

**AGENDA****2:30 p.m. Thursday, September 17, 2020****Via WebEx - <https://usask.webex.com/usask/j.php?MTID=m48b807b68b65dc48e2cf8d6e5aa20f47>****Please note the following steps for the September 17<sup>th</sup> meeting:**

- **Thursday September 17<sup>th</sup> 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 26<sup>th</sup> 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 koonsay, ni kishkayhtaynaan aen ayaahk sur li tayrayn di li traytii sis pi iita kaa wiikichik lii Michif. Li rispay ni miiyaanaanik lii Praamyayr Naasyoon pi ni waahkoomaakaanuk lii Michif iita kaa maashakoonitooyaahk pi ni shoohkamoonihtaanaan ka ishi waakoohtooyaahk.

1. **Call to Order**
2. **Tributes (None)**
3. **Adoption of the agenda**
4. **Chair's Opening remarks**
5. **Approval of Minutes of the meeting of June 18, 2020**
6. **Business Arising from the Minutes**
7. **Report of the President**
8. **Report of the Provost**
9. **PRT (Pandemic Response and Recovery Team) Verbal Report – Presented by Darcy Marciniuk, Associate Vice-President Research, PRT Chair**

**10. Student Societies**

- 10.1 Report from the USSU
- 10.2 Report from the GSA

**11. Academic Programs Committee**

- 11.1 Request for Decision: Academic Courses Policy and Syllabi Changes

*(DETMER/DETERS) It is recommended that Council approve the rescinding emergency “COVID-19 Declaration Regarding Syllabi Changes” and revert to the existing language in the Academic Courses Policy, effective immediately.*

**12. Governance Committee**

- 12.1 Request for Input: Equity, Diversity and Inclusion Policy

**13. Nominations Committee**

- 13.1 Request for Decision: University Review Committee nomination for 2020/21

*(JONES/LAMB) It is recommended that Council approve the nomination of Hongming Cheng to the University Review Committee (URC) effective immediately to June 30, 2023.*

- 13.2 Request for Decision: University Review Committee nomination for 2020/21 – No. 2

*(Jones/Lamb): It is recommended that Council approve the nomination of Nurul Chowdhury to the University Review Committee (URC) effective immediately to June 30, 2023.*

**14. Coordinating Committee of Council**

- 14.1 Report for Information: Council Report Deadlines – presented by Jay Wilson, University Council Chair.

**15. Other business**

- 15.1 Report for Information: Annual Report of the Policy Oversight Committee 2019-20 - presented by Chelsea Willness, University Secretary and Chief Governance Officer.

**16. Question period**

**17. Adjournment**

*Next Council meeting is October 15, 2020 – Please send regrets to [michelle.kjargaard@usask.ca](mailto:michelle.kjargaard@usask.ca).  
Deadline for submission of motions to the coordinating committee: September 21, 2020*



**MINUTES OF UNIVERSITY COUNCIL**  
**2:30 p.m. Thursday, June 18, 2020**  
**Electronic Meeting**

*Due to the COVID-19 pandemic, the June 18, 2020 Council meeting took place electronically.*

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

On May 28, 2020, the Coordinating Committee agreed that the University Council meeting would take place asynchronously, electronically, using the same procedures as the April 16, 2020 meeting. The following is a summary of the procedures that were used.

**Council's March 2020 Electronic Meeting Procedures**

The meeting was "opened" electronically at 2:30pm on June 18, 2020 for questions regarding any of the reports or motions provided in the agenda materials. Questions and comments could be directed to Michelle Kjargaard during the regularly scheduled meeting time, i.e. from 2:30-4:30pm, at [Michelle.Kjargaard@usask.ca](mailto:Michelle.Kjargaard@usask.ca).

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

The Q&A proceedings were compiled and posted on the Secretariat website on June 22, 2020 and are available here: <https://secretariat.usask.ca/documents/council/agenda/2019-2020/june-2020/council-meeting-q-and-a-june-18-2020.pdf>.

Voting on decision items was opened on June 19, 2020 to June 24, 2020 via Survey Monkey. Following the close of the vote, a memo was sent to Council members and non-member participants with a link to the Secretariat website to communicate the results: <https://secretariat.usask.ca/documents/council/agenda/2019-2020/june-2020/council-meeting-june-18-2020-decision-items-voting-results-copy-from-survey-monkey.pdf>.

Quorum was met: 63 members were in attendance; 61 members voted. The meeting was "closed" by consensus at the close of voting at 5:00pm on Wednesday, June 24, 2020.

## **Minutes**

### **1. Call to Order**

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

### **2. Tributes**

None.

### **3. Adoption of the Agenda**

The agenda was circulated electronically on June 13, 2020. No edits were received by Michelle Kjargaard prior to 2:30pm, Thursday, June 18, 2020.

*The agenda was adopted by consensus.*

CARRIED.

### **4. Opening remarks**

Written chair’s remarks were provided in the agenda materials.

### **5. Approval of Minutes of the meeting of May 21, 2020**

No edits were received by Michelle Kjargaard prior to 2:30pm Thursday, June 18, 2020.

*The minutes of May 21, 2020 were adopted by consensus.*

CARRIED.

### **6. Business Arising from the Minutes**

None.

### **7. Report of the President**

A written report was provided by the President.

A Council member posed a question related to the report. “I was very pleased to see that the Fall 2020 Hybrid Implementation Scenario Plan begins by pointing to some specific programs that evince the work we are doing to become “the university the world needs,” particularly because President Stoicheff declined to answer a question about this in the June 2019 meeting of Council.

My follow-up question for the university president is this: in what specific ways, if at all, are we also becoming the university the world needs in the context of the two historic moments in which we find ourselves: (1) responding to the current pandemic beyond just the scope of

imminent planning and (2) reviewing and/or rethinking university plans and policies in light of the George Floyd protests, which are driving social, political, and cultural reckonings around the planet?”

The President responded. “Thank you for the questions. Regarding what we are doing during the pandemic to be the university the world needs, I’d point in the first instance to the work being conducted at VIDO-InterVac. There has been much global media coverage of this, and national as well. I’d also point out the work being done more locally, including that captured at the top of the USask homepage (“the USask community has united” link). There are dozens of examples of good answers to the question there.

A reminder of why I declined to answer the question in Council, because the context is important — Council had requested and was owed a full accounting of how the university had succeeded or not in its first year of implementing Plan 2025, and I pointed to that occasion as the one at which the question could be answered more fully than I could at the time. To offer an example or two, at the time, would have been to omit too many parts of the university unfairly. It was unfortunate you were unable to attend the January Council meeting where that presentation by me and the provost occurred.

Regarding the second question, I’d point to my statement (June 17th, on the USask home page link “President’s statement and actions on racism”). There is indeed much that can be done at the faculty, student and administrative levels.”

## **8. Report of the Provost**

A written report was provided by the Provost. There was one question directed to the Provost from the Graduate Students’ Association President, Humaira Inam.

“Regarding agenda item 8, I have a question for the Provost: Graduate students who wish to return to campus under the new framework that was released by the university are facing obstacles which is impacting their research. Communication as to who needs to fill out the return to campus permit and how long does the approval process take is not being communicated clearly to students, which is causing some confusion. There needs to be a more streamlined process in place with clear instructions. Additionally, some graduate students are being allowed to return to campus for research, while others are not. This is creating a disadvantageous situation for students who wish to complete their research and degree on time, but are not being permitted to access resources on campus. How is the university addressing these concerns?”

Dr. Patti McDougall, Vice-Provost, Teaching, Learning and Student Experience responded. “Your question to University Council today has come to me for a response. This appears similar to what we discussed the other day and as promised, I will have information ready for you when we meet.

Here are some highlights.

Thus far very few requests have been denied and I have asked for a review of how and whether any of these denials have impact on graduate students. Also, my queries indicate that in the one instance where a graduate student applied on their own - the application was quickly vetted with the supervisor and college and that person was approved for return. This tells me that care is being taken.

Finally, I asked all deans about whether they are following the stated criteria (which prioritized the return of research involving graduate students) and I received a resounding yes.

We can discuss this further at our meeting next week at which time I will have additional information. I will also ensure that my colleagues are aware that clear communication directed at graduate students is required.

It will help me if you can provide additional information at that time so that we might further improve process.”

## **9. Student Societies**

### **9.1 Report from the USSU**

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

### **9.2 Report from the GSA**

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

## **10. Academic Programs Committee**

### **10.1 Request for Decision: Revisions to Academic Courses Policy**

(DETMER/BROOK) *It is recommended that Council approve the changes to the Academic Courses Policy, effective July 1, 2020.*

A Council member posed a question. “My question about this item, which concerns revisions to the university's Academic Courses Policy, is this: given that we are transitioning from Blackboard to Canvas as our common learning management system, should we wait to approve the proposed changes to that policy until it has, at minimum, replaced "Blackboard" with "Canvas" throughout the document?

An even better reason to table a motion on this is that we may not be certain yet whether specific Blackboard functions and capacities, as described in the policy, will necessarily be replicated in Canvas.

It seems to me that it's best to make even the Blackboard-to-Canvas changes now, while the policy is "open" rather than to do so next time around, which would result in a document that refers to an LMS that we no longer use."

The chair of the Academic Programs Committee, Dr. Susan Detmer, and the University Registrar responded. "Thank you for your question. The singular reference to Blackboard in the Academic Courses Policy [ACP] is in reference to the Open Courseware aspect of the learning management system. Given that adjusting this reference from Blackboard to Canvas (or to "the learning management system") in the ACP does not change/alter the policy in anyway, this change would be considered editorial and can be made at any time."

Voting results: 59 in favour; 1 abstention; 1 opposed.

CARRIED.

#### 10.2 Request for Decision: Nomenclature Report

(DETMER/BROOK) *It is recommended that Council approve the change to the Nomenclature Report, effective July 1, 2020.*

Voting results: 59 in favour; 1 abstention; 1 opposed.

CARRIED.

#### 10.3 Request for Decision: College of Engineering – Replacement program for the Bachelor of Science in Engineering (B.E.) program

(DETMER/BROOK) *It is recommended that Council approve the replacement program for the Bachelor of Science in Engineering (B.E.) program, effective May 2021.*

Voting results: 58 in favour; 2 abstentions; 1 opposed.

#### 10.4 Report for Information: Bachelor of Science (Biomedical Science) in Interdisciplinary Biomedical Science

### 11. Governance Committee

#### 11.1 Request for Decision: Principles for federation and affiliation with the University of Saskatchewan (USask)

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

Voting results: 56 in favour; 5 abstentions.

CARRIED.

11.2 Request for Decision: Revisions to Council Bylaws

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

Voting results: 57 in favour; 1 opposed; 3 abstentions.

CARRIED.

11.3 Request for Decision: Revisions to Council Bylaws –Governance Committee

(URQUHART/MOUSSEAU) *It is recommended that Council approve the changes to the Governance Committee's terms of reference effective June 30, 2020.*

Voting results: 56 in favour; 3 opposed; 2 abstentions.

CARRIED.

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

(URQUHART/MOUSSEAU) *It is recommended that Council approve the nomination of Keith Walker to the nominations committee of Council, effective July 1, 2020 to June 30, 2021, as attached.*

Voting results: 58 in favour; 1 opposed; 2 abstentions.

CARRIED.

11.5 Report for Information: Governance Committee Annual Report to Council

No comments.

11.6 Report for Information: Number of student appeals from 2019-20

No comments.

**12. Planning and Priorities Committee**

12.1 Request for Decision: Acceptance of the Indigenous Engagement Strategy

(OTTMANN/MOUSSEAU) *It is recommended that Council accept the "Indigenous Strategy."*

Voting results: 58 in favour; 2 opposed; 1 abstention.

CARRIED.



## 12.2 Report for Information: Planning and Priorities Committee Annual Report to Council for 2019-20

No comments.

## 13. Nominations Committee

### 13.1 Request for Decision: Collective Agreement Committee Nominations for 2020/21

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

Voting results: 58 in favour; 0 opposed; 3 abstentions.

CARRIED.

### 13.2 Request for Decision: Nomination for the Teaching, Learning and Academic Resources Committee (TLARC) of Council for 2020/21

(SQUIRES/JONES) *It is recommended that Council approve the nomination of Christian Willenborg to TLARC effective July 1, 2020 to June 30, 2021, as attached.*

Voting results: 59 in favour; 0 opposed; 2 abstentions.

CARRIED.

### 13.3 Report for Information: Annual Committee Report

## 14. Research, Scholarly and Artistic Works Committee

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

No comments.

## 15. Joint Committee on Chairs and Professorships

### 15.1 Request for Decision: Van Vliet Term Professorship in Agricultural Economics

(SARTY/DE BOER) *It is recommended that Council approve the Van Vliet Term Professorship in Agricultural Economics and recommend to the Board of Governors authorization of this professorship's establishment.*

Voting results: 58 in favour; 1 opposed; 2 abstentions.

CARRIED.

## 15.2 Request for Decision: Co-operative Retailing System (CRS) Chair in Co-operative Governance

(SARTY/DE BOER) *It is recommended that Council approve the Federated Co-operatives Chair (Co-operative Retailing System Chair) in Co-operative Governance and recommend to the Board of Governors authorization of this chair's establishment.*

Voting results: 54 in favour; 3 opposed; 4 abstentions.

CARRIED.

## 15.3 Report for Information: JCCP 2019-2020 Annual Report

No comments.

## 16. Other business

### 16.1 University Council Chair Announcement

No questions.

### 16.2 University Council Membership 2020-21

No questions.

## 17. Question period

A Council member posed a question as follows. "I have a question about the asynchronous format of University Council. In my College, our Faculty Council has easily had meetings by WebEx. I have also recently attended a large meeting (150+ participants) in real time with synchronous discussion and voting. I truly feel that having a meeting with no actual discussion and dialogue does not promote healthy democratic debate. If we are not able to meet in person, I would strongly suggest that our next University Council meeting be a synchronous meeting."

The chair of Council, Dr. Jay Wilson responded. "Thanks for your question. As I have mentioned a number of times, we are trying to do our best in supporting the work of council, including running meetings as efficiently as possible. Many on campus have had positive large group experiences using videoconferencing. Just as many have reached out to me and the others chairs to share their disaster stories as well. We discuss our options at every Coordinating Committee meeting and the consensus has been to stick with the format we currently have in place. We will re-evaluate for next year during the summer and use the extra time to formulate a plan that increases real time engagement and still includes all members."

## **18. Adjournment**

Adjournment was by consensus as of close of voting at 5:00pm on June 25, 2020.

### **Attachments**

1. Appendix A – Attendance from the meeting of June 18, 2020

*Next Council meeting is September 17, 2020 – Please send regrets to [Michelle.Kjargaard@usask.ca](mailto:Michelle.Kjargaard@usask.ca).*

FOR APPROVAL

## COUNCIL ATTENDANCE 2019-2020

## Attendance Summary - Voting Participants

| Name   | Sept 19 | Oct 17 | Nov 21 | Dec 19 | Jan 16 | Feb 20 | Mar 19 | Apr 16 | May 21                      | June 18 |  |
|--|---------|--------|--------|--------|--------|--------|--------|--------|-----------------------------|---------|--|
| March 19, 2020 - Due to the meeting being held electronically, the attendance and quorum were determined by voting. Since our voting through the PAWS process is created and operated as such to maintain integrity and privacy of the voting process, we do not have access to the list of names of who attended. |         |        |        |        |        |        |        |        |                             |         |  |
| April 16, 2020 - Due to the meeting being held electronically, the attendance and quorum were determined by voting. As a result, we have noted who was present 'P' by who voted or emailed with indication of their attendance.  |         |        |        |        |        |        |        |        |                             |         |  |
| Aitken, Alec   | R       | P      | P      | P      | P      | P      |        | P      | P                           | P       | Completed Interim Dean, Nursing                                    |
| Alcorn, Jane   | A       | A      | A      | A      | A      | P      |        | A      | A                           | A       |  |
| Bell, Scott  | n/a     | n/a    | n/a    | P      | P      | P      |        | P      | P                           | A       |  |
| Berry, Lois  | R       | P      | R      | P      | P      | R      |        | P      | n/a                         | n/a     |  |
| Blakley, Jill  | R       | P      | R      | P      | P      | A      |        | A      | A                           | A       |  |
| Boland, Mark   | P       | P      | P      | P      | P      | A      |        | A      | P                           | P       |  |
| Bonham-Smith, Peta   | P       | P      | P      | P      | R      | P      |        | P      | P                           | P       |  |
| Brook, Ryan  | P       | P      | P      | R      | A      | P      |        | P      | P                           | P       |  |
| Brothwell, Doug  | R       | P      | P      | R      | P      | P      |        | P      | P                           | P       |  |
| Bruni-Bossio,Vince   | A       | P      | R      | P      | P      | P      |        | P      | P                           | P       |  |
| Buhr, Mary   | P       | R      | R      | P      | A      | P      |        | A      | P                           | A       | Sabbatical (Jan-Jun 2020) will atte                                |
| Burgess, David   | P       | P      | P      | P      | R      | R      |        | P      | P                           | P       |  |
| Card, Claire   | P       | P      | P      | P      | P      | P      |        | A      | A                           | P       |  |
| Carter, Mark   | P       | P      | P      | A      | A      | A      |        | A      | A                           | A       |  |
| Chernoff, Egan   | A       | A      | A      | A      | A      | A      |        | A      | A                           | A       |  |
| Chibbar, Ravindra  | P       | R      | P      | P      | P      | R      |        | P      | P                           | P       |  |
| Crowe, Trevor  | P       | P      | P      | P      | P      | P      |        | P      | A                           | A       |  |
| D'Eon, Marcel  | P       | P      | A      | P      | A      | P      |        | A      | resigned as of Apr 30, 2020 |         |  |
| Dawson, DeDe   | P       | P      | P      | R      | P      | P      |        | P      | P                           | P       |  |
| de Boer, Dirk  | P       | P      | R      | P      | R      | P      |        | P      | P                           | P       |  |
| Delbaere, Marjorie   | P       | R      | R      | P      | P      | R      |        | A      | P                           | A       | Outgoing student member Apr 30<br>Regrets for Feb-Jun meetings-may |
| Deters, Ralph  | P       | P      | P      | P      | A      | P      |        | A      | P                           | A       |  |
| Detmer, Susan  | P       | P      | P      | P      | P      | R      |        | P      | P                           | P       |  |
| Dick, Rainer   | P       | P      | P      | P      | P      | P      |        | A      | P                           | P       |  |
| Dobson, Roy  | P       | R      | P      | P      | P      | R      |        | P      | P                           | P       |  |
| Downe, Pamela  | P       | P      | R      | P      | R      | P      |        | P      | P                           | P       |  |
| Elias, Lorin   | P       | P      | P      | R      | P      | R      |        | A      | P                           | A       |  |
| Engler-Stringer, Rachel  | P       | R      | P      | P      | P      | R      |        | P      | P                           | P       |  |
| Eskiw, Christopher   | A       | A      | A      | A      | A      | A      |        | A      | A                           | A       |  |
| Flynn, Kevin   | P       | P      | R      | P      | P      | P      |        | P      | P                           | P       |  |
| Fonseca, Alejandra   | P       | P      | P      | P      | A      | P      |        | P      | n/a                         | n/a     | Sabbatical (Jan-Jun 2020)  |
| Foley, Sarah   | P       | R      | P      | P      | R      | R      | R      | R      | R                           | R       |  |
| Fotohui, Reza  | R       | P      | R      | P      | P      | A      |        | A      | A                           | P       |  |
| Freeman, Doug  | R       | R      | P      | P      | R      | R      |        | A      | A                           | A       |  |
| Gabriel, Andrew  | A       | P      | A      | P      | P      | A      |        | A      | P                           | P       |  |
| Gillis, Glen   | P       | P      | P      | P      | N/A    | N/A    |        | P      | P                           | A       |  |
| Gjevre, John   | P       | R      | R      | P      | P      | P      |        | A      | P                           | P       |  |
| Harrison, William  | A       | A      | A      | P      | A      | P      |        | A      | A                           | P       |  |
| Henry, Carol   | R       | A      | P      | A      | P      | R      |        | A      | A                           | A       |  |
| Illing, Kate   | A       | R      | A      | A      | A      | A      |        | A      | n/a                         | n/a     |  |
| Jamali, Nadeem   | P       | P      | P      | P      | R      | R      |        | A      | P                           | P       | Outgoing student member Apr 30                                     |
| Jensen, Gordon   | P       | R      | A      | P      | R      | R      |        | P      | P                           | P       |  |
| Jones, Paul  | R       | P      | P      | P      | P      | R      |        | P      | P                           | P       |  |
| Just, Melissa  | R       | R      | P      | P      | P      | R      |        | P      | P                           | P       |  |
| Kalra, Jay   | P       | A      | P      | R      | R      | R      |        | P      | P                           | P       |  |
| Kelly, Timothy   | P       | P      | P      | P      | P      | P      |        | A      | A                           | A       |  |
| Khandelwal, Ramji  | P       | R      | P      | P      | R      | P      |        | P      | P                           | P       |  |
| Klassen, Lauren  | A       | A      | A      | A      | P      | A      |        | A      | n/a                         | n/a     |  |
| Ko, Seok-Bum   | P       | P      | R      | R      | R      | A      |        | P      | P                           | A       |  |
| Kresta, Suzanne  | P       | R      | A      | A      | R      | P      |        | P      | A                           | P       |  |
| Kumaran, Arul  | P       | A      | P      | A      | A      | R      |        | A      | A                           | A       | Outgoing student member Apr 30                                     |
| Lamb, Eric   | P       | P      | P      | P      | P      | R      |        | P      | P                           | P       |  |
| Lane, Jeffrey  | P       | A      | P      | P      | P      | R      |        | A      | A                           | A       |  |
| Langhorst, Barbara   | R       | R      | R      | P      | R      | R      |        | P      | P                           | P       |  |

| Name                   | Sept 19                   | Oct 17 | Nov 21   | Dec 19 | Jan 16 | Feb 20 | Mar 19 | Apr 16 | May 21 | June 18 |                                    |
|------------------------|---------------------------|--------|--|--------|--------|--------|--------|--------|--------|---------|------------------------------------|
| Lanovaz, Joel          | P                         | P      | P  | P      | P      | R      |        | A      | P      | P       |                                    |
| Lindenschmidt, Karl    | P                         | P      | A  | P      | P      | P      |        | P      | P      | P       |                                    |
| London, Chad           | P                         | P      | P  | P      | R      | P      |        | P      | P      | P       |                                    |
| Luke, Iain             | R                         | A      | R  | R      | R      | A      |        | A      | A      | P       |                                    |
| Macfarlane, Cal        | A                         | R      | A  | A      | A      | A      |        | A      | A      | A       |                                    |
| MacLean, Jason         | R                         | A      | A  | R      | A      | A      |        | A      | A      | A       |                                    |
| Manley-Tannis, Richard | P                         | R      | P  | A      | P      | R      |        | P      | P      | P       |                                    |
| Markham, Taylor        | A                         | A      | A  | A      | A      | A      |        | A      | n/a    | n/a     | Outgoing student member Apr 30     |
| Marquez, Carmen        | n/a                       | n/a    | n/a  | n/a    | n/a    | n/a    |        | n/a    | P      | P       | Incoming student member May 1,     |
| McEwen, Alexa          | A                         | R      | R  | P      | R      | A      |        | A      | n/a    | n/a     | Outgoing student member Apr 30     |
| Mousseau, Darrell      | P                         | P      | P  | P      | P      | P      |        | P      | P      | P       |                                    |
| Murphy, JoAnn          | P                         | P      | P  | P      | P      | R      |        | P      | P      | P       |                                    |
| Neufeld, Matthew       | P                         | P      | P  | P      | P      | P      |        | P      | P      | P       |                                    |
| Papagerakis, Petros    | A                         | A      | P  | P      | P      | P      |        | P      | P      | P       |                                    |
| Peternej-Taylor, Cindy | n/a                       | n/a    | n/a  | n/a    | n/a    | n/a    |        | n/a    | A      | A       | Interim Dean, Nursing May 1, 202   |
| Phillipson, Martin     | P                         | P      | P  | P      | A      | P      |        | A      | A      | A       |                                    |
| Pocha, Sheila          | P                         | A      | A  | A      | A      | A      |        | P      | P      | P       |                                    |
| Poettcker, Grant       | A                         | A      | A  | A      | A      | A      |        | A      | A      | A       |                                    |
| Power, Sarah           | A                         | A      | A  | A      | A      | A      |        | A      | n/a    | n/a     | Outgoing student member Apr 30     |
| Prytula, Michelle      | P                         | R      | P  | P      | R      | R      |        | P      | A      | A       |                                    |
| Racine, Louise         | R                         | R      | R  | R      | R      | A      |        | P      | P      | P       |                                    |
| Reaser, Isaac          | A                         | A      | n/a-resigned as of Nov 2019 and replaced by Celeste Robillard                            |        |        |        |        |        |        |         |                                    |
| Risling, Tracie        | P                         | P      | R  | R      | P      | P      |        | P      | P      | P       |                                    |
| Robillard, Celeste     | n/a                       | n/a    | A  | R      | P      | A      |        | P      | n/a    | n/a     | Outgoing student member Apr 30     |
| Sarty, Gordon          | P                         | P      | P  | P      | P      | R      |        | P      | P      | P       |                                    |
| Saxena, Anurag         | A                         | P      | A  | P      | R      | A      |        | A      | A      | A       |                                    |
| Shevyakov, Alexey      | P                         | A      | P  | R      | P      | P      |        | P      | P      | A       |                                    |
| Shin, Hyunjung         | P                         | P      | P  | R      | P      | R      |        | P      | R      | P       |                                    |
| Singh, Jaswant         | A                         | P      | P  | P      | P      | R      |        | P      | P      | P       |                                    |
| Smith, Charles         | P                         | A      | A  | A      | A      | A      |        | A      | A      | A       |                                    |
| Smith, Preston         | R                         | A      | P  | R      | P      | P      |        | A      | A      | A       |                                    |
| Smith, Martha          | P                         | P      | P  | P      | P      | P      |        | P      | P      | P       |                                    |
| Soltan, Jafar          | P                         | P      | P  | P      | P      | P      |        | P      | P      | P       |                                    |
| Somerville, Kara       | P                         | R      | P  | R      | P      | A      |        | A      | P      | A       |                                    |
| Sorensen, Charlene     | n/a                       | n/a    | n/a  | na/    | n/a    | n/a    |        | n/a    | P      | P       | Acting Dean, Library May 1, 2020-  |
| Spurr, Shelley         | P                         | P      | P  | P      | R      | R      |        | P      | P      | P       |                                    |
| Squires, Vicki         | P                         | A      | P  | P      | R      | P      |        | P      | P      | P       |                                    |
| Stoicheff, Peter       | P                         | R      | P  | P      | P      | P      |        | P      | P      | P       |                                    |
| Stuart, Glenn          | P                         | P      | A  | P      | P      | P      |        | P      | P      | P       |                                    |
| Swidrovich, Jaris      | P                         | R      | P  | R      | P      | R      |        | P      | P      | P       |                                    |
| Urquhart, Stephen      | P                         | P      | P  | P      | P      | P      |        | P      | P      | P       |                                    |
| Vannelli, Tony         | P                         | P      | P  | P      | P      | P      |        | P      | P      | P       | Resign Provost as of June 30, 2021 |
| Waldner, Cheryl        | P                         | P      | P  | P      | R      | R      |        | P      | P      | P       |                                    |
| Walker, Keith          | P                         | R      | P  | P      | R      | P      |        | P      | P      | P       |                                    |
| Willenborg, Christian  | P                         | R      | R  | P      | P      | P      |        | P      | P      | P       |                                    |
| Willness, Chelsea      | P                         | P      | n/a-resigned Council as of Oct 31, 2019 and will be part of non-voting as of Jan 1, 2020 |        |        |        |        |        |        |         |                                    |
| Willoughby, Keith      | P                         | P      | P  | P      | P      | R      |        | P      | P      | P       |                                    |
| Wilson, Jay            | P                         | P      | P  | P      | P      | R      |        | P      | P      | P       |                                    |
| Wilson, Lee            | P                         | A      | P  | P      | P      | P      |        | A      | A      | A       |                                    |
| Woods, Phil            | P                         | P      | P  | P      | P      | P      |        | P      | A      | P       |                                    |
| Wotherspoon, Terry     | P                         | P      | P  | P      | P      | R      |        | P      | P      | P       |                                    |
| Yao, Yansun            | Sabbatical (Sep-Dec 2019) |        |  |        | A      | P      |        | P      | A      | A       |                                    |
| Zello, Gordon          | R                         | R      | R  | P      | A      | P      |        | A      | P      | A       |                                    |
| Zhang, Chris           | P                         | P      | P  | P      | P      | P      |        | P      | P      | A       |                                    |

COUNCIL ATTENDANCE 2019-2020

Attendance Summary - Non-voting participants

| Name   | Sept 19                                      | Oct 17 | Nov 21 | Dec 19 | Jan 16   | Feb 20 | Mar 19 | Apr 16 | May 21 | June 18 |
|--|--|--------|--------|--------|--|--------|--------|--------|--------|---------|
| March 19, 2020 - Due to the meeting being held electronically, the attendance and quorum were determined by voting. Since our voting through the PAWS process is created and operated as such to maintain integrity and privacy of the voting process, we do not have access to the list of names of who attended. |  |        |        |        |  |        |        |        |        |         |
| April 16, 2020 - Due to the meeting being held electronically, the attendance and quorum were determined by voting. As a result, we have noted who was present 'P' by who voted or emailed with indication of their attendance.  |  |        |        |        |  |        |        |        |        |         |
| Bilson, Beth   | P  | P      | P      | P      | Jan 2020-B. Bilson has moved from the OUS Dept |        |        |        |        |         |
| Chad, Karen  | P  | P      | P      | P      | P  | A      |        | A      | A      | A       |
| Doig, Anne   | n/a  | n/a    | P      | P      | P  | P      |        | P      | P      | P       |
| Ezekwesili, Chiamaka   | n/a  | n/a    | A      | A      | A  | A      |        | A      | n/a    | n/a     |
| Fowler, Greg   | A  | P      | A      | A      | P  | A      |        | A      | A      | A       |
| Gill, Qasim  | n/a  | n/a    | n/a    | n/a    | n/a  | n/a    |        | n/a    | A      | A       |
| Inam, Humaira  | n/a  | n/a    | n/a    | n/a    | n/a  | n/a    |        | n/a    | P      | A       |
| Isinger, Russell   | P  | P      | P      | P      | P  | A      |        | A      | A      | P       |
| LaRose-Smith, Autumn   | n/a  | n/a    | n/a    | n/a    | n/a  | n/a    |        | n/a    | A      | A       |
| McDougall, Patricia  | P  | A      | P      | P      | R  | A      |        | P      | A      | P       |
| Mendoza, Mery  | P  | P      | P      | R      | P  | P      |        | A      | n/a    | n/a     |
| Morrison, Karen  | R  | P      | P      | P      | P  | P      |        | A      | A      | A       |
| Munoz Pimentel, Carlos   | P  | P      | P      | R      | P  | P      |        | A      | n/a    | n/a     |
| Osburn, Debra Pozega   | P  | P      | R      | P      | P  | P      |        | A      | A      | A       |
| Ottmann, Jacqueline  | P  | A      | A      | A      | A  | P      |        | A      | A      | A       |
| Ratt-Misponas, Regan   | P  | A      | P      | P      | R  | A      |        | A      | n/a    | n/a     |
| Roberts, Keifer  | n/a  | n/a    | n/a    | n/a    | n/a  | n/a    |        | n/a    | A      | A       |
| Still, Carl  | P  | R      | R      | P      | P  | R      |        | A      | A      | A       |
| Willness, Chelsea  | n/a-C. Willness started with OUS Jan 1, 2020 |        |        |        | P  | P      |        | P      | P      | P       |

Outgoing VP External GSA Apr 30, 2020

Incoming VP External GSA May 1, 2020

Incoming GSA President May 1, 2020

Incoming USSU President May 1, 2020

Outgoing GSA President Apr 30, 2020

Outgoing VP Academic Affairs USSU Apr 30, 2020

Outgoing USSU President Apr 30, 2020

Incoming VP Academic Affairs USSU May 1, 2020

## PRESIDENT'S REPORT TO UNIVERSITY COUNCIL

SEPTEMBER 2020

**Welcome back to a new academic year**

As we embark on the beginning of a new academic year, I would like to welcome Council members back for what is sure to be a memorable fall term. Reflecting on the past six months, our world has changed in ways we could never have imagined. And in response to these changes, we have remained flexible, innovative and unwavering in our commitment to ensure we advance our teaching, learning and research mission. I am confident we will successfully meet the challenges that this unique fall term will also bring.

We have made significant changes to ensure the safety of our students, staff and faculty, while creating innovative new ways to begin the academic year. The safety and well-being of our campus communities is our first priority, and we will continue to work closely with public health officials as we move through the pandemic. The changes have been significant, as have the challenges, but I have also been inspired and encouraged by how our students, our faculty, and our staff have come together with determination and dedication, patience and vision, to embrace new ways of teaching, learning, and mentoring during this global pandemic. We are beginning the fall term in a time of transition as we continue to adjust to the realities of the pandemic, but we remain a campus community committed to inclusivity, diversity and equality.

I am extremely proud of how our campus community has responded during these extraordinary times and know we will continue to do so during this fall term. That support will enable students to focus on their commitment to education, learning and discovery, and to follow their curiosity and their passions with courage and conviction.

**Equity, Diversity and Inclusion at USask**

In my last report to Council in June, I noted that I was preparing an **institutional statement and actions on racism** that would be released within days of my report. As I acknowledged in this statement, racism and discrimination are experienced by members of the USask community. Although we proclaim that we will not tolerate discriminatory or racist behavior in our teaching, learning and research spaces, those harmful behaviors nonetheless operate at our university in many forms, as they do in organizations and institutions across this country and around the world.

As Black Lives Matter protests locally and globally have shown, words alone are an insufficient response. Words can be a public acknowledgement of the need for action and a commitment to action. But racism and discrimination require all of us to act, all of the time, a point I made in my **June 1 statement**. Acting does not necessarily mean just "calling out" unacceptable behaviour and attitudes, although that must continue where it's happening, and begin where it's not. Acting calls for the dismantling of institutional structures, policies and processes that

contribute to inequalities faced by marginalized groups. Acting also means being well informed by history and current realities; and asking questions that open new ways of thinking through research and learning. It means challenging the status quo and changing our opinions. And it means leading and contributing to the discussions that universities are ideally suited to provide.

One of the key actions for guiding our continuing efforts to dismantle racism and discrimination is the **Equity Diversity and Inclusion (EDI) Strategy and Action Plan**, which faculty, staff and students have been working to develop over the past year. The EDI strategy and action plan will demonstrate the university's commitment to diversity, inclusion, and equity through specific and measurable goals and actions that align to the *University's Mission, Vision, and Values* and the *University Plan*. We have been working closely with the advisory and working groups throughout the development process to ensure there is clarity of purpose between the policy, strategy and action plan. The policy will serve as an anchor for this and other EDI work on campus. I am pleased to report that this policy will soon be ready to come before our three governing bodies, including Council.

### The gifting of the Indigenous Strategy

An extremely important milestone for our institution will be realized this month when the Indigenous Strategy will be gifted to the University of Saskatchewan by Indigenous leaders and communities. This strategy, intended to intersect with the EDI Strategy and Action Plan and the University's 2025 Plan, calls for "meaningful and respectful action to advance Indigenization and support transformative decolonization leading to reconciliation."

As recently noted in a statement by Dr. Jackie Ottmann, Vice-Provost Indigenous Engagement, "The Indigenous Strategy is a roadmap to right relations and will benefit the whole university as the Gift requires our campus community to tend to its care and evidenced life within all our spaces and places. This *nayâhcikan* (sacred bundle), Indigenous Strategy, provides hope for a stronger future together not only for our generation, but also for the future of our youth into the next seven generations not yet born and beyond."

I look forward to participating in **the virtual ceremony on September 24<sup>th</sup>** and encourage Council members to attend virtually as well.

### Prince Albert USask Campus Virtual Opening

A virtual celebration on September 15<sup>th</sup> will mark the 'soft' opening of the new Prince Albert USask campus. The two-story, 110,000-square foot campus has been renovated to include classrooms, offices and lab facilities; and will bring together the university's educational programming currently taking place at sites across the city. The new space will accommodate students in the Colleges of Agriculture and Bioresources, Arts and Science, Education, Kinesiology and Nursing, and the Edwards School of Business. Additionally, students will also



be able to complete one year of study towards: dentistry, medicine, nutrition, pharmacy, physical therapy and veterinary medicine.

USask has a long history of being present in the north—running academic programs and conducting research with communities. The new campus, along with the development of a northern strategy, reaffirms the university's commitment to Indigenous and northern education. During the 2018/2019 academic year, more than 410 students in the colleges of arts and science, nursing, and medicine took USask classes in Prince Albert. Of those students, 55 per cent were Indigenous.

Due to COVID 19 protocols in place for all USask campuses, in-person access to the new campus will be limited. A grand opening event will be planned for a future date when it is once again safe to gather in person.

### **USask Science facilities receive \$77.5M in CFI funding**

Over the summer, two of Canada's top science facilities at USask were awarded a total of more than \$77.5M. The Canadian Light Source (CLS) synchrotron and SuperDARN (Super Dual Auroral Radar Network) Canada were awarded the funding through the Canada Foundation for Innovation's (CFI) Major Science Initiatives Fund, which ensures Canada's large, national research facilities have the support needed to operate and stay on the leading edge of research. Earlier this spring, the federal government announced \$11.3 million from the same round of CFI funding for USask's Vaccine and Infectious Disease Organization—International Vaccine Centre (VIDO-InterVac), a world leader in developing vaccines and technologies against infectious diseases. Both VIDO-InterVac and the CLS are undertaking critically important research to combat the COVID-19 global pandemic.

# Provost's Report to Council


September 2020

## GENERAL REMARKS

Welcome to the 2020-2021 academic year! As I settle into my interim provost role, I look forward to working alongside in the coming months. Although this year will look much different than previous years, I am confident that we will continue to have robust and productive Council meetings.

As the fall term gets underway, I want to acknowledge all of the hard work that has happened over the last six months to ensure success for students, faculty, and staff as we transitioned to primarily remote delivery. We had approximately three days to transition into a remote delivery environment in March of this year when the university campuses physically shut down. That was an incredible accomplishment but really only the tip of the iceberg in terms of what staff and faculty would work to accomplish as the weeks of spring and summer rolled on. The consistent experiences were about teamwork, reflection, re-visioning, and innovation.

- **Teams pulling together to support confidence and success:** Multi-disciplinary teams of staff colleagues in the Gwenna Moss Centre for Teaching and Learning (GMCTL), ICT, the Distance Education Unit, and the Library have worked tirelessly these last weeks and months to re-vision and build up our *Remote Learning* and *Remote Teaching* websites. Each of these sites speak directly to their constituents providing positive, constructive and sometimes step-by-step guidance about how to be successful in a remote environment. This is exactly the help needed to get ready for new territory.
  - *Remote Learning* - <https://students.usask.ca/study/remote-learning.php>
  - *Remote Teaching* - <https://teaching.usask.ca/remote-teaching/index.php>
- **Leveraging “new to us” technologies and platforms:** We welcomed a new learning management system into our teaching and learning eco-system this spring and from mid-April through August, we had a team of six Canvas trainers working with almost 1,000 attendees to date. We were also able to work directly with colleges – seven who put their hands up – to create bespoke sessions. These sessions often included a large number of faculty dedicating their time and energy to learning how to get the most out of Canvas. Other ICT colleagues hosted 47 Microsoft Teams training courses in the few last months with over 700 attendees alongside 25 WebEx training opportunities with just over 350 attendees.
- **Embracing remote:** We had six educational/curriculum developers from the GMCTL run over 100 sessions focused on the “how to” of remote instruction between March and August. These sessions involved almost 1,000 participants (where some people participated in more than one session).
  - There were countless formal and informal 1:1 consultations that happened over these last weeks and months.
  - More typical activities like the course innovation community and the new faculty orientation were re-imagined for remote engagement and by all accounts thus far, emerged as continued successes.
- **The power of graduate students:** In early April the university allocated \$175,000 of central funding to a program referred to as the Student Assistant/Graduate Student Funding Initiative. This was designed to get funding into the hands of graduate students who were in financial need while at the same time



provide supports to the academic mission of the university at a time when help was needed. The original allocation was expanded when staff and faculty voluntarily redeployed APEF dollars. Funding went to graduate students who provided marking support to help complete the winter term but also to projects across the university where supports were sought to aid in the development of content and the redesign of courses for remote delivery. In total, 82 projects funded with 92 graduate students receiving employment.

- **Helping our entering students build confidence:** There was uncertainty at the precipitous close of the school year for many learners including those finishing Grade 12 and planning to join USask this fall. Fortunately, with the Dean of the College of Education as an early champion, the university built a “prep” program to build confidence and create a bridge for our incoming students. Working collaboratively, the College of Education, the College of Arts and Science, and the portfolio of Teaching, Learning and Student Experience developed programming designed to ease transitions of incoming first year students in four key subjects – Biology, Physics, Chemistry and Math. Graduate students in the Sciences (Arts and Science) and in the Educational Technology and Design program (College of Education) developed the course content. Education and science graduate and undergraduate students were hired to facilitate student learning through the modules. Colleagues from the Colleges of Education and Arts and Science supported course development and facilitator mentorship. The courses had over 350 registrations across two sessions held in July and August. The initiative received funding from the federal government’s Canada Summer Jobs program and from TECHNATION’s Career Ready Program.
- **Re-visioning orientation:** Colleagues figured out quickly that we couldn’t just take all aspects of an in-person orientation experience and replicate this virtually. The student support teams learned quickly in recent months that there are new and innovative ways of bringing people together, building community, and sharing information and services on-line that students need the most. In advance of our Orientation on September 2<sup>nd</sup> there were over 3,200 students registered (our highest number ever signed up) to take part in an event that included live streaming, web-conferencing, engaging activities, opportunities to ask questions and to meet other incoming students. These virtual welcome activities were designed to bring people together in a more flexible, accessible, and inclusive orientation model that we will continue to learn from. Colleges also hosted afternoon sessions for their students with a view to providing information that is more specialized. The Aboriginal Student Centre, the International Student and Study Abroad Centre, Access and Equity Services, and the University Library also hosted tailored orientation activities. In keeping with new visions of how to create positive transition opportunities for students, the College of Graduate and Postdoctoral Studies has launched a new website called the Grad HUB <https://cgps.usask.ca/orientation/>
- **Support students:** Our student support website, <http://students.usask.ca>, has been revised and enhanced to connect students to the online supports that are available. In addition, it is important to note that all of the support services continue to be accessible.
- **Solving challenges:** A long section of these reflections on preparing for the fall could be dedicated to the topic of solving challenges. It was inspiring to see that the university community was unwilling to give up in the face of adversity and continued to persevere. One on-going challenge that we faced over the spring and summer involved our international students. Federal rules, to date, have restricted the entry of at least some of our international students. Nevertheless, teams from across units worked on return plans for international students who could come back into Canada but needed our assistance to safely and securely quarantine. We also had a team working to identify creative solutions on how to provide funding to new international graduate students. Flexibility during this period has been a key strategy and the College of Graduate and Postdoctoral Studies has continued to work through the graduate students challenges by providing flexibility in awards and leaves.



## INSTITUTIONAL PLANNING AND ASSESSMENT

### **Academic Program Review**

In 2019, a new process for Academic Program Review (APR) was implemented. The USask APR is informed by both a U15 benchmark study and an external review and includes both undergraduate and graduate programming. With our swift pivot to work from home and remote teaching, the reviews planned for Winter and Spring 2020 were postponed and scheduled visits from external program reviewers canceled. However, we will be restarting the APRs for Fall 2020 using online platforms for meetings, site tours, and document sharing. Of first priority are the APRs that had been scheduled for Winter and Spring 2020, followed by those programs identified on the 8-year cycle for APR during the 2020-2021 academic year.

More information about the APR process and schedule is available at: <https://www.usask.ca/ipa/Assessment-and-Analytics/reviews.php>

## COLLEGE AND SCHOOL UPDATES

### *Edwards School of Business*

This summer, the Edwards School of Business became one of the first business schools in Canada to partner with Mitacs to launch a research internship to stimulate Canada's economic recovery. Through the "Mitacs Business Strategy Internship" program, Edwards interns are supporting businesses who need assistance in modifying their business operations due to the COVID-19 pandemic by analyzing opportunities and providing strategic support to adapt to the new economic reality. To date 82 students have submitted expressions of interests, and so far, 30 matches have been made with employers.

### *College of Arts & Science*

The College of Arts & Science welcomes our new Vice-Dean Indigenous, Dr. Angela Jamie:

[https://artsandscience.usask.ca/news/articles/5174/Angela\\_Jaime\\_appointed\\_vice\\_dean\\_Indigenous\\_in\\_the\\_College\\_of\\_Arts\\_and\\_Science](https://artsandscience.usask.ca/news/articles/5174/Angela_Jaime_appointed_vice_dean_Indigenous_in_the_College_of_Arts_and_Science)

Our new Arts & Science degree requirements, ten years in the making, are now in effect for all newly enrolled students and their successors in the years to come. This includes our new 3 cu requirements for Indigenous Learning, Writing in English, and Quantitative Reasoning:

[https://artsandscience.usask.ca/news/articles/5341/New\\_MATH\\_101\\_course\\_teaches\\_mathematics\\_for\\_real\\_life](https://artsandscience.usask.ca/news/articles/5341/New_MATH_101_course_teaches_mathematics_for_real_life)

Arts & Science is partnering with the College of Medicine on revamped BMSC degrees:

<https://news.usask.ca/articles/colleges/2020/usask-colleges-of-medicine,-arts-and-science-partner-on-revamped-biomedical-sciences-degree.php>



## *College of Education*

**ITEP Remote Support Coordinators:** The College of Education is hiring two Remote Support Coordinators to build connections between instructors and advisors in the ITEP program and Indigenous students enrolled in remote courses in the fall. These teacher liaisons will be recent ITEP graduates and will work predominantly with first-year ITEP students, with the goal of increasing retention.

**Saskatchewan Principals' Short Course Online Success:** The annual Saskatchewan Principals' Short Course was successfully held online July 6 – 9, 2020. Traditionally, this week-long course is offered in-person out of the College of Education. To meet continuing demand from First Nation and provincial schools, the College's Saskatchewan Educational Leadership Unit redeveloped the course into an online format with presenters and facilitators hosted out of the Education building. This blended format had a goal of maximizing accessibility, engagement and learning for its participants while maintaining the quality of technology. At 148 participants, the registration was the highest ever in the course's 56-year history, with representation from communities and First Nations in the North and Far North that hadn't previously participated. Participation from Métis and First Nations schools was at its highest number, as well.

## *College of Graduate and Postdoctoral Studies*

The College of Graduate & Postdoctoral Studies continues to operate remotely. To date all our staff and functions continue to operate seamlessly in a remote environment except for disciplinary type of files that are more easily managed in person.


Our priority continues to be:

### *Students and navigating the complexities of programming and funding during the pandemic*

- As of July 31, approx. **213 thesis defenses** have been successfully completed remotely; and both deferrals and admissions are trending above average.
- Student payments continue to be a complex issue for students who have or will be started their students outside of Canada.
  - **Non-employment** payments include both *scholarships and stipends*.
  - Communication to our graduate community was distributed on Aug. 21<sup>st</sup> with instructions how to pay students out of the country who **do** have a Canadian bank account as well as for those who **do not** have a Canadian bank account.
  - Protocols are in development with respect to student offer letters for teaching assistantships falling within the PSAC agreement that affect students who cannot start 'work' due to travel bans.
- We continue to communicate with our stakeholders as information is available to us.

At the same time, the CGPS team have been working on three key projects that will impact stakeholders across our grad community.

- As key players on the project team tasked with building recruit management software (RMS), the next phase of USask's ERP, **recruit**, will contribute to recruitment success and streamline hundreds of processes for grad. We expect RMS to go live September 30<sup>th</sup> – capturing all grad student applications spring/summer 2021 forward.

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- On August 20<sup>th</sup> CGPS' new grad student onboarding platform went live. The platform was developed from a thematic approach heavily based on research, extensive collaboration and student consultation. The platform allows students to asynchronously engage with orientation information allowing early adoption of the extensive information students must learn as well as point to tools that will help develop strategies to be successful in grad school regardless of where they are in their program. <https://cgps.usask.ca/orientation/>
  - Implementation of the newly adopted policy requiring students and faculty complete s student-supervisor agreement effective September 1, 2020 is underway.

*... approve and institute a new policy which will require students enrolled in thesis-based programs to complete a CGPS Student-Supervisor Agreement in partnership with their supervisor. The agreement must be filled out within the first twelve months of the students' program and will be treated as a non-course requirement. **Approved unanimously CGPS Faculty 200505***

The new dean has been engaging key campus stakeholders to get a deeper understanding of the university, the colleges and their graduate programs, the funding landscape and the CGPS governance.

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Thursday, September 10th 2020

As the crisp air rolls in, and school sales begin, the executive has been hard at work preparing for the new year! Over the course of the summer we have made significant changes to our operations and are excited for what's to come. Due to COVID-19 and complications with the Canada Emergency Wage Subsidy (CEWS) we sadly had to lay off the majority of our staff. Our senior managers worked very hard to advocate for changes in the legislation which we were ultimately successful, however new complications have developed, resulting in having to continue the layoffs until campus is able to open again. The executive has also been hard at work developing a strategic direction that outlines our goals for our term and areas that we consider needing work. Through this work we have transformed The Path Forward into a guide that maps our values and intentions as we strive for a better student experience. The executive was successful in our advocacy efforts for a tuition freeze and reduction in University fees which we saw happen with the recreation and athletic fees. We have also been in the process of developing an Anti-Racist MOU with the university's Presidents' Executive Committee after the release of our Black Lives Matter and Anti-Racist statement. Throughout the summer we worked closely with the City of Saskatoon and University of Saskatchewan to negotiate the Upass, which now allows for students to opt-in to the program. We have also hired two new centre coordinators, Tasnim Jaisee our Women's Centre Coordinator, and Rene Clarke our Pride Centre Coordinator to work alongside Jerin Islam, our Help Centre Coordinator. We look forward to working with these amazing student leaders to provide programming and grow our community in a virtual setting. The USSU has also chosen to continue EmpowerMe for the 2020-2021 term, this will provide a 24/7, 365 days a year counselling and mental health service which is free for undergraduate students. In addition, the executive has been working closely with student leaders across Canada in terms of our federal advocacy efforts within the Undergraduates of Canadian Research-Intensive Universities (UCRU). We are dedicated to working with and for students and have been working hard from home to do so.

In the most recent weeks we have also been hard at work on Welcome Week initiatives hosted by the USSU and with the university to ensure students have a positive experience. Staying connected during these times is important for a successful university experience and we must be inventive to do so!

With respect,  
Jamie Bell  
Kiefer Roberts  
Jory McKay  
Autumn LaRose-Smith



University of Saskatchewan Graduate Students' Association

### **University Council Report, September 2020**

On behalf of the GSA executives, we welcome all University Council members and campus community to a new 2020-2021 academic year. We recognize this new academic year brings many challenges and uncertainty to the campus community, and we are all adjusting and coping. While many things remain outside of our control, the GSA continues serving its members by providing and advocating for their needs and looking for new initiatives that will support their academic life during these unprecedented times. These unforeseen circumstances are pushing many of us to seek creative initiatives in order to support our graduate students academically, socially, and professionally. Therefore, we will continue our efforts in creating a sense of community among our student population in order to make a positive impact on the academic and social lives of our graduate students for the upcoming year.

In this report you will find our three main initiatives for the year 2020-2021:

#### **(1) Creating and promoting events and activities that support mental health and wellbeing**

The GSA is committed to supporting student success and promoting a healthy community with a culture of wellbeing. We are delighted to continue supporting our graduate students by providing Empower Me, an online mental health service that is available 24/7, and are working on developing new initiatives and resources that would support this goal during these virtual times. We will continue looking to increasing mental wellbeing activities that will support our students, engage them to combat loneliness, and help them to have greater experiences off-campus or virtually.

#### **(2) Networking and student engagement with community**



The GSA normally offers new events and initiatives that benefit our graduate students and motivate them to engage in community activities and outreach in-person. However, this year due to COVID-19 the GSA will be revisiting several of their events to modify them so they can be engaging online, build community for students who are studying remotely, and create a sense of belonging which students are looking for during these difficult times. We will continue providing workshops to our graduate students that help to network and enhance their experience here at the University of Saskatchewan. With the support of CGPS, we will organize events that celebrate the successes of our graduate students and honour our members on campus that support graduate student success through the Graduate Research Conference, the Three-Minute Thesis Competition, and the Graduate Student Awards Gala. We will continue to look for opportunities on how we can engage graduate students and graduate faculty to participate, network, and communicate their work, albeit in quite a different format this year.

### **(3) Student-supervisor relationship**

We are always looking for ways to promote and enhance a healthy relationship between students and supervisors to achieve a successful academic journey and support both students and supervisors in this journey. As of May 2020, the student-supervisor agreement is mandatory for all incoming graduate students at the University of Saskatchewan. We are promoting the student-supervisor agreement to all graduate students and supervisors this year and will be exploring other tools and mechanisms in conjunction with CGPS to increase the use of this agreement among our graduate students and faculty members. This agreement will help to maintain accountability between students and supervisors and increase the success of graduate students both academically and professionally.

We will be working closely with our partners around campus to continue discussions on what support we can provide our students and how we can achieve a culture of success that will benefit the university-student experience as a whole.

Humaira Inam

*President*

*Graduate Students' Association*

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Susan Detmer, chair, Academic Programs Committee

**DATE OF MEETING:** September 17, 2020

**SUBJECT:** Academic Courses Policy and Syllabi Changes

**DECISION REQUESTED:**

*It is recommended:  
That Council approve the rescinding emergency “COVID-19  
Declaration Regarding Syllabi Changes” and revert to the  
existing language in the Academic Courses Policy, effective  
immediately.*

**PURPOSE:**

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

**CONTEXT AND BACKGROUND:**

On March 13, 2020, the Coordinating Committee of Council, as directed by the Governance Committee of Council, approved an emergency declaration which “grants authority to instructors to alter syllabi for their classes for the duration (timeframe as determined by the President) of the COVID-19 pandemic to allow for alternate modes of course delivery and examinations.” The Coordinating Committee was granted authority to act on behalf of Council in this matter by the Governance Committee, consistent with emergency measures procedures in the University Council Bylaws.

The March 13, 2020 declaration overrode the provisions of the Academic Courses Policy (attached) describing the requirements for the content of course syllabi, which outlines the mode of course delivery, the form and weighting of final examinations, and prohibits alteration of the syllabus after distribution, except in limited circumstances. This allowed the university to pivot to remote delivery of all courses in March 2020 to limit in-person interactions and help “flatten the curve.”

At the time of the approval of the emergency declaration, it was not clear what the extent and duration of the Covid-19 pandemic would be. It is now clear that the Covid-19 pandemic will be a reality for the foreseeable future. The majority of USask courses are being offered through remote delivery. Even when the pandemic is lifted, the return to in-person instruction will not happen with the same urgency as the initial move to remote delivery.

Given that we have now reached a sense of stability within the Covid-19 pandemic, students should have certainty about the contents of the syllabus, including mode of delivery, examination processes, and means of assessment. Such certainty is undermined by the current emergency declaration.

The Academic Programs Committee considered these issues and determined that the best course of action would be to rescind the March 13, 2020 declaration and revert to the existing language in the Academic Courses Policy. This creates a level of assurance for students over the expectations in their courses during an unusual and uncertain time. Further, the stability in the mode of delivery for Usask classes for the Fall 2020 and Winter 2021 terms, and contingency plans for hybrid teaching has been planned in advanced so that instructors should not need to change syllabi to accommodate such changes.

Rescinding this emergency override of the Academic Courses Policy does not preclude introducing a further emergency declaration to adapt class delivery, examinations, and/or assessment, should a situation arise that requires it; as the quick action taken this spring shows, there is an efficient and appropriate governance pathway for such changes.

#### **ATTACHMENTS:**

- 1. Briefing note – Rescinding the “Covid-19 Declaration Regarding Syllabi Changes**
- 2. Academic Courses Policy on Class Delivery, Examinations and Assessment of Student Learning**
- 3. Briefing note – COVID-19 and Declaration Regarding Syllabi changes**

## **Briefing Note – Rescinding the “Covid-19 Declaration Regarding Syllabi Changes”**

Prepared by: Academic Programs Committee

September 3, 2020

### **Background:**

On March 13, 2020, the Coordinating Committee of Council, as directed by the Governance Committee of Council, approved an emergency declaration which “grants authority to instructors to alter syllabi for their classes for the duration (timeframe as determined by the President) of the COVID-19 pandemic to allow for alternate modes of course delivery and examinations.”

This declaration overrode the provisions of the [Academic Courses Policy](#) outlining the requirements for the content of course syllabi, which outlines the mode of course delivery, the formal and weighting of final examinations, and prohibits alteration of the syllabus after distribution. This allowed the university to pivot to remote delivery of all courses in March 2020 to limit in-person interactions and help “flatten the curve.”

### **Issues:**

At the time of the approval of the emergency declaration, it was not clear what the extent and duration of the Covid-19 pandemic would be. It is now clear that the Covid-19 pandemic will be a reality for the foreseeable future. The majority of USask courses are being offered through remote delivery. Even when the pandemic is lifted, the return to in-person instruction will not happen with the same urgency as the initial move to remote delivery.

Given that we have now reached a sense of stability within the Covid-19 pandemic, students should have certainty about the contents of the syllabus, including mode of delivery, examination processes, and means of assessment. Such certainty is undermined by the current emergency declaration.

### **Action:**

The proposed response to these issues is to rescind the emergency declaration approved by the Coordinating Committee of Council on March 13, 2020 and to revert to the existing direction in the Academic Courses Policy about syllabi which reads “After distribution, a syllabus may only be changed if no student in the class objects to such changes and the department head, or dean in non-departmentalized colleges, is notified. Otherwise, methods and modes of assessment for all assignments and examinations must remain as stated in the syllabus: no major graded assignment or examination is to be newly assigned in a class and no changes to already set dates or the stated grade weighting of graded assignments or examinations is permitted.”

**Motion: That the Academic Programs Committee recommend that Council approve rescinding the emergency “COVID-19 Declaration Regarding Syllabi Changes,” and revert to the existing language in the Academic Courses Policy, effective immediately.**

Such a motion does not preclude a future emergency alteration to the Academic Courses Policy (or other academic policy) through the established emergency governance processes.

**Approval Authority:**

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

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

The original “Covid-10 Declaration Regarding Syllabi Changes” was approved by the Coordinating Committee of Council, who was assigned responsibility by the Governance Committee to “take necessary measures in light of COVID-19 in the best interest of the university to deliver on the core academic mission while also ensuring the health and safety of the campus community.” Such power of the Governance Committee is only in place in the event of an emergency situation. As the Covid-19 pandemic is now a more stable reality, it is not appropriate to approve further changes through such emergency measure procedures.

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

**Responsibility:** University Registrar

**Authorization:** University Council

**Approval Date:** May 19, 2011; reapproved June 18, 2015; reapproved June 22, 2017; reapproved

## Revisions

Permit the first day of final examinations to be one day after the last day of lectures ([January 2012](#))

Delete the Withdraw Fail grade effective May 1, 2012 ([March 2012](#))

Revise Course Syllabus section; additional section on Class Recordings ([March 2013](#))

Revise Grading System section; clarification of grading deadlines (May 2017)

Revise Student Assessment Issues and Special Circumstances section; addition of “N-Grades” definition (May 2017)

## Updates

Incorporate terminology used in the University Council policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the *Procedures for Student Appeals in Academic Matters* (December 2012)

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

## Purpose

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

## Principles

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

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

As articulated in the University [Learning Charter](#), students will be provided with a clear indication of what is expected in a course or learning activity, and what is required to be successful in achieving the expected learning outcomes as defined in the course outline. Students must therefore receive prompt and constructive feedback on their learning progress at regular intervals throughout the course. Educators will ensure that assessments of learning are transparent, applied consistently and are congruent with learning outcomes. Feedback will be designed to both assess and enable student learning. With these

goals in mind, educators will also provide students with the opportunity to give candid feedback from peers and other sources on all aspects of teaching practice.

### **Scope of this Policy**

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

It supersedes the following documents previously approved by University Council:

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

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

January, 2001 Academic Programs Committee Retroactive Withdrawal Policy

September, 1986 – University of Saskatchewan Grading Policy

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

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

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

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

June, 2010 University [Learning Charter](#)

June 2011 [Nomenclature Report](#)

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

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

Information and Communications Technology [Lecture Capture](#)

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

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

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

### **Policy**

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



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

## **Section I. Class Delivery**

### **1 Class Syllabus**

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

### **2 Contact Hours and Availability of Instructors**

- 2.1 Availability of instructor

### **3 Student Attendance**

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

### **4 Class Evaluation by Students**

### **5 Class Recordings**

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

## **Section II. Assessment of Students**

### **6 Grading System**

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

## 7 Examinations

### 7.1 Methods and types of examinations

### 7.2 Mid-term examinations

### 7.3 Final examinations

#### a. Modification of requirement to hold a final examination

#### b. Final examination period and scheduling

### 7.4 Conduct and invigilation of examinations

#### a. Invigilation

#### b. 30 minute rule

#### c. Identification

### 7.5 Access to materials in the examination room

### 7.6 Permission to leave the examination room

### 7.7 Food and beverages

### 7.8 Protocols for an academic misconduct breach

### 7.9 Retention and accessibility of examination papers

### 7.10 Retention of the exam materials during the examination

### 7.11 Additional invigilation standards

## 8 Student Assessment Issues and Special Circumstances

### 8.1 Final grade alternatives and comments

### 8.2 Withdrawal

### 8.3 Retroactive withdrawal

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

### 8.5 No Credit (N) grade alternative and grade comment

### 8.6 Deferred final examinations

### 8.7 Supplemental final examinations

### 8.8 Aegrotat standing

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

## 9 Procedures for Grade Disputes

### 9.1 Grade dispute between instructor and department head or dean

### 9.2 Grade dispute between instructor and student

## **Authority and Responsibility**

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

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

## **University**

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

## **Colleges and Departments**

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

## **Instructors and Departments**

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

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

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## **Section I. Class Delivery**

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

### **1. Class Syllabus**

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

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

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

It is recommended that students also have online access to syllabi prior to the beginning of the class. After submission to the department head, or dean in non-departmentalized colleges, syllabi should be posted on through learning management systems and/or publically accessible departmental or other websites. Instructors who post their syllabus on publically accessible websites may wish to redact certain information that is not related to the core instruction of the class (e.g. personal contact information, names and contact information for teaching assistants, material protected under copyright, etc.).

### **1.1 Content of the syllabus**

Instructors shall review the contents of the class syllabus with their students at the beginning of the class. The syllabus shall include the following:

- type and schedule of class activities
- if the class is offered online, through distance learning, or off-campus, any additional or different expectations around any class activities and requirements
- expected learning outcomes or objectives for the class
- method of evaluation, specifically final grade mode (eg. Numeric, Pass/Fail, or Completed Requirements)
- the type and schedule of term assignments
- the type and schedule of mid-term or like examinations
- notice if any mid-term examinations or other required class activities are scheduled outside of usual class times (with college permission) and how student time conflicts will be accommodated should they arise because of this change
- the length of the final examination in hours as well as its mode of delivery
- relative marking weight of all assignments and examinations
- consequences related to missed or late assignments or examinations
- whether any or all of the work assigned in a class including any assignment and examination, or final examination, is mandatory for passing the class, or whether there are any other college-level regulations that specify requirements for passing the class
- attendance expectations if applicable, the means by which attendance will be monitored, the consequences of not meeting attendance expectations, and their contribution to the assessment process
- participation expectations if applicable, the means by which participation will be monitored and evaluated, the consequences of not meeting participation expectations, and their contribution to the assessment process
- whether there are any approved class-specific fees being charged in addition to tuition (such as materials fees, mandatory or optional excursions and the fees associated with these activities, etc.).
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- experiential learning expectations if applicable, the means by which experiential learning will be monitored and evaluated, the consequences of not meeting experiential learning expectations, and their contribution to the assessment process
- contact information and consultation availability
- course or class website URL, if used
- notice of whether the instructor intends to record lectures and whether students are permitted to record lectures
- explanation of copyright where it relates to class materials prepared and distributed by the instructor
- location of the *Academic Courses Policy* as well as the regulations and guidelines for both academic and non-academic misconduct and appeal procedure
- information regarding support services that are available to students through the Teaching, Learning and Student Experience (TLSE) portfolio, Student Learning Services at the University Library, and colleges

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

### **1.2 Changes to the syllabus after distribution**

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

### **1.3 Change of final examination date**

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

## **2. Contact Hours and Availability of Instructors**

As per [Nomenclature](#), a “traditional” three credit unit lecture course involves approximately 30-39 direct lecture hours, and a course can involve a further equivalent contact time in student consultations and/or tutorial or laboratory sessions.

### **2.1 Availability of instructor**

Instructors should make it known to the students through the class syllabus how they can be contacted to arrange for one-on-one consultation about class material. These need not be face-to-face meetings but can include, for instance, responses to queries through email or other electronic media. Instructors should inform students about how quickly they can expect an email response to any enquiry.

It is recognized that there is a growing trend to develop and deliver non-traditional courses, including practicum laboratories, capstone design, community-service learning, and internet-based courses. For equivalent credit units, it is expected that both the instructors and students of these classes will regard the interaction, instructor availability and class workload to be equivalent to that of a traditional lecture class.

### **3. Student Attendance**

Regular and punctual attendance in their classes is expected of all students (including lectures, seminars, laboratories, tutorials, etc.).

Attendance expectations apply equally to classes offered in a physical classroom, online, or through distance learning, though the practical requirements of attendance may be defined differently in each instance.

Any attendance requirement that may result in grade penalties or other consequences must be explicitly stated in the syllabus.

#### **3.1 Permission to attend and participate in classes**

No person may gain the full benefit of instruction in a class without being duly registered in the class either as a credit or audit student. Instructors must advise students who are not on their class list that they need to be registered for their class, either as a credit or audit student

Instructors may invite visitors to attend a class for pedagogical and other reasons related to the delivery of the class (for example, guest lecturers, professional observers or mentors, teaching or marking assistants, laboratory or tutorial assistants, and so forth).

#### **3.2 No credit unless registered**

Only students who are registered in a class can receive credit for a class.

### **4. Class evaluation by students**

Improvement of class delivery is an on-going responsibility of all instructors. Student feedback is an important source of information to help guide instructors in their search for improved delivery mechanisms.

At the university, all classes will be evaluated by students on a regular basis using an approved evaluation tool. All instructors have the responsibility to ensure that students have access to such an evaluation tool.

Department heads, or deans in non-departmentalized colleges, shall ensure that a process exists for instructors to receive student evaluations on a regular basis, and for arranging an opportunity for constructive discussion of the evaluation as required. This discussion should centre on the importance of maximizing the educational experience through continual class delivery improvement.

## **5. Class Recordings**

The university is committed to providing accessibility and flexibility for student learning and seeks to foster knowledge creation and innovation. Recording of lectures and other classroom activities can contribute to these goals.

Classes at the university may be recorded for learning or research purposes, subject to the regulations and procedures stated in this policy.

With permission of instructors, presenters, and students, and following the procedures listed below, the university supports and encourages the audio and video recording of lectures and other learning activities for purposes of teaching, learning and research.

### **5.1 Privacy, permission, and consent**

The classroom is considered to be a private space accessible only by members of a class, where student and instructor alike can expect to interact in a safe and supportive environment. Recording of lectures or other classroom activities should not infringe on privacy rights of individuals.

### **5.2 Intellectual property and copyright**

Class recordings are normally the intellectual property of the person who has made the presentation in the class. Ordinarily, this person would be the instructor. Copyright provides presenters with the legal right to control the use of their own creations. Class recordings may not be copied, reproduced, redistributed, or edited by anyone without permission of the presenter except as allowed under law.

### **5.3 Accommodation for students with disabilities**

When an accommodation for recording lectures or classroom activities is authorized by Access and Equity Services, an instructor must permit an authorized student to record classroom activity; only the student with the accommodation would have access to this recording.

### **5.4 Definitions**

#### **Definition of “presenter”**

For the purposes of this section, a presenter is defined as any individual who by arrangement of the class instructor will provide instruction to students in the class. In addition to the class instructor, presenters might include guest lecturers, students, tutorial leaders, laboratory instructors, clinical supervisors, teacher trainers, and so forth.

#### **Definition of “classroom”**

For the purposes of this section, a classroom is defined as any room or virtual location where students are directed to meet as part of class requirements. This includes tutorials, laboratories and web-conferences which are required elements of a class, but does not include study groups and other voluntary student activities.

#### **Definition of “learning activities”**

For the purposes of this section, a learning activity is any gathering of students and instructors which is required as part of the class requirements, such as a laboratory, seminar, tutorial, and so forth.

### **5.5 Responsibilities of instructors and presenters**

For purposes of teaching, research or evaluation, instructors may record lectures and other learning activities in courses with permission from the presenters.

Notification of intent to record classroom sessions should be included in the class syllabus and, where possible, in the catalogue description of the course. If not so noted, permission from students will be obtained prior to making recordings for teaching or research where a student's image or voice may be recorded.

If such permission is refused by a student, the instructor will arrange for that student's image or voice not to be included in the recording.

### **5.6 Responsibilities of students**

Student use of personal recording devices of any type during lectures or other classroom learning activities requires consent of the instructor

A student may record lectures without such permission only if the Access and Equity Services office has approved this accommodation for the student. The instructor will be notified of this accommodation. Such recordings would not be shared, and would be deleted at the conclusion of the class.

### **5.7 Restrictions on use of classroom recordings**

The use of recordings of classroom activities is restricted to use for teaching, learning, and research.

Students may not distribute classroom recordings to anyone outside the class without permission of the instructor.

Instructors may use recordings for purposes of research, teaching evaluation, student evaluation, and other activities related to teaching, learning, and research. With permission of the instructor, presenters may also use recordings for such purposes.

Recordings of classroom sessions may not be used in the formal evaluation of an instructor's teaching.

### **5.8 Storage, archiving, and permission to use**

Permission for any use of a recording of class and other learning activities remains with the instructor after the class term is ended. In a case where the instructor is no longer available to give permission for use of a recording, the department head, or dean in non-departmentalized colleges, can authorize such use only for purposes of teaching, learning, and research.

Students may retain recordings of classes and other learning activities solely for personal review and not for redistribution.

### **5.9 Special circumstances: clinics, training, art classes**

Recordings of learning activities such as clinical or training experiences involving patients and/or professional staff outside of university classrooms will be based on professional standards and on the



policies of the clinical institution. In art classes, written permission of models is also required before any video recording by instructors or students takes place.

## **Section II. Assessment of Students**

### **6. Grading System**

#### **6.1 Fairness**

Students need to be assured of fairness and transparency in grading.

##### **University**

The University of Saskatchewan shall periodically review methods of student assessment, and shall include student consultation when doing so.

##### **College**

Each college will set out regulations and guidelines governing methods of assessment permitted, final or any other examination requirements, including whether a student may obtain credit for a class even if they have not written or passed the final examination, and any limits on the relative weighting of final examinations or any other term work.

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

##### **Department**

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

##### **Appeal**

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

#### **6.2 Weighting in class grades**

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

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

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

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

### **6.3 Grade descriptors**

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

#### **Definitions**

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

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

#### **90-100 Exceptional**

A superior performance with consistent strong evidence of

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

#### **80-89 Excellent**

An excellent performance with strong evidence of

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

#### **70-79 Good**

A good performance with evidence of

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

### **60-69 Satisfactory**

A generally satisfactory and intellectually adequate performance with evidence of

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

### **50-59 Minimal Pass**

A barely acceptable performance with evidence of

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

### **<50 Failure**

An unacceptable performance.

### **College of Dentistry**

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

### **College of Graduate and Postdoctoral Studies**

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

### **College of Medicine**

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

### **University**

The registrar will record and report final grades in all classes according to the grade descriptors outlined above, unless an exception has been approved by University Council.

All student grades in all classes must be reported in a timely manner, according to procedures established by the registrar.

### **College**

Each college has the responsibility for ensuring, at the beginning of each class, that students are familiar

with the assessment procedures and their application to the literal descriptors. Grade modes must not change once registration in a particular class has begun.

Unless approved by the college, all sections of a given course must adhere to the same system of assessment, either a percentage grading system or a pass-fail assessment system.

### **Exceptions**

University Council will receive and evaluate requests from colleges desiring exceptions to the above grade descriptors.

## **6.4 Academic grading standards**

### **College**

College regulations govern grading, promotion, and graduation standards. Students should refer to the appropriate college sections of the [\*Course and Program Catalogue\*](#) for specific requirements.

## **6.5 Average calculations**

Each college is responsible for assigning credit values to courses within its academic jurisdiction, in consultation with the registrar, to ensure that consistency is maintained across the program catalogue.

### **Calculation**

To distinguish whether these averages have been computed for the work performed by the student in a session, or in a year, or for his/her total program, the terms sessional weighted average, annual weighted average, and cumulative weighted average are frequently used.

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

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

### **Example of calculation of a student average:**

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

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

**Total** **30** **2715**

Weighted Average  $(2715/30) = 90.5\%$

## 6.6 Grading deadlines

Final grades should be released to students in a timely way, both for the benefit of the students and to assist university business processes such as Convocation.

Final grades will be submitted and approved according to procedures established by the registrar. For the purposes of identifying and advising first-year students experiencing academic difficulty, mid-year grades in 100-level six credit-unit classes held over the Fall Term and Winter Terms are also reported to the registrar and released to students.

Final grades in all classes are to be submitted and approved:

- no later than the end of the final examination period for standard term classes in a given term with no final examination, and for mid-year examinations in 100-level, two-term classes offered over the Fall Term and Winter Term; or
- within five business days after the date of the final examination (not including weekends or holidays), for those classes with final examinations including final grades resulting from deferred, special deferred, supplemental, and special supplemental final examinations; or
- five days after the end of the class for open learning classes without a final examination.

If for any reason the above deadlines cannot be met, the instructor should discuss the reason for the delay with their department head, or dean in non-departmentalized colleges. The instructor will also notify both registrar and the students in the class as to the anticipated date of submission.

Colleges which use additional or different grade approval procedures, such as using a board of examiners, should arrange a grading deadline in consultation with the registrar.

The registrar shall notify colleges of any final grades not submitted by the grading deadlines.

Students shall be notified of delays related to grade changes related to any other process involving grades, including those delays related to grade disputes between a student and an instructor or between an instructor and a department head, or dean in non-departmentalized college.

## **University**

Only the registrar may release official final grades. The registrar will post final grades electronically as they are received.

The registrar will communicate with instructors who have not met the above deadlines but who have not notified the registrar.

## **Department**

Responsibility for submission of the final grade report is shared between the instructor, who submits the final grades, and the department head, or dean in non-departmentalized colleges, who approves the final grades.

If instructors wish to release or post any final grades unofficially, they should do so confidentially. Grades should not be posted with public access.

When final grades are approved by the department head, or dean in non-departmentalized colleges, they will be submitted electronically according to procedures established by the registrar.

Once submitted and approved, final grades may still be changed by the instructor. Grade changes are also approved by the department head, or dean in non-departmentalized colleges.

For off campus and distributed learning courses where the final examinations are submitted to the instructor through the mail, the five business day standard will be waived upon consultation with the registrar.

## **7. Examinations**

Students will be examined and assessed, either during the term or during the final examination, on knowledge and skills taught either directly or indirectly (such as through class reading assignments) on class materials covered during class presentations.

There will be alignment between class learning objectives and outcomes, instruction and the assessment plan for the class, of which examinations may be a significant element.

### **7.1 Methods and types of examinations**

#### **College**

University Council, while retaining the final authority over assessment of student achievement, delegates to colleges the responsibility of establishing general policies concerning the methods and types of examinations which may be employed by the college and the departments of that college.

It should be noted, however, that web-based classes must conduct web-based examinations, unless approved by the registrar as an exception.

## **Department**

Each department should establish any further instructions and policies for its members. Each department will establish, within the regulations and guidelines set out by the college, examination methods and the relative weighting of final examinations. These department limitations must be approved by the college.

## **Cross-college and interdisciplinary courses**

In courses provided by a department of one college for students of another college, the examination regulations of the teaching department will have precedence unless alternative arrangements have been negotiated between the teaching department, its own college and the other college. In the case of an interdisciplinary program, the appropriate designated authority over the program shall approve any program regulations.

## **7.2 Mid-term examinations and assignments**

### **Scheduling**

Mid-term examinations and other required class activities shall not be scheduled outside of regularly scheduled class times, including during the final examination period, except with the approval of the college. For graduate classes, the College of Graduate and Postdoctoral Studies is the approving authority.

Any scheduling of mid-term examinations and other required class activities outside of regularly scheduled class times requires college approval and must be noted in the class syllabus, so that students have fair warning of such scheduling.

Any resultant conflicts with mid-term examinations for other classes, other registered class activities, or any other scheduled university-related business that a student may be involved in will be accommodated at an alternative time. The instructor responsible for the conflict, or this instructor's home college, must facilitate the accommodation, through consultation with the student. Denials of such accommodation may be appealed to the dean's office of the college authorizing the non-standard scheduling, in consultation with the student's college (if in a different college from that of the class) if necessary.

### **Number of examinations**

Students who have more than three mid-term examinations on the same day will be dealt with as special cases by their college. Colleges may establish additional regulations regarding the number of mid-term examinations a student can sit in any given period to time.

## **7.3 Final examinations**

### **a. Modification of requirement to hold a final examination**

Colleges determine whether students will be permitted to pass a class if they have not written the final examination. Colleges may allow instructors to determine whether students can pass a class if they have not written the final examination. Any requirement that a student must write and/or pass the final examination in order to pass the class must be stipulated in the class syllabus.

With the approval of the college and the department, the final examination in a class may be replaced by an approved alternative form of assessment that provides a percentage assessment consistent with the literal descriptors. The registrar must be notified of all examination exemptions for classes scheduled by the registrar prior to the beginning of a term so that final examinations are not scheduled for such classes and examination rooms are not assigned.

## **b. Final examination period and scheduling of final examinations**

### **Scheduling**

The registrar schedules all final examinations. This includes take-home final examinations, as well as, deferred and supplemental examinations. The registrar will post the schedules of final examinations as early in a term as possible.

Classes identified as having a primary schedule type of LAB (Laboratory) or TUT (Tutorial) will not be scheduled for a final examination and will not appear on the transcript.

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

### **Change of final examination date**

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

### **Examination period**

For the Fall Term and Winter Term, the final examination period shall commence on the day following the last day of lectures for that term.

Final examinations in evening classes will normally occur in a night examination slot one or two weeks from the last day of lectures in that class except in the event of common examinations between two or more evening classes. Common examinations between day and night classes can only be accommodated in a night examination slot or on a Saturday.

For Spring Term and Summer Term, the final examination period shall consist of two to three days immediately following the last day of lectures for a class.

Final examinations must be scheduled during the final examination period for final examinations scheduled by the registrar in that term. In very unusual circumstances, the registrar may schedule a final examination outside the examination period on the recommendation of the instructor and department head, or dean in a non-departmentalized college.



**Duration**

Writing periods for final examinations usually start at 9 am, 2 pm, and 7 pm. Six credit-unit classes will normally have final examinations of three hours duration. Classes of fewer than six credit units will normally have final examinations of two to three hours.

However, it is recognized that colleges may authorize final examinations of different duration for classes if deemed necessary for pedagogical or other similar justifiable reasons. Such departures from the approved time duration should be done in consultation with the registrar.

**Weekends and evenings**

Final examinations may be scheduled during the day or evening on any day during the final examination period except Sundays or holidays. No final examinations are scheduled on the Saturday following Good Friday.

Final examinations for day classes can be scheduled in the evening. In the case of common examinations between day classes and evening classes, the final examination will be scheduled either in the evening or on a Saturday.

**24-hour rule**

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

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

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

**Conflicts for common examinations**

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

**Warning about other commitments**

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

**Warning about withdrawal**

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

**7.4 Conduct and invigilation of examinations**

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

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

### **Invigilation**

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

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

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

Proctors provided by the registrar in gymnasiums, for deferred and supplemental examinations, for examinations accommodated by Access and Equity Services, for religious accommodation, or by any other academic or administrative unit for any similar examination invigilation situation exercise the same authority to enforce these regulations as the instructor of the class. However, in such invigilation circumstances, proctors cannot be expected to provide answers to questions specific to the examination in the same manner as the class instructor.

### **30-minute rule**

Students should not be allowed to leave the examination room until 30 minutes after the start of the examination. The invigilator may also deny entrance to a student if they arrive later than 30 minutes after the start of the examination. A student denied admission to the examination under this regulation may apply to their college for a deferred final examination; such application will be subject to consideration under the usual criteria for that college.

With the exception of use of the washroom, invigilators can, at their discretion, deny students leave of the examination room for a period of time prior to the end of the examination. Students who are finished during this time should remain seated at their desk or table until the invigilator informs the class that the examination is over and they can leave.

### **Identification**

Students sitting for examinations are required to confirm their identities by providing their student identification (ID) numbers and names on their examination papers, and by presenting their university-issued student ID cards during the examination and upon signing the tally sheet when leaving the examination, or both.

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

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

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

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

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

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

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

Invigilators are also permitted to take the student ID card of any student whose identity is in question.

### **7.5 Access to materials in the examination room**

Students should bring only essential items into an examination room. Personal belongings such as book bags, handbags, purses, laptop cases, and the like may be left, closed, on the floor beneath a student's chair or table or in an area designated by the invigilator; coats, jackets, and the like may be placed similarly or on the back of a student's chair. Students should not access any such personal belongings except with the permission of and under the supervision of the invigilator. Students should not collect their personal belongings until after they have handed in their examination. The university assumes no responsibility for personal possessions lost in an examination room.

Students shall not have in their possession during an examination any books, papers, dictionaries (print or electronic), instruments, calculators, electronic devices capable of data storage and retrieval or photography (computers, tablets, cell phones, personal music devices, etc.), or any other materials except as indicated on the examination paper or by permission of the invigilator. Students may not take anything with them if they are granted permission to leave the room by the invigilator.

For examinations requiring the use of a calculator, unless otherwise specified by the invigilator, only non-programmable, non-data storing calculators are permitted.

For examinations requiring the use of a computer and specific software, unless otherwise specified by the invigilator students may not access any other software or hardware.

### **No unauthorized assistance**

Students shall have no communication of any kind with anyone other than the invigilator while the examination is in progress. This includes not leaving their examination paper exposed to view by any other student.

### **7.6 Permission to leave the examination room**

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

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

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

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

### **Emergency evacuation of an examination**

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

### **7.7 Food and beverages**

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

### **7.8 Protocols for an academic misconduct breach**

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

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

In all the above cases, the student is allowed to finish sitting the examination. Any interaction with the student should be as discrete and quiet as is possible, so as to avoid disruption to the examination room; if practical, any conversation with the student should take place outside of the examination room. If the student is disruptive, the invigilator can require them to leave the examination room.

As soon as possible, either during or following the conclusion of the examination, the invigilator is expected to:

- make a note of the time and details of the violation, the student's behaviour, and, if a student's identity is in question, their appearance (age, height, weight, hair and eye colour, eyeglasses, identifying features, etc.)
- explain to the student that the status of their examination is in question, that the incident will be reported, and that possible charges under the [\*Student Academic Misconduct Regulations\*](#) could be forthcoming
- identify the student's examination paper, examination booklets, and any other examination materials and set them aside
- inform the instructor (if the invigilator is not the same) of the circumstances and turn over all of the evidence available. In the event that the instructor is not available, the invigilator will inform the appropriate dean.

## **7.9 Retention and accessibility of examination materials and class syllabus**

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

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

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

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

### **7.10 Retention of examination materials during the examination**

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

### **7.11 Additional invigilation standards**

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

## **8. Student Assessment Issues and Special Circumstances**

### **8.1 Final grade alternatives and comments**

Definition:

Course Grade Modes

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

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

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

Final grades recorded as percentage units may be accompanied by the following additional grade comments as warranted:

- Incomplete Failure (INF)
- Deferred Final Examination Granted (DEFG)
- Special Deferred Final Examination Granted (SPECDEFG)
- Supplemental Final Examination Granted (SUPPG)
- Supplemental Final Examination Written (SUPP)
- Special Supplemental Final Examination Granted (SPECSPG)
- Special Supplemental Final Examination Written (SPECSUP)

## **8.2 Withdrawal**

If a student withdraws from the class after the add-drop deadline but before the withdrawal deadline for that class, the class remains on their transcript and is shown as a withdrawal.

Withdrawal is a grading status alternative which appears permanently on a student's transcript as a W.

Withdrawal has no academic standing and does not impact the calculation of a student's average. If a student withdraws from a class before the add-drop deadline for a term, the listing of the class is deleted from their transcript.

## **8.3 Retroactive withdrawal**

A retroactive withdrawal from a class can be granted by the college when a student has received a failing grade in a class due to serious personal circumstances. It does not matter whether or not the student completed class work, including the final examination, for the class in such situations. As well, a retroactive withdrawal can be granted in situations where the student, or the university, has made a verifiable error in registration.

A retroactive withdrawal from a class can be placed on an academic record by the registrar, provided the student has applied for this change to the college in which they are registered, and the college approves this appeal. Changing a failing mark to a withdrawal removes these failures from the student's average.

Such a change in an academic record can be justified only on serious personal circumstances (normally medical or compassionate grounds such as a mental or physical illness or condition, the death of someone close, or similar reasons beyond the student's control which contributed to the failure in the class) rather than academic grounds.

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

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

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

Extensions past the final examination date for the completion of assignments must be approved by the department head, or dean in non-departmentalized colleges, and may exceed thirty days only in unusual

circumstances. The student must apply to the instructor for such an extension and furnish satisfactory reasons for the deficiency. Deferred final examinations are granted as per college policy.

In the interim, the instructor will submit a computed percentage grade for the class which factors in the incomplete class work as a zero, along with a grade comment of INF (Incomplete Failure) if a failing grade. The INF grade comment can only be used with a failing grade.

In the case where the student has a passing percentage grade but the instructor has indicated in the class syllabus that incomplete required class work will result in failure in the class, a final grade of 49% will be submitted along with a grade comment of INF (Incomplete Failure).

If an extension is granted and the required assignment is submitted within the allotted time, or if a deferred examination is granted and written in the case of absence from the final examination, the instructor will submit a revised assigned final percentage grade. The grade change will replace the previous grade and any grade comment of INF (Incomplete Failure) will be removed.

A student can pass a class on the basis of work completed in the class provided that any incomplete class work has not been deemed mandatory by the instructor in the class syllabus as per college regulations for achieving a passing grade.

### **College of Graduate and Postdoctoral Studies**

The College of Graduate and Postdoctoral Studies, which has higher passing grade thresholds for its programs than do undergraduate courses, will designate a final failing grade of 59 % to be assigned along with a grade comment of INF (Incomplete Failure) if the student could otherwise pass the class.

### **8.5 No credit (N) grade alternative and grade comment**

The No Credit (N) or “N-Grade” can be listed on a student’s transcript as a grade. The N grade (No Credit) is listed next to the percentage grade to show that a student has a passing grade, but has not earned credit. These must be distinguished from failing grades in that a student will not have failed the class for which the N-Grade has been issued. For example, a college may issue a grade of N when a student has not mastered an “essential component” in a class. In the event that an essential component is failed, but the final grade results in a passing mark, a grade of N (No Credit) will be added to the percentage grade on the transcript (eg. 72N). Essential components must always be identified as such on course syllabi. College promotion standards determine whether or not a student must successfully repeat the course.

### **8.6 Deferred final examinations**

A deferred or special deferred final examination may be granted to a student.

### **Examination period**

The deferred and supplemental examination periods are approximately as follows:

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



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

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

### **College**

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

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

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

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

Instructors must provide deferred examinations to the registrar at least five business days prior to the start of the deferred examination period. Failure to do so may result in the instructor, department or college being responsible for invigilating the exam.

Once the examination is written, the instructor will assign a revised final percentage grade. The grade comment of DEFG (Deferred Final Examination Granted) or SPECDEFG (Special Deferred Final Examination Granted) will be removed from a student's official record. If the examination is not written, the original grade/grade comment submitted by the instructor will stand.

A deferred or special deferred examination shall be accorded the same weight as the regular final examination in the computation of the student's final grade.

### **Exceptions**

With the approval of the department head, or dean in non-departmentalized colleges, and the consent of the student, the instructor of a class is allowed some flexibility about the nature of the examination to

accommodate the particular circumstances which created the need for the deferred examination. The registrar must be notified of any departures from the regular form of examination.

The registrar may arrange for deferred and special deferred examinations to be written at centres other than Saskatoon.

## **Appeal**

In the case of a disputed final grade, a student is entitled to an Informal Consultation on a deferred or special deferred examination. A Formal Reassessment (re-read) will be granted upon receipt of the appropriate application. For more information about Informal Consultation or Formal Reassessments including deadlines, please see the University Council policy on [\*Student Appeals of Evaluation, Grading and Academic Standing\*](#) and the [\*Procedures for Student Appeals in Academic Matters\*](#).

## **8.7 Supplemental final examinations**

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

## **Examination period**

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

## **College**

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

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

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

Once the examination is written, the instructor will assign a revised final percentage grade. The grade comment of SUPPG (Supplemental Final Examination Granted) or SPECSPG (Special Supplemental Final Examination Granted) will be replaced with a grade comment of SUPP (Supplemental Final Examination Written) or SPECSUP (Special Supplemental Final Examination Written) on a student's official record. If the supplemental examination is not written, the original grade submitted by the instructor will stand.

Supplemental examinations shall be accorded the same weight as the original final examination in the computation of the student's final grade. However, college regulations may affect how grades based on supplemental examinations are calculated.

Instructors must provide supplemental examinations to the registrar at least five business days prior to the start of the supplemental examination period.

### **Exceptions**

The registrar may arrange for supplemental and special supplemental examinations to be written at centres other than Saskatoon.

### **Appeal**

A student is entitled to an Informal Consultation on a supplemental or special supplemental examination. A Formal Reassessment (re-read) will be granted upon receipt of the appropriate application. For more information about Informal Consultations and Formal Reassessments including deadlines, please see University Council policy on [\*Student Appeals of Evaluation, Grading and Academic Standing\*](#) and the [\*Procedures for Student Appeals in Academic Matters\*](#).

### **8.8 Aegrotat standing (AEG)**

In exceptional circumstances, in consultation with the registrar, a student may be offered Aegrotat Standing (AEG) in lieu of writing the deferred or special deferred final examination, or in lieu of a final grade.

Aegrotat standing can be considered provided the student has obtained a grade of at least 65 percent in term work in the class(es) in question (where such assessment is possible); or, if there is no means of assessing term work, the student's overall academic performance has otherwise been satisfactory; the instructor of the class, along with the department head, or dean in a non-departmentalized college, recommends offering Aegrotat standing, and the student's college approves the award.

### **8.9 Special accommodation for disability, pregnancy, religious, and other reasons**

a. Students registered with Access and Equity Services may be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term

and final examinations) as per the [Academic Accommodation and Access for Students with Disabilities policy](#).

Students must arrange such special accommodations according to stated procedures and deadlines established by Access and Equity Services. Instructors must provide mid-term and final examinations for students who are being specially accommodated according to the processes and deadlines established by Access and Equity Services.

b. Students may also request special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations) for reasons related to pregnancy.

The University of Saskatchewan has a general duty to provide special accommodation related to the academic obligations of a class to students who are pregnant, and students whose spouses or partners may be pregnant. Students who are experiencing medical issues resulting from pregnancy may be able to arrange accommodation through Access and Equity Services. Students can also arrange such special accommodations in consultation with their instructor, and can be asked to provide medical or other supporting documentation (for example, regarding prenatal or postnatal medical appointments, date of delivery, or confirmation of birth). Denials of special accommodation by an instructor may be appealed to the dean's office of the college of instruction.

c. Students may also request special accommodation with regard to attendance, availability of study materials, and assessment requirements (including of mid-term and final examinations) for religious reasons.

Students must arrange such special accommodations according to stated procedures and deadlines established by the registrar. Instructors must provide mid-term and final examinations for students who are being specially accommodated for religious reasons according to the processes and deadlines established by the registrar.

d. Students who are reservists in the Canadian Armed Forces and are required to attend training courses or military exercises, or deploy for full-time service either domestically or internationally, may be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations).

Student must arrange such special accommodations in consultation with their instructor. A signed [Student Permission to Travel for University Business](#) form shall be presented in support of any request for special accommodation. Denials of special accommodation may be appealed to the dean's office of the instructor's college.

e. Students shall be granted special accommodation due to participation in activities deemed to be official university business. Such activities are considered an important part of student development and include participation in Huskie Athletics, university fine or performing arts groups, participation at

academic conferences, workshops or seminars related to the student's academic work, or like activities. Travel time to and from such activities is also considered official university business.

In the event that such activities create a conflict with class work students shall be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations).

Student must arrange such special accommodations in consultation with their instructor. A signed [\*Student Permission to Travel for University Business\*](#) form shall be presented in support of any request for special accommodation. Denials of special accommodation may be appealed to the dean's office of the instructor's college.

#### 8.10 No Grade Reported (NGR)

In the event that a final grade is not reported by the instructor after an extended period of time, the registrar may assign a placeholder notification of No Grade Reported (NGR) in lieu of a grade. NGR can be listed on a transcript to signify that the class status has changed from 'In Progress' to 'Completed,' but with no grade reported. This placeholder assigns no credit unit weight, final grade status, or average calculator, but is simply a stand-in used by the Registrar until a final grade has been submitted and approved.

### 9. Procedures for Grade Disputes

#### 9.1 Grade dispute between instructor and department head or dean

In the absence of any other approved mechanism to resolve grade disputes between an instructor and department head, or dean in a non-departmentalized college, the following steps, to be completed in a maximum of twelve business days, shall be followed.

- a. Members of each department or college shall agree ahead of time on a conciliation mechanism that the department or non-departmentalized college will follow in the event of a grade dispute.
- b. If five business days following the last day of examinations pass and the department head or dean has not approved the grade report for a class due to a dispute with the instructor, the department or non-departmentalized college shall immediately commence the conciliation procedure. The department or college has five business days to complete this conciliation process.
- c. If, after five business days the conciliation procedure does not resolve the dispute, the matter shall be immediately referred to the dean, or the provost and vice president (academic) in the case of non-departmentalized colleges, who will set up an arbitration committee within two business days. The committee shall consist of three members: one member nominated by the instructor, one member nominated by the department head, or dean in non-departmentalized colleges, and a chairperson. In the event that one of the parties does not nominate a member, the dean or provost and vice-president (academic) shall do so. All appointees to the arbitration committee should be members of the General Academic Assembly. The chairperson shall be appointed by the mutual agreement of the nominees for

the instructor and the department head or, if the two nominees cannot agree, by the dean. In non-departmentalized colleges, the chair will be appointed by the provost and vice-president (academic) if the dean and the instructor cannot agree.

d. Also within two business days of the failure of the conciliation process, the department head, or dean in a non-departmentalized college, must list in writing what material was considered in conciliation. A copy of this list shall be sent to the instructor who must immediately report in writing to the dean, or provost and vice-president (academic) for non-departmentalized colleges, as to the accuracy of the list. Within the same two business days, the department head, or dean in non-departmentalized colleges, and the instructor shall forward written submissions with supporting documents to the dean, or provost and vice-president (academic) in non-departmentalized colleges.

e. Written submissions and all supporting documentation considered in the conciliation (including the list drawn up by the department head, or dean in non-departmentalized colleges), and the response of the instructor, are to be forwarded to the arbitration committee. The committee shall consider only written submissions and all supporting documentation forwarded during their deliberations. To the extent possible, the arbitration committee will use the same relative weighting of final examination and class work as was used by the instructor in arriving at the final grades.

f. The arbitration committee shall be given a maximum of three business days to complete its deliberations and reach a final decision about the disputed marks. The committee can either uphold the disputed marks or assign new marks. Once the committee reaches a final decision a written report which explicitly outlines the rationale for the decision shall immediately be submitted to the registrar, with copies to the dean, department head (if applicable), and instructor. Any grade changes required by the decision shall be submitted by the instructor and approved by the department head, or dean in a non-departmentalized college.

g. If after three business days the arbitration committee has not submitted a final decision about the disputed marks, the dean or provost and vice-president (academic) will be notified as to the reasons for the impasse and the arbitration committee will be have two business days to resolve their differences and come to a final decision.

h. If, after two additional business days, an arbitration committee cannot come to a final decision, the dean, or the provost and vice president (academic) in the case of non-departmentalized colleges, will reach a final decision about the disputed marks based upon the written submissions and supporting documents. The dean, or the provost and vice-president (academic) shall immediately submit a written report which explicitly outlines the rationale for the decision to the registrar, with copies to the dean, department head (if applicable) and instructor. Any grade changes required by the decision shall be submitted by the instructor and approved by the department head, or dean in a non-departmentalized college

i. Once this process is completed, affected students who previously ordered a transcript can contact the registrar whereupon corrected transcripts will be issued free of charge.

## **9.2 Grade dispute between instructor and student**

Students who are dissatisfied with the assessment of their class work or performance in any aspect of class work, including a midterm or final examination, should consult the University Council policy titled [\*Student Appeals or Evaluation, Grading and Academic Standing\*](#) and the [\*Procedures for Student Appeals in Academic Matters\*](#).

The policies describe the process to be followed in appealing the assessment. Appeals based on academic judgment follow a step-by-step process including consultation with the instructor and re-reading of written work or re-assessment of non-written work.

### **Contact Information**

**Contact Person:** University Registrar

**Phone:** 306-966-6723

## Briefing Note – COVID-19 and Declaration Regarding Syllabi Changes

Prepared by: Office of the University Secretary & Chief Governance Officer

March 13, 2020; Last updated March 17, 2020

### Purpose

- With the ongoing risk of COVID-19, the University of Saskatchewan is taking steps to ensure the health and safety of our students, faculty, and staff, while continuing to support its core academic mission and governance functions.
- Under these circumstances, it will be necessary for courses to move to an alternate delivery mode (such as online) at short notice and examinations may need to be delivered in an alternate timeline or format.

### Academic Courses and Examinations Policy

- The [Academic Courses Policy](#) governs the delivery of academic courses and examinations at USask. Importantly, this policy outlines the requirements for the content of course syllabi, which outlines the mode of course delivery as well as the format and weighting of final examinations.
- University Council: “prescribes methods and rules for evaluating student performance, including prescribing examination timetables and the conduct of examinations” (delegated through the academic courses policy); and “prescribes dates for beginning and ending lectures” c.U-6.1 61(1)(g);(k).

### Action(s)

**University Council, as approved by the Coordinating Committee: “Grants authority to instructors to alter syllabi for their classes for the duration (timeframe as determined by the President) of the COVID-19 pandemic to allow for alternate modes of course delivery and examinations.”**

The spirit and intent of (and the principles underlying) this motion are that, due to the COVID-19 pandemic, syllabi will necessarily have to change and faculty should undertake in good faith the changes necessary to implement the completion of their courses in ways that: (1) will fulfill the learning objectives of the course, (2) are initiated with the best interests of students in mind, and (3) are within the realm of feasibility given the circumstances. The term “course delivery” in the motion thus refers to implementation overall.

### Approval

**Approved on March 13, 2020, by:**

Governance Committee of Council

Coordinating Committee of Council (chairs of all Council committees)

President’s Executive Committee

### Authority

*Under the authority of the Board of Governors, USask’s [Emergency Measures Policy](#) designates the president the responsibility to provide an effective response.*

*As per the [University of Saskatchewan Act, 1995](#), University Council has the authority to “do any other thing that the council considers necessary, incidental or conducive to exercising its powers, to promoting the best interests of the university or to meeting the purposes of this Act.”*

*The Governance Committee has assigned responsibility to the Coordinating Committee of Council to “take necessary measures in light of COVID-19 in the best interest of the university to deliver on the core academic mission while also ensuring the health and safety of the campus community.”*



**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
REQUEST FOR INPUT**

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**PRESENTED BY:** Terry Wotherspoon, chair, governance committee

**DATE OF MEETING:** September 17, 2020

**SUBJECT:** Equity, Diversity, and Inclusion Policy

**COUNCIL ACTION:** Request for Input

**CONTEXT:**

Our institution's knowledge and understanding of equity, diversity, and inclusion (EDI) has evolved significantly over the last several years. In response, the university has made several commitments to EDI in our strategic priorities and plans. Continued work in these areas has highlighted gaps in our policy framework with respect to EDI.

Our current related policy "Employment Equity" has not seen review since 2001, and has proven to be outdated in current social, political and legal contexts. Recent social movements and global outcry with respect to social injustices and systemic inequities in our society and in businesses and organizations exemplify the need for clear statements of commitment to equity, diversity and inclusion.

**PURPOSE:**

Commitments to principles of equity, diversity, and inclusion are among our institution's top priorities. In alignment with the *University's Mission, Vision, and Values* and the *University Plan 2025*, an EDI policy will articulate our efforts as an institution to increase our accountability to and prioritization of EDI, setting clear expectations by and for our leadership and our university community. The EDI policy is a clear statement of position and a call to action, and it reinforces that our commitment to EDI is an individual and collective responsibility.

We have many other policies, procedures, and institutional plans that will operationalize this work and reinforce measures already in place to address complaints and concerns. The EDI policy will complement the EDI strategy and

action plan and other important work with respect to EDI and will be a cornerstone for future initiatives and strategies.

**CONSULTATION:**

On behalf of the President, People and Resources led the development of this policy, while collaborating with the advisory and working groups of the EDI Strategy and Action plan.

Extensive consultation has taken place to date. Feedback and input has been received from over 20 interested groups and parties on campus, including senior leadership and management teams, specialized EDI-centric committees groups and specialists, committees of council, student government and interest groups, human resources professionals and our unions and associations. The most recent version of the EDI policy has taken into consideration all the feedback received to date.

**SUMMARY:**

As an institution we are shifting beyond compliance (employment equity) and embracing EDI as key to excellence. The University is increasingly being held accountable to promoting, incorporating, and prioritizing EDI by our university community, the communities we serve, and our external stakeholders. The EDI policy is a clear statement of position and a call to action, and it reinforces that our commitment to EDI is an individual and collective responsibility.

**ATTACHMENTS:**

Equity, Diversity, and Inclusion Policy

## University of Saskatchewan Policy Template

|                         |  |
|-------------------------|--|
| <b>Title of Policy:</b> | Equity, Diversity, and Inclusion Policy  |
| <b>Category:</b>        | Leave this blank; a category will be assigned  |
| <b>Number:</b>          | Leave this blank; a number will be assigned  |
| <b>Responsibility:</b>  | President  |
| <b>Approval:</b>        | The university secretary, on the advice of the Policy Oversight Committee, will identify the appropriate approval body (ies) e.g. Board of Governors, Council, Senate, PEC |
| <b>Date:</b>            | Date initially approved; date(s) re-formatted or revised   |

### Purpose:

To reaffirm our commitment to equity, diversity, and inclusion. To create and nurture a diverse and inclusive university community (*defined under "Scope of this Policy" below*) that encompasses our legal, moral, and ethical responsibilities.

### Principles:

This policy is in place to support the university community in bringing to life the principles of diversity, equality, human dignity, and manācihitowin and reflecting them back in our daily interactions and decisions. The university believes equity, diversity, inclusion, and a sense of belonging strengthen the community and enhance excellence, innovation, and creativity in all domains.

### Definitions:

**Equity:** taking the range of human attributes and qualities into account and providing each individual with what they need to be successful.

**Equality:** providing each individual with the same or similar opportunities and ensuring fairness in processes and outcomes so that each individual has an equal opportunity to make the most of their abilities.

**Diversity:** the range of human differences, including diverse talents, perspectives, backgrounds, worldviews, ways of knowing, skills, and abilities.

**Manācihitowin:** a Cree/Michif phrase that translates to 'let us respect each other'.

**Inclusion:** ongoing practice of embracing equity, diversity, and manācihitowin and taking action to create a supportive and welcoming environment.

**Belonging:** when each individual is supported, respected, and valued for their identity and unique traits that make them different from each other. Belonging is feeling part of a collective that is co-created by diverse individuals in the university community.

**Human Dignity:** right to be safe, valued, respected, and treated ethically.

### **Scope of this Policy:**

This policy applies to all members of the university community, including students, researchers, post-doctoral fellows, staff, faculty, institutional leadership, members of governing bodies, all persons participating in university businesses or activities (e.g. visitor, service provider, contractor, volunteer).

It is recognized that the university has other policies in place that may relate to equity, diversity, inclusion, and belonging. This policy is intended to complement and build on our existing policy frameworks. This policy should be used and read in conjunction with other such policies and corresponding procedures. Some key policies include:

- [Discrimination and Harassment Prevention Policy](#)
- [Regulations on Student Academic Misconduct](#)
- [Standard of Student Conduct in Non-academic Matters](#)

See [Related Documents](#).

### **Policy:**

This policy conveys the university's commitment to:

- the principles of diversity, equality, and human dignity
- the values of fairness and equitable treatment, inclusiveness, respect, collegiality, and integrity, honesty, and ethical behavior
- the importance of a sense of belonging
- diversity as one of the foundations of excellence in teaching and learning, engagement, research, and discovery
- Indigenization and reconciliation with and by Indigenous peoples and non-Indigenous peoples

The University of Saskatchewan exemplifies its commitment to this policy through its mission, vision, and values, strategic plan, and equity, diversity, and inclusion plan.

### **Responsibilities:**

All members of the university community share the responsibility for creating a supportive and inclusive environment. The university community is accountable to:

- Foster a culture that embraces equity, diversity, inclusion, and belonging.
- Acknowledge and address the biases, underlying beliefs and values, assumptions, and stereotypes that inhibit opportunity in work and learning environments.
- Welcome, embrace, and foster positive, informed and inclusive attitudes towards each other.
- Provide environments that are free of discrimination and harassment, and inclusive of all individuals.
- Ensure the inclusion of perspectives and voices of underrepresented groups in decision-making.

College and Units are accountable to:

- Critically review college/unit structures, systems, procedures, and processes to address disadvantage and underrepresentation.

- Develop research, curriculum, and practices that support equity, diversity, inclusion, and belonging and have a positive impact in the broader community.
- Critically review college/unit sanctioned documents, publications, and other works to ensure the use of inclusive and non-discriminatory language and images that reflect social and cultural diversity.
- Provide physical and virtual environments that are accessible, including but not limited to the equipment, and resources within them.
- Create a welcoming environment in their college/unit that reflects social and cultural diversity through signage, art, ceremonial spaces, language, and inclusive cultural practices and protocols.

Institutional Leadership are accountable to:

- Model the way for the university by demonstrating commitment and action toward a more equitable, diverse, and inclusive community.
- Critically review institutional structures, systems, policies and procedures, and processes to address disadvantage and underrepresentation.
- Critically review university sanctioned documents, publications, and other works to ensure the use of inclusive and non-discriminatory language and images that reflect social and cultural diversity.
- Provide physical and virtual environments that are accessible, including but not limited to the equipment, and resources within them.
- Create a welcoming environment in common spaces that reflects social and cultural diversity through signage, art, ceremonial spaces, language, and inclusive cultural practices and protocols.

### **Compliance:**

Demonstrating commitment and action toward a more equitable, diverse, and inclusive community requires reflection and active learning. As such, application of this policy will focus on providing the education, resources, and support to meet the accountabilities as outlined. All members of the university community are expected to understand equity, diversity, and inclusion and are responsible for the implementation of such within their scope of influence and authority.

The University of Saskatchewan and members of the university community are required to comply with all relevant legislation related to human rights and employment equity.

Formal complaints will be resolved through application of the appropriate university policy, regulations, guidelines, or collective bargaining agreements.

See [Related Documents](#).

### **Related Documents:**

- Equity, Diversity, and Inclusion Strategy and Action Plan (in progress)
- Living Our Values Policy (in progress)
- [Safe Disclosure Policy](#)
- [Regulations on Student Academic Misconduct](#)
- [Standard of Student Conduct in Non-academic Matters](#)
- [University Learning Charter](#)
- [Students with Disabilities: Academic Accommodation and Access Policy](#)
- [Employment Practices Policy](#)
- [Employee Assistance Program Policy](#)
- [Health and Safety Policy](#)
- [Violence Prevention Policy](#)

- [Sexual Assault Prevention Policy](#)
- [Discrimination and Harassment Prevention Policy](#)
- [Naming of University Assets Policy](#)
- *Universal Declaration of Human Rights*
- *Canadian Charter of Rights and Freedoms*
- *Canadian Human Rights Act*
- *Employment Equity Act*
- *The Saskatchewan Employment Act*
- *The Saskatchewan Human Rights Code*
- The University's employment handbooks and collective bargaining agreements

**Contact:**

If you have questions about this policy, please contact:

Contact Person: Associate Vice-President, People and Resources

Email: [diversity@usask.ca](mailto:diversity@usask.ca)

UNIVERSITY COUNCIL  
**NOMINATIONS COMMITTEE**  
**REQUEST FOR DECISION**

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

**DATE OF MEETING:** September 17, 2020

**SUBJECT:** **University Review Committee nomination for 2020/21**

**DECISION REQUESTED:**  
*(Jones/Lamb): It is recommended that Council approve the nomination of Hongming Cheng to the University Review Committee (URC) effective immediately to June 30, 2023.*

**DISCUSSION SUMMARY:**

To replace Michael Bradley on the URC, it is recommended that Hongming Cheng from the Department of Sociology be appointed to the committee effective immediately to June 30, 2023.

**ATTACHED:** URC Membership 2020/21

**UNIVERSITY REVIEW COMMITTEE – 2020/21 Membership**

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 **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                       |      |
| TBD                | One vacancy to be filled in October                   | 2023 |
| Michael Bradley    | Physics and Engineering Physics                       | 2021 |
| Karen Lawson       | Psychology  | 2023 |
| Scott Napper       | Medicine – Biochemistry, Microbiology<br>& Immunology | 2023 |
| Joshua Lawson      | Medicine  | 2022 |
| Xulin Guo          | Geography & Planning                                  | 2022 |
| Maureen Bourassa   | Management & Marketing                                | 2022 |
| Hongming Cheng     | Sociology   | 2023 |
| Louise Humbert     | Kinesiology   | 2021 |
| Dwight Makaroff    | Computer Science                                      | 2021 |
| Jacque Zinkowski   | Administrative Support                                |      |



UNIVERSITY COUNCIL  
NOMINATIONS COMMITTEE  
REQUEST FOR DECISION

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

**DATE OF MEETING:** September 17, 2020

**SUBJECT:** University Review Committee nomination for 2020/21 – No. 2

**DECISION REQUESTED:**  
*(Jones/Lamb): It is recommended that Council approve the nomination of Nurul Chowdhury to the University Review Committee (URC) effective immediately to June 30, 2023.*

**DISCUSSION SUMMARY:**

It is recommended that Nurul Chowdhury from the Department of Electrical and Computer Engineering be appointed to the URC effective immediately to June 30, 2023.

**ATTACHED:** URC Membership 2020/21

**UNIVERSITY REVIEW COMMITTEE – 2020/21 Membership**

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 **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                       |      |
| Nurul Chowdhury    | Electrical Engineering                                | 2023 |
| Karen Lawson       | Psychology  | 2023 |
| Scott Napper       | Medicine – Biochemistry, Microbiology<br>& Immunology | 2023 |
| Joshua Lawson      | Medicine  | 2022 |
| Xulin Guo          | Geography & Planning                                  | 2022 |
| Maureen Bourassa   | Management & Marketing                                | 2022 |
| Hongming Cheng     | Sociology   | 2023 |
| Louise Humbert     | Kinesiology   | 2021 |
| Dwight Makaroff    | Computer Science                                      | 2021 |
| Jacque Zinkowski   | Administrative Support                                |      |

**UNIVERSITY COUNCIL  
COORDINATING COMMITTEE  
FOR INFORMATION**

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**PRESENTED BY:** Dr. Jay Wilson, chair, coordinating committee

**DATE OF MEETING:** September 17, 2020

**SUBJECT:** Council report deadlines

**PURPOSE:**

The attached document is a reminder of the Council deadlines for the 2020-21 academic year.

**DISCUSSION SUMMARY:**

Materials are received late by the University Secretary's Office on a regular basis. We would ask that the deadlines be respected per the Council bylaws (below).

5. f) Except as provided in bylaws (e) and (h), a motion will be preceded by a notice of motion presented in writing to the members of Council not less than 10 days prior to the date of the meeting at which the motion is to be considered. This bylaw applies only to a motion dealing with a substantive matter which requires consideration by members of Council prior to the meeting at which the motion is presented. Whether or not a motion falls within this bylaw will be determined by the Chairperson.

While this excerpt refers only to decision items, it is as important that information items also be received within this timeframe.

**FURTHER ACTION REQUIRED:**

None.

**ATTACHMENT:**

A. Report deadlines for submission: 2020-21 Academic Year

| <b>Report Deadline for Submissions<br/>2020-2021 Academic Year</b> |   |   |
|--|---|---|
| <b>Council Meetings</b>  | <b>Council Changes Due to Coordinating Comm.<br/>(motions/agenda items)</b> | <b>Once Motion/Agenda Item is Approved by<br/>Coordinating Comm. -<br/>Materials/Report is Due to Michelle Kjargaard<br/>(due 2 weeks prior to Council Meeting)</b> |
| Thursday, September 17, 2020                                       | Monday, August 24, 2020   | Wednesday, September 02, 2020   |
| Thursday, October 15, 2020   | Monday, September 21, 2020  | Wednesday, September 30, 2020   |
| Thursday, November 19, 2020  | Monday, October 26, 2020  | Wednesday, November 04, 2020  |
| Thursday, December 17, 2020  | Monday, November 23, 2020   | Wednesday, December 02, 2020  |
| Thursday, January 28, 2021   | Wednesday, December 23, 2020  | Friday, January 08, 2021  |
| No February meeting  | n/a   | n/a   |
| Thursday, March 18, 2021   | Monday, February 22, 2021   | Wednesday, March 03, 2021   |
| Thursday, April 15, 2021   | Monday, March 22, 2021  | Wednesday, March 31, 2021   |
| Thursday, May 20, 2021   | Monday, April 26, 2021  | Wednesday, May 05, 2021   |
| Thursday, June 17, 2021  | Friday, May 21, 2021  | Wednesday, June 02, 2021  |
| <b>Updated: August 11, 2020</b>                                    |   |   |

**UNIVERSITY COUNCIL  
REPORT FOR INFORMATION**

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**PRESENTED BY:** Chelsea Willness, University Secretary & Chief Governance Officer

**DATE OF MEETING:** September 17, 2020

**SUBJECT:** **Annual Report of the Policy Oversight Committee 2019/20**

**COUNCIL ACTION:** **For Information Only**

**SUMMARY:**

The university's [Policy on the Development, Approval and Administration of University Policies](#) defines a coordinated and consistent process for identification, development, approval and administration of all university policies. In 2019-20 the committee met twice, and due to the COVID-19 pandemic, the previously scheduled meetings for March and June were cancelled and policy revisions were instead considered electronically.

In summary, in 2019/20 the following was considered by the committee:

Deleted policies:

- Crown Foundations Policy

Amended policies:

- Academic Courses Policy
- Animals on Campus Policy
- Donor and Gift Anonymity Policy
- Investment Policy

Policies reviewed:

- Conflict of Interest-related Policies, including:
  - o Conflict of Interest Policy
  - o Responsible Conduct of Research Policy
  - o Gift Acceptance Policy

Policies undergoing revisions:

- Centres Policy
- Responsible Conduct of Research Policy
- Alumni Affinity Policy

Policies in development:

- Equity, Diversity and Inclusion
- Living our Values
- Intellectual Property

**ATTACHMENTS:** Annual Report of the Policy Oversight Committee 2019/20

**University of Saskatchewan Policy Oversight Committee**  
**Annual Report**  
September 8, 2020

The university's [Policy on the Development, Approval and Administration of University Policies](#) defines a coordinated and consistent process for identification, development, approval and administration of all university policies, both administrative and academic. Responsibility for implementation of the Policy is assigned to a [Policy Oversight Committee \(POC\)](#). Membership includes the vice-provosts, associate vice-presidents, two representatives from University Council, and one representative from Deans' Council. [Terms of Reference](#) for the Committee establish that it is as an advisory committee to the University Secretary and Chief Governance Officer, with a mandate to coordinate university-level policies.

The committee considers cases made for new policies, reviews and oversees the revision of draft policies, oversees activities relating to approval, implementation and communication of new policies, and undertakes periodic reviews of existing policies for possible changes or deletion.

The Policy Oversight Committee generally meets four times a year. This year, due to the COVID-19 pandemic the March 2020 and June 2020 meetings were cancelled, and feedback on policy revisions was considered electronically.

This report presents new policies approved, and existing policies amended or deleted between October 1, 2019 to June 30, 2020. Links to the policies are provided where applicable.

### **Deleted Policies**

#### Crown Foundation Policy

*Deleted by the Board of Governors July 7, 2020.*

*The Crown Foundations Act* was created in 1994 to facilitate fundraising activity for both the University of Saskatchewan and University of Regina. *The Act* allowed for different tax benefits. The USask Crown Foundation was dissolved because it was determined the Foundation was not considered an effective fundraising initiative for donors. Any donations that were given to the Foundation were transferred to the University at the time it was dissolved. All philanthropic support is now coordinated through University Relations and is strategically aligned with priority needs of the institution, colleges and units.

## **Approved New and Amended Policies**

### **Academic Courses Policy**

*Approved by the Coordinating Committee of Council (chairs of Council Committees) on March 13, 2020, June 18, 2020, and pending further revisions for approval by Council on September 17, 2020.*

The Academic Courses Policy governs the delivery of academic courses and examinations at USask. Importantly, this policy outlines the requirements for the content of course syllabi, which outlines the mode of course delivery as well as the format and weighting of final examinations. University Council: “prescribes methods and rules for evaluating student performance, including prescribing examination timetables and the conduct of examinations” (delegated through the academic courses policy); and “prescribes dates for beginning and ending lectures” c.U-6.1 61(1)(g); (k).

University Council, as approved by the Coordinating Committee: “Granted authority to instructors to alter syllabi for their classes for the duration (timeframe as determined by the President) of the COVID-19 pandemic to allow for alternate modes of course delivery and examinations.” The spirit and intent of (and the principles underlying) this motion were that, due to the COVID-19 pandemic, syllabi would necessarily have to change and faculty should undertake in good faith the changes necessary to implement the completion of their courses in ways that: (1) will fulfill the learning objectives of the course, (2) are initiated with the best interests of students in mind, and (3) are within the realm of feasibility given the circumstances. The term “course delivery” in the motion thus refers to implementation overall.

The policy will be updated in September 2020 to restrict the types of amendments that can be made to syllabi for the start of the new academic year. In the meantime, all alterations to syllabi continue to require final approval by deans, executive directors, or department heads.

### **Animals on Campus Policy**

*Approved by the Board of Governors on March 23, 2020.*

In alignment with the University of Saskatchewan’s principle of diversity, equity, and human dignity, reasonable accommodations must be provided to students, staff, and faculty with disabilities. Accommodations will be provided up to the point of undue hardship to the University.

As part of the university's commitment to providing a safe, secure, and healthy environment for all members of the campus community; this policy is designed to



control disruptions, nuisances, potential health hazards, and reduce the risk of personal injury and/or anxiety created by animals at the University of Saskatchewan.

Currently there is no provincial oversight or legislation for the certification of service and support animals in the Province of Saskatchewan. We have seen an increase in aggressive and disruptive behaviours from animals on campus due to this lack of oversight.

The policy provides a framework for the identification, evaluation, registration, monitoring and accommodation of service and support animals while on university grounds and in university buildings that mirrors the government legislated processes for service animal registration in the provinces of Alberta, British Columbia, and Nova Scotia. This policy (and the companion procedures) will mitigate the risk to the university community through: (1) the requirement of detailed medical letters advocating for the need of the accommodation, (2) detailed veterinarian health clearance forms and (3) an on-campus behavioural assessment by a certified behaviorist for all service animals, that come from organizations that are not certified by Assistance Dogs International and any support animals that are requested as an on campus accommodation.

#### Conflict of Interest-Related Policies

*Review and recommendations endorsed by Senate on April 18, 2020.*

At the recommendation of Senate, in 2018 a joint committee of Senate, Council and Board was established to conduct a review of the university's [Responsible Conduct of Research Policy](#), [Gift Acceptance Policy](#), and the [Conflict of Interest Policy](#).

The following table summarizes the conclusions and recommendations of the committee:

| POLICY  | CONCLUSION   | RECOMMENDATION  |
|---|--|---|
| <i>Responsible Conduct of Research (RCR) Policy</i> | The RCR policy is sufficiently robust to protect against perceived or actual conflicts of interest. Responsibility for the RCR policy rests with University Council, and that the policy is currently under review via appropriate channels. | University Council (via its Research, Scholarly and Artistic Works Committee) should ensure that there are appropriate mechanisms to deal with individual faculty member conflicts of interest in the RCR policy. |
| <i>Gift Acceptance Policy</i>                       | In its present form, this policy is sufficiently robust so as to protect against undue external influence.   | n/a   |

|                                    |  |  |
|------------------------------------|--|--|
| <i>Conflict of Interest Policy</i> | The policy itself is appropriate, but would benefit from, and be strengthened by, accompanying procedures and guidelines that would assist in communication, interpretation, and implementation of the policy. | That the Board of Governors initiate the development of procedures and/or a procedural flow chart to accompany the policy, and that an appeal mechanism and resolution process be developed for allegations of conflict of interest. Consider the possibility of institutional bias. |
|------------------------------------|--|--|

On April 18, 2020, a motion was endorsed by Senate to recommend to the Board of Governors that procedures be developed to accompany the Conflict of Interest policy, and to Council that should ensure that there are appropriate mechanisms to deal with individual faculty member conflicts of interest in the Responsible Conduct of Research (RCR) policy.

#### [Donor and Gift Anonymity Policy](#)

*Approved by the Board of Governors on July 7, 2020*

The Donor and Gift Anonymity Policy was revised from the current version created in 2001 to reflect the legal obligation to disclose the name of donors and nature and value of their gift under the authority of the Local Authority Freedom of Information and Protection of Privacy Act (LA FOIP). In addition, it was added that the University must receive requests for anonymity in writing and that the donor's name and details of gifts will not be published in any publication or digital media to honour the donor's request.

#### [Investment Policy](#)

*Considered on October 7, 2019 and approved by the Board of Governors on December 17, 2019.*

This policy establishes investment principles and clarifies responsibilities for investments. In addition to consolidating all investing strategies (including pensions, endowments, and pooled cash), the policy incorporates a statement on responsible investing and assigns university management (through the Vice-President, Finance & Resources) responsibility for investments. Shifting responsibility for this activity to university management will provide the ability to align investing with institutional strategy and to execute decisions and actions as evolving market conditions and solutions develop. Instead of involving the Board in tactical decisions, the policy will engage the Board in their fiduciary oversight through regular performance reporting and annual updates on investment strategy, structures, and assets.

In the absence of an investment policy, the Board of Governors has made investment decisions through the Finance and Audit committee and an Internal Investment subcommittee. While the Vice-President, Finance and Resources has been responsible for managing investments, management did not have the ability to make decisions to adjust investment parameters and strategies to align with university strategy without approval of the Board.

Drawing on practices from other not-for-profits, this policy moves toward a policy governance model that engages university management in the leadership of investments under a board policy, risk management framework, and institutional strategies.

### **Other Policies in Progress**

#### Policies Undergoing Revision

Centres Policy

Responsible Conduct of Research

Alumni Affinity Policy

#### Policies in Development

Equity, Diversity and Inclusion

Living our Values

Intellectual Property