrition	June 30, 2023
Yvonne Shevchuk	Pharmacy and Nutrition	June 30, 2023
Gillian Muir, Acting Dean	Veterinary Medicine	June 30, 2023
Susan Detmer	Veterinary Medicine (Pathology)	June 30, 2023

Affiliated and Federated College Representatives

Cal Macfarlane, Assoc. Dean	Briercrest College and Seminary	June 30, 2023
Grant Poettcker	Briercrest College and Seminary	June 30, 2023
Iain Luke, Principal	Emmanuel and St. Chad	June 30, 2023
TBD	Emmanuel and St. Chad	June 30, 2023
Sheila Pocha	Gabriel Dumont Institute	June 30, 2023
TBD	Gabriel Dumont Institute	June 30, 2023
Andrew Gabriel	Horizon College & Seminary	June 30, 2023
TBD	Horizon College & Seminary	June 30, 2023
William Harrison, President	Lutheran Theological Seminary	June 30, 2023
Gordon Jensen	Lutheran Theological Seminary	June 30, 2023

Richard Manley-Tannis	St. Andrew's College	June 30, 2023
Kathleen James-Cavan	St. Andrew's College	June 30, 2023
TBD	St. Peter's College	June 30, 2023
TBD	St. Peter's College	June 30, 2023
Tammy Marche, Acting Dean	St. Thomas More College	June 30, 2023
Alisha Pomazon	St. Thomas More College	June 30, 2023

Members at Large

Sina Adl	Agriculture and Bioresources	June 30, 2023
Alec Aitken	Geography and Planning	June 30, 2022
Carolyn Augusta	Edwards School of Business	June 30, 2024
Jill Bally	Nursing	June 30, 2024
Scott Bell	Geography and Planning	June 30, 2022
Catherine Boden	Library	June 30, 2024
Mark Boland	Physics	June 30, 2022
Michael Bradley	Physics and Engineering Physics	June 30, 2024
Vince Bruni-Bossio	Edwards School of Business	June 30, 2023
Claire Card	Large Animal Sciences	June 30, 2024
Ekaterina (Kate) Dadachova	Pharmacy and Nutrition	June 30, 2023
DeDe Dawson	Library	June 30, 2022
Dirk de Boer	Geography and Planning	June 30, 2022
Marjorie Delbaere	Management and Marketing	June 30, 2022
Ralph Deters	Computer Science	June 30, 2023
Pamela Downe	Archaeology and Anthropology	June 30, 2023
John Gjevre	Medicine	June 30, 2022
Andrew Grosvenor	Chemistry	June 30, 2024
Natacha Hogan	Animal and Poultry Science	June 30, 2024
Nadeem Jamali	Computer Science	June 30, 2024
Paul Jones	School of Environment and Sustainability	June 30, 2022
Jay Kalra	Pathology and Laboratory Medicine	June 30, 2023
Ramji Khandelwal	Biochemistry	June 30, 2024
Eric Lamb	Plant Sciences	June 30, 2023
Karl-Enrich Lindenschmidt	School of Environment and Sustainability	June 30, 2022
Olga Lovick	Linguistics	June 30, 2023
Veronika Makarova	Linguistics	June 30, 2023
Stephanie Martin	Education	June 30, 2024
Venkatesh Meda	Engineering	June 30, 2024
Matthew Neufeld	History	June 30, 2022
Alison Oates	Kinesiology	June 30, 2024
Teresa Paslawski	School of Rehabilitation	June 30, 2023
Shelley Peacock	Nursing	June 30, 2022
Steven Rayan	Mathematics and Statistics	June 30, 2023
Rachel Sarjeant-Jenkins	Library	June 30, 2023
Hyunjung Shin	Curriculum Studies	June 30, 2022
Jaswant Singh	Veterinary Biomedical Science	June 30, 2022
Kara Somerville	Sociology	June 30, 2022
Shelley Spurr	Nursing	June 30, 2024
Vicki Squires	Education	June 30, 2024
Tom Steele	Physics and Engineering Physics	June 30, 2023
Glenn Stuart	Archaeology and Anthropology	June 30, 2022
Jacek Szmigielski	Mathematics and Statistics	June 30, 2024
Julita Vassileva	Computer Science	June 30, 2024
Cheryl Waldner	Large Animal Clinical Sciences	June 30, 2024

Keith Walker	Educational Administration	June 30, 2023
Christian Willenborg	Plant Sciences	June 30, 2024
Jay Wilson	Curriculum Studies	June 30, 2023
Phil Woods	Nursing	June 30, 2024
Terry Wotherspoon	Sociology	June 30, 2022
FangXiang Wu	Engineering	June 30, 2024
Jing Xiao	Education	June 30, 2024
Yansun Yao	Physics and Engineering Physics	June 30, 2022
Lifeng Zhang	Chemical and Biological Engineering	June 30, 2024

Student Members (term expires April 30, 2022)

Sharon Jacob	Arts and Science
Cassidy Cross	Agriculture and Bioresources
TBD	Law
TBD	Graduate and Postdoctoral Studies
TBD	Edwards School of Business
TBD	Engineering
Dominique Lummerding	Pharmacy and Nutrition
Jesse Rohs	Education
Angela Yu	Western College of Veterinary Medicine
David Kim	Medicine
TBD	Nursing
Haseeb Bhatti	Dentistry
Maria Khan	Kinesiology

Student Members of Affiliated and Federated Colleges (term expires April 30, 2022)

TBD	Horizon College and Seminary
Elizabeth Bauman	St. Thomas More College
Derek Bedard	Gabriel Dumont Institute
Karen Kovacs	Emmanuel and St. Chad
TBD	Lutheran Theological Seminary
TBD	St. Andrews College
TBD	St. Peter's College
TBD	Briercrest College and Seminary

Non-Voting Participants

The following are entitled to attend and participate in meetings but are not entitled to vote

Chelsea Willness	University Secretary and Chief Governance Officer
Baljit Singh	Vice-President Research
Debra Pozega Osburn	Vice-President University Relations
Greg Fowler	Vice-President Finance and Resources
Patti McDougall	Vice-Provost Teaching and Learning
Jacqueline Ottmann	Vice-Provost Indigenous Engagement
Carl Still	President, St. Thomas More College
Russell Isinger	University Registrar
Nicholas Kaminski	Senate Representative (June 30, 2022)
John Thronberg	Senate Representative (June 30, 2022)
Tasnim Jaisee	President, University of Saskatchewan Students' Union (USSU) (April 30, 2022)
Tauqeer Iftikhar	Vice-President Academic Affairs USSU (April 30, 2022)
Rifat Zahan	President, Graduate Students' Association (GSA) (April 30, 2022)
Olusola Akintola	VP Academic and Student Affairs GSA (April 30, 2022)