AGENDA 2:30 p.m. Thursday, December 16, 2021

The Zoom link information is located at the bottom of the agenda.

<u>Please note the following steps for the December 16th meeting:</u>

- Thursday December 16th from 2:30 4:30 pm: We will host a virtual Zoom meeting with access to the link provided, you do not need a Zoom account to join the meeting. The virtual meeting will have access to both video and audio with everyone's microphones automatically muted. 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 Zoom 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 2021/22 academic year marks the 27th year of the representative Council.

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

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

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

1. Call to Order

- 2. Tributes
 - 2.1 Tribute to Professor Emerita Isabelle Mills from the Department of Music presented by Professor Garry Gable
- 3. Adoption of the agenda
- 4. Chair's Opening remarks
- 5. Approval of Minutes of the meeting of November 18, 2021

6. Business Arising from the Minutes

6.1 Clarification of Council Decisions of November 18, 2021, regarding the *Inventions and Enterprise Creation Policy*

7. Report of the President

8. Report of the Provost

9. Pandemic Response and Recovery Team (PRT) Verbal Report – presented by Dr. Darcy Marciniuk, Associate Vice-President Research, PRT Chair

10. Student Societies

- 10.1 Report from the USSU presented by Tasnim Jaisee, USSU President
- 10.2 Report from the GSA presented by Rifat Zahan, GSA President

11. Academic Programs Committee

11.1 Request for Decision: Graduate degree-level Certificate in Hydrology

It is recommended that Council approve graduate degree-level certificate in Hydrology, effective May 2022.

11.2 Request for Decision: Graduate degree-level certificate in Science and Innovation Policy

It is recommended that Council approve graduate degree-level certificate in Science and Innovation Policy, effective May 2022.

11.3 Request for Decision: Change to Admissions Qualification – Master of Nursing Thesis-based program

It is recommended that Council approve change to the admissions qualification for the Master of Nursing thesis-based program.

11.4 Request for Decision: Program Name Change – Master of Arts in Applied Linguistics to Master of Arts in Linguistics

It is recommended that Council approve the change of the name of the Master of Arts in Applied Linguistics program to the Master of Arts in Linguistics, effective May 2022.

- 11.5 Report for information: Academic Calendar 2022-23
- 11.6 Report for information: Academic Courses Policy Clause 1.2 Changes to Syllabi
- 11.7 Report for information: Senate Delegation of Confirmation Authority for Admissions Qualifications Changes to the Senate Education Committee

12. Governance Committee

- 12.1 Report for information: Summary of Kerr & King (1996) Common Council Procedures
- 12.2 Report for information: Duty to Accommodate Policy presented by Dr. Jay Wilson, Interim Vice Provost, Teaching, Learning, and Student Experience

13. Other business

- 13.1 Report for information: Call for Nominations for Two Member-at-Large Vacancies on Council presented by Chelsea Willness, University Secretary and Chief Governance Officer
- 13.2 Report for information: Call for Nominations for Faculty Representative on the USask Board of Governors update by Chelsea Willness, University Secretary and Chief Governance Officer
- 14. Question period
- 15. Adjournment

University Council Agenda December 16, 2021 Page 3

Next Council meeting is January 27, 2022 – Please send regrets to michelle.kjargaard@usask.ca. Deadline for submission of motions to the Executive Committee: January 4, 2022.

Join Zoom Meeting: https://usask-ca.zoom.us/j/98589580362?pwd=aVkzM1BIMVVUUkl6bUtxb2RPTnV5QT09

Join by Telephone: Local Saskatoon Dial-in Number: (639) 638-7474 Other Zoom Dial-in Numbers: https://usask-ca.zoom.us/u/akXynudne

Join by Video Conferencing Device (SIP): 98589580362@zoomcrc.com

Meeting ID: 985 8958 0362 Passcode: 84241023 Telephone Passcode: 84241023



Minutes of University Council 2:30 p.m. Thursday, November 18, 2021 Via Zoom

1. Call to Order

Dr. Susan Detmer, Council Chair, called the meeting to order. The chair informed Council members of the protocols for the synchronous remote meeting. Dr. Detmer asked if there were any media present. Sandra LeBlanc from the Sheaf and Bryn Levy from the Star Phoenix identified themselves. Dr. Detmer reminded attendees that no video or audio recordings of the meeting are permitted.

2. Tributes

There was tribute to Professor Emeritus Cliff (C.D.) Smith from the Department of Civil, Geological, and Environmental Engineering, presented by Professor Emeritus Jim Kell. Dr. Detmer welcomed to the friends and family members of C.D. Smith.

3. Adoption of the Agenda

(Chowdhury/Grosvenor): That the agenda be approved as circulated.

CARRIED.

4. Chair's Opening Remarks

Dr. Detmer acknowledged that Council meets on Treaty 6 Territory and the Homeland of the Métis, paying respect to the First Nations and Métis ancestors of our gathering place and reaffirming our relationships with one another.

Noting that this was her first meeting serving as Council Chair, Dr. Detmer thanked members for the messages of support she had received since taking on the role. She also thanked Dr. Pam Downe, Vice Chair of Council, for serving as Acting Council Chair in September and October.

5. Approval of Minutes of the meeting of October 21, 2021 (Jones/Meda): *That the minutes be approved.*

CARRIED.

6. Business Arising from the Minutes

6.1. Report for information: Faculty Nominated to Search and Review Committees The Chair reported that a record of the electronic decisions of Council on population of Search and Review Committees for senior leaders was included in the November 18th Council package.

7. Report of the President

President Stoicheff sent his regrets for the Council meeting. The President's Report was included in the agenda package.

8. Report of the Provost

Provost and Vice President Academic, Dr. Airini, highlighted some aspects of the President's and Provost's Reports.

There was a round of Q&A.

There were questions regarding Dr. Carrie Bourassa's case involving alleged misrepresentation of Indigenous identity. The Provost informed Council of the process for the selection of the investigator, and that they determine with whom meetings will be held. She confirmed that the process will prioritize Indigenous voices. Dr. Airini noted that policy, process, and procedure are all in scope of the investigation. She also reported that there will be a separate taskforce through Vice Provost Indigenous Engagement with Indigenous faculty and staff regarding processes for recruitment and retention of Indigenous peoples, and the confirmation of Indigenous identity. The Provost indicated to Council that this taskforce builds on the pan-institutional project started in 2020 for Indigenous faculty and staff recruitment and retention, including confirmation of Indigenous identity.

The Provost stated that while self-identification might have been sufficient in the past for Indigenousspecific activities, this is no longer the case. Consistent with UNDRIP, decisions about who belongs to an Indigenous community are made by the community. The University is working with Indigenous communities on how Indigenous identity will be confirmed. Furthermore, senior leadership has prioritized implementation of the 47 recommendations in the <u>Truth Telling Report</u> (July 2021), including the three that are specific to the confirmation of Indigenous identity. Dr. Airini acknowledged the considerable hurt and trauma for many Indigenous community members at this time, and expressed that the university continues to be active in strengthening related processes.

9. Pandemic Response and Recovery Team (PRT) Report

Dr. Darcy Marciniuk, Associate Vice-President Research and PRT Chair, presented the update. He reiterated for Council members that the priority remains increasing on-campus presence in term two, and that the new vaccine requirements will be effective January 4, 2022. He explained the vaccination and vaccine accommodation policy, and how it was developed in concert with experts, and medical, legal, and public health authorities. He reported that remote and hybrid work options for staff and faculty will still be in place. He thanked the USask community for the high vaccination rates, respect of the masking mandates, and their commitment to 'Protecting the Pack'.

There was a question about when faculty will know if large classes will be offered in term two, e.g., 300 students or more. Dr. Patti McDougall, Deputy Provost, responded that the university is returning to near-normal teaching activity, in person, in January. There was another question about what measures the university has taken to evaluate the risk of transmission of COVID-19 for time changes in between large classes. Dr. Marciniuk responded that examinations of density, schedules, flow, choke points, etc. are in discussion with Saskatchewan Public Health. He reassured that given high vaccination rate, and if symptomatic people do not come to campus, and with the continuing mask mandate, we will be sufficiently addressing the risk.

10. Student Societies

10.1.

Report from the USSU

Tasnim Jaisee, President of the USSU, presented the report from the USSU as provided in the materials. There were no questions related to the report.

10.2. Report from the GSA

Rifat Zahan, President of the GSA, presented the report as provided in the materials. There were no questions related to the report.

11. Joint Committee on Chairs and Professorships (JCCP)

11.1. Request for Decision: WCVM Research Chair in Pollinator Health

Dr. Ken Wilson, Vice Provost Faculty Relations presented the item.

(Muir/Delbaere): It is recommended that Council approve WCVM Research Chair in Pollinator Health and recommend that the Board of Governors authorize the establishment of this chair effective January 1, 2022.

CARRIED.

12. Academic Programs Committee

Dr. Alison Oates, chair of APC, presented the items.

12.1. Request for Decision: Master of Indigenous Land Based Education

(Oates/Deters): It is recommended that Council approve the Master of Indigenous Land Based Education, effective May 2022.

CARRIED.

12.2. Request for Decision: Bachelor of Science in Food and Nutrition

(Oates/Deters): It is recommended that Council approve the Bachelor of Science in Food and Nutrition, effective May 2022.

CARRIED.

12.3. Report for information: Degree-level certificates in the College of Arts and Sciences Dr. Oates that APC approved the following certificates, as per their authority to approve certificates with a Council-approved template.

- 12.3.1. Certificate in Formal Reasoning
- 12.3.2. Certificate in Mathematical Modelling
- 12.3.3. Certificate in Applied Gender Justice
- 12.3.4. Certificate in Queer Theory, Gender Diversity, and Sexualities Studies
- 12.3.5. Certificate in French-English Translation
- 12.3.6. Certificate in Religious Literacy
- 12.3.7. Certificate in Peace Studies

12.3.8. Certificate in Ukrainian Studies and Deletion of the Minor in Ukrainian Studies

13. Governance Committee

Dr. Terry Wotherspoon, Chair of the Governance Committee, presented the items.

13.1 Request for Decision: Revisions to the Student Academic Misconduct Regulations

(Wotherspoon/Mousseau): It is recommended that Council approve the revisions to the Student Academic Misconduct Regulations (as attached), effective January 1, 2022.

CARRIED.

13.2 Request for Decision: Name of the Coordinating Committee

(Wotherspoon/Mousseau): It is recommended that Council approve changing the name of the 'Coordinating Committee' of University Council to the 'Executive Committee' of University Council, effective November 19, 2021, as Part II section 3 of the Council Bylaws.

CARRIED.

13.3 Request for Decision: Inventions and Enterprise Creation Policy

Dr. Dion Martens, Director of Research Excellence and Innovation, gave a summary of the proposed policy, procedures, and action plan.

(Wotherspoon/Mousseau): It is recommended that University Council approve the Inventions and Enterprise Creation Policy (pending approval of the Board of Governors), effective January 1, 2022.

There was a question about how the policy will overlap or operate with the USFA Collective Agreement. The Council member commented that the USFA Executive anticipates that there will be problems with reconciliation of the policy and the collective bargaining agreement. A discussion followed about the proposed policy, and the potential implications of postponing the decision.

(Vassileva/Card): It is recommended that University Council postpone the decision on the motion by Wotherspoon and Mousseau to "Approve the Inventions and Enterprise Creation Policy (pending approval of the Board of Governors), effective January 1, 2022."

A point of order was called regarding the outcome of the vote. The Council Chair ruled that the motion was defeated.

[Following review of the voting procedures for the motion to postpone by the Governance Office and the Council Chair, it was determined that the motion was carried. See attached memo in Appendix B clarifying the procedures and the decision.]

CARRIED.

(Wotherspoon/Mousseau): It is recommended that University Council approve the Inventions and Enterprise Creation Policy (pending approval of the Board of Governors), effective January 1, 2022.

[The above motion was voted upon and defeated at the Council meeting, but given the procedural correction regarding the approved motion to postpone above, the main motion on the Inventions and Enterprise Creation Policy was out of order.]

MOOT.

14. Nominations Committee

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

14.1 Request for Decision: Academic Programs Committee Nomination (Jones/Paslawski): It is recommended that Council approve the nomination of Yansun Yao, Department of Physics, to the Academic Programs Committee, effective November 19, 2021, to June 30, 2024.

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

CARRIED.

15. Research, Scholarly and Artistic Works (RSAW) Committee Dr. Marjorie Delbaere, Chair of RSAW, presented the reports.

15.1.1 Report for Information: 2020-21 Report of Allegations and Breaches under the Responsible Conduct of Research Policy

15.1.2 Report for Information: Annual Reports from the Research Ethics Boards There were no questions related to these reports.

16. Other business None.

17. Question period

There was a question to Dr. Marciniuk about mask measures and the potential for USask to take up 'high flex' delivery of courses (allowing for remote and in person delivery of the same class). Dr. Marciniuk responded that the mask mandates will continue into term two. Dr. McDougall responded that in the Spring 2021 high flex course delivery was contemplated, but the decision was made not to make any additional investments in this area beyond Winter 2022 at this time.

There was a request to acquire copies of the reference guide for Council's rules of order, Kerr & King's *Procedures for Meetings and Organizations*, 3rd ed. (1996) for all Council members. Dr. Chelsea Willness, University Secretary & Chief Governance Officer, responded that the Governance Committee of Council and the Governance Office are investigating the continued use of this reference guide. Dr. Wotherspoon added that in the meantime, a summary of common procedures at Council meeting could be provided at the December 16, 2021, meeting.

There was a question about the ICT policies for RSAW, and a comment that the proposed policies will impose unnecessary restrictions, bureaucracy, and constraints for faculty research. The Council member requested further collaboration and engagement with faculty. Dr. Airini responded that she will investigate the question and follow up with the faculty member.

18. Adjournment(Gjevre): *The meeting was properly adjourned*.

Next Council meeting is December 16, 2021. Agenda item requests can be sent to michelle.kjargaard@usask.ca.

Appendix A - Listing of members in attendance

Appendix B - Memo of November 23, 2021, regarding the Council decision to postpone the draft Inventions and Enterprise Creation Policy.

COUNCIL ATTENDANCE 2020-2021

Attendance Summary - Voting Participants

Sep 16, 2021 - meetings are be	Sep 16, 2021 - meetings are being held via Zoom and attendance is taken as per the participant list while meeting is on.										
							No				
Last Name	First Name	Sept 16	Oct 21	Nov 18	Dec 16	Jan 27	Mtng	Mar 17	Apr 21	May 19	Jun 16
	Airini	Р	Р	Р							
Adl	Sina	Р	Р	Р							
Aitken	Alec	R	R	R							
Akintola-student	Olusola	Р	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
Alcorn	Jane	Р	Р	Р							
Augusta	Carolyn	Р	Р	Р							
Bally	Jill	Р	Р	Р							
Bauman-student	Elisabeth	Р	Р	Α							
Bedard-Haughn	Angela	Р	Р	Р							
Bedard-student	Derek	А	Α	Α							
Bell	Scott	Р	Р	Р							
Bhatti-student rep	Haseeb	А	Α	Α							
Bilson	Beth	Р	Р	Р							
Boden	Catherine	Р	Р	Р							
Boland	Mark	Р	Р	Р							
Bonham-Smith	Peta	Р	Р	Р							
Bradley	Michael	R	R	R	R						
Brothwell	Doug	А	Р	Р							
Burshtyn	Deborah	Р	Р	Р							
Card	Claire	Α	Р	Р							
Chernoff	Egan	Р	Р	Р							
Chowdhury	Nurul	Р	Α	Р							
Cooper	David	Р	Р	R							
Dadachova	Kate	Р	Р	Р							
DaSilva	Keith	Р	Р	Р							
Dawson	DeDe	P	P	P							
de Boer	Dirk	Р	P	A							
Delbaere	Majorie	P	P	Р							
Deters	Ralph	P	P	P							
Detmer	Susan	P	P	P							
Downe	Pamela	P	P	P							
Gabriel	Andrew	P	A	A							
Gebreab-student	Henok	A	A	A							
Gjevre	John	P	P	P							
Grosvenor	Andrew	P	P	P							
Gyurcsik	Nancy	P	P	P							
Harasymchuk	Robert	P	P	P							
Harrison	William	A	A	P							
Hogan	Natacha	P	A	P							
Jacob-student rep	Sharon	A	A	A							
Jamali	Nadeem	P	P	P							
James-Cavan	Kathleen	P	P	P							
Jensen	Gordon	P	P	P							
Jones	Paul	P	P	P							
Just	Melissa	R	P	P							
Kahn-student rep	Maria	R	A	P							
Kalra	Jay	P	R	P							
Khandelwal	Ramji	P	P	P							
Kim-student rep	David	A	<u> </u>	A							
Kovacs-student rep		A	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
Kresta	Suzanne	R	P	P	iya	iya		nya	Πja	Πja	iya
Lamb	Eric	R	R	R	R						
Larre	Tamara	P	P	P	N.						
Lindenschmidt	Karl-Enrich	P	A	P							
London	Chad	P	P	R							
Lovick	Olga	P	P P	P							
Luke	lain	A	R	R							
LUNC	Ian	А	Г	ň				l	I		

							No				
Last Name	First Name	Sept 16	Oct 21	Nov 18	Dec 16	Jan 27	Mtng	Mar 17	Apr 21	May 19	Jun 16
Lummerding-	Dominque	А	А	А							
Macfarlane	Cal	А	А	А							
Maguire-student	Robert	n/a	Р	Р							
Makarova	Veronika	Р	Р	Р							
Mamun	Abdullah	Р	Р	R							
Manley-Tannis	Richard	R	R	R							
Marche	Tammy	Р	Р	Р							
Martin	Stephanie	Р	Р	Р							
Martina-Koechl	Natasha	Р	Р	Р							
Meda	Venkatesh	Р	Р	Р							
Mousseau	Darrell	Р	Р	Α							
Muir	Gillian	Р	R	Р							
Murphy	JoAnn	Р	Р	Р							
Neufeld	Matthew	Р	Α	Р							
Oates	Alison	Р	Р	Р							
Paslawski	Teresa	А	Р	Р							
Peacock	Shelley	Р	Р	Р							
Perrault-student	Levi	А	Α	Α							
Phillipson	Martin	Р	Α	Α							
Pocha	Sheila	Р	Р	Α							
Poettcker	Grant	А	Α	Α							
Pomazon	Alisha	Р	Р	Р							
Rayan	Steven	Р	Р	Р							
Richter	Solina	Р	Р	Р							
Rohs-student rep	Jesse	А	Α	Α							
Ross-student rep	Cassidy	А	Р	Р							
Sarjeant-Jenkins	Rachel	Р	Р	Р							
Shevchuk	Yvonne	Р	Р	Р							
Singh	Jaswant	Р	Α	R							
Smith	Preston	Р	Р	Р							
Smyth	Stuart	Р	Р	Α							
Somerville	Kara	Р	Р	Р							
Sorensen	Charlene	Р	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
Spurr	Shelley	Р	Р	Р							
Squires	Vicki	Р	Р	Р							
Steele	Tom	Р	Р	R							
Stoicheff	Peter	Р	Р	R							
Stuart	Glenn	Р	Р	Р							
Szmigielski	Jacek	Р	Р	Р							
Vassileva	Julita	Р	Р	Р							
Waldner	Cheryl	Р	Р	Р							
Walker	Keith	Р	Α	Р							
Willenborg	Christian	Р	Р	Р							
Willoughby	Keith	Р	Р	Р							
Woods	Phil	Р	Р	R							
Wotherspoon	Terry	Р	Р	Р							
Wu	FangXiang	Р	Р	Р							
Xiao	Jing	Р	Р	Р							
Yao	Yansun	Р	А	Р							
Yu-student rep	Angela	А	А	А							
Zhang	Lifeng	Р	Р	R							

COUNCIL ATTENDANCE 2020-2021

Attendance Summary - Non-voting participants

Sep 16, 2021 - meetings are being held via Zoom and attendance is taken as per the participant list while meeting is on.											
							No				
Last Name	First Name	Sep 16	Oct 21	Nov 18	Dec 16	Jan 27	Mtng	Mar 17	Apr 21	May 19	Jun 16
Akintola-GSA VP 2021-22	Olusola	Р	As of Sep 1	.7th-O. Akint	ola resigned	GSA		n/a	n/a	n/a	n/a
Fowler	Greg	Р	Р	Р							
Iftikhar-USSU VP 2021-22	Tauqeer	Р	Р	Р							
Isinger	Russell	Р	Р	Р							
Jaisee-USSU President 2021-	Tasnim	Р	Р	Р							
22											
Jamie	Angela	А	Α	А							
Kaminski-Senate rep	Nicholas	Р	Α	Р							
Pozega Osburn	Debra	R	Р	Р							
Singh	Baljit	А	Р	Α							
Still	Carl	Р	Р	Р							
Thronberg-Senate rep	John	Р	Р	Α							
Willness	Chelsea	Р	Р	Р							
Wilson	Jay	Р	Р	А							
Zahan-GSA Pres 2021-22	Rifat	Р	Р	Р							

APPENDIX B

University Council



UNIVERSITY OF SASKATCHEWAN GOVERNANCE Office

E290 Administration Building 105 Administration Place Saskatoon, SK S7N 5A2 Canada Telephone: (306) 966-2561 Facsimile: (306) 966-4458

November 23, 2021

University Council members,

During the last meeting of Council, it was ruled that the motion to "*postpone motion 13.3 on the Inventions Policy request for decision*" (Vassileva/Card) was <u>defeated</u> based on the <u>majority</u> <u>of members present</u> at 47% (32=yes, 27=no, 9=abstentions).

It was also ruled that motion 13.3 on the Inventions and Enterprise Creation Policy was <u>defeated</u> based on a <u>majority of the members present</u> at 43% (30=yes, 24=no and 15 abstentions). After reviewing the meeting procedures in Kerr and King (1996), it was determined that the procedures for both the motion to postpone AND the motion on the policy required approval by <u>simple majority</u> of the <u>votes cast</u> (§120, §137, §157).

At the Council meeting, however, there was confusion about whether both motions required 2/3 or simple majority, and of votes cast or members present, the latter of which includes abstentions. Therefore, the ruling on the motion to postpone must be corrected.

Original motion:

(Wotherspoon/Mousseau): It is recommended that Council University Council approve the Inventions and Enterprise Creation Policy (pending approval of the Board of Governors), effective January 1, 2022.

Motion to postpone:

(Vassileva/Card): Motion to postpone motion 13.3 on the Inventions Policy request for decision.

To reiterate, the motion to postpone motion 13.3 on the Inventions Policy request for decision <u>was carried</u> by a <u>majority of the votes cast</u> at 54% (32=yes, 27=no and 9 abstentions). This means that item 13.3 from the November 18, 2021, agenda package <u>will be postponed</u> while the OVPR and USFA review the Inventions Policy and additional faculty feedback is received. A report of this review is anticipated. The vote on agenda item 13.3 to approve the Inventions and Enterprise Creations Policy, which was declared as defeated at the meeting is therefore moot.

Concerns regarding the Inventions and Enterprise Creation Policy as posted in the November 18, 2021, agenda are to be directed to Dr. Terry Wotherspoon, Governance Committee Chair, and Dr. Jacquie Thomarat, Director, Academic Governance. These will be taken into account

and properly addressed prior to the policy being reconsidered by the Governance Committee and before it is brought back to University Council at a later date. I thank the membership for their active participation in the procedural processes and I share the concerns for sufficient information and their involvement in the decision process on such significant issues. As noted at the Council meeting, by Dr. Chelsea Willness, University Secretary and Chief Governance Officer, the Governance Office is working with the Governance Committee of Council to determine if Kerr and King (1996) continues to best serve as the procedural reference guide for University Council. While the matter is given appropriate consideration, and in preparation for the December 16, 2021 Council meeting, the Governance Office will provide a summary of common procedures used at Council meetings based on Kerr & King (1996). This manual will continue to guide Council's procedures until an amendment to the Council Bylaws is approved.

Regards,

Susan Detmer, DVM, PhD Chair, University Council



PRESIDENT'S REPORT TO COUNCIL December 2021

As we look forward to the upcoming holiday season, I would like to thank each of you for your dedication and determination in all that we have overcome and accomplished in 2021.

It has been more than 20 months since our world changed, when the pandemic was officially declared by the World Health Organization back on March 11, 2020. For our university, it meant fundamentally changing the way we teach, the way we research, and the way we operate. From the monumental shift of quickly moving to remote delivery of classes and exams and to largely working from home, to the gradual and steady return to campus throughout this year, we have been challenged like never before.

The extraordinary leadership and support of Council members in these uncertain times has ensured that these critical transitions have been completed successfully, while keeping us firmly focused on our mission to deliver world-class academic programming and research with proven local and global impact. But perhaps most importantly, we have accomplished this all while ensuring that the health and safety of our students, staff and faculty was always first and foremost. With overwhelming support for our vaccination policy and adherence to all public health measures, we have indeed limited COVID-19 transmission in our campus community.

We have also connected to our community, our city and our province in so many ways, from COVID-19 research with global impact and front-line health care, to leading initiatives that provide a shining example of how to get through this together. New leaders have emerged in every college and school, every department and division. Your leadership will help shape our future as we prepare for the forward-looking shifts that will occur post-pandemic. A special thank you to the members of the Pandemic Response and Recovery Team, Crisis Operation Team, and all those involved in the Post-Pandemic Shift Project.

As we look ahead to the new year with renewed hope for the end of the pandemic, I want to thank you all again for your leadership in these challenging and ever-changing times, and for keeping firmly focused on being the university the world needs. As we approach the holiday break, I hope you take the time to reflect, to rest and to reconnect with those who matter most in your lives and cherish this time together, whether you do it safely in person, or virtually from afar.

Once again, thank you for all that you do for the University of Saskatchewan, and for each other. I wish you all a happy holiday season, and all the best in the new year.

Sincerely, Peter

PRT UPATE - Winter Term Reminder of COVID-19 Safety Measures

USask looks forward to a significant increase in on-campus activities in January. This means that the number of classes delivered face-to-face in the Winter term will return to a more typical state and that we will see larger classes held in-person as well.

We are reminding the university community, as **announced** in October, that anyone attending in-person learning or working at a USask location for the Winter term will be required to **provide proof** of full vaccination prior to the January start of term. Submitting rapid test results (or any other COVID test result) will no longer be an option for campus access, effective January 4, 2022.

Being considered "<u>fully vaccinated</u>" means receiving the last required dose of the COVID-19 vaccine at least 14 days prior to the start of the term.

For those who are already fully vaccinated and have submitted their <u>vaccination status</u> through PAWS, there is no further action required at this time. The university is consulting with Public Health on requirements for possible vaccine booster shots, and more information will be shared with the USask community when it is available.

For any students, faculty, and staff currently working or studying remotely who have not indicated that they are fully vaccinated in PAWS, you will be required to meet these vaccination requirements prior to any planned return to campus, including uploading an updated vaccination status and proof of vaccination. In order to facilitate a smooth transition back to campus, you will soon receive messages providing you with instructions and timelines.

Starting January 4, if you are not fully vaccinated or choose not to upload your vaccination status, you cannot access USask facilities for any reason, including the PAC, Huskie games, libraries, dining facilities, and any building, office, and classroom on our campuses. This requirement also extends to all vendors and contractors on our campuses and work locations.

We understand that some individuals are not able to be fully vaccinated for valid medical reasons, or on grounds that are protected in the Saskatchewan Human Rights Code. The university will continue to consider **accommodation** requests for these individuals in accordance with the requirements of the Code. Only those with an approved accommodation will be allowed on campus without being fully vaccinated. Previously approved accommodations from the Fall term will remain in effect through the Winter term. If you plan to apply for a vaccination accommodation, you must do so now to ensure that your return in January is not delayed due to the time required to review your application.

With the Winter term transition to significantly increased in-person teaching and research activities, all remaining staff requirements to work remotely will be lifted. Remote and hybrid work arrangements will still be available based on the operational needs of the respective unit or department. More January information for staff will be provided in the coming weeks. Through the Winter term, the university will continue to review current and post-pandemic learning, research, and work environments to determine how hybrid and remote work will best fit USask on an ongoing basis.

Full vaccination for the entire USask community is the clearest and the most effective path to beating COVID-19 and its variants. The high vaccination rates of our students, faculty, and staff, the mandatory vaccination requirement for the Winter term, and our continued adherence to masking are allowing the university to move to significantly increased on-campus activities in January. These safety measures are necessary for the continued health and safety of our campus community.

Please consult our <u>FAQ</u> for more information. If you have any questions not covered in the FAQ, please email <u>covid19@usask.ca</u>.

Métis Nation-Saskatchewan signs historic agreement with USask

The Métis Nation– Saskatchewan (MN–S) government and the University of Saskatchewan signed an agreement on Métis citizenship and identity. The agreement will ensure the university will rely on the objectively verifiable MN–S Citizenship Registry to assess eligibility for Métis-based opportunities at the university. This is a precedent-setting partnership between a Canadian University and a Métis Government.

Under the Agreement, the MN–S will assess if individuals meet the criteria for Métis citizenship when applying for Métis based opportunities at USask. This agreement follows calls by the MN-S for academic institutions, industry, and governments to recognize and respect the MN–S's citizenship process, requirements, and governance institutions. It is also consistent with the University of Saskatchewan's commitment to Indigenization and reconciliation.

Saskatoon hospital foundations offer support to VIDO

Three of Saskatoon's hospital foundations have partnered to donate \$230,000 in support of Canada's Centre for Pandemic Research at the University of Saskatchewan's (USask) Vaccine and Infectious Disease Organization (VIDO).

The foundations' CEOs — Arla Gustafson of the Royal University Hospital Foundation, Brynn Boback-Lane of the Jim Pattison Children's Hospital Foundation, and Steve Shannon of the Saskatoon City Hospital Foundation — said the donation is meant to honour the hard work of front-line doctors, nurses, medical, support staff and research initiatives across the hospitals and Saskatchewan. According to the hospital foundations, contributing to research in the search to save lives for future infectious diseases is one way to honour front-line health-care workers while also creating a safer future for everyone.

The new gift adds to the support received from other private donors and all levels of government to establish VIDO as Canada's Centre for Pandemic Research. This funding will help expand VIDO's infrastructure and support research.

With the addition of global scientific leaders and enhanced training, VIDO will be poised to lead Canada's response to future pandemic threats.

USask reappoints Grit McCreath as Chancellor

I am pleased that Grit McCreath has been reappointed to a second term as Chancellor. The three-year appointment—approved by University Senate at its October 30 meeting—will be Grit's final term as chancellor, ending July 1, 2025.

As chancellor, Grit will continue to preside at university convocation ceremonies, confer degrees, chair University Senate and serve on the Board of Governors. An unspoken duty of this position, one that Grit is exceptionally skilled at, is to be USask's proudest ambassador wherever she goes.

For more than 25 years, Grit has dedicated her time and energy to making our university the wonderful place it is today. She roamed campus as a child when her parents were students here. She is a graduate of the College of Education and has served as a member of the University Senate and the Board of Governors, and as the

university's inaugural honorary ambassador. Grit is also proud of the connection her immediate family has to USask, including more than 20 degrees received from USask over the years.

No stranger to the classroom, Grit spent 32 years as a teacher and education administrator in Saskatoon, Toronto, Edmonton and Calgary. While her career took her across the country, her heart never left Saskatchewan and she often found herself back on the Prairies, or at Waskesiu during the summers. We are thankful that she remained so firmly connected to the province and its university—both are better for it.

Grit is an exceptional member of our USask community, one of our proudest supporters and just a remarkable individual. I am pleased that I will continue working with Grit over the coming years and witness her connections to USask grow even deeper. It is meaningful to me and others that Grit is continuing to serve USask in this role.

Please join me in congratulating Grit on her reappointment as chancellor of the University of Saskatchewan.

BE WHAT THE WORLD NEEDS

Provost's report to University Council December 2021

Hello Council Chair, members, and visitors. Bonjour.

tānisi. hān. ëdlanet'e? taanishi. aniin

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

GENERAL REMARKS

As 2021 comes to a close, and I reflect on the past year, I am deeply appreciative of our wonderful campus community, who have welcomed two Vice-Presidents so warmly since joining USask in February 2021. Faculty, staff and students have successfully completed the year. Good news lies ahead as members of the PRT <u>announced</u> in mid-November; we anticipate a significant return to on-campus activities during the winter term.

We all have worked incredibly hard, and it's now holiday time for many – a time for rest and recharging. A special thanks to the Council leadership, committee leads and members. Your service as academic citizens is impactful and appreciated. The names of Council leaders and members can be found <u>here.</u>

Please use the next few weeks to take care of yourselves – physically and mentally.

With warm wishes for the holidays,

Airini

BUDGET COMMITTEE

A Budget Committee has been established, which replaces the Provost's Advisory Committee (including Provost's Budget Committee). The eight-person committee will recommend the university budget for the forthcoming year. The Budget Committee will make recommendations to the Provost and report to the President through the Provost. Within the administrative leadership of the University of Saskatchewan, responsibility for financial decisions and their consequences rests principally with two offices that each report to the President: The Vice-President Finance and Resources and the Provost and Vice- President Academic. Membership can be found <u>here</u> and will be reviewed in 2023.

Because the Provost is responsible for overseeing the preparation of the university's budget and is entrusted with allocating financial resources to the Chief Executive Officers of Responsibility Centres, this committee now provides oversight for the operating budget, understands the comprehensive budget and contributes to the overall financial health of the institution over the long term.

You can read the Terms of Reference.

BE WHAT THE WORLD NEEDS

The Provost's budgetary decisions are based on the imperatives of the academic mission, principally supporting the university's teaching and research programs. The Vice-President of Finance and Resources is responsible for the overall financial health of the institution.

The work of these two offices is highly complementary, and benefits from a strong and collaborative relationship maintained between the two incumbents and their staff.

MÉTIS NATION MOU TASKFORCE

The Métis Nation–Saskatchewan (MN–S) and the university's recent MOU signing establishing a verification process for Métis people applying to study and work or those who already are employed at the university, is one of the first agreements of its kind in the country.

The university has begun the establishment of a taskforce to inform policy development for the confirmation of Indigenous identity. Thank you to the VPIE (interim) Dr. Angela Jaime for leading this initiative.

The taskforce will include members from MN–S and Indigenous community members at USask. The taskforce will conduct an in-depth analysis of current USask practices, policies, and procedures related to the above recommendations. The committee will begin the work in January 2022.

COLLEGE AND SCHOOL UPDATES

University Library

On Thursday, December 9th, the University Library welcomed acclaimed writer **Zoey Roy** (**BEd'17, MPP'21**) to the position of *Indigenous Storyteller in Residence*. A unique initiative in the province and the first-ever at the university, this 8-week online residency builds on the pilot program initiated last year and provides an exciting opportunity for Zoey to play a visible role in ongoing efforts to transform and decolonize the University Library. Through the residency, Zoey will actively engage with library employees and the broader campus community highlighting, through her storytelling, Indigenous cultures, traditions, and knowledge, and facilitating learning about and from Indigenous people. The Storyteller will develop and deliver at least one project or performance as part of the residency during Indigenous Achievement Week in February. A new feature of this year's residency is a partnership with the Saskatoon Public Library that will see the impact of the storyteller activated beyond campus in the broader community. For more information about this initiative or how to engage with the Storyteller directly, please get in touch with Deborah Lee, Indigenous Studies Collections and Community Initiatives Librarian, at <u>deborah.lee@usask.ca</u>.

Edwards School of Business

Since 2007, more than 1,100 students have participated in the co-operative education program in the Edwards School of Business, with 95 per cent of students' placements located in Saskatoon. Generously supported by Federated Co-operatives Limited, the Edwards co-op program is celebrating another record-breaking year, with 135 third-year undergraduates and MBA students successfully securing placements.

The Edwards School of Business recognized 466 undergraduate students for their academic, leadership, and volunteer achievements at an annual awards reception in November. The presentation included 108 awards with a combined value of approximately \$1,468,891. These scholarships were made possible through the generosity of alumni, the Edwards Dean's Circle, local businesses, community organizations, friends of the school, and faculty and staff.

College of Arts and Science

Professor Dr. Raymond Spiteri (PhD) is the recipient of the 2021 Mitacs Award for Exceptional Leadership. Mitacs Award for Exceptional Leadership. Since 2002, Spiteri has led a myriad of Mitacs-funded research projects involving a total of 19 industry partners and employing 21 USask student interns. The award is given by Mitacs to an academic supervisor with an exemplary record of developing collaborations with industry partners, providing valuable research and training experiences to interns and initiating research projects with significant outcomes. Mitacs funds research projects directly involving an industry partner. This partner could be a local business, a non-profit organization or a large corporation.

College of Medicine

The Federation of Sovereign Indigenous Nations (FSIN) and pewaseskwan—the Indigenous Wellness Research Group (IWRG) at the University of Saskatchewan—have signed a <u>memorandum of understanding</u> to commemorate the start of a research alliance. The groups are collaborating on the development of health-related projects of mutual interest, including research to support the development of a First Nations primary and public health care system in Saskatchewan.

SEARCHES AND REVIEWS

Committees: Thank you sincerely to all committee members serving on appointments and review committees and to the administration and support staff who support these committees. Thank you for taking up these vitally important roles as university citizens.

Reviews and searches: During fall and winter terms the following reviews and searches will be undertaken:

Reviews:

- Dean Keith Willoughby, Edwards School of Business
- Dean Suzanne Kresta, College of Engineering
- OVPIE unit review (Winter)

BE WHAT THE WORLD NEEDS

Searches:

- Dean, College of Arts and Science (fall term)
- Dean, College of Education (winter term)
- Vice Provost, Teaching, Learning and Student Experience (fall term)

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thank you

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AGENDA ITEM: 10.1

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



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

December 2021

This time of the year often flies by fast, with incoming finals right around the corner. At the USSU, we have supported our undergrad students in this last month of courses for term 1 with numerous initiatives.

Vaccine Updates

With the January USask updates regarding vaccines, we continue to be a union supporting a safe return to campus. Our message remains that we strongly urge students to get vaccinated if they are able. In the meantime, we have also been working with some students to help them navigate rising accommodations so that they can go forward with their education in the next term.

Campus Groups Handbook

Our campus groups handbook was fully ready and made available for undergrad students and campus groups to use this last month. The Campus Groups Handbook is an informative booklet for all groups regarding ratification, funding request, insurance and other details which helps campus groups in a smooth transition. This handbook contains lots of information and Frequently Asked Questions etc.

Academic Advocacy

In November, our critical academic advocacy has been firstly working for increased access for clinical learning and resources center facilities and general resources for nursing students. Secondly, discussions with the SURE symposium on increased undergraduate research opportunities for students on campus and encouraging students to partake in undergraduate research. Next, discussions were held with the library team so that students could better access the tutoring network. There was also initial work started regarding the Undergraduate Transition Program with the College of Graduate and Postdoctoral Studies. Additionally, work was done with the University Review Committee to revise the tenureship proposal and how it can be added to the standards of promotion and tenure, specifically working with revised versions of Standards for Promotion and Tenure.

University Students' Council (USC)

Our Members of Students' Council (MSC) and execs have continued to dedicate Thursday evenings to meeting up online and discussing essential topics for students. An important update we shared with council this month was our Anti-Racism and Anti-Oppression MOU Quarterly updates where we listed all the work encompassing the values from the executive committee and coordinators.

For council addresses, we first invited the Ministry of Advanced Education to present council a broad range of topics, including scholarships/grants, loan repayment plans, COVID-19

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responses, resources for International students and Indigenous students, mental health and sexual violence prevention supports etc. Our second council address of the month included our USSU Centre coordinators, including the Pride Centre, Help Centre, and Women's Centre. They spoke about the diverse range of feminist/women's rights initiatives, queer resources, and mental health supports. They also discussed their specific campaign weeks in-depth and discussion groups open to all undergraduate students at USask.

As our Annual General Meeting approached, the USC struck a Bylaw Review Ad-Hoc Committee to review the content of our bylaws and discuss potential amendments. All the proposed amendments from the execs passed during the meeting. Several important changes made to our bylaws included making the election process more equitable for all undergraduate students and updates to our Code of Ethics and Disciplinary Committee to make the committee work more transparent. Also, the proposed amendments to formalize the Anti-Racism and Anti-Oppression Committee and the Student and City of Saskatoon Connection Committee also passed. After the amendments, a president's report presented to students highlighted the critical work that the executive committee has been doing.

Additionally, the work of USC Committees has continued including the Sustainability Committee meeting to discuss introduction of the committee and funding for student groups. They are working with the USSU sustainability policy to ensure the policies are inclusive and align themselves with updated strategies. Additionally, the Anti-Racism and Anti-Oppression Committee met and spoke about the committee introduction, student experiences, curriculum changes etc.

Association of Constituency Presidents (AOCP)

In AOCP, we had our first in-person meeting of the year in Louis' where it gave us a chance to better network and communicate with each other. We first discussed the contents of USask Budget Town Halls and asked the Presidents to take back the information to their constituents. We emphasized the importance of spreading awareness of this information as it reflects on students' financial predictability. Next, we discussed the vaccine mandate in return for January, along with inquiries about accommodations relating to the Saskatchewan Human Rights Code. Then, we spoke about the lack of access to transit students are facing this year and discussed our upcoming advocacy plans for this issue. We have prepared a transit survey for understanding the needs, safety, accessibility, and sustainability of the transit on the Usask campus. This survey will be released in the next term. Additionally, we talked about wrapping up our Term 1 Town Halls and feedback regarding Term 2 Town Halls.

Safety on Campus

Safety on campus remains an ongoing topic in our office. We continued to have discussions with our library regarding increasing library hours and how the library can assist students as the finals season approaches. In our discussions, we have also tackled one of our main goals: to Room 110, 1 Campus Drive University of Saskatchewan Saskatoon, Saskatchewan S7N 5A3



investigate bringing back the Student Crew Coordinator. We are in the process of hiring, and we hope to get a centre coordinator trained, and the community centre space is running by the next term.

Centres

November was a productive time for the USSU Centres. The Women's Centre hosted Who Needs Feminism? from November 2-6. This annual event asks students to share why they need feminism to explore the continued need and relevance of feminism today. The centre took submissions both online and in person in Place Riel and shared students' contributions on social media.

The centre also launched two discussion groups in the month. Desi Women's Night is hosted on the centre Discord server and seeks to create a space for South Asian women to discuss issues, experiences and find community. Let's Discuss Menstruation, allows students to gather and share experiences and challenges around the topic of menstruation. Each session will feature a different topic. The centre also reignited a program that sees menstrual products stocked in washrooms in Place Riel and the Memorial Union for students to use free of charge.

The Help Centre had a busy month sending out hundreds of exams to students to help them prepare for midterms. The centre also hosted their Mental Health Support group weekly on the Discord server. The month was capped off with two sold out Naloxone training sessions on November 24 put on by the Help Centre where 40 students obtained critical training and were given a Naloxone kit.

The Pride Centre had a busy month with high traffic for the centre discussion groups including Gaymer Night, Lego & Let Go, Queer Women's Night, and Intersectional Activism. The events were held in the centre, and most were at maximum capacity. The Pride Centre also hosted a vigil for Transgender Day of Remembrance on November 20th. The vigil was held on campus with the event streaming on social media as well.

The USSU Food Centre was extremely busy during the month distributing 75 \$25 PC gift cards to students as part of a partnership with Meal Exchange. In addition to the gift cards there were over 50 emergency hampers distributed as part of the U-food program to aid with food insecurity.

Looking Forward

In finishing this last month, we as execs decided to make a return to campus and work full time in our offices. We feel that this transition will serve positively in connecting with students in-

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person and continue to support their needs. We look forward to strong connections with our diverse student communities on campus and supporting them through this upcoming exam season.

With Respect,

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



University of Saskatchewan Graduate Students' Association

President's Report - University Council Meeting, December 2021

Hello,

I would like to welcome all of you to the last council meeting of the fall term. In this report we will present some initiatives that the Executives have been working on, which includes:

1. GSA Holiday Hangout 2021

The Graduate Students' Association Executive team will be hosting a holiday hangout during the Winter break. Further details can be found on the GSA website, all social media, and email newsletter.

2. GSA Winter Orientation 2022

The Graduate Students' Association Executive team will be hosting a virtual orientation event on January 12, 2022, at 1:00 PM (Saskatchewan Time) via Zoom, where we have invited Studentcare to welcome our new incoming graduate students and provide information on the Health & Dental Plan. The GSA Executives will also be organizing a curbside pick-up of swag bags for graduate students on January 14, 2022 at 12:00 PM (Saskatchewan Time) in front of the GSA Commons Building. All graduate students are welcome to join these two events. Further details about these two events can be found on our website. *The swag bags will be provided on a first come first serve basis while quantities last.*

3. Working towards Enhancing Resources to Support Students' Mental Health and Well-Being

The GSA is working closely with Studentcare to continue 'Empower Me', which was initiated in 2020 to provide students with confidential mental health support. The GSA is continuing its effort to have discussions with the university senior leaders to make campus a safer place for all students. The GSA organized workshops on "Yoga Philosophy" with collaboration with a faculty member from Community Health and Epidemiology.

4. Advocating for Students Services Provided by Consumer Service Division

The Graduate Students' Association initiated regular conversations with the Consumer Service Division. The GSA is strongly advocating for students living in the university residence to get enhanced support, have a more inclusive environment, and having policies catered for graduate students. The GSA was able to have a positive communication with the Parking authority to provide reduced parking passes to students living in university residence during summer.

5. Advocacy for Investigation on Degree Delay

The GSA is also advocating for students getting delayed on their degree programs and requested the College of Graduate and Postdoctoral Studies, College of Arts and Science, and University of Saskatchewan Faculty Association to investigate at department-level the reasons behind such delay, except for the students having proper accommodation.

We look forward to working with the CGPS to continue our effort to support our graduate students during their academic journey at the USask.

Rifat Zahan President, Graduate Students' Association

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Alison Oates, chair, Academic Programs Committee
DATE OF MEETING:	December 16, 2021
SUBJECT:	Graduate degree-level certificate in Hydrology
MOTION:	(Oates/Deters) It is recommended that the Council approve graduate degree-level certificate in Hydrology, effective May 2022.

PURPOSE:

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

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies (CGPS) and the College of Arts and Science propose a new graduate degree-level certificate in Hydrology. This program capitalizes on expertise in hydrology within the Department of Geography and Planning and further develops the university's pre-eminence in the field. This certificate program will provide training in hydrology as a natural science, and will not interfere with the teaching done through the School of Environment and Sustainability, which focuses of water security through the lens of policy and resource management.

This 9 credit unit program is designed to be delivered intensively, with in person training at the University of Calgary Kananaskis Field Station in Alberta. Courses have been developed to be delivered remotely, online, as well given the global pandemic and that change has increased interest and demand for the program.

This graduate certificate can be taken as a stand-alone program by working professionals or students with an undergraduate degree, or can be taken by graduate students in other disciplines who are seeking to augment their training. Admissions requirements for the program allow for those without requisite undergraduate degrees to enter the program with professional experience in hydrology or related science.

CONSULTATION:

This program was reviewed by the Graduate Programs Committee at its November 9, 2021 meeting and was well received.

The Academic Programs Committee reviewed the proposal at its December 1, 2021 meeting. The committee was supportive of the academic program and appreciated that it can be offered both online and in an immersive in-person offering, noting that each method of delivery will benefit different learners.

The Academic Programs Committee did seek clarity on the admissions qualifications listed, to ensure that they clearly articulated expectations and that requirements for English proficiency align with existing programs. Those minor changes are reflected in the attached proposal.

ATTACHMENTS:

1.

Proposal for the Graduate Degree-level Certificate in Hydrology



MEMORANDUM

To:	Academic Programs Committee of Council
Copy:	Alec Aiken, Head, Department of Geography and Planning
From:	Graduate Programs Committee, College of Graduate and Post-Doctoral Studies
Date:	Nov. 19, 2021
Re:	Geography and Planning – Graduate Certificate in Hydrology (GCH)

The Department of Geography and Planning is proposing a new Graduate Certificate in Hydrology..

The Graduate Programs Committee of the College of Graduate and Post-Doctoral Studies reviewed this proposal at its meeting of Nov. 9, 2021. It noted in particular the issue of whether there is unwarranted program duplication with SENS certificate programs and discussed this with Professor Alec Aiken.

Professor Aiken told the committee that the Hydrology program offered at the department's Kananaskis field camp focuses on different water environments, specifically the mountain environment, compared to the SENS focus on prairie environments. Committee members agreed that they appreciated Professor Aiken's review of long-standing relationships on campus in areas of water research, and the need for continuing discussions of programs in these areas. It was agreed that for the benefit of students, the course and program descriptions in these areas should clearly define the various programs so that students can evaluate their areas of interest.

MOTION: That the Committee recommend approval of the Graduate Certificate in Hydrology. /CARRIED (Associate Dean Walker abstaining)

Attached please find the documentation for this proposal.

If you have any questions, please contact Associate Dean Ryan Walker or the Secretary of the committee at <u>gradprograms.academicaffairs@usask.ca</u>



PROPOSAL IDENTIFICATION

Title of proposal: Hydrology Graduate Certificate

Degree(s): none

Field(s) of Specialization: Hydrology

Level(s) of Concentration: Graduate

Option(s): N/A

Degree College: Graduate and Postdoctoral Studies

Contact person(s) (name, telephone, fax, e-mail): Dr. Ryan Walker, <u>ryan.walker@usask.ca</u>, 306-966-2229, and Cathie Fornssler, <u>gradprograms.academicaffairs@usask.ca</u> (College of Graduate and Postdoctoral Studies); and Dr. John Pomeroy, <u>john.pomeroy@usask.ca</u>, 306-966-1426, or Dr. Alec Aitken, <u>alec.aitken@usask.ca</u>, 306-966-5672 (Department of Geography and Planning).

Proposed date of implementation: May, 2022

Proposal Document

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

1. Academic justification:

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

The world has entered an era of immense water-related threats. Water security faces unprecedented pressure from population growth and urbanization, unsustainable water use, and rapid environmental change. More than 80% of the world's population live in areas where water

security is threatened, which has triggered an increase in food prices, threatened government systems and caused political unrest. Many of these global issues are exemplified here in Canada. Two of the most expensive natural disasters in Canadian history are hydrological events that occurred in the West – the 1999-2004 Prairie drought caused a \$6B drop in GDP while the damages resulting from the June 2013 flood in Alberta exceeded \$6B. As articulated in the Global Water Futures proposal, the grand challenge facing the world is how do we best prepare for, mitigate, and manage uncertain water futures and inevitable water-related disasters? Finding solutions to complex water security problems requires that universities train future water researchers and professionals to understand system complexities and interdisciplinarity, and to flow easily between science and practice.

The current COVID-19 pandemic is transforming how universities serve society. The transition to online teaching, as well as the appetite for online education, provides opportunities for universities to reach into areas where they previously only had a limited footprint. For the hydrological sciences, in particular, it is possible to reach three important sectors outside the traditional University of Saskatchewan student body: (1) the international science community; (2) water science professionals in the public and private sector; and (3) retired academics and professionals. In reaching these sectors we can both considerably strengthen the international profile of the University of Saskatchewan, as well as recoup some of the reductions in revenue from the early stages of the COVID-19 pandemic.

Indigenous communities across Canada have expressed renewed interest in water management, source water protection, and the river basin hydrology that supports Indigenous culture, lifestyle, food sources and economies and provides water for communities. The University of Saskatchewan has a proud tradition of training Indigenous students in hydrology – two of whom have won multiple international awards for their graduate-level hydrology research (Newell Hedstrom, Nicholas Kinar).

The University of Saskatchewan is perfectly poised to capitalize on the demands and needs of future students in the "new normal" in the wake of the COVID pandemic. The online learning environment means that our future students will have more choice in their education options; put simply, the transition to online learning means that students will likely seek out the best scientists and educators in the world. As host of the largest university-led freshwater research program in the world (Global Water Futures - GWF), having as faculty some of the most prolific and celebrated hydrologists world-wide, and having its water resources research rated as number one in Canada, the University of Saskatchewan can certainly capture a disproportionate share of the best students globally.

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

The Department of Geography and Planning shares the University's mission to achieve excellence in the scholarly activities of teaching, discovering, preserving, and applying

knowledge. Included amongst the values we hold as important in guiding our research are: excellence in scholarship; excellence and innovation in graduate student mentoring; integration and collaboration; and connection with communities. The University's interest in and need for a Hydrology Graduate Certificate is to further develop and promote a subject of academic preeminence, improve visibility, take full advantage of the GWF program, the Global Institute for Water Security (GIWS), the Centre for Hydrology, CRCs, industrial chairs, and CFI investments, enhance recruitment of graduate students, improve graduate student training, and serve the community. These ambitions align well with the University Plan 2025 as we propose to empower students to confront one of humanity's greatest challenges - ensure everyone has a sustainable supply of safe water. Water Security is one of the six signature areas of the university. As a discipline, Geography and Planning plays a leadership role in hydrology and water security on campus, hosts the Centre for Hydrology, and plays a collaborative role in providing hydrology training within interdisciplinary water security programming. Having a graduate certificate program in Hydrology will also help ensure tighter research-teaching in one of the six signature areas of the university.

The University of Saskatchewan has a long history of excellence in hydrology research, spanning almost 60 years. Hydrology was launched as an academic discipline in Canada at the University of Saskatchewan with the establishment of the Division of Hydrology in 1962 and its delivery of the Seminars on the Principles of Hydrology national training course in the 1960s and 1970s. The Division of Hydrology led much of the Canadian contribution to the International Hydrological Decade and provided the first Canadian hydrology textbook -Handbook on the Principles of Hydrology, edited by Professor Donald M. Gray who served as Chairman of the Division of Hydrology to 2002. The transition of the long-standing Division of Hydrology to the \$12-million Centre for Hydrology in 2004, establishment of the \$30-million Global Institute for Water Security (GIWS) in 2011, and the \$140-million Global Water Futures (GWF) program in 2016 have helped restore and secure our university's position as a premier destination for research into cold regions hydrology. Evidence is the university's recent global ranking as 1st in Canada for water resources research. Although we have seen rapid growth in hydrology research, graduate students and water-related faculty, the degree programming in water resources is rather haphazard. From the 1960s to 1990s, hydrologists were primarily trained in the Department of Agricultural Engineering; however, that department no longer exists. Current exceptions are the professional Masters of Water Security program in the School for Environment and Sustainability, and the successful NSERC CREATE for Water Security, run from the Department of Geography and Planning. The CREATE for Water Security will wrap up in 2022 and has provided extensive experience in graduate-level hydrology education that facilitated development of this new graduate certificate. The experience of the CREATE program has helped to build the concept for this program and has shown that there is demand and mobility of graduate students from across Canada that can be brought to bear on this credential. Moreover, the creation of a Hydrology Graduate Certificate provides a follow-on from the Department of Geography and Planning's new BSc Hydrology program (i.e., a professionally accredited program unique in a Canadian context) as a recruitment and retention tool and will serve to further increase the University's international profile and impact in water resources.

c. Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.

The demand for a Hydrology Graduate Certificate is postulated to be high as we are in the midst of a global water crisis that affects all aspects of the economy, society, and environment around the world, including in Canada. This crisis has created a strong appetite for postgraduate level training in hydrology throughout the Canadian and international environmental science, geoscience, geography, and engineering communities that is not matched by current program offerings. For instance, Canadian and international students and postdoctoral scholars do not typically receive a comprehensive education in advanced hydrology because of the scarcity of hydrology degree offerings. Moreover, most Canadian and international hydrology students and postdoctoral scholars do not have formal accreditation in hydrology that a certificate would give, because such accreditation is rarely offered. There is also a great demand for professional upgrading amongst practicing hydrologists from industry and government in Canada and elsewhere.

In terms of employability of program graduates, the provinces across Canada have established water security as a focus for innovation. Saskatchewan, for example, has a 25-year Water Security Plan that calls for a sustainable water supply, protection of water resources, effective water governance and protection from flood and drought damage. The other provinces and two of the territories have similar long-term plans. The federal government has approved a new Canada Water Agency that will be charged with expanded measurement, prediction, and management of Canada's water and would need to increase the number of federal water scientists in order to complete this mission. The Canada Water Agency is poised to increase Indigenous co-development of water solutions to Indigenous water problems, and this will need the involvement of Indigenous hydrologists to be successful. The University of Saskatchewan has been co-developing water research and capacity development with 75 Indigenous communities across Canada and there is a high demand for training in water science that can help empower Indigenous communities in water management. Reconciliation is a critical objective for Canada and the University of Saskatchewan moving forward. This certificate will be highly relevant to Indigenous students and is a commitment to reconciliation so that students who take this course are empowered to co-develop solutions to the serious water problems experienced in Indigenous communities across the country. Concomitant with a Canadian and international focus on water, there is growing demand for highly trained water security researchers and professionals with disciplinary (e.g., hydrology) or interdisciplinary expertise. For example, the President of the Saskatchewan Water Security Agency has told us of their need for highly trained hydrologists (physical hydrologists, water quality hydrologists, and ecohydrologists), and also of their interest in mentorship of their planned new hires. The Government of Alberta has echoed Saskatchewan's request. Our Graduate Program Review in 2016-17 also highlighted the need to make our hydrology training focus clear to prospective students and employers of our graduates.

Experience over the last decade with the intensively taught GEOG 827 Principles of Hydrology shows substantial interest (30-40 students per year) locally, across Canada (BC, AB, SK, MB, ON, QC, YT) and internationally (UK, China, Germany, Austria, Norway, Chile, France, Argentina, USA). Course participants include graduate students as well as professionals who are employees of industry, governments, and NGOs (Canada, USA). There have been 44 professionals trained yearly in GEOG 827 during the 2016-2019 offerings with over 400 students trained since 2010. The course is highly attractive to students because it is delivered at the U of Calgary Kananaskis Field Station in the Canadian Rockies. Centre for Hydrology research in the Canadian Rockies provides instrumented field sites for the three courses that will be delivered in this certificate. The recent offering of GEOG 825 Process-Based Hydrological Modelling attracted 93 students from over a dozen countries around the world. The CREATE in Water Security has trained 66 graduate students and PDFs from across Canada. The department of Geography and Planning has graduated five hydrology MSc and PhD students a year over the last decade (to 2018). This certificate will build on this proven success.

The courses that comprise this certificate will be given online or intensively with online options to facilitate participation of graduate students from other universities and of professionals from across Canada and around the world. The certificate will be advertised through the GIWS and the GWF program and through the Canadian Water Resources Association who currently cosponsor part of its course requirement, GEOG 827 Principles of Hydrology.

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

There is broad campus support to promote entry to a set of departmentally led water degree schemes. The focus is on flexibility for faculty and students to access resources within the suite of programs, and to provide programs across the breadth of disciplines that make up the field of water security. The first of these programs to hold a 'water' title is the Master's of Water Security (MWS), developed in 2016 and offered by the School of Environment and Sustainability (SENS). Delivery of the MWS program involves contributions from Geography and Planning, including delivery of the hydrology course (i.e., GEOG 826 Principles of Hydrology). The MWS is a project-based degree program, promoting interdisciplinary approaches to water security - this aligns well with the SENS mission. The Centre for Hydrology has advanced graduate training in hydrology as a physical science, which has received broad support from the colleges of Arts and Science, Agriculture and Bioresources, and Engineering. Our proposed certificate will extend campus graduate program offerings in 'water' into the disciplinary realm, specifically the physical science of Hydrology.

The department of Geography and Planning currently offers graduate programs in Geography, with options for MA, MSc or PhD degrees. Although we are proposing to create a Hydrology Graduate Certificate, the research initiatives of our faculty are diverse. As outlined in our annual Research Activity Report (attached), faculty research is broadly focused on three domains: hydrology, earth and environmental systems; applied and scientific geomatics; and planning and management of the built and natural environment. The graduate program in Geography will

continue to service students with interests in thesis-based research and for topics other than hydrology.

2. Admissions

- a. What are the admissions requirements of this program?
- Proficiency in English
- A four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study, with a cumulative weighted average of at least 70% (U of S grade system equivalent) in the last two years of study (i.e., 60 credits)
 - o OR 5 years professional experience in hydrology or related science.
 - OR 3 years professional experience in hydrology or related science, plus a 2year diploma or certificate.

To meet the needs of many career professionals who may not have an undergraduate degree (e.g., Indigenous land managers and band administrators), we are proposing that applicants with at least 5 yrs. of professional experience in hydrology or related science, or 3 years of experience in hydrology or related science plus a 2-yr. diploma or certificate, may be admitted without an undergraduate degree. The program is designed to be as flexible as possible to attract a wider array of career professionals.

Enrollment in an online certificate program in Hydrology is difficult to predict since there is limited data to provide a benchmark for comparison. In 2020-21, GEOG 825 and GEOG 827 were offered online with enrolments of 93 students and 44 students, respectively. Given increased accessibility to courses through a flexible learning environment, we anticipate strong demand for this program, with target enrollments between 30 to 45 students (i.e., Canadian and international) annually.

3. Description of the program

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

The certificate provides students with applied skills for professional practice in physical Hydrology. Focused on concepts, tools, quantitative methods, and field skills, the certificate is designed for those currently working, or wanting to work, in both applied water resources fields and science institutions. The certificate is valuable to individuals wanting to complement their current skillsets or postsecondary training.
b. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.

Delivery: Online, remote delivery. Certificate is not being delivered in a distributed format. All of the courses have a substantial focus on experiential learning. For example, GEOG 825 includes exercises on cloud computing, super-computing and hands-on model development. For cloud computing, USask partnered with the Consortium of Universities for the Advancement of Hydrologic Science, Inc. (CUAHSI) in the U.S., who provided access to their jupyterHub server. This enabled students to build digital notebooks online without having to install any software. The only requirement was a web browser, which made the exercises accessible to students using a wide range of computer platforms. The students were also taught to run large model simulations on supercomputers. One exercise, for example, entailed simulating hydrological processes for 671 river basins across the contiguous U.S., and the students wrote scripts to run each basin on a separate processor. For hands-on model development, students were required to write a simple hydrological model from scratch without being provided even a letter of code. This gave a huge sense of accomplishment for many students who had not yet been exposed to modern methods in computational hydrology.

c. Provide an overview of the curriculum mapping.

Students may complete the three courses to satisfy the certificate requirements at their own pace to a maximum of 36 months.

Program Requirements (9 c.u.):

All courses will be given intensively and sequentially at the U of Calgary Kananaskis Field Station, Alberta.

PREREQUISITE – evidence of taking an undergraduate course in hydrology equivalent to GEOG 325, 328 or 427.

CORE COURSES – three 3-credit unit courses from the selection below (other University of Saskatchewan courses can be added if there is interest in linking them to this certificate).

1) GEOG 825.3: Process-based Hydrological Modelling (Martyn Clark)

This course will provide the understanding and tools necessary to develop and apply hydrological models across a broad range of landscapes. Students will learn how to represent process understanding in hydrological models, how to devise meaningful model experiments, and how to evaluate model experiments in a systematic way.

2) GEOG 827.3: Principles of Hydrology (John Pomeroy)

This course aims to describe and explain the physical principles and processes that govern hydrology with special reference to Canadian conditions and with an emphasis on the

application of coupled mass and energy balance calculations in hydrology. Students will learn the primary Canadian hydrological processes, assess the effects of variable boundary conditions on these processes, and apply coupled energy and mass balance equations to calculate hydrological flows.

3) GEOG 836.3 Ecohydrology (Cherie Westbrook)

It is widely known that hydrological processes regulate ecological ones, and that there is also ecological regulation of hydrological processes. Ecological feedbacks are partly responsible for non-linearities in ecosystem responses to hydrological perturbations, for example, those that underlie the development of wetland patterned landscapes or unexpected observations in watershed responses to rainfall. Students will learn to identify the principles of ecohydrology and their application to water resource challenges.

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

See the course descriptions above under "c".

e. Explain the comprehensive breadth of the program.

See the course descriptions above under "c".

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

Goal 1. Pursuit of truth and understanding: The program requires that students apply critical and creative thinking to problems, including analysis, synthesis, and evaluation. Students must be open to and adept at different ways of knowing and learning, including independently, experientially, and collaboratively. Students must possess intellectual flexibility, the ability to manage change, open-mindedness with the unfamiliar, and an enthusiasm for life-long and life-wide learning.

Goal 2. Pursuit of knowledges: Students must achieve comprehensive knowledge of their subject area, discipline, or profession. They must understand how their subject area may intersect with related disciplines, perspectives, and worldviews different than their own, including Indigenous worldviews. Moreover, students must understand how their subject area, discipline or profession connects to and impacts Indigenous and non-Indigenous communities worldwide. Students must utilize and apply their knowledge with respect to all individuals, regardless on their perspective in generating knowledge and how scientific understanding is considered as part of decision-making and planning processes.

Goal 3. Pursuit of integrity and respect: Students should exercise intellectual integrity and ethical behaviour in a collaborative and collegial manner. They should recognize and think through moral and ethical issues in a variety of contexts, perspectives, and alternative worldviews. Moreover, students should recognize the limits to one's knowledge, skills and

understanding, and act in accordance with these limits. Finally, students should develop understanding and appreciation for their own perspectives, strengths and worldview, while demonstrating mutual and reciprocal respect for the diverse perspectives, strengths and worldviews of others and their communities.

Goal 4. Pursuit of skills and practices: Students should develop and apply appropriate skills of research, inquiry and knowledge creation and translation. Students should communicate clearly, substantively and persuasively in different academic, professional, and cultural contexts. Students should be able to locate, understand, evaluate and use information effectively, ethically, legally and with cultural appropriateness.

Goal 5. Individual and community pursuits: Students should commit to positive growth and change for oneself and for local, national and global communities. They should act with confidence and strength of purpose for the good of oneself and the different communities represented on our campuses. Students should embrace responsibilities to oneself and others in ways that are authentic and meaningful. Finally, students should share knowledge as acts of individual and community responsibility.

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

See 2.a) above. Students already enrolled in graduate degrees may opt to enroll in the Hydrology Graduate Certificate to augment their graduate training. Students completing the Hydrology Graduate Certificate may choose to continue their graduate studies by applying to a graduate degree program. Coursework taken as part of the certificate program could be used to ladder into a graduate degree program.

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

See 2.a) above. Enrolment in an online certificate program in Hydrology is difficult to predict since there is limited data to provide a benchmark for comparison. In 2020-21, GEOG 825 and GEOG 827 were offered online with enrolments of 93 students and 44 students, respectively. Given increased accessibility to courses through remote delivery, a flexible learning environment, and a focus on experiential learning in the Rocky Mountains, we anticipate strong demand for this program, with target enrolments between 30 to 45 students (i.e., Canadian and international) annually.

We will track enrolment over the first five years and if we are not attracting between 30 to 45 students annually after 5 years, we will re-evaluate the certificate offering.

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

Not applicable.

4. Consultation

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

The certificate capitalizes on the department's national reputation and strengths in water resources research and graduate training. A remotely delivered certificate program reflects the anticipated demand for highly trained water resources practitioners, and the new post-secondary education landscape likely to emerge as we continue to cope with the COVID-19 pandemic. The department sees this as an opportunity not only to be proactive by responding to the needs of water resources practitioners and academicians, but also to generate a revenue stream that supports University and department operations.

As noted in 1.c) above, GEOG 825 and GEOG 827 have enrolled professional water resources practitioners and international graduate students. Students that complete the certificate are well-positioned to ladder into a Geography Master's degrees, and other Master's programs offered by University of Saskatchewan such as the MES and MSc programs offered by the School of Environment and Sustainability. Moreover, the creation of a Hydrology Graduate Certificate provides a follow-on from the department of Geography and Planning's new BSc Hydrology program (i.e., unique in a Canadian context).

The certificate will serve as a recruitment and retention tool and will serve to further increase the University's international profile and impact in water resources.

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

School of Environment and Sustainability, University of Saskatchewan

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

Not applicable.

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

We have not consulted directly with the library as the certificate courses do not require any special materials beyond what is already available in the library collections.

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

Saskatchewan Water Security Agency. Letter of support is attached to this proposal.

5. Budget

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

Three Geography and Planning instructors will deliver the courses for this certificate program as part of their regular assignment of duties. One of these courses, GEOG 836, is a new course for Dr. Cherie Westbrook. These three courses do not represent an increase to current teaching loads or constitute overload teaching assignments.

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

None.

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

Not affected. Courses to satisfy the certificate requirements are already included in assignment to duties.

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

The Department of Geography and Planning possesses the necessary human, financial, and infrastructure resources to offer the certificate for a start date of May 2022. The certificate is taking advantage of existing and previously planned graduate courses offered by the Department and the need to move a number of the courses to online delivery due to COVID-19 pandemic, within normal teaching loads. The tuition rate for the graduate certificate program will follow the University of Saskatchewan's standard graduate tuition for course-based program rates per 3-credit unit course. We anticipate in-kind support from University of Saskatchewan IT to build and maintain a webpage for the certificate and from the Gwenna Moss Centre for Teaching and Learning for assistance in developing online content. We also plan to employ the College of Arts & Science's internal marketing resources to develop online and printed marketing materials and short promotional videos of the certificate.

We anticipate that the demand for the program will continue to increase as Global Water Futures and the Global Institute for Water Security expand. Faculty from other academic units see a place for their students in this program. We expect to need an administrative assistant for one day per week to register and handle logistics for students due to the registration process for non-USask students in the CGPS and the need to book students at the Kananaskis Field Station. We expect to need a TA to manage the complexities of this large international program and TAs to support grading for each of these courses. We anticipate these positions will be funded by the generated revenues.

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

Not applicable.

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

Not applicable.

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

Certificate programs are not eligible for scholarship; however, industry professionals may have access to professional development funds through their employers.

We have secured a quote from EMAP in the sum of \$7,370.50 for the development of targeted online materials and short promotional videos. We are asking for one-half of these funds to support this certificate program. We will be applying to the Media Production Allocation fund and/or Tuition Bridge funds administered by the College of Arts & Science to cover some or all of these production costs (see Line 36 of proposed budget). Costs not covered by the College will be covered from the departmental operating budget.

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

Standard graduate course-based tuition.

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

Three Geography and Planning instructors will deliver the courses for this certificate program as part of their regular assignment of duties so there are no additional costs for program delivery.

We anticipate that the certificate program will be a revenue generating activity based on projected enrolments. Please refer to the attached file titled "PPC NOI Budget and Finance Template".

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

Target enrolment is 30-45 students. We expect to reach this level within 3-5 years. There is no minimum enrolment as the courses will be offered regardless. We do not anticipate an enrolment ceiling as all courses can easily accommodate 2-3 times our expected annual enrolment.

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

Please refer to the attached file titled "PPC NOI Budget and Finance Template".

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

We anticipate that the certificate program will be self-sustaining from its inception based on projected enrolments. Please refer to the attached file titled "PPC NOI Budget and Finance Template".

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

Please refer to the attached file titled "PPC NOI Budget and Finance Template".

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

No new funding sources have been secured at the present time. The certificate program is anticipated to generate a surplus in each of the first five years based on projected enrolments. Please refer to the attached file titled "PPC NOI Budget and Finance Template".

College Statement

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

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

Related Documentation

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

- Excerpts from the College Plan and Planning Parameters
- SPR recommendations
- Relevant sections of the College plan
- Accreditation review recommendations
- Letters of support
- Memos of consultation

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

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

Required for all submissions:

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

Catalogue Entry

The Graduate Certificate in Hydrology provides students with applied skills for professional practice in physical Hydrology. Focused on concepts, tools, quantitative methods, and field skills, the certificate is designed for those currently working, or wanting to work, in both applied water resources fields and water science institutions. The certificate is valuable to individuals wanting to complement their current skillsets or postsecondary training. The courses that comprise this certificate will be given online or intensively with online options to facilitate participation of graduate students from other universities and of professionals from across Canada and around the world. This certificate can be taken as a standalone program or used to ladder into a graduate degree program.

Required for all new courses:

- New Course Proposal forms
- Calendar-draft list of new and revised courses

Required if resources needed:

- Information Technology Requirements form
- Library Requirements form
- Physical Resource Requirements form
- Budget Consultation form





Department of GEOGRAPHY & PLANNING RESEARCH PROFILE

- & -

2020-2021 ACTIVITY REPORT



RESEARCH BY THE NUMBERS, 2020-21

69 11 Δ Books and edited **Book chapters** Academic journal volumes papers 66 53 14 Invited lectures and Presentations at Technical reports conferences and and conference presentations

2.4 million dollars in new funding secured as principal or coinvestigator

workshops

proceedings

RESEARCH MISSION AND VALUES

The Department of Geography and Planning shares the University's mission to achieve excellence in the scholarly activities of teaching, discovering, preserving, and applying knowledge. Included amongst the values we hold as important in guiding our research are: excellence in scholarship and graduate student mentoring; academic freedom and independence; interdisciplinarity, integration and collaboration.

We are committed to research with impact both within and beyond the scholarly community – research that tackles today's societal and environmental challenges, stimulates public debate on pressing environmental and community issues, and addresses challenges framed by our sense of place stretching from the local through to international scales.

Research Focus

Research activity in our department exemplifies the spirit of the disciplines of geography and planning and is concentrated in three overlapping domains: *Hydrology, earth and environmental systems; Applied and scientific geomatics; Planning and management of the built and natural environment.* Much of our research occurs at the boundaries of these domains, is crosscutting, and is focused on integrative approaches to addressing scholarly and societal challenges and mobilizing knowledge.



Planning and Management of the Built and Natural Environment



HYDROLOGY, EARTH AND ENVIRONMENTAL SYSTEMS

Modeling and understanding hydrological, ecological, and geophysical systems and interactions with the human environment. Our research is focused on understanding, assessing, and modeling physical environmental systems and processes and the landscapes they create, including how environmental systems are changing under natural and human-induced stress. This includes research on water supply resilience and vulnerability, marine environments, responses of river flow and glacier cover to climate change, fluvial geomorphology, erosion modeling, wetland science, and eco-hydrology.

Research also occurs at topical boundaries, using applied geomatics and other tools and exploring the implications of physical environmental change for policy, planning, and management of the human environment. This includes research focused on flood risk management, environmental impact assessment, and decision support tools for wetland assessment and watershed management. Our Department is home to the Centre for Hydrology, a Tier I Canada Research Chair in Water Resources and Climate Change and the Program Director of Global Water Futures. The Centre for Hydrology currently manages much of its research relating to mountain hydrology at the Coldwater Laboratory in Canmore, Alberta.

Some of our current research projects include:

- Rocky Mountain water supply resilience and vulnerability evaluation
- Expanded testing and development of the Prairie Hydrological Model in Prairie pothole watersheds
- Long-term ecology and seabed habitat mapping, Frobisher Bay, Nunavut
- Assessing community structure of marine benthos, Canadian Arctic Archipelago
- Understanding the alterations of hydrogeomorphic processes by beavers
- Assessment of PAH distributions in sediments in the oil sands monitoring area and western Lake Athabasca
- Assessing beaver influence on mountain peatland form and ecohydrologic function



APPLIED AND SCIENTIFIC GEOMATICS

Advancing GIS, spatial statistics, and remote sensing, with applications to problems in the social, physical and environmental sciences.

Our research is focused on the development of remote sensing techniques for assessing forests and grasslands productivity, using GIS and spatial statistics in health research and urban geography, and developing tools to examine human mobility, navigation, and interaction in urban environments.

Research also occurs at topical boundaries, contributing the development and application of geomatics for understanding physical systems and supporting policy and planning decisions. This includes collaborative research with computer science, plant science, and other scholars, practitioners and decision makers from the social, health and natural sciences. Our work in this area includes the development of new tools and the integration of emerging technologies, such as the development of smartphone applications for indoor positioning and mobility tracking, the use of field-based sensor systems, and the integration of drones for environmental modeling.

Our research is supported in part by The Spatial Initiative, and our Department is home to its current Academic and Scientific Director.

Key research projects include:

- Integrating measures of grassland function using Remote Sensing
- Development of monitoring methods for dead materials in Alpine pastures using Remote Sensing data in Qinghai-Tibet plateau
- Strategic Environmental Assessment application for landscape-based, temporal analysis of wetland change in urban environments
- Remote sensing of terrestrial non-photosynthetic vegetation using hyperspectral, multispectral, SAR, and LiDAR data
- Detecting spatial and temporal changes in land cover on Aboriginal reserves
- Developing transit system local and regional accessibility measure
- Visualizing and communicating transit data



PLANNING AND MANAGEMENT OF THE BUILT AND NATURAL ENVIRONMENT

Planning and design of urban and rural spaces, and assessing and managing human interactions with the natural environment. Our research is focused on the built and natural environment, including human well-being and the planning and design of urban and rural spaces. This includes research on the origins of city form, urban quality, transportation system performance, sustainable cities, municipal governance, Indigenous health, indigenous urbanism, and human behavior and navigation.

Research also occurs at topical boundaries, including natural resources planning and management, and exploring human interactions with the natural environment using applied geomatics and other analytical tools. This includes research focused on watershed planning and management, flood risk management, environmental policy and planning, land use and transportation systems interactions, sustaining northern communities, energy policy, and environmental and social impact assessment.

Our research is supported by collaborations with a variety of external government, industry and community partnerships and on-campus partnerships, including the School of Environment and Sustainability, Johnson-Shoyama Graduate School of Public Policy, and the Saskatchewan Population Health and Evaluation Research Unit.

Some of our current research projects include:

- Baseline analysis for marine shipping impact assessment in Nunavut
- Source water protection planning with First Nations in Saskatchewan
- Integration of food security considerations in regional strategic environmental assessment
- Indigenous health policy network analysis of northern Saskatchewan: linking climate change, youth suicide, decision making and policy gaps
- The emergence of Type 2 diabetes in First Nations and Métis communities

RESEARCH FUNDING ENVIRONMENT

Our research funding provides opportunities for graduate student training at both the Master's (MA, MSc) and PhD level. Our faculty and graduate students have been successful in obtaining Tri-Agency funding from NSERC, SSHRC, and CIHR, with some faculty having received funding from more than one Tri-Agency. Our research is also funded by a variety of other sources, including CFI, SSHRF, Mitacs, ArcticNet, ISTP Canada; federal, provincial, territorial and municipal government departments and agencies (e.g. Environment and Climate Change Canada, Water Security Agency, Parks Canada, Canadian Environmental Assessment Agency, Government of the Northwest Territories, Nunavut Research Institute, Northern Scientific Training Program, City of Saskatoon); foundations (e.g. Weston Foundation); and centres (e.g., Sylvia Fedoruk Canadian Centre for Nuclear Innovation). Our funding sources reflect the breadth and interdisciplinary nature of research in the Department of Geography and Planning.

FUNDING ANNOUNCEMENTS, 2020-21

THE FILE HILLS QU'APPELLE TRIBAL COUNCIL INITIATIVE ON CUMULATIVE EFFECTS (\$304,000) BLAKLEY, J. (CO-PI) & NOBLE, B. (CO-PI)

Hydrology-Ecology Feedbacks in the Arctic: Narrowing the Gap Between Theory and Models (\$271,000) Clark, M. (PI)

Towards Saskatchewan Well Water Security: Knowledge and Tools for People and Livestock Health **(\$140,000)** Schuster-Wallace, C. (PI) NEXT-GENERATION LARGE-DOMAIN HYDROLOGICAL MODELLING CAPABILITIES (\$80,000) CLARK, M. (PI)

THE IMPACTS OF TRANSIT SYSTEM LONG TERM DISRUPTIONS AND TRANSITIONAL PERIODS ON RIDERSHIP AND TRANSIT USERS PERCEPTION (\$30,000) DIAB, E. (PI)

PARADIGM SHIFT IN DOWNSCALING CLIMATE MODEL PROJECTIONS: BUILDING MODELS AND TOOLS TO ADVANCE CLIMATE CHANGE RESEARCH IN COLD REGIONS (\$170,000) POMEROY, J. (CO-PI) & CLARK, M. (CO-PI) COMMUNITY ENERGY PROFILES AND THE CASES TOOLKIT, (\$105,000) NOBLE, B. (PI)

IMPROVING THE REPRESENTATION OF SUB-GRID SNOW PROCESSES ON LAND-SURFACE MODELS (\$129,000) POMEROY, J. (CO-PI)

PROBABILISTIC PREDICTIONS OF HYDROLOGICAL PROCESSES ACROSS CANADA ON TIME SCALES FROM SECONDS TO SEASONS (\$180,000) CLARK, M. (PI)

CELEBRATING OUR CURRENT POSTDOCTORAL FELLOWS



Dr. Marysa Laguë

Dr. Laguë is a James S. McDonnell Foundation Postdoctoral Fellow in Dynamic and Multi-scale Systems, working with Prof. Martyn Clark at the Coldwater Laboratory in Canmore, AB. In her research, Dr. Laguë aims to understand how and where changes in the land surface drive changes in the atmosphere. By altering fluxes of water and energy between the surface and the overlying atmosphere, changes in the land – such as changes in vegetation – alter atmospheric temperatures, moisture content, cloud cover, precipitation, energy and water transport, and large-scale atmospheric circulation. These land-driven atmospheric changes alter both terrestrial and global climate. She has shown that atmospheric feedbacks to terrestrial change can double the local impact of vegetation change on surface temperatures than what would be expected from land surface processes alone, and generate global-scale climate changes by modifying the atmospheric water vapour greenhouse effect.

Dr. Marysa received the 2021 Holton Award from the American Geophysical Union. She grew up in rural British Columbia, completing a BSc in Honours Mathematics at the University of British Columbia before moving to the University of Washington, where she completed a PhD in Atmospheric Sciences and MSc in Atmospheric Sciences and Applied Mathematics. Before moving to the Coldwater Laboratory, she was a postdoctoral fellow at the University of California, Berkeley.



Dr. Aygun Okan

Dr. Okan is a Postdoctoral Fellow with Global Water Futures at the University of Saskatchewan in Canmore, AB. He is working with Prof. Martyn Clark and Prof. John Pomeroy. His current research focuses on understanding and modelling the hydrological system of the Aral Sea basin in central Asia.

Dr. Okan completed his PhD in the Department of Environmental Sciences at the University of Quebec at Trois-Rivieres & Montreal in 2020. He has an MSc degree in Water Science and Engineering/Flood Risk Management from IHE Delft Institute for Water Education, the Netherlands. He obtained his BSc degree in Civil Engineering from the Middle East Technical University in Turkey. He has a few years of working experience as a water resources engineer.



Dr. Vikas Menghwani

Dr. Menghwani is a postdoctoral fellow in the Department of Geography and Planning, University of Saskatchewan. He is currently working with Prof. Bram Noble. Dr. Menghwani is part of the CASES Partnership Project and is currently working on energy security issues of remote off-grid communities in Northern Canada.

Dr. Menghwani has a PhD from the Institute for Resources, Environment & Sustainability at University of British Columbia. He has worked on energy poverty in developing countries. His doctoral work includes addressing challenging energy access problems through modelling-based methods, and conceptualizing (energy) justice concerns in the context of (lack of) electricity provision. Dr. Menghwani completed his Mechanical Engineering (with a master's degree in Energy Technology) education in 2009 from Indian Institute of Technology Madras. He worked in climate change consulting for 3 years, covering renewable energy and energy efficiency projects across India and Southeast Asia, followed by 2 years in business research.



Dr. Tariq Munir

Dr. Tariq Munir is completing his ecohydrology research collaboration with Prof. Cherie Westbrook the Director of NSERC CREATE for Water Security at University of Saskatchewan. He actively worked on beaver-dam-analogues in Rocky Mountain wetlands, in order to restore stream functions and adapt to climate change.

Dr. Tariq Munir has 20+ years of research and teaching experience. He likes the Canadian Boreal Forest and Rockies for climate change studies in:

- Wetland Environment,
- Mountain Streams,
- Beaver-Ponds, and
- Greenhouse gas flux measurement, monitoring and empirical modelling.

Once he is back to town, he loves enjoying himself with family and friends and participating in community services.



Dr. Inonge Milupi

Dr. Milupi is a lecturer and researcher of Environmental Education at the University of Zambia and a Post-Doctoral fellow at the University of Waterloo in Canada in the faculty of public health. She is currently co-supervised by Prof. Corinne Schuster-Wallace. Her research interest includes climate change, water and sanitation, natural resource management and Local ecological knowledge.

Dr. Milupi's Postdoc research is entitled "Developing a ruralbased WASH framework for addressing water supply, sanitation and health problems of rural communities in the Barotse floodplain in Western Zambia." It aims at developing an effective adaptation tool and strategies that would help in addressing water supply, sanitation and health problems in the Barotse floodplain in Western Zambia.



Dr. Kang Liang

Dr. Liang is a postdoctoral researcher at the Department of Animal Science, University of Manitoba. He is co-supervised by Prof. John Pomeroy. Dr. Liang joining UoM in 2020 obtained his PhD in Environmental Science from the University of New Brunswick. Dr. Liang primary focus of his research is on the environmental impacts of agricultural & animal production on terrestrial and aquatic ecosystems under changing climate.

He is currently working on a project that studies the water and nutrient dynamics in pastures utilized by beef cattle in the Canadian prairies. He also has several years of experience in studying how agricultural beneficial management practices and land use/land cover affect water quantity and quality from field to watershed scale through field experiments and hydrologic modelling.

IMPORTANT NEWS 2020-21

Where the river flows: How a proud history of water research led USask to be ranked No.1 in Canada



With a stellar reputation that attracts top talent and partners from around the world, the University of Saskatchewan (USask) has been ranked number one in Canada for water resources research and one of the top 20 in the world for three years in a row, according to the Academic Ranking of World Universities (ARWU).

Complete article is found <u>online here</u>

Most Advanced Snow Modelling in the World Developed in Saskatchewan



A collaboration of international minds, including experts in Saskatchewan, have created the most advanced snow modelling in the world.

Complete article is found <u>online here</u>



Award for Planning Excellence Merit 2021

The Canadian Institute of Planners 2021 Awards for Planning Excellence jury has given the Award of Merit to Canadian Cities in Transition: Understanding Contemporary Urbanism, edited by Ryan Walker, Tara Vinodrai and Markus Moos, in the category of planning publications and media.

Complete article is found <u>online here</u>



'It's been a pretty wild ride': USask course attracts students from around the world, demonstrates innovation in teaching and learning

More than 90 students from more than a dozen countries enrolled in GEOG 825, taught by Dr. Martyn Clark (PhD)

Complete article is found <u>online here</u>

Certificate in Urban Design

The certificate provides students with an expanded perception of the relationships between design-thinking, visual arts, and the built environment. *Complete article is found <u>online here</u>*

Two New Undergraduate Certificates

Certificate in Water Science

It offers students theoretical and practical training in hydrologic science. Emphasis will be placed on a quantitative understanding and analysis of the hydrologic cycle. *Complete article is found <u>online here</u>*

FACULTY



ALEC AITKEN, PROFESSOR, DEPARTMENT HEAD

Arctic marine biology; Quaternary geology and geomorphology; Geoarchaeology of Paleo-Indian settlements on the Canadian Prairies



ABRAHAM AKKERMAN, PROFESSOR

Population and demography; Urban design; Origins of city form; Planning and development; Phenomenology of the built environment



SCOTT BELL, PROFESSOR

GEOGRAPHIC INFORMATION SCIENCE; NAVIGATION AND WAYFINDING; CARTOGRAPHY; HUMAN SPATIAL COGNITION; HEALTH GEOGRAPHY



JILL BLAKLEY, ASSOCIATE PROFESSOR

REGIONAL PLANNING; NATURAL RESOURCE MANAGEMENT; STRATEGIC ENVIRONMENTAL ASSESSMENT; CUMULATIVE EFFECTS ASSESSMENT; PUBLIC SPACE DESIGN AND MEASUREMENT; URBAN QUALITY



KRYSTOPHER CHUTKO, ASSISTANT PROFESSOR

CURRENT AND PAST VARIABILITY IN TERRESTRIAL AND AQUATIC PROCESSES; LAKE SEDIMENTS AND CHANGES IN LAKE PRODUCTIVITY; DEVELOPMENT OF PREDICTIVE MODELS OF LAKE PRODUCTIVITY; WATER SOURCING AND ROUTING THROUGH THE USE OF STABLE WATER ISOTOPES



MARTYN CLARK, PROFESSOR

DEVELOPMENT OF SPATIALLY DISTRIBUTED HYDROLOGIC MODELS; DEVELOPMENT OF METHODS FOR HYDROLOGIC DATA ASSIMILATION; DEVELOPMENT OF METHODS TO QUANTIFY HYDROLOGIC MODEL UNCERTAINTY



EHAB DIAB, ASSISTANT PROFESSOR

LAND USE AND TRANSPORTATION PLANNING; PUBLIC TRANSIT PLANNING AND OPERATIONS; GIS APPLICATION IN PLANNING; TRAVEL BEHAVIOUR, SOCIAL EQUITY IN PLANNING.



DIRK DEBOER, PROFESSOR

EROSION MODELS; METAL-SEDIMENT INTERACTIONS IN RIVERS; SEDIMENT AND WATER QUALITY



XULIN GUO, PROFESSOR

Remote sensing; Integrating measures of grassland functioning using remote sensing; Remote sensing applications for landscape change, physical systems and in urban environments



PAUL HACKETT, ASSOCIATE PROFESSOR

HISTORY OF ABORIGINAL HEALTH; DIFFUSION OF DIRECTLY TRANSMITTED, ACUTE INFECTIOUS DISEASES; IMPACT OF CULTURAL CHANGE ON COMMUNITY HEALTH; HISTORY OF TUBERCULOSIS AMONG FIRST NATIONS OF WESTERN CANADA



LAWRENCE MARTZ, PROFESSOR EMERITUS

DIGITAL TERRAIN ANALYSIS FOR HYDROLOGICAL MODELING APPLICATIONS; CARTOGRAPHY; HYDROLOGY; GEOMORPHOLOGY; DIGITAL ELEVATION MODELS



BRAM NOBLE, PROFESSOR

Environmental impact assessment; Resource policy; Resource development; Water resources management Energy policy; Environmental decision making; Aboriginal engagement in resource development



ROBERT PATRICK, ASSOCIATE PROFESSOR

LAND USE AND WATERSHED PLANNING; SOURCE WATER PROTECTION; WATER SECURITY; INTEGRATED WATER RESOURCES MANAGEMENT AND INDIGENOUS COMMUNITIES; LOW IMPACT DEVELOPMENT IN URBAN AREAS



JOHN POMEROY, PROFESSOR, TIER 1 CRC

Physical hydrology; Cold regions processes; Watershed modeling; Hydrometeorology; Impact of land use and climate change on hydrology; Snow processes; Improved prediction of floods and droughts



CORINNE SCHUSTER-WALLACE, ASSOCIATE PROFESSOR

COUPLED SYSTEMS APPROACHES TO HUMAN HEALTH; CLIMATE CHANGE AND WATER-RELATED DISEASES; GENDER; EQUITY; LOCAL WATER SECURITY IN RURAL COMMUNITIES; WATER AND SUSTAINABLE DEVELOPMENT



RYAN WALKER, PROFESSOR, ASSOCIATE DEAN, COLLEGE OF GRADUATE AND POSTDOCTORAL STUDIES

URBAN PLANNING AND GEOGRAPHY; INDIGENOUS URBANISM; PUBLIC SPACE DESIGN AND MEASUREMENT; AGE-FRIENDLY COMMUNITIES; MULTI-LEVEL GOVERNANCE



CHERIE WESTBROOK, PROFESSOR

WETLAND SCIENCE; RESPONSE OF WETLAND FORM AND FUNCTION TO NATURAL AND HUMAN STRESSORS; GROUNDWATER-SURFACE WATER INTERACTIONS IN ALPINE WETLANDS; DECISION SUPPORT TOOLS FOR FLOOD RISK MANAGEMENT; INFLUENCE OF BEAVER ON WETLAND FORM AND FUNCTION



JAY FAMIGLIETTI, PROFESSOR, CANADA 150 RESEARCH CHAIR

SATELLITE OBSERVATIONS AND DEVELOPMENT OF SIMULATION MODELS TO TRACK HOW WATER AVAILABILITY IS CHANGING AROUND THE GLOBE

PUBLICATIONS 2020-2021

BOOKS IN ALPHABETICAL ORDER

- 1. **Noble, B.** (2021). Introduction to Environmental Assessment: Guide to Principles and Practice, 4th edition. Toronto, ON: Oxford University Press. pp. 312.
- 2. **Patrick, R.** (2020). Sustainable Cities and Regions. Kendall Hunt Publishing Company, Dubuque, IA, USA. ISBN 978-1-7924-2457-1. pp. 140.

BOOK CHAPTERS IN ALPHABETICAL ORDER

- 1. **Blakey, J.** & Craft, A. (in press). Conclusion: Pathways to a better legacy of development in northern Manitoba. In Our Backyard: Keeyask and the Legacy of Hydroelectric Development. Craft, A. and Blakley, J. (eds.). University of Manitoba Press: Winnipeg, Canada.
- 2. **Blakley, J.** & **Noble, B.** (in press). The Keeyask hydroelectric development project: No significant cumulative effects? In: In Our Backyard: Keeyask and the Legacy of Hydroelectric Development. Craft, A. & Blakley, J. (eds.). University of Manitoba Press: Winnipeg, Canada.
- 3. **Blakley, J.** & **Noble, N.** (2021). Assessing cumulative effects in strategic and regionalscale assessment. Blakley, J. & Franks, D. (eds.). Handbook of Cumulative Impact Assessment. Edward Elgar Publishing Ltd.: United Kingdom.
- 4. **Blakley, J.** (2021). Introduction: Foundations, issues and contemporary challenges in cumulative impact assessment. Blakley, J. & Franks, D. (eds.). Handbook of Cumulative Impact Assessment. Edward Elgar Publishing Ltd.: United Kingdom.
- 5. **Blakley, J.** (in press). Making the connections: Regional cumulative effects assessment in northern Manitoba. In Our Backyard: Keeyask and the Legacy of Hydroelectric Development. Craft, A. & Blakley, A., (eds.). University of Manitoba Press: Winnipeg, Canada. In press.
- 6. **Blakley, J.**, **Noble, B.** & McLean, J. (in press) The scope and focus of cumulative effects and regional assessment. Doelle, M. & Sinclair, J. (eds.) The New Canadian Federal IAA. Irwin Law: Toronto, ON.
- Craft, A. & Blakley, J. (in press). Introduction: Built on the back of the turtle: Reflections on how hydro-electric dams have changed landscapes. In: Craft, A. & Blakley, J. (eds.). In Our Backyard: Keeyask and the Legacy of Hydroelectric Development. A. Craft and J. Blakley, eds. University of Manitoba Press: Winnipeg, Canada.
- 8. Kinar, N. & **Pomeroy, J.** (2021). Measurement of Terrestrial Snow. Warf, B. (Ed.), Oxford Bibliographies in Geography. Oxford, UK: Oxford University Press.

- 9. McLean, J., **Noble, B. & Blakley, J.** (in press). Strategic and regional environmental assessment. Doelle, M., and Sinclair, J. (eds.). The New Canadian Federal IAA. Irwin Law: Toronto, ON. In press.
- 10. Therivel, R., **Blakley, J.** & and Treweek, J. (2021). Mitigating cumulative biodiversity impacts. Blakley, J. and Franks, D. (eds.). Handbook of Cumulative Impact Assessment. Edward Elgar Publishing Ltd.: United Kingdom.
- Xu, L., Mao, F., Famiglietti, J., Pomeroy, J. & Pahl-Wostl, C. (2021). Conceptualizing cascading effects of resilience in human–water systems. Ungar, M. (Ed.), Multisystemic Resilience: Adaptation and Transformation in Contexts of Change. (744-767). Oxford, UK: Oxford University Press.

EDITED BOOKS IN ALPHABETICAL ORDER

- 1. **Blakley, J.** & and Franks, D. (eds.) (2021). Handbook of Cumulative Impact Assessment. Edward Elgar Publishing Ltd.: United Kingdom.
- 2. Craft, A. & **Blakley, J.** (eds.) (in press) In Our Backyard: The Legacy of Hydroelectric Development in Manitoba: The Keeyask Experience. University of Manitoba Press: Winnipeg, Manitoba.

JOURNAL PUBLICATIONS IN ALPHABETICAL ORDER

- 1. Aboudina, A., **Diab, E.** & Shalaby, A. (2021). Predictive analytics of streetcar bunching occurrence time for real-time applications. *Transportation Research Record: Journal of the Transportation Research Board.*
- 2. Aksamit, N. & **Pomeroy, J**. (2020). Warm-air entrainment and advection during alpine blowing snow events. *The Cryosphere*, 14: 2795–2807.
- 3. Blakley, J. & Russell, J. (2021) International progress in cumulative effects assessment: A review of academic literature 2008-2018. *Journal of Environmental Planning and Management*, 1-26.
- 4. Bree, S., Fuller, D. & **Diab, E.** (2020). Access to transit? Validating local transit accessibility measures using transit ridership. *Transportation Research Part A: Policy and Practice.* 141, 430-442.
- Brunner, M., Melsen, L., Wood, A., Rakovec, O., Mizukami, N., Knoben, W. & Clark, M. (2021). Flood spatial coherence, triggers, and performance in hydrological simulations: large-sample evaluation of four streamflow-calibrated models. *Hydrology and Earth System Sciences, 25*(1): 105-119.
- 6. Brunner, M., Slater, L., Tallaksen, L. & **Clark, M.** (2021). Challenges in modeling and predicting floods and droughts: A review. *WIREs Water, 8*(3).
- 7. Chilima, J., **Blakely, J.**, Diaz, H. & Bharadwaj, L. (2021) Understanding community concerns for collaborative planning: Lesson learned from Lake Diefenbaker, Canada. *Water: Special Issue: Sustainable Development of Lakes and Reservoirs*, 13: 1756.

- Choi, Y., Goodall, J., Sadler, J., Castronova, A., Bennett, A., Li, Z., Nijssen, B., Wang, S., Clark, M., Ames, D., Horsburgh, J., Yi, H., Bandaragoda, C., Seul, M., Hooper, R. & Tarboton, D. (2020). Toward open and reproducible environmental modeling by integrating online data repositories, computational environments, and model application programming interfaces. *Environmental Modelling and Software, 135*: 104888.
- 9. Clark, M., Luce, C., AghaKouchak, A., Berghuijs, W., David, C., Duan, Q., Ge, S., van, Meerveld I., Zheng, C., Parlange, M. & Tyler, S. (2021). Open science: Open data, open models, ...and open Publications?. *Water Resources Research*, *57*(4).
- Clark, M., Zolfaghari, R., Green, K., Trim, S., Knoben, W., Bennett, A., Nijssen, B., Ireson, A. & Spiteri, R. (2021). The numerical implementation of land models: Problem formulation and laugh tests. *Journal of Hydrometeorology*.
- 11. Conway, J., Helgason, W., **Pomeroy, J.** & Sicart, J. (2021). Icefield breezes: Mesoscale diurnal circulation in the atmospheric boundary layer over an outlet of the Columbia Icefield, Canadian Rockies. *JGR Atmospheres*. 126(6): 1-17.
- Costa, D., Pomeroy, J., Aziz, U., Elliott, J., Baulch, H., Roy, B. & Schneider, K. (2020) The Nutrient App: Developing a smartphone application for on-site instantaneous community-based NO3 and PO4 monitoring. *Environmental Modelling and Software*: 133.
- 13. Costa, D., Shook, K., Spence C., Elliott, J., Baulch, H., Wilson, H. & **Pomeroy, J.** (2020). Predicting variable contributing areas, hydrological connectivity, and solute transport pathways for a Canadian Prairie Basin. *Water Resources Research*. 56(12).
- 14. de, Laat S., Wahoush, O., Jaber, R., Khater, W., Musoni, E., Abu, Siam I., Schwartz, L., the, Humanitarian Health Ethics Research Group (Matthew Hunt., Lynda, Redwood-Campbell., Laurie, Elit., Elysee, Nouvet., Rachel, Yantzi., Kevin, Bezanson., Carrie, Bernard., Takhliq, Amir., Ani, Chenier., Gautham, Krishnaraj. & Schuster-Wallace, C. (2021). A case analysis of partnered research on palliative care for refugees in Jordan and Rwanda. *Conflict and Health*, 15(1): 2.
- DeBeer,C., Wheater, H., Pomeroy, J., Barr, A., Baltzer, J., Johnstone, J., Turetsky, M., Stewart, R., Hayashi, M., van der Kamp, G., Marshall, S., Campbell, E., Marsh, P., Carey, S., Quinton, W., Li, Y., Razavi, S., Berg, A., McDonnell, J., Spence, C., Helgason, W., Ireson, A., Black, T.A., Elshami, M., Yassin, F., Davison, B., Howard, A., Thériault, J., Shook, K., Demuth, M. & Pietroniro, A. (2021). Summary and synthesis of Changing Cold Regions Network (CCRN) research in the interior of western Canada – Part 2: Future change in cryosphere, vegetation, and hydrology. *Hydrological Earth System Sciences (HESS)*, 25(4).
- 16. **Diab, E.**, DeWeese, J., Chaloux, N. & El-Geneidy, A. (2020). Adjusting the service? Understanding the factors affecting bus ridership over time at the route level in Montréal, Canada. *Transportation*.
- 17. **Diab, E.**, Kasraian D., Miller E. & Shalaby A. (2020). The rise and fall of transit ridership across Canada: Understanding the determinants. *Transport Policy. 96, 101-112.*
- 18. El, Amiri, N., Abernethy, P., Spence, N., Zakus, D., Kara, T. & Schuster-Wallace, C. (2020). Community of practice: an effective mechanism to strengthen capacity in climate change and health. *Canadian Journal of Public Health.*

- 19. England, K. & **Westbrook, C.** (accepted). Comparison of beaver density and forage preferences in urban and rural riparian forests along the South Saskatchewan River, Canada. Journal of Urban Ecology (25 June 2021).
- Essery, R., Kim, H., Wang, L., Bartlett, P., Boone, A., Brutel-Vuilmet, C., Burke, E., Cuntz, M., Decharme, B., Dutra, E., Fang, X.*, Gusev, Y., Hagemann, S., Haverd, V., Kontu, A., Krinner, G., Lafaysse, M., Lejeune, Y., Marke, T., Marks, D., Marty, C., Menard, C., Nasonova, O., Nitta, T., **Pomeroy, J.,** Schädler, G., Semenov, V., Smirnova, T., Swenson, S., Turkov, D., Wever, N. & Yuan, H. (2020). Snow cover duration trends observed at sites and predicted by multiple models. *The Cryosphere.* 14(12): 4687–4698.
- 21. He, Y., Yang, J. & **Guo, X.** (2020). Green vegetation cover dynamics in a heterogeneous grassland: Spectral unmixing of Landsat time series from 1989-2014. Remote Sensing, 2020(12): 3826.
- 22. Herder, E., **Aitken, A.** & Edinger, E. (2021). Temporal change observed in the coastal molluscan (Bivalvia and Gastropoda) communities of Frobisher Bay, NU over 50 years. *Arctic Science*.
- 23. Irvine, A., **Schuster-Wallace, C.,** Dickson-Anderson, S. & Bharadwaj, L. (2020). Transferrable Principles to Revolutionize Drinking Water Governance in First Nation Communities in Canada. *Water, 12*(11): 3091.
- 24. Katie White, K., Dickson-Anderson, S. Majury, A., McDermott, K., Hynds, P., Brown, R. & Schuster-Wallace, C (2021). Exploration of E. coli contamination drivers in private drinking water wells: An application of machine learning to a large, multivariable, geospatio-temporal dataset. *Water Research, 197*: 117089.
- 25. Kinar, N.*, **Pomeroy, J**. & Si, B. (2020). Signal processing for in situ detection of effective heat pulse probe spacing radius as the basis of a self-calibrating heat pulse probe. *Geoscientific Instrumentation, Methods, and Data Systems,* 9(2): 293–315.
- 26. LaFollette, P., Teuling, A., Addor, N., Clark, M., Jansen, K. & Melsen, L. (accepted). Numerical daemons of hydrological models are summoned by extreme precipitation, *Hydrology and Earth System Sciences* (February 5, 2021).
- 27. Langs, L., Petrone, R. & **Pomeroy, J.** (2020). A δ 180 and δ 2H stable water isotope analysis of subalpine forest water sources under seasonal and hydrological stress in the Canadian Rocky Mountains. *Hydrological Processes*. 34(26): 5642-5658.
- 28. Langs, L., Petrone, R. & **Pomeroy, J.** (2021). Subalpine forest water use behaviour and evapotranspiration during two hydrologically contrasting growing seasons in the Canadian Rockies. *Hydrological Processes*, 35(5): 1-17.
- Latchmore, T., Hynds, P., Brown, S., Schuster-Wallace, C., Dickson-Anderson, S., McDermott, K. & Majury, A. (2020). Analysis of a large spatiotemporal groundwater quality dataset, Ontario 2010-2017: Informing human health risk assessment and testing guidance for private drinking water wells. *Science of the Total Environment, 738*: 140382.
- Lavallee, S., Hynds, P., Brown, R., Schuster-Wallace, C., Dickson-Anderson, S., Di, P., Egan, R. & Majury, A. (2021). Examining influential drivers of private well users' perceptions in Ontario: A cross-sectional population study. *Science of the Total Environment, 763*: 142952.

- Lavallee, S., Latchmore, T., Hynds, P., Brown, R., Schuster-Wallace, C., Dickson-Anderson,
 S. & Majury, A. (2021). Drinking Water Consumption Patterns among Private Well Users in Ontario: Implications for Exposure Assessment of Waterborne Infection. *Risk Analysis,*
- 32. Leroux, N., Marsh, C. & **Pomeroy, J**. (2020). Simulation of preferential flow in snow with a 2-D Non-Equilibrium Richards Model and evaluation against laboratory data. *Water Resources Research*, 56(9).
- López-Moreno, I., Pomeroy, J., Morán-Tejeda, E., Revuelto-Benedí, J., Navarro- Serrano, F., Vidaller, I. & Alonso-González, E. (accepted). Changes in the frequency of global high mountain rain-on-snow events due to climate warming. *Environmental Research Letters* (June 23, 2021)
- 34. López-Moreno, J., **Pomeroy J**., Alonso-González E., Morán-Tejeda E. & Revuelto J. (2020). Decoupling of warming mountain snowpacks from hydrological regimes. *Environmental Research Letters*, 15.
- 35. Lucier, K., **Schuster-Wallace, C.,** Skead, D., Skead, K. & Dickson-Anderson, S. (2020). "Is there anything good about a water advisory?": an exploration of the consequences of drinking water advisories in an indigenous community. *BMC Public Health, 20*(1): 1704.
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- 37. McMaster, R., **Noble, BF.,** Poelzer, G. & Hanna, K. (2021). Wind energy environmental assessment requirements and processes: an uneven landscape. Impact Assessment and Project Appraisal, 39(1): 11-23.
- 38. Meehan, K, Jepson, W., Harris, L., Wutich., **Patrick, R.**, et al. (2020). Exposing the myths of household water insecurity in the global North: A critical review. *WIREs Water. Wiley Periodicals*.
- Menard, C., Essery, R., Krinner, G., Arduini, G., Bartlett, P., Boone, A., Brutel-Vuilme, C., Burke, E., Cuntz, M., Dai, Y., Decharme, B.; Dutra, E., Fang, X.*, Fierz, C., Gusev, Y., Hagemann, S., Haverd, V., Kim, H., Lafaysse, M., Marke, T., Nasonova, O., Nitta, T., Niwano, M., **Pomeroy, J**., Schädler, G., Semenov, V., Smirnova, S., Strasser, U., Swenson, S., Turkov, S., Wever, N. & Yuan, H. (2021). Scientific and human errors in a snow model intercomparison. *Bulletin of the American Meteorological Society (BAMS)*, 102(1): E61-E79.
- 40. Minielly, C., Adebooye, O., Akponikpe, P., Oyedele, D., de Boer, D., Li, Y. & Peak, D. (2020). Application of a 1 km2 resolution model for climate change effects upon Benin and Nigeria vegetable agriculture. *Geomatica*, 73(4): 93-106.
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- Diaz, F., Abbassi, J., Fuller, D. & Diab, E. (2021). Canadian transit agencies response to COVID-19: understanding strategies, information accessibility and the use of social media. Paper presented at the 100th Annual Meeting of the Transportation Research Board, Washington, D.C., USA
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November 3, 2021

306.690.1570

Alec Aitken, Ph.D., P.Geo. Professor and Head Geography and Planning 117 Science Place University of Saskatchewan SASKATOON SK S7N 5C8

Re: Letter of Support for Proposed Graduate Certificate in Hydrology

The Water Security Agency (WSA) in Saskatchewan brings together the majority of provincial government's water management responsibilities in one place. The agency employs hydrologists in both its Hydrology Services and Flow Forecasting and Operations Planning groups. Skills and knowledge in hydrology is also an asset to engineers, ecologists and scientists working in other areas of the agency as all water management decisions need to be founded on a sound understanding of the hydrology of the system.

Many WSA staff have completed one or more of the courses included in this proposed certificate program. Completing these courses has provided our employees with a solid understanding of the physical principals of hydrology and the skills to represent those processes in a modelling environment. While we do not have direct experience with the Ecohydrology component, that is a natural extension. We find that some of our most successful projects occur when we have our hydrologist, engineers and ecologists working side-by-side. The Ecohydrology course would help to bridge gaps between these disciplines.

Seeing this proposed certificate on applicant's resumes would certainly pique our hiring managers' interests, providing them the assurance that the applicant has a strong background in hydrology. The program would also be a good professional development opportunity for many current employees.

Thank you for sharing this proposal with the WSA. We hope that the proposal is successful as it fills a niche.

Sincerely,

Curtis Hallborg, P.Eng. Manager, Flow Forecasting & Operations Planning Technical Services Division



UNIVERSITY OF SASKATCHEWAN School of Environment and Sustainability USASK.CA/SENS

Room 323, Kirk Hall 117 Science Place Saskatoon, SK S7N 5C8 Telephone: (306) 966-1985 E-mail: sens.info@usask.ca

November 8, 2021

Alec Aitken, Department Head Department of Geography and Planning College of Arts and Sciences University of Saskatchewan

Dear Alec,

Thank you for sharing your proposal for a new graduate certificate in Hydrology in with me. I appreciate having a chance to review this ahead of time and discuss it with the School's faculty, especially those based in the Global Institute for Water Security.

We have reviewed the proposal and I herewith acknowledge that SENS provides support for the submission of this certificate. We do, however, want to take this opportunity to make a few points related to this submission. First, it should be pointed out that SENS already has three graduate certificates in related areas (Sustainable Water Management; Water Resources; Water Science). We hope that it will be made clear how the new certificate differs. In addition, our certificate in Water Resources already contains one or your courses; GEOG 826.3 Fundamentals of Hydrology, or GEOG 827.3 Principles of Hydrology (optional). To avoid confusion, we may now have to propose some changes to our certificate. Note also that by adding more certificates in related areas, all we accomplish is competing with each other. However, if the differences are made clear by both Geography & Planning and SENS, then hopefully that will help students and professionals make appropriate decisions for their careers.

Second, I should point out that we should really be working together across campus, not just SENS and GEPL, to create graduate programming in the broader theme of Water in a more interdisciplinary and coordinated manner. There are several units across campus that have expertise in and offer courses in water sciences, including hydrology. If we all combined our efforts and coordinated activities, we could likely generate new, institutional-wide programming in Water that would substantially strengthen our national and international visibility and help us all attract stronger students. Hopefully, we can work together towards such a goal in the future.

Yours sincerely,

Karsten Liber, Ph.D. Executive Director and Distinguished Professor School of Environment and Sustainability karsten.liber@usask.ca
Academic Affairs Grad Programs

From: Sent: To: Subject: Walker, Ryan Friday, November 5, 2021 11:50 AM Academic Affairs Grad Programs FW: Graduate Certificate in Hydrology

Hi Cathie,

You may wish to append this email exchange below to the package Alec just submitted to you for the hydrology certificate. It serves as confirmation that IPA has had its required financial consultation to its satisfaction when it went through PPC.

Ryan



COLLEGE OF GRADUATE & POSTDOCTORAL STUDIES

Ryan Walker, Ph.D. RPP MCIP Associate Dean, Policy and Programming Innovation College of Graduate and Postdoctoral Studies Thorvaldson Bldg. University of Saskatchewan 116-110 Science Place Saskatoon, SK S7N 5C9 Tel: (306) 966-2229 http://artsandscience.usask.ca/profile/RWalker/

BE WHAT THE WORLD NEEDS

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

From: Beck, Jennifer <jennifer.beck@usask.ca>
Sent: Friday, October 22, 2021 1:18 PM
To: Walker, Ryan <ryan.walker@usask.ca>; Academic Affairs Grad Programs <gradprograms.academicaffairs@usask.ca>;
Storey, Amanda <amanda.storey@usask.ca>; Warrington, Seanine <seanine.warrington@usask.ca>
Subject: RE: Graduate Certificate in Hydrology

Hi Ryan,

I can confirm that IPA received the hydrology financial template back in May 2021 and there is no further information or analysis required on this one.

Cheers, -Jen

From: Walker, Ryan <<u>ryan.walker@usask.ca</u>> Sent: Friday, October 22, 2021 11:55 AM To: Academic Affairs Grad Programs <<u>gradprograms.academicaffairs@usask.ca</u>>; Storey, Amanda <<u>amanda.storey@usask.ca</u>>; Warrington, Seanine <<u>seanine.warrington@usask.ca</u>>; Beck, Jennifer <<u>jennifer.beck@usask.ca</u>>;

Subject: Graduate Certificate in Hydrology

Hello Cathie, Seanine, Amanda and Jennifer,

I've been informed this morning that a new program proposal (Graduate Certificate in Hydrology) will be coming to our November 9 meeting of the Graduate Programs Committee for consideration/approval. This one was well-received at the NOI stage by PPC and had the completed IPA/PPC Budgetary and Financial Implications completed and reviewed at that stage. It went through PPC at the same time as the Grad Cert in Environmental Planning that was approved by University Council yesterday. It's just that the department stewardship of the EP certificate was a bit quicker than it has been for the proposed hydrology certificate since that time.

I wanted to share this with you so that we can forecast the stages of approval beyond November 9, and start to look toward a CWR, and ensure that IPA is aware that this new proposal is coming through 'the old way', where the budget consultation was done at PPC stage months ago.

To my knowledge this would be the last new program proposal coming from CGPS that went the PPC NOI path, other than the MILBE program which APC considered earlier this week.

Ryan



Ryan Walker, Ph.D. RPP MCIP Associate Dean, Policy and Programming Innovation College of Graduate and Postdoctoral Studies Thorvaldson Bldg. University of Saskatchewan 116-110 Science Place Saskatoon, SK S7N 5C9 Tel: (306) 966-2229 http://artsandscience.usask.ca/profile/RWalker/

BE WHAT THE WORLD NEEDS

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UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE REQUEST FOR DECISION

PRESENTED BY: Alison Oates, chair, Academic Programs Committee DATE OF MEETING: December 16, 2021 SUBJECT: Graduate degree-level certificate in Science and Innovation Policy MOTION: (Oates/Deters) It is recommended that the Council approve graduate

PURPOSE:

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

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies (CGPS) and the Johnson Shoyama School of Public Policy propose a new graduate degree-level certificate in Science and Innovation Policy. This program will offer training that incorporates theory, methodology and practical policy applications. Students coming out of this program will have the ability to convert knowledge into action through community engagement and policy development.

degree-level certificate in Science and Innovation Policy, effective May 2022.

This program is designed to attract professionals, part-time learners, and remote learners who are interested in policy and governance issues but are unable or not interested in pursuing a full graduate degree like the Master of Public Administration (MPA). This certificate is developed as a subset of the courses required for the MPA program, and students could utilize this certificate to ladder into the full degree program.

CONSULTATION:

This program was reviewed by the Graduate Programs Committee at its November 9, 2021 meeting and received the committee's support.

The Academic Programs Committee reviewed the proposal at its December 1, 2021 meeting. The committee was supportive of the program and appreciated how this program will introduce flexibility for students who want to develop skills in this area but cannot commit to a full MPA program.

ATTACHMENTS:

1. Proposal for the Graduate Degree-level Certificate in Science and Innovation Policy



MEMORANDUM

To:	Academic Programs Committee of Council
Copy:	Alastair MacFadden, Director, JSGS
From:	Graduate Programs Committee, College of Graduate and Post-Doctoral Studies
Date:	Nov. 19, 2021
Re:	JSGS new program – Graduate Certificate in Science and Innovation Policy (GCSIP)

The Johnson Shoyama Graduate School of Public Policy is proposing a new Graduate Certificate in Science and Innovation Policy.

The Graduate Programs Committee of the College of Graduate and Post-Doctoral Studies reviewed this change at its meeting of Nov. 9, 2021. Committee members agreed the proposal was well assembled and the budget was straightforward. It will provide an innovative and relevant learning opportunity for professional learners. The Committee also suggested that JSGS inform the College of Arts and Science about this proposal as an additional source of prospective students.

Motion: That the Committee recommend approval of the Graduate Certificate in Science and Innovation Policy. /CARRIED unanimous

Attached please find the documentation for this program proposal.

If you have any questions, please contact Associate Dean Ryan Walker or the Secretary of the committee at <u>gradprograms.academicaffairs@usask.ca</u>



Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal:	Johnson Shoyama Graduate School of Public Policy: Certificate in Science and Innovation Policy
Degree(s):	College of Graduate and Postdoctoral Studies
Field(s) of Specialization:	Science and Innovation Policy
Level(s) of Concentration:	
Option(s):	
Degree College:	College of Graduate and Postdoctoral Studies
Contact person(s):	Alastair MacFadden, Director (interim) Johnson Shoyama Graduate School of Public Policy (JSGS) University of Saskatchewan campus Telephone: 306-531-3425 Email: alastair.macfadden@usask.ca
Proposed date of implementation:	T1, 2022-23

Proposal Document

1. Academic justification:

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

The Johnson Shoyama Graduate School of Public Policy (JSGS) wants to introduce programming that meets the needs of professional, part-time and remote learners who have an interest in addressing key policy and governance issues in science and innovation but who either do not wish or cannot presently enrol in a full degree program. The proposed certificate is based on a subset of course requirements for the Master of Public Administration (MPA). The inclusion of this certificate into the JSGS suite of certificates will allow interested students to combine two to three certificates to fulfil the majority of the requirements for a Master of Public Administration (MPA). The certificate allows JSGS to maximize enrolment in existing courses, while responding to the needs and interests of public sector professionals.

There is an increased public interest in science and innovation policy and consequently a need for better understanding of the many components of public decision-making processes linked to science and innovation. Current events demonstrate the topical relevance of a certificate program that will develop an

understanding of science and innovation policy and of governance, leadership and strategic management. With only limited comparable offerings at other institutions and none at any other of Canada's U15, this certificate will ensure that USask continues to offer relevant and innovative programming in a competitive post-secondary environment.

Reflecting the needs of the public services of Canada, the provinces, and the municipalities, the School's curriculum provides students with opportunities to gain knowledge in core competency areas and exercise their thinking and problem-solving skills while looking at policy issues that touch all aspects of society. The Master of Public Administration curriculum underwent a comprehensive review in 2015 with support from the Gwenna Moss Centre for Teaching and Learning and was revised from an outcomesbased to a competency-based curriculum. The revised curriculum was approved as meeting academic standards and societal needs both by external accreditation from the Canadian Association of Programs in Public Administration (CAPPA) and the School's external review team.

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

The proposed certificate in Science and Innovation Policy supports goals set out by the University's Plan 2025, the University's five-year Strategic Plan (2017-22), and the organizational goals of JSGS as described in its Strategic Plan 2021-25: Innovation, Impact and Integration. JSGS certificate programs are intended to develop diversity in graduate education, finding new ways to support and collaborate with our partners in the public service, and the not-for-profit sectors in Canada. JSGS certificates make graduate education and professional development more accessible for students who are currently unable to make the commitment to a full-time Master's program, are remote learners, and those interested in testing the waters before a commitment to ladder into the full MPA program. The proposed certificate is of particular interest to professionals from STEM disciplines who want a greater understanding of public policy in the science and innovation context. These diverse groups of learners bring interdisciplinary perspectives to JSGS programs, elevate class discussion, and help students apply the theories and concepts presented in class to work experience.

The concept of facilitating the transition into graduate degree programs is a high priority within the proposed plan of the College of Graduate and Postdoctoral Studies, and a model that allows students to ladder into a graduate degree through a certificate is a proven practice. The CGPS has issued a statement of strong support in principle for the development of this certificate.

One of the JSGS strategic research clusters is focused on Innovation, Science and Technology Policy. The JSGS has been developing its expertise and capacity in science and innovation policy over the past few years by:

- Offering a full course, JSGS 859, Innovation Policy, currently taught every other year as an elective in all our programs. This course will form the core of the certificate
- Housing the Centre for the Study of Science and Innovation Policy which has developed a network of
 professionals and practitioners working in the area as well as students interested in the study of
 science and innovation policy. CSIP funding currently supports at least five thesis-based students
 working on questions of science and innovation policy.
- Housing the Canada Research Chair in Regional Innovation, held by Dr. Ken Coates.
- Placing a significant focus on innovation in the Master of Governance and Entrepreneurship in Northern and Indigenous Areas (GENI) program. The inclusion of NORD 847 Circumpolar Innovation and Entrepreneurship from the GENI curriculum as an optional course for the Certificate in Science and Innovation Policy also complements the strategic direction of Indigenization.

USask is a national and international leader in multiple areas of scientific research including our signature areas of agriculture, energy and mineral resources, Indigenous Peoples, One Health, synchrotron sciences and water security. This unique certificate in science and innovation policy will build on and complement those strengths and further advance JSGS and institutional regional and national leadership in these areas.

NORD 847 Circumpolar Innovation and Entrepreneurship has significant Indigenous content given the demographics of the circumpolar area which will appeal to students who are particularly interested in innovation in the Indigenous and northern context. The inclusion of this elective will give students exposure to the GENI program and may attract students who are interested in laddering into the GENI Master's program.

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

JSGS certificate programs are designed to meet the needs of professional, part-time and remote learners who have an interest in a particular area of policy and administration – in this case, science and innovation policy – but who either do not wish to or cannot presently enrol in a full degree program.

In addition, the certificate programs – which require a 70% entrance average as opposed to 75% for the MPA – allow early- to mid-career professionals, mature students, and some under-represented populations, including Indigenous peoples, an opportunity to establish a track record in graduate studies and build a case to be admitted to the MPA.

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

A graduate-level certificate in Science and Innovation Policy is not currently offered at any Canadian university. Two related programs exist elsewhere in Canada, but they are limited in focus either in their targeted demographic or topic. These programs do not offer the depth of study and credential that will come from a university graduate school program.

- Royal Roads University offers a Graduate Certificate in Science and Policy of Climate Change which is focused on climate change science and policy innovations. This 9-credit unit certificate is offered completely online and gives students the option to ladder into several Master's programs in environmental areas.
- The Institute on Governance offers a Leadership Development Program in Science and Innovation delivered in partnership with the Canadian Science Policy Centre. This professional development program is intended for individuals working in science, innovation or policy spheres who wish to develop competencies in leadership, interpersonal skills, synthesizing research, managing expert communities, communicating scientific knowledge, advising policy makers and engaging citizens and stakeholders. This is an 8-week program comprised of online and independent learning.

2. Admissions

a. What are the admissions requirements of this program?

Applicants must have completed a four-year undergraduate degree from a recognized university. An average of 70% or better must be maintained during the final two years (60 credit units) of the undergraduate program or in the graduate program if students are entering the certificate program after a graduate degree. Proof of English proficiency is required.

3. Description of the program

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

The Graduate Certificate in Science and Innovation Policy will offer graduate-level training that incorporates theory, methodology and practical policy applications. The proposed program will fill an educational gap in Saskatchewan and Canada and create unique educational value on matters of science and innovation policy, policy analysis, as well as governance, leadership, strategic management or scientific and technological innovation in the circumpolar world.

The certificate program consists of two required three-credit unit courses, JSGS 859 Innovation Policy and JSGS 806 Public Policy Analysis, and one elective (three credit units) from the following:

- JSGS 801 Governance and Administration
- JSGS 808 Ethical Leadership and Democracy in Public Service
- JSGS 880 Advanced Governance Analysis
- JSGS 882 Strategic Management in the Public Sector
- NORD 847 Circumpolar Innovation and Entrepreneurship

Objectives in the certificate are accomplished through course work, faculty-student and student-student interaction, and the in-depth analyses of problems in the context of term papers for courses.

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

The recent global health pandemic has presented significant constraints to the traditional university instruction and operation model. Due to this, and to make the program more accessible, this program will be delivered only online initially to limit disruptions due to the impact of Covid-19. In-person delivery will be considered once Covid-19 restrictions are revised. All courses are already accessible online.

Through online delivery, JSGS plans to increase enrolment of Canadian distance learners (primarily those from the rest of Canada) who are enticed by this delivery mode, as indicated in our enrolment plan.

Students enrolled in the certificate programs will be strongly encouraged to participate in the *Get Connected!* orientation held each fall, the case competition that provides students with an opportunity to participate on a team that analyses and evaluates a real-world policy scenario, the IPAC Student Essay Competition, the Policy Research Poster Competition, the JSGS Policy Shop, and the many 990 and public seminars offered by the School.

The School is committed to developing teaching methods and curricula that are based on adult learning processes and professional expectations to produce meaningful career competencies and insight through our programs and teaching. We do this by providing effective academic support for our diverse student body; ensuring our teachers have access to training in various types of adult learning appropriate for both pre-service and in-service students; expanding online and distance learning opportunities; adopting technologies that support integrated and collaborative learning environments; embracing the effective use of technology to engage, educate, and inform; involving policy practitioners in programs design and delivery; and supporting experiential learning.

c. Provide an overview of the curriculum mapping.

Certificate in	Required	courses	One elective from among these courses						
Science and Innovation Policy	JSGS 859 Innovation Policy	JSGS 806 Public Policy Analysis	JSGS 882 Strategic Management in the Public Sector	JSGS 808 Ethical Leadership and Democracy in Public Service	JSGS 880 Advanced Governance Analysis	NORD 847 Circumpolar Innovation and Entrepreneurship			
Management, Governance, and Leadership Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it		V	✓	√ V	✓				
Communication and Social Skills Ability to communicate effectively and build enduring, trust-based interpersonal, professional relationships	<i>√</i>	V	V	✓		<i>✓</i>			
Systems Thinking and Creative Analysis Ability to identify key issues and problems, analyze them systematically, and reach sound and innovative conclusions	~	V	V	✓	1	<i>✓</i>			
Public Policy and Community Engagement Ability to understand how organizational and public policies are formulated, their impact on public policy and management, and how to influence their development	~	V		✓ 	~				
Continuous Evaluation and Improvement Commitment to ongoing evaluation for continuous organizational and personal improvement				~	~				
Policy Knowledge	✓	~				✓			

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

Problem solving – This is a key element in the course work, with students completing in-depth assignments in each course. It is also an integral part of the problems that students are asked to address both in class and in outside activities such as the Case Study Competition, the Policy Shop, the IPAC Student Essay Competition, and the Policy Research Poster Competition.

Synthesis and critical thinking – The opportunity to develop these skills takes place mainly in the preparation of term papers and final exam questions where students are given the opportunity to reflect on and incorporate different perspectives and arguments.

Analysis – Analytical skills are developed throughout the certificate program but particularly in JSGS 859 Innovation Policy and JSGS 806 Public Policy Analysis, the two core courses of this program. These skills are also stressed in electives such as Strategic Management in the Public Service and Advanced Governance Analysis.

Application – The application of theory and concepts to real-world problems is at the heart of the certificate program and is found in all aspects of the courses in the program (i.e., course readings, assignments, case studies and term papers). JSGS 859 in recent years has undertaken team projects, sponsored by federal and provincial ministries, to apply their skills and develop market ready competencies.

e. Explain the comprehensive breadth of the program.

A Graduate Certificate in Science and Innovation Policy will enable USask to be a leader in this key area of social and economic development and will help ensure that our institution continues to offer relevant programming in a competitive post-secondary environment. This certificate encompasses theory, methodology and practical policy applications across a range of topics including policy analysis, governance, leadership, strategic management and circumpolar innovation and entrepreneurship.

The certificate program is designed to meet the needs of working professionals, remote learners, students unable to commit to a full-time graduate program and students from STEM disciplines who wish to enhance their conceptual and technical skills in the fields of public administration or public policy as related to science and innovation policy.

As the curriculum map above demonstrates, students who earn the certificate designation will be competent in key areas that are vital to success in the roles to which the certificate is targeted.

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

The University of Saskatchewan's Learning Charter sets out the following five learning goals. The way these goals will be addressed, and the attributes and skills that will be acquired by graduates, are listed under each goal.

Discovery Goals

- Apply critical and creative thinking to problems, including analysis, synthesis, and evaluation.
- Be adept at learning in various ways, including independently, experientially, and in teams.
- Possess intellectual flexibility, ability to manage change, and a zest for life-long learning.

The discovery goals will be met through the problem-solving exercises and project work that students will be given in their courses. To successfully complete these different requirements, students will be required to work together at times; at other times, they will work independently. The discovery goals will also be met through the philosophy of problem-based learning – i.e., one where the goal is not just to understand and develop theories but to apply them to real-life problems.

Knowledge Goals

- Have a comprehensive knowledge of their subject area, discipline, or profession.
- Understand how their subject area may intersect with related disciplines.
- Utilize and apply their knowledge with judgement and prudence.

The knowledge goals will be met through the course work, which provides an environment where students delve into specific areas all the while being able to connect ideas and concepts from one course to the other. In this work, students will be held to a high standard – they will be expected to know their subject area and be able to move beyond it. The knowledge goals will also be met through the applied nature of the program. Public policy and administration require an in-depth knowledge of the problem that is being examined, the institutions that affect behaviour, the actors involved and their different motivations, and the manner in which these actors interact. To truly understand this context requires knowledge of many areas.

Integrity Goals

- Exercise intellectual integrity and ethical behaviour.
- Recognize and think through moral and ethical issues in a variety of contexts.
- Recognize the limits to their knowledge and act accordingly.

The integrity goals will be met through a discussion of the larger context in which public policy and administration are situated and how problems in this sphere have moral and ethical dimensions. Students will be encouraged to consider these dimensions in their assignments and presentations.

Skills Goals

- Communicate clearly, substantively and persuasively.
- Be able to locate and use information effectively, ethically and legally.
- Be technologically literate and able to apply appropriate skills of research and inquiry.

The skills goals will be met by requiring students to participate actively in giving presentations in class and encouraged to participate in additional presentation opportunities e.g., to clients of the Policy Shop or to public policy leaders at the poster competition. This goal will also be met through the manner of debate in public policy, which focuses on developing a healthy dose of skepticism and making clear arguments backed up with strong evidence.

Citizenship Goals

- Value diversity and the positive contributions this brings to society.
- Share their knowledge and exercise leadership.
- Contribute to society, locally, nationally or globally.

Citizenship goals will be met by constantly showing students that the problems being dealt with in public policy are critical to societal wellbeing and involve the pressing issues of the time – everything from climate change to social policy to health care to natural resource management to immigration. Citizenship goals will also be met by students' interactions with their peers in a diverse student body from all parts of the world and different racial and ethnic groups with a safe place to explore ideas and discuss issues.

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

The certificate is open to students from all disciplines; thus, students could enter from any other graduate program on campus. Realistically, since the certificate is a stand-alone program, we anticipate that the number of students who would seek to transfer would be very small. Students are eligible to apply for entry into the certificate program upon completion of any four-year undergraduate degree with a minimum overall GPA of 70%

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

Success will be measured in three ways: 1) student enrolment across all certificate programs; 2) number of students who ladder from the certificate program into the MPA program; and 3) student satisfaction based on evaluations and completion survey.

- In the first year of offering at the USask campus, our enrolment target will be 3-5 students with increases in subsequent years, based on experience with already existing JSGS certificate programs. By the third year of offering, we aim to increase this number to 7 students; within 5 years we aim to have a minimum of 10 students. At that time, enrolment numbers will be reviewed and targets adjusted if necessary.
- Enrolment data from 2019 shows that just over half (8/14) of the students in JSGS certificate programs did, or intend to, ladder into the MPA program.
- Student survey and evaluation of the program will be conducted to discern if the certificate program met the students' expectations of quality education and professional skills development.

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

The course offerings would be from the existing MPA program, which is accredited by the Canadian Association of Programs in Public Administration (CAPPA) (achieved in 2011). The professional standard criteria set by CAPPA will be deemed to have been met if accreditation is maintained.

4. Consultation

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

The courses comprising the certificate program are currently offered for the MPA program (and other JSGS programs), either as core or elective courses. Students who have successfully completed a certificate program are eligible to ladder into the MPA program if they so choose and meet all the qualifications. Because no new course offerings are proposed, it is not anticipated that students from other programs will benefit. In fact, JSGS courses will be more fully subscribed by JSGS students.

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

During consultation, we found the College of Agriculture and Bioresources supported the proposed Graduate Certificate in Science and Innovation as being particularly well timed, given current global events. The College of Agriculture and Bioresources stated that their current graduate students might find this an interesting addition to their training, particularly for students who are interested in pursuing careers that combine discipline-specific service-training with an understanding of innovation policy. A letter of support is attached.

Verbal consultation with the College of Engineering (Carey Simonson, Associate Dean Graduate Studies and Strategic Projects) also supported the proposed Graduate Certificate in Science and Innovation and noted that the appeal for the certificate may extend beyond individuals interested in public policy to students in STEM disciplines, particularly as Canada emphasizes the importance of evidence-based science policy and the importance of policy-makers and scientists having a better understanding of the other's role in evidence-based decision-making.

Verbal consultation with the Edwards School of Business (Vince Bruni-Bossio, then-Department Head) also yielded support for the proposed program. They indicated that the proposed certificate aligned well with the JSGS Strategic Plan and within the School's strategic research cluster of Innovation, Science and Technology Policy. Edwards recognized the feasibility of the program and concluded there was little risk in proceeding as proposed. Edwards did inquire as to whether online delivery and the marketing and promotion plans were feasible. As JSGS courses are already available online and the School has a comprehensive marketing plan already developed for other JSGS certificate programs, we see no barriers in these regards.

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

Resources from other colleges are not required for the certificate programs, and therefore no consultation was conducted.

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

Because the courses that comprise the certificate program are existing JSGS courses, it is anticipated that demand on library resources will be minimal. Therefore, no consultation was conducted.

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

No other consultation was conducted.

5. Budget

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

Each class has at least one assigned instructor. All of the classes are part of normal teaching loads and will be taught with or without students enrolled in this certificate students. While there will be a marginal increase in marking, the draw on faculty time will be within the tolerances for individual courses and none of these courses is large enough to require teaching assistants.

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

Because the courses are existing JSGS offerings, no programs would be deleted as a result of offering the new certificate.

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

There will be no effect on teaching assignments because no new courses are being added. As indicated above, the introduction of the certificates should result in some of our courses being more fully subscribed.

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

Because no new courses are being added, no additional resources are required. Existing courses, both in person and online, will be more fully subscribed, thereby offering an opportunity to better utilize existing resources.

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

Because the courses are existing JSGS offerings, there are no additional costs anticipated. In fact, courses are expected to be more fully subscribed because of increased enrolment through the certificate programs.

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

The certificates are interdisciplinary, as are all JSGS programs. The faculty complement in the School features individuals from a range of disciplines (such as economics, law, political studies, sociology, and humanities disciplines), thereby providing a pool of resources for students. These faculty members have relationships with the departments of their discipline, which provides further resources to students in the program.

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

Students enrolled in the certificate program are not eligible for financial assistance.

Accessibility to the program is enhanced by offering the courses online which benefits individuals working full time and remote learners. There is a range of elective courses for the students to choose from, based on their interest and availability.

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

Tuition and the international differential for certificate students will follow the tuition plan for the MPA. Courses comprising the certificate program are part of the JSGS special tuition programs. Tuition for 2021-22 is \$1,340.10 per three-credit course, for a total certificate program tuition of \$4,020.30. International students pay a differential of \$1,158.25 per term, for a total certificate program tuition of \$5,178.55.

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

Because no new courses are being added, there are no incremental costs anticipated. The total net cost (i.e., for the three courses) for each student based on the TABBS model is \$1,988 (this cost is determined by the portion of the operating grant we would receive less the indirect expenses that would be charged). The total cost for 10 students estimated in the first year (across the four new certificate programs being proposed) would be \$19,880.

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

In the first year of offering at the USask campus, our enrolment target will be 3-5 students, with increases in subsequent years, based on experience with existing JSGS certificate programs. By the third year we aim to increase this number to 7 students; within 5 years we aim to have a minimum of 10 students. At that time, enrolment numbers will be reviewed and targets adjusted if necessary.

There are no programmatic or resource changes being made to accommodate the addition of the certificate program; therefore, there is no minimum enrolment target that is essential to achieve.

JSGS adjusted its application deadlines in 2021-22 to allow continuous enrolment of students in certificate programs, and fixed application dates for students in the MPA program. Because the proposed certificate and the MPA involve common courses, admissions targets for certificate students can be used to top-up enrolment in courses offered within the MPA.

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

Initially, the tuition revenue can be expected to be \$9198.85 per annum based on 3 new students total each taking three courses (nine credit units) per year and would grow to \$30662.83 for 10 students by year five. A key point is that there is an expectation that approximately half of the students will ladder into the MPA program, which would generate additional revenue.

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

It is not the intention of the School to make the certificate programs independently sustainable. We are using this certificate to expand demand for our offerings by offering a tailored micro-credential.

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

Because no new courses are being added, there are no incremental costs anticipated. Existing courses, both in person and online, will be more fully subscribed, thereby offering an opportunity to better utilize existing resources.

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

Because no new courses are being added, there are no incremental costs anticipated.

School Statement

• Recommendation from the School regarding the program, description of the School process used to arrive at that recommendation, and summary of issues that the School discussed and how they were resolved: Please see attached letter from Alastair MacFadden.

Related Documentation

- Excerpts from the College Plan and Planning Parameters SPR recommendations, relevant sections of the College plan, accreditation review recommendations: Please see attached letter from Loleen Berdahl.
- Letters of support/memos of consultation: Please see attached letters of support from the Colleges of Engineering and Agriculture & Bioresources.

Consultation Forms

Required for all submissions:

- Consultation with the Registrar form: We understand CGPS will do this.
- Complete Catalogue entry, if proposing a new program: Please see attached.

Required for all new courses:

- New Course Proposal forms: Not required (no new courses).
- Calendar-draft list of new and revised courses: Not required (no new courses).

Required if resources needed:

- Information Technology Requirements form: Not required
- Library Requirements form: Not required
- Physical Resource Requirements form: Not required
- Budget Consultation form: Attached

J O H N S O N S H O Y A M A GRADUATE SCHOOL OF PUBLIC POLICY

UREGINA 🤜 USASK

University of Saskatchewan Campus 142 - 101 Diefenbaker Place, Saskatoon, SK S7N 5B8 Canada Telephone: 306-966-1984 Facsimile: 306-966-1967 www.schoolofpublicpolicy.sk.ca

Graduate Programs Committee College of Graduate and Postdoctoral Studies University of Saskatchewan

Dear committee members:

November 1, 2021

I am pleased to write a letter confirming the support of the Johnson Shoyama Graduate School of Public Policy (JSGS) for the addition of a Graduate Certificate in Science and Innovation Policy at the School's University of Saskatchewan campus. The University of Regina campus of JSGS is also implementing this certificate simultaneously.

In developing this new program, JSGS consulted with the Colleges of Engineering and Agriculture and Bioresources. The College of Engineering noted that in addition to the potential pools of students referred to in the proposal, current graduate students in their college may find value in the certificate to broaden their understanding of policy-making in STEM fields. Similarly, the College of Agriculture and Bioresources stated that the certificate may be of interest to their students who are interested in pursuing careers that combine discipline-specific science training with an understanding of innovation policy.

The Centre for the Study of Science and Innovation Policy also discussed the certificate with its Advisory Committee, comprised of industry, government, and academic leaders in science and innovation policy. Advisors are supportive of a certificate program because it can satisfy the interests of governments, researchers, and private businesses to mobilize scientific knowledge.

The Notice of Intent (NOI) for the proposed new certificate program was reviewed by the JSGS Joint Curriculum Committee (JCC), who recommended its approval to the School's Joint Faculty Council (JFC). At the JFC meeting on October 2, 2020, unanimous approval was given. Following review and approval of the NOI by the Planning and Priorities Committee in October 2020, JSGS developed the full proposal. During the process, the JCC recommended that because one of the suggested electives, JSGS 880 Advanced Governance Analysis, is not offered every academic year, JSGS 801 Governance and Administration, one of the core courses of the Master of Public Administration (MPA), should be added to ensure that students with an interest in governance topics would always have an available elective. With this addition of a fifth elective course, the JCC approved the certificate to go forward to the JFC. At the JFC meeting on October 7, 2021, the following motion was put forward: *The Joint Curriculum Committee recommends to the JFC that the certificate in Science and Innovation Policy be approved*.

This motion was taken following a discussion about the addition of the certificate offering at the USask campus. The rationale presented for this addition was:

- 1. The JSGS wants to introduce programming that meets the needs of learners who have an interest in addressing key policy and governance issues in science and innovation but who either do not wish to or cannot presently enroll in a full degree program.
- 2. The proposed certificate is based on a subset of course requirements for the MPA. The inclusion of this certificate into the JSGS suite of certificates will allow interested students to combine two to three certificates to fulfil the majority of the requirements for an MPA.

- 3. The certificate allows JSGS to maximize enrolment in existing courses, while responding to the needs and interests of public sector professionals.
- 4. The certificate programs allow early- to mid-career professionals, mature students, and some underrepresented populations, including Indigenous peoples, an opportunity to establish a track record in graduate studies and build a case to be admitted to the MPA.

It was noted that it would be incumbent on the USask campus to ensure that the certificate programs are marketed to key sectors, including the non-profit sector, law enforcement, and academic institutions.

No significant concerns were raised, and the motion was carried.

Sincerely,

Alastair MacFadden Director (interim)

AJM/bp c: Loleen Berdahl, Executive Director, Johnson Shoyama Graduate School of Public Policy



November 1, 2021

College of Graduate and Postdoctoral Studies Graduate Programs Committee University of Saskatchewan

Dear committee members:

On behalf of the Johnson Shoyama Graduate School for Public Policy (JSGS), I am pleased to provide a letter of support for the proposed Graduate Certificate in Science and Innovation Policy to be offered at both of the School's campuses.

JSGS is dedicated to providing innovative and flexible professional training for current and future public sector leaders. In the JSGS *Strategic Plan 2021-25: Innovation, Impact and Integration,* the School makes a commitment to continually refine our degree and non-degree programs, expand micro-credential certificates, and ensure that our programs meet the needs of the current and future policy workforce. The addition of the Graduate Certificate in Science and Innovation Policy supports these commitments.

This new graduate certificate will allow the School to more directly target students and professionals who have an interest in science and innovation policy. The certificate will also provide an opportunity for professionals in STEM disciplines to advance their understanding of public policy and the science-policy interface.

Students will have the option of completing the certificate as a stand-alone program or laddering into the Master of Public Administration (MPA) program. The inclusion of this certificate in the JSGS suite of certificates will allow interested students to combine two to three certificates to fulfill the majority of the requirements for the MPA.

The course options offered in the certificate are all part of the core programming for the JSGS graduate programs, so there are no additional costs or resources are associated with the certificate. In fact, enrolments in JSGS certificate programs will help ensure that our courses are maximized.

Dr. Debby Burshtyn, Dean, College of Graduate and Postdoctoral Studies, has issued a statement of support in principle for the delivery of this certificate program at the University of Saskatchewan. Approval to offer the certificate at the JSGS's University of Regina campus is also underway.

Sincerely,

& Berdahl

Loleen Berdahl, PhD Executive Director

LB/bp

On behalf of the College of Agriculture and Bioresources, we are pleased to provide a letter of support for the proposed Graduate Certificate in Science and Innovation.

The proposed certificate is particularly well timed, given current global events. As indicated in the proposal "There is currently an increased public interest in science and innovation policy and consequently a need for better understanding of the many components of public decision-making processes linked to science. Current events demonstrate the topical relevance of a certificate program that will develop an understanding of science and innovation policy and of governance, leadership and strategic management in this area."

In addition to the anticipated student base (i.e., "professional, part-time and remote learners who have an interest in a particular area of policy and administration –science and innovation policy but who either do not wish or cannot presently enroll in a full degree program") current graduate students in the College of AgBio might find this certificate an interesting addition to their training. For example, there may be AgBio graduate students who are interested in pursuing careers that combine discipline-specific science training with an understanding of innovation policy.

It is important that students can ladder the certificate courses into a Master of Public Administration degree. It is particularly interesting that students can "combine 2-3 certificates, which in combination, will fulfill the majority of the requirements for an MPA." It seems likely that this option may be very attractive to students, and developing a clear pathway for completing the MPA using successive certificates could be really valuable for promoting the various JSGS certificates. Although in person delivery is contemplated once Covid restrictions are revised, the on-line course offerings may remain desirable, particularly if the goal is to attract students from across Canada.

Trever Crowe (Acting Associate Dean, Research and Graduate Studies) Fran Walley (Associate Dean, Academic) College of Agriculture and Bioresources



September 15, 2021

Academic Programs Committee University of Saskatchewan

RE: Letter of Support for Graduate Certificate in Science and Innovation

On behalf of the College of Engineering, I'm pleased to provide a letter of support for the proposed Graduate Certificate in Science and Innovation in the Johnson Shoyama Graduate School of Public Policy.

The proposed certificate offers a well-designed specialization for both graduate students and professionals. In addition to the students indicated in the proposal, current graduate students in the College of Engineering may find value in adding this certificate to their degree program to broaden their understanding of policy-making in STEM fields. It may also attract engineering professionals who are interested in the public decision-making process linked to science, which is especially timely given the federal government's increased interest in evidence-based science policy.

Sincerely,

Carey &

Carey Simonson Associate Dean, Graduate Studies and Strategic Projects Professor of Mechanical Engineering College of Engineering

BE WHAT THE WORLD NEEDS



Catalogue Entry: Graduate Certificate in Science and Innovation Policy

The Graduate Certificate in Science and Innovation Policy provides students with a foundation in science and innovation policy theory, methodology and practical policy applications. Students will develop analytical skills and gain a solid understanding of the basics of science and innovation policy. This certificate will be of interest to those who want to increase their understanding of key policy issues in science and innovation and those already in the science and innovation space who want to gain skills in policy analysis.

Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86 is required with a minimum score of 20 in each area, or a minimum overall IELTS score of 6.5 with a minimum score of 6.0 in each area, or another approved test as outlined in the College of Graduate and Postdoctoral Studies <u>Academic Policies</u>.
- a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study.
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)

Certificate Requirements (9 credit units)

The certificate can be taken as a stand-alone program and/or the courses can be applied to the completion of the Master of Public Administration (M.P.A.). Courses completed for one Graduate Certificate may not be used toward another certificate.

The certificate program consists of two required three credit unit courses, JSGS 806, Public Policy Analysis, and JSGS 859, Innovation Policy, and one elective, as follows:

Required Courses (6 credit units):

- JSGS 806.3 Public Policy Analysis
- <u>JSGS 859.3</u> Innovation Policy

Three credit units from the following:

- JSGS 801.3 Governance and Administration
- <u>JSGS 808.3</u> Ethical Leadership and Democracy in Public Service
- JSGS 880.3 Advanced Governance Analysis
- JSGS 882.3 Strategic Management in the Public Sector
- <u>NORD 847.4</u> Circumpolar Innovation and Entrepreneurship

Academic Affairs Grad Programs

From:Beck, JenniferSent:Thursday, November 4, 2021 9:00 AMTo:Walker, Ryan; Warrington, Seanine; Academic Affairs Grad ProgramsSubject:RE: FYI, the new JSGS program name is Science and Innovation Policy Certificate

Hi everyone,

I just wanted to confirm that I reached out to Alastair yesterday and he confirmed that they will be using the existing JSGS grad certificate rates so these are not NEW non-standard rates and therefore do not require Provost approval ad continue through the process.

Cheers, -Jennifer

From: Walker, Ryan <ryan.walker@usask.ca>
Sent: Thursday, October 28, 2021 5:14 PM
To: Beck, Jennifer <jennifer.beck@usask.ca>; Warrington, Seanine <seanine.warrington@usask.ca>; Academic Affairs
Grad Programs <gradprograms.academicaffairs@usask.ca>
Subject: RE: FYI, the new JSGS program name is Science and Innovation Policy Certificate

Great Jennifer, thanks for this. And very much appreciate your willingness to reach out to them and verify whether this will persist as a standard rate. Ryan



COLLEGE OF GRADUATE & POSTDOCTORAL STUDIES

Ryan Walker, Ph.D. RPP MCIP

Associate Dean, Policy and Programming Innovation College of Graduate and Postdoctoral Studies Thorvaldson Bldg. University of Saskatchewan 116-110 Science Place Saskatoon, SK S7N 5C9 Tel: (306) 966-2229 http://artsandscience.usask.ca/profile/RWalker/

BE WHAT THE WORLD NEEDS

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

From: Beck, Jennifer <jennifer.beck@usask.ca>

Sent: Wednesday, October 27, 2021 5:47 PM

To: Warrington, Seanine <<u>seanine.warrington@usask.ca</u>>; Walker, Ryan <<u>ryan.walker@usask.ca</u>>; Academic Affairs Grad Programs <<u>gradprograms.academicaffairs@usask.ca</u>>

Subject: RE: FYI, the new JSGS program name is Science and Innovation Policy Certificate

Hello,

I can confirm that the financial template was received from JSGS for this certificate back in fall 2020 so no further info/analysis is required.

Both this proposal and the one in Indigenous Nation Building reference a per 3CU rate of \$1340.10 so I need to confirm with the college if this would be updated to their new "standard" certificate rate of \$1422.25/3CU and therefore this would be a standard rate tuition so not require any additional approval processes.

Cheers,

-Jennifer

From: Warrington, Seanine <<u>seanine.warrington@usask.ca</u>>
Sent: Tuesday, October 26, 2021 12:28 PM
To: Walker, Ryan <<u>ryan.walker@usask.ca</u>>; Academic Affairs Grad Programs <<u>gradprograms.academicaffairs@usask.ca</u>>; Beck, Jennifer <<u>jennifer.beck@usask.ca</u>>
Subject: RE: FYI, the new JSGS program name is Science and Innovation Policy Certificate

Hello, everyone. Thanks for looping me in!

Turns out that I have the NOI, PPC Feedback and the Budget Template saved in my files for this certificate proposal. My next step is to receive a draft proposal from CGPS.

Seanine

From: Walker, Ryan <ryan.walker@usask.ca>
Sent: Tuesday, October 26, 2021 12:17 PM
To: Academic Affairs Grad Programs <gradprograms.academicaffairs@usask.ca>; Warrington, Seanine
<seanine.warrington@usask.ca>; Beck, Jennifer <jennifer.beck@usask.ca>
Subject: RE: FYI, the new JSGS program name is Science and Innovation Policy Certificate

Hi Cathie and Jennifer,

Seeing your note below, Cathie, I wanted to take this opportunity to introduce you to Jennifer Beck as a key person here, in Institutional Planning and Assessment. Jennifer, as Cathie points out below the new JSGS Graduate Certificate that will coming to CGPS for approval did already go through PPC (I had mentioned this program to you in general terms last week and we were just verifying that it had gone to PPC). You can see the title of that certificate and date of the PPC meeting in Cathie's email below. Are you able to confirm for the group whether your files satisfy the consultation with IPA on financial grounds?

Thanks a lot Ryan

IMAGINE Celebrating 75 years 1 9 4 6 - 2 0 2 1 BOLD @ AMBITIOUS

COLLEGE OF GRADUATE & POSTDOCTORAL STUDIES

Ryan Walker, Ph.D. RPP MCIP Associate Dean, Policy and Programming Innovation College of Graduate and Postdoctoral Studies Thorvaldson Bldg. University of Saskatchewan 116-110 Science Place Saskatoon, SK S7N 5C9 Tel: (306) 966-2229 http://artsandscience.usask.ca/profile/RWalker/

BE WHAT THE WORLD NEEDS

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

From: Academic Affairs Grad Programs <<u>gradprograms.academicaffairs@usask.ca</u>>
Sent: Tuesday, October 26, 2021 10:38 AM
To: Warrington, Seanine <<u>seanine.warrington@usask.ca</u>>
Cc: Walker, Ryan <<u>ryan.walker@usask.ca</u>>
Subject: FYI, the new JSGS program name is Science and Innovation Policy Certificate

Hi Seanine

For your files - or to start a file -- the new JSGS program is called "Science and Innovation Policy Certificate" and it went to PPC last October.

I don't know who we should email in IPA to get them to start a file as well. Let me know,

Cathie

Cathie Fornssler Committee and Program Administrator 306-955-9251



COLLEGE OF GRADUATE & POSTDOCTORAL STUDIES

College of Graduate and Postdoctoral Studies Thorvaldson Bldg. University of Saskatchewan 116-110 Science Place Saskatoon, SK S7N 5C9 Tel: (306) 966-2229

BE WHAT THE WORLD NEEDS

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

From: McCuaig, Amber <<u>amber.mccuaig@usask.ca</u>>
Sent: Tuesday, October 26, 2021 9:15 AM
To: Walker, Ryan <<u>ryan.walker@usask.ca</u>>
Cc: Academic Affairs Grad Programs <<u>gradprograms.academicaffairs@usask.ca</u>>
Subject: RE: Timing of submissions to CGPS before APC submission

Hi, Ryan.

We took the proposed Science and Innovation Policy certificate to PPC last fall in October. I'm curious what my bonus points earn me ③.

Thanks very much for your guidance. We will be in touch next week with the full proposal packages for both certificates.

Sincerely,

Committee and Program Administration

Amber

From: Walker, Ryan <rvan.walker@usask.ca>
Sent: Monday, October 25, 2021 4:21 PM
To: McCuaig, Amber <amber.mccuaig@usask.ca>
Cc: Academic Affairs Grad Programs <gradprograms.academicaffairs@usask.ca>
Subject: RE: Timing of submissions to CGPS before APC submission

Thank you Amber – this makes sense. Yes, I met with Dr. Budney about the revised certificate.

Can you tell us the name of the new certificate that did go through PPC? It helps us to alert our colleagues in Institutional Planning and Assessment and the Registrar's Office so we can all begin getting the ducks in a row for it. Just the name, as it appeared when it went to PPC. Bonus points if you happen to know the month it was considered at PPC ©

Ryan



COLLEGE OF GRADUATE & POSTDOCTORAL STUDIES

Ryan Walker, Ph.D. RPP MCIP

Associate Dean, Policy and Programming Innovation College of Graduate and Postdoctoral Studies Thorvaldson Bldg. University of Saskatchewan 116-110 Science Place Saskatoon, SK S7N 5C9 Tel: (306) 966-2229 http://artsandscience.usask.ca/profile/RWalker/

BE WHAT THE WORLD NEEDS

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From: McCuaig, Amber <<u>amber.mccuaig@usask.ca</u>>
Sent: Monday, October 25, 2021 3:38 PM
To: Walker, Ryan <<u>ryan.walker@usask.ca</u>>
Cc: Academic Affairs Grad Programs <<u>gradprograms.academicaffairs@usask.ca</u>>
Subject: RE: Timing of submissions to CGPS before APC submission

Hi, Ryan and Cathie.

Ryan, our proposal for a new certificate program did go through PPC, and we can mention that in the memo that we'll include in the package if helpful? The program revision for an existing certificate program has not gone through PPC, so it's first viewing at the University level will be by the Graduate Programs Committee; however, one of the proponents did meet with you fairly recently to discuss it.

Cathie, thank you so much for the helpful overview of timelines. We are aiming to get both of our proposals to you by November 3.

Best wishes,

Amber

From: Walker, Ryan <ryan.walker@usask.ca>
Sent: Friday, October 22, 2021 12:03 PM
To: McCuaig, Amber <amber.mccuaig@usask.ca>
Cc: Academic Affairs Grad Programs <gradprograms.academicaffairs@usask.ca>
Subject: RE: Timing of submissions to CGPS before APC submission

Hi Amber,

Has the new program proposal gone to PPC of University Council as a Notice of Intent in past months? If not, that's fine. A new process has been implemented where the PPC stage is no longer required. But if you have gone to PPC already with the proposal in NOI form, we need to know because it has implications for the lens through which we review your proposal.

Ryan



Ryan Walker, Ph.D. RPP MCIP

Associate Dean, Policy and Programming Innovation College of Graduate and Postdoctoral Studies Thorvaldson Bldg. University of Saskatchewan 116-110 Science Place Saskatoon, SK S7N 5C9 Tel: (306) 966-2229 http://artsandscience.usask.ca/profile/RWalker/

BE WHAT THE WORLD NEEDS

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

From: Academic Affairs Grad Programs <gradprograms.academicaffairs@usask.ca>
Sent: Wednesday, October 20, 2021 11:36 AM
To: McCuaig, Amber amber.mccuaig@usask.ca
Cc: Da Silva, Keith <<u>ked294@mail.usask.ca</u>>; Walker, Ryan <<u>ryan.walker@usask.ca</u>>

Subject: RE: Timing of submissions to CGPS before APC submission

Hi again Amber

The upcoming Graduate Programs Committee meeting is November 9, from 3 to 4:30.

If you can get these proposals to me by November 2 or 3, then I can put them onto this agenda. If approved, the college would then send them to the university committees for their approval.

To speed up its review for these proposals, the Graduate Programs Committee will now also be asking proponents to be available "on-call" so to speak, during its meeting time, so that the committee can contact the person to join the meeting by zoom, and answer any questions committee members might have.

The procedures for exactly how this will be done haven't been finalized yet, but we think it will consist of emailing the individual a zoom link during the meeting, if the committee decides it would be useful for the proponent to join the meeting. But I can let you know.

The next following meeting for GP is Nov 30. If the proposals are delayed until this meeting, then I think this would likely be too late to get the new program and the program revisions approved at the university level in time to get to Council for the 2022-23 Catalogue.

(Though the university also permits a new program approved by Council by March to be implemented in the Catalogue Update.)

I hope this information is helpful - email or phone if you have questions,

Cathie

Cathie Fornssler Committee and Program Administrator 306-955-9251

MAGINE Celebrating 75 years 1 9 4 6 - 2 0 2 1 BOLD & AMBITLOUS

COLLEGE OF GRADUATE & POSTDOCTORAL STUDIES

College of Graduate and Postdoctoral Studies Thorvaldson Bldg. University of Saskatchewan 116-110 Science Place Saskatoon, SK S7N 5C9 Tel: (306) 966-2229

Committee and Program Administration

BE WHAT THE WORLD NEEDS

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

From: McCuaig, Amber <<u>amber.mccuaig@usask.ca</u>>
Sent: Tuesday, October 12, 2021 5:01 PM
To: Academic Affairs Grad Programs <<u>gradprograms.academicaffairs@usask.ca</u>>
Subject: Timing of submissions to CGPS before APC submission

Good afternoon.

JSGS has two program proposals to submit (one new, one modified), both for implementation in 2022-23. Can you please advise by when we need to get them to CGPS in order for them to be reviewed so we can then submit them to APC by late November?

Thank you,

Amber

Amber McCuaig Executive Officer Johnson Shoyama Graduate School of Public Policy University of Saskatchewan campus Room 143 – 101 Diefenbaker Place, Saskatoon, Canada S7N 5B8

As part of the University's response to COVID-19, JSGS staff and faculty are working remotely. I am available by email and can schedule meetings by phone or Zoom upon request. Thank you for your understanding.

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

Website: <u>http://www.schoolofpublicpolicy.sk.ca</u> Facebook: <u>https://www.facebook.com/jsgspp</u> Twitter: <u>@JSGSPP</u> Instagram: <u>@JSGSPP</u>





Planning & Priorities Committee of Council Budgetary and Financial Implications (Master Worksheet) - New or Existing Program Proposal

<u>Requirements</u>: To be completed for proposals of new academic programs <u>or</u> revisions to existing academic programs (including termination).

Ensure this completed form is reviewed with Institutional Planning & Assessment prior to inclusion in the Notice of Intent submission to the Planning & Priorities Committee of Council.

Instructions:

1a. Identify start-up costs in the Start-Up Costs worksheet, which will auto-calculate in the Master worksheet per below.

1b. Identify limited term and ongoing revenue and expenditure estimates directly in the Master worksheet per below.

2. Areas shaded in grey denote required inputs. All other cells are auto-calculated.

3. For programs expected to generate a deficit in any given year, provide an explanation of how that deficit will be managed in future year(s) in order to ensure long-term financial sustainability.

Name of Program:

Graduate Certificate in Science and Innovation Policy

	Academic Year										
		Year 1		Year 2		Year 3		Year 4		Year 5	
Revenue											
Tuition revenue:											
Total # of domestic students (headcount)		3		3		3		4		5	
											\$1340.10 per 3 CU course x 3 course
Domestic tuition rate	\$	4,020.30	\$	4,020.30	\$	4,020.30	\$	4,020.30	\$	4,020.30	considerations of potential future ra
Total tuition revenue - domestic	\$	12,060.90	\$	12,060.90	\$	12,060.90	\$	16,081.20	\$	20,101.50	
Total # of international students (headcount)		1		1		2		2		3	
											International students pay a different
International tuition rate	\$	5,178.55	\$	5,178.55	\$	5,178.55	\$	5,178.55	\$	5,178.55	not include considerations of poten
Total tuition revenue - international	\$	5,178.55	\$	5,178.55	\$	5,178.55	\$	5,178.55	\$	5,178.55	
Student fees*					\vdash						
Excursion											
Lab											
Other (list in Comments)											
Total student fees	\$	-	\$	-	\$	-	\$	-	\$	-	
External funding sources (list in Comments)											
Internal funding sources (list in Comments)											
Total Revenue	\$	17,239.45	\$	17,239.45	\$	17,239.45	\$	21,259.75	\$	25,280.05	
Expenditures											
· ·	\$	5,500.00		n/a		n/a		n/a		n/_	
Start-up costs	<u>ې</u>	3,300.00		11/ d		ii/d		n/a		n/a	
Salary and benefits:											
Faculty											
Sessionals or limited term instructional support											
Students											
Staff											
Honoraria											
Total salary and benefits	\$	-	\$	-	\$		\$	-	\$	-	
Scholarships and bursaries											

Comments

rses. This amount does not include rate increases.

rential of \$1158.25 per term. This amount does ential future rate increases.

Marketing and promotion		\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	Marketing and promotion for Year 1
Materials and supplies						
Travel						
Equipment and IT						
Other costs (list in Comments)						
Total Expenditures	\$ 5,500.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	
Estimated Surplus or Deficit	\$ 11,739.45	\$ 14,239.45	\$ 14,239.45	\$ 18,259.75	\$ 22,280.05	If deficit in any given year, explain h

*Relates to fees revenue specific to the course or program (e.g. excursion, lab, materials, etc). Excludes compulsory institutional fees (e.g. Athletic, Recreation, etc.).

Notes:

For questions about this form, including review prior to submission to PPC, contact Lucy Vuong (Programs and Planning Officer, IPA) at lucy.vuong@usask.ca.

ar 1 is included in start-up costs on line 41

how it will be managed



Planning & Priorities Committee of Council Budgetary and Financial Implications (Start-Up Costs) - New or Existing Program Proposal

<u>Requirements</u>: Itemize start-up costs for proposals of new academic programs <u>or</u> revisions to existing academic programs (including termination). Ensure this completed form is reviewed with Institutional Planning & Assessment <u>prior to</u> inclusion in the Notice of Intent submission to the Planning & Priorities Committee of Council.

Instructions:

1. Areas shaded in grey denote required inputs. This will auto-calculate in the Master worksheet.

Name of Program:

Graduate Certificate in Science and Innovation Policy

	Acad	lemic Year	
		Year 1	Comments
Start-Up Costs			
Faculty and staff recruitment			
Marketing and promotion	\$	5,500.00	
Curriculum development			
Facilities refurbishment			
Equipment and IT			
Library enhancements			
Other (list in Comments)			
Total Start-Up Costs	\$	5,500.00	

Notes:

For questions about this form, including review prior to submission to PPC, contact Lucy Vuong (Programs and Planning Officer, IPA) at lucy.vuong@usask.ca.



Planning & Priorities Committee of Council Budgetary and Financial Implications (Supplementary Information) - New or Existing Program Proposal

<u>Requirements</u>: Provide detailed information to support the financial information noted in the worksheets. Ensure this completed form is reviewed with Institutional Planning & Assessment <u>prior to</u> inclusion in the Notice of Intent submission to the Planning & Priorities Committee of Council.

Name of Program:

Graduate Certificate in Science and Innovation Policy

Enrolment: What is the anticipated target market of the students being recruited for this program (e.g. geographic location, from other programs, etc.)? Do you foresee any barriers to recruitment in the coming year? If enrolment targets are not met, explain whether or not the program will continue to be offered. If so, what modifications would be required to accommodate the lower than expected enrolment?

The target market of students being recruited for this program, based on enrolment in other JSGS graduate certificate programs, are students and professionals from within Saskatchewan, across Canada and internationally. The graduate certificate is designed to meet the needs of professionals who have a particular interest in science and innovation policy who either do not want to enrol in a full degree program or are considering laddering into the Master of Public Administration porgram. This certificate will also be of interest to students from science disciplines who are interested in the interface of science and policy that is required in evidence-based decision-making. We do not see any barriers to recruitment in the coming year as all classes are available online. If enrolment targets are not met, enhanced marketing of the certificate would be considered, such as more targeted advertising or enhanced information sessions. Additionally, program revisions in terms of the selected courses would be considered, although there would not be any intention of creating new courses, as the certificate is meant to be comprised of already existing courses from the MPA and GENI program. If enrolment targets are lower than the initial 3-5 students and increased enrolment in subsequent years, the program will continue to be offered as the minimum amount of students needed to create revenue in the first year is two students and one student in subsequent years.

Faculty and staff: List the number of FTE for each employment category (USFA, ASPA, CUPE, etc.) to support this program. This should include new and existing faculty and staff resources.

Year 1: 2-3 FTE faculty, 1 FTE ASPA Year 2: 2-3 FTE faculty, 1 FTE ASPA Year 3: 2-3 FTE faculty, 1 FTE ASPA Year 4: 2-3 FTE faculty, 1 FTE ASPA Year 5: 2-3 FTE faculty, 1 FTE ASPA

Indirect costs: Identify resources required from other units (central, other colleges/depts) to effectively deliver the program (e.g. for online delivery, will there be a requirement for DEU and ICT support?).

There will be no additional resources required from other units to effectively deliver the graduate certificate as all classes that are part of the program are currently offered by JSGS as part of the Master of Public Administration program.

Financial management: Identify strategies to support the delivery of this program if there is a shortfall in revenue or excess in expenditures as noted in the Master worksheet.

The program proposal will not result in a deficit.

For questions about this form, including review prior to submission to PPC, contact Lucy Vuong (Programs and Planning Officer, IPA) at lucy.vuong@usask.ca.

Title: Graduate Certificate in Science and Innovation Policy

Consultation with the Registrar Form

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

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

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

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

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

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

Graduate Certificate in Science and Innovation Policy (GCSIP - suggested Banner code and Grad Cert Science Innov Policy - suggested Banner short description - maximum of 30 characters)

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

G. Cert.

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

N/A

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

Degree level

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

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

GCSI - In Grad Cert in Sci Inn Policy (maximum of 4 characters and 30 characters for description)

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

College of Graduate and Postdoctoral Studies

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

N/A

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

SCIP (Science Innovation Policy) - suggested Banner code and description

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

N/A



Yes X No

Title: Graduate Certificate in Science and Innovation Policy

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

1 Is this a new program?

Is an existing program being revised?

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

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

Graduate Certificate in Science and Innovation Policy (GCSIP - suggested Banner code and Grad Cert Science Innov Policy - suggested Banner short description - maximum of 30 characters)

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

Graduate Certificate in Science and Innovation Policy (GCSIP-GP - suggested Banner code and Grad Cert Science Innov Policy - suggested Banner short description - maximum of 30 characters)

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

N/A

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

College of Graduate and Postdoctoral Studies (GP) / JSGS School of Public Policy (JSGS)

6 Is this a replacement for a current program?

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

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

N/A

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

Yes	Х	No	
Yes		No	Х

Yes

No X
Section 3: Mobility

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



5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

- 1 Is this a new or revised major, minor, or concentration attached to an existing degree program? If you've answered NO, please continue on to the next section.
- 2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

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

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

5

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

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

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

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

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

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

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

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

4b

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

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

Page 4 of 15

No X Yes Revised

Yes	No	Х	Revised	

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

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

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

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

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

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

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

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

Yes	No	Х
Yes	No	Х
Yes	No	Х

Yes

Yes

No

No

Section 7: Course Information

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

2

No

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

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

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

If NO, please describe.

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

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information

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

Yes

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

YYYY01, YYYY05, YYYY09

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

May 1 for International applicants and July 1 for domestic applicants for 09 admission; Sept 1 for International applicants and Nov 1 for domestic applicants for 01 admission; January for International applicants and March 1 for domestic applicants for 05 admission

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

N/A

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

N/A

6 Does this impact enrollment?

Enrolment target for first year of offering will be 3-5 students with increases in subsequent years; by third year aim to increase this number to 7 students; within 5 years aim to have a minimum of 10 students

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

Refer to Johnson Shoyama Graduate School of Public Policy

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

Yes

9 What is the application deadline?

May 1 for International applicants and July 1 for domestic applicants for 09 admission; Sept 1 for International applicants and Nov 1 for domestic applicants for 01 admission; January for International applicants and March 1 for domestic applicants for 05 admission

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

- Must have completed a 4-year undergraduate degree from a recognized university

- Average of 70% or better must be maintained during the final 2 years (60 cu's) of the undergraduate program or in the graduate

program if students are entering the certificate program after a graduate degree

- Proof of English proficiency is required

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

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

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

Online application and checklist items to College of Graduate and Postdoctoral Studies

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

College of Graduate and Postdoctoral Studies

15 Letter of acceptance - are there any special requirements for communication to newly admitted students? No

16 Will the standard application fee apply?

Yes

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

All applicants will be charged

18 Are international students admissible to this program?

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

\$5,248.05

Yes X No

Yes

No X

Section 9: Government Loan Information

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

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

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

Yes

Section 10: Convocation Information (only for new degrees)

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

- Yes new graduate certificate
- 2 If YES, has the Office of the University Secretary been notified?
 - Yes new graduate certificate
- 3 When is the first class expected to graduate?

Fall Convocation 2022

4

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

Enrolment target for first year of offering will be 3-5 students with increases in subsequent years; by third year aim to increase this number to 7 students; within 5 years aim to have a minimum of 10 students

Section 11: Schedule of Implementation Information

1 What is the start term?

202205 (May 2022)

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

If YES, what and by what date?

Section 12: Registration Information

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

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

As per current set-up for graduate certificates

2 Will students register themselves?

If YES, what priority group should they be in?

As per current set-up for graduate certificates

Section 13: Academic History Information

1 Will instructors submit grades through self-serve?

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

As per current set-up

Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s?

Section 15: Awards Information

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

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

Certificate programs are not eligible for scholarships

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

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

To qualify the program must meet the following requirements:

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

Yes X No

Yes X No



Yes No X



Section 17: Program Termination

1 Is this a program termination?	Yes	No X
If yes, what is the name of the program?		
2 What is the effective date of this termination?	7	
3 Will there be any courses closed as a result of this termination?] 	
If yes, what courses?	Yes	No
i yes, what courses:	٦	
4 Are there currently any students enrolled in the program?	Yes	No
If yes, will they be able to complete the program?	L	
]	
5 If not, what alternate arrangements are being made for these students?	_	
6 When do you expect the last student to complete this program?	-	
	┘⋰⊢─	
7 Is there mobility associated with this program termination?	Yes	No
If yes, please select one of the following mobility activity types.		
Dual Degree Program		
Joint Degree Program		
Internship Abroad Program		
Term Abroad Program		
Taught Abroad Course		
Student Exchange Program		
Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the		
International Office been informed of this program termination?	Yes	No

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit	
Standard Graduate per credit	
Standard Graduate per term	
Non standard per credit*	Х
Non standard per term*	
Other *	
Program Based*	
* See attached documents for further details	
tion for 2021-2022 will be \$1,340.10 per 3-	

Yes X No

Yes

No X

Tuition is based on the tuition for the Master of Public Administration program. Tuition for 2021-2022 will be \$1,340.10 per 3credit unit course; total for the certificate program will be \$4,020.30 based on 2021-2022 tuition rate.

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

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

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

If NO, please describe.

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

6 IPA Additional comments?

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

As per current set-up

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

Non standard per credit

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

Yes

10 Do standard cancellation fee rules apply?

Yes

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

No

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

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

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

Yes - they will pay the international tuition differential of \$1,227.75 per term for a total certificate program tuition of \$5,248.05 based on 2021-2022 tuition and differential rates.

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

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

- 1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?
- 2 Has TLSE, Admissions, been informed about this new / revised program?
- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGPS been informed about this new / revised program?
- 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- 8 Has ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None as it has no financial implications

OR

- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

No
No
No
No



UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Alison Oates, chair, Academic Programs Committee
DATE OF MEETING:	December 16, 2021
SUBJECT:	Change to Admissions Qualification – Master of Nursing Thesis-based program
MOTION:	(Oates/Deters) It is recommended that the Council approve change to the admissions qualification for the Master of Nursing thesis-based program

PURPOSE:

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

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies (CGPS) and the College of Nursing are proposing a change to align the requirements for applicants to the thesis-based Master of Nursing (M.N.) program with other graduate programs in Nursing. This move will allow students licensed to practice as a Registered Nurse in any jurisdiction to apply.

The change will ensure consistency across graduate programming in Nursing and will remove a barrier to accessing the program.

CONSULTATION:

This program was reviewed by the Graduate Programs Committee at its October 19, 2021 meeting and there were no concerns. Similarly, the Academic Programs Committee reviewed the proposed change at its December 1, 2021 meeting and had no concerns.

ATTACHMENTS:

1. Proposal for the change to Admissions Qualifications of the Master of Nursing thesis-based program



MEMORANDUM

To:	Academic Programs Committee of Council
Сору:	Dr. Pammla Petrucka, Interim Associate Dean, Research and Graduate Studies, College of Nursing
From:	Graduate Programs Committee, College of Graduate and Post-Doctoral Studies
Date:	Nov. 3, 2021
Re:	Proposed change to admission requirements – Master of Nursing thesis program

The College of Nursing would like to revise its admission requirements to the Master of Nursing thesis program, to authorize admission of students with a Registered Nurse License from any country, rather than only from a Canadian province or territory.

As was noted by the college, they have already been following this as a practice but had not realized this admission requirement had not been approved at the university level.

The Graduate Programs Committee of the College of Graduate and Post-Doctoral Studies reviewed this change at its meeting of Oct. 19, 2021. It was noted that this is a thesis-based program with no direct care requirement, so the nursing license required by students in the program does not have to be a Canadian license.

Motion: To recommend approval of changing the RN license admission requirement for the Master of Nursing Thesis program from "Canadian RN license" to "RN license from any country".

Morrison/Tanaka CARRIED unanimous

The admission requirements as presently approved are described here: <u>https://programs.usask.ca/grad-studies/nursing/nursing-mn-thesis.php#AdmissionRequirements</u> The admission requirements used in practice by the college are described here: <u>https://grad.usask.ca/programs/nursing.php#Applicationprocess</u>

Attached please find the letter from College of Nursing Interim Associate Dean Pammla Petrucka explaining this change.

If you have any questions, please contact Associate Dean Ryan Walker or the Secretary of the committee at gradprograms.academicaffairs@usask.ca



MEMORANDUM

TO:	Marc Usunier, Director, Programs & Operations, College of Graduate and Postdoctoral Studies & Ryan Walker, Associate Dean, Policy & Programming Innovation, College of Graduate and Postdoctoral Studies
FROM:	Dr. Pammla Petrucka, Interim Associate Dean Research and Graduate Studies, College of Nursing
DATE:	September 28, 2021
RE:	Registered Nurse License Admission Requirement

The College of Nursing would like to make a change to the current admission requirements for the Master of Nursing Thesis program. Currently the admission requirements state that applicants must provide a copy of their Registered Nurse License from a Canadian province or territory. We would like to change this to be that applicants provide a copy of their Registered Nurse License from any country.

The website has stated for years that this was the requirement and we just found out recently that this was not approved outside the College of Nursing. We would appreciate if this admission requirement could be updated to show our current practice so we may continue to admit international Registered Nurses to the Master of Nursing Thesis program. Additionally, we currently admit International Registered Nurses to the PhD and Master of Nursing Professional Practice program so we would like the Master of Nursing Thesis program to have the same requirement as the other programs that we offer.

A motion that read "Change RN license admission requirement from 'Canadian RN license' to 'RN license from any country' for the MN Thesis program" was presented and voted on at the College of Nursing Faculty Council on September 22. The motion was approved.

We appreciate you taking the time to consider this request.

Consultation with the Registrar Form

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Yes	No	Х
Yes	No	Х

Yes

No

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

1 Is this a new program?

Is an existing program being revised?

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

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

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

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

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

6 Is this a replacement for a current program?

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

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

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

Yes	No	Х
Yes	No	Х

Yes

No

Section 3: Mobility

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



5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

- 1 Is this a new or revised major, minor, or concentration attached to an existing degree program? If you've answered NO, please continue on to the next section.
- 2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

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

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

5

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

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

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

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

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

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

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

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

4b

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

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

Yes No X Revised

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

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

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

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

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

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

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

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

Yes	No	Х
Yes	No	Х
Yes	No	Х

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

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

2

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

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

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

If NO, please describe.

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

If YES, please describe.

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

Yes

Yes

No

No

Section 8: Admissions, Recruitment, and Quota Information - ALL INFORMATION AS PER CURRENT OTHER THAN UPDATED ADMISSION REQUIREMENT in 10 below

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

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

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

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

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

6 Does this impact enrollment?

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

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

9 What is the application deadline?

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

Update "Current registration as a registered nurse or registered psychiatric nurse in a Canadian province or territory." to "Current registration as a registered nurse or registered psychiatric nurse from any country."

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

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

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

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

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

16 Will the standard application fee apply?

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

18 Are international students admissible to this program?

Yes No

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

Effective Term: 202305

Title: Master of Nursing-Thesis [MN-T-GP] Admission Requirement Change

Section 9: Government Loan Information - AS PER CURRENT SET-UP

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

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

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

Section 10: Convocation Information (only for new degrees) - AS PER CURRENT SET-UP

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

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

3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information

1 What is the start term?

202205 [May 2022]

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

If YES, what and by what date?

Yes

No X

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

1 What year in program is appropriate for this program (NA or a numeric year)? (General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

2 Will students register themselves?

If YES, what priority group should they be in?

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

1 Will instructors submit grades through self-serve?

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

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

1 Should classes count towards T2202s?

Section 15: Awards Information

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

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

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

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

To qualify the program must meet the following requirements:

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



No

No

Yes

Yes







Section 17: Program Termination

1 Is this a program termination?	Yes	No X
If yes, what is the name of the program?	-	
2 What is the effective date of this termination?]	
3 Will there be any courses closed as a result of this termination? If yes, what courses?	Yes	No
if yes, what courses:	7	
4 Are there currently any students enrolled in the program?	Yes	No
If yes, will they be able to complete the program?	7	
5 If not, what alternate arrangements are being made for these students?] -	
6 When do you expect the last student to complete this program?]	
7 Is there mobility associated with this program termination?	Yes	No
If yes, please select one of the following mobility activity types.		
Dual Degree Program		
Joint Degree Program		
Internship Abroad Program		
Term Abroad Program		
Taught Abroad Course		
Student Exchange Program		
Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?	Yes	No

Section 18: Proposed Tuition and Student Fees Information - AS PER CURRENT SET-UP

1	How will tuition be assessed?			
	Standard Undergraduate per credit			
	Standard Graduate per credit			
	Standard Graduate per term			
	Non standard per credit*			
	Non standard per term*			
	Other *			
	Program Based*			
	* See attached documents for further details			
2	If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?			
3	If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?			
4	Does proponent's proposal contain detailed information regarding requested tuition?	Vac		
		Yes	No	
1	If NO, please describe.			
5	What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?			
6	IPA Additional comments?			
7	Will students outside the program be allowed to take the classes?			
8	If YES, what should they be assessed? (This is especially important for program based.)	Ì		
0	Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?			
9	bo standard student ree assessment criteria apply (rute-time, part-time, on-campus versus on-campus):			
10	Do standard cancellation fee rules apply?			
1				
11	Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.			
12	Are you moving from one tuition code (TC) to another tuition code?	Yes	No	
	If YES, from which tuition code to which tuition code?	. L		
13	Are international students admissible to the program? If yes, will they pay the international tuition differential?	1		
		1		

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

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

- 1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?
- 2 Has TLSE, Admissions, been informed about this new / revised program?
- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGPS been informed about this new / revised program?
- 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- 8 Has ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None as it has no financial implications

- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):





UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Alison Oates, chair, Academic Programs Committee
DATE OF MEETING:	December 16, 2021
SUBJECT:	Program Name Change – Master of Arts in Applied Linguistics to Master of Arts in Linguistics
MOTION:	(Oates/Augusta) It is recommended that the Council approve the change of the name of the Master of Arts in Applied Linguistics program to the Master of Arts in Linguistics, effective May 2022.

PURPOSE:

University Council has the authority to approve changes to the names of degrees and degree-level programs.

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies (CGPS) and the College of Arts and Science have submitted a request to change the name of the Master of Arts in Applied Linguistics program to the Master of Arts in Linguistics program. This change better reflects the graduate-level teaching in the department and will reduce confusion for students enrolled in either of the streams offered under the degree program: the Applied Linguistics stream and the General Linguistics stream.

CONSULTATION:

This program was reviewed by the Graduate Programs Committee at its November 9, 2021 meeting and there were no concerns. Similarly, the Academic Programs Committee reviewed the proposed change at its December 1, 2021 meeting and had no concerns.

ATTACHMENTS:

1. Proposal for the name change of the Master of Arts in Applied Linguistics to the Master of Arts in Linguistics



MEMORANDUM

To:	Academic Programs Committee of Council
Copy:	Olga Lovick, Head, Department of Linguistics
From:	Graduate Programs Committee, College of Graduate and Post-Doctoral Studies
Date:	Nov. 19, 2021
Re:	Linguistics – change of program name to MA in Linguistics

The Department of Linguistics is proposing to change the name of its graduate program from "MA in Applied Linguistics" to "MA in Linguistics".

The Graduate Programs Committee of the College of Graduate and Post-Doctoral Studies reviewed this proposal at its meeting of Nov. 9, 2021. The revision of the program name is a better reflection of the research and teaching now in the department. Committee members agreed this is a straightforward and sensible name change.

MOTION: That the Committee recommend approval of the change of program name from Applied Linguistics to Linguistics. /CARRIED unanimous

Attached please find the documentation for this proposal.

If you have any questions, please contact Associate Dean Ryan Walker or the Secretary of the committee at <u>gradprograms.academicaffairs@usask.ca</u>

Planned name change: from "MA in Applied Linguistics" to "MA in Linguistics"

The Department of Linguistics voted on September 16, 2020 to change the name of one of its graduate programs from "MA in Applied Linguistics" to "MA in Linguistics" to align more closely with the types of research done by our recent, current and hopefully future graduate students. The proposed name more accurately captures the types of work done by the faculty members in the Department.

A note on the terms: "Linguistics" is the scientific study of language in all its facets. A distinction can be made between "General Linguistics", focusing on the functions, structures, or, historical changes of language, and "Applied Linguistics", which handles the practical applications of linguistic research and has a more interdisciplinary orientation.

The MA in Applied Linguistics was designed when all of the faculty teaching in the program were Applied Linguists with a focus on language pedagogy. At the time, the Linguistics program was part of the Department of Linguistics and Religious Studies. To date, 17 students have graduated from this program. Over the last few years, several important changes have taken place. The Department is now a Department of Linguistics (which includes one faculty member in Religious Studies) and there has been significant staff turnover. This resulted in a shift in expertise. Of the seven Linguistics Faculty currently in the Department, two would describe themselves as Applied Linguists, while the other five conduct (and wish to supervise) research that is not "Applied".

In 2020-2021 the Department of Linguistics engaged in program revisions to the MA in Applied Linguistics. The revised program features two possible concentrations: one in Applied Linguistics, one in General Linguistics, with different sets of core classes. This will allow individual faculty members to supervise students within their own area of expertise and interest. The revisions were approved in September 2021. With the name of the program as it stands, this would lead to the following degrees to be conferred:

- MA in Applied Linguistics, Concentration in Applied Linguistics
- MA in Applied Linguistics, Concentration in General Linguistics

The first of these is somewhat redundant, while the second one is an oxymoron. With the proposed name change, the degrees would be more intuitively labeled as:

- MA in Linguistics, Concentration in Applied Linguistics
- MA in Linguistics, Concentration in General Linguistics

The proposed change would also bring us more in line with comparable programs across the country. Looking at Canadian institutions with renowned Linguistics programs, we find that the following offer a Masters in Linguistics: University of Alberta, Western University, University of Toronto, Memorial University. The University of Manitoba offers an MA in Theoretical Linguistics. Three of the large Linguistics Departments offer several Linguistics programs with different specializations (University of Victoria: Linguistics, Applied Linguistics, Indigenous Language Revitalization; University of British Columbia: Linguistics, Data Science in Computational Linguistics; Carleton University: Linguistics, Applied Linguistics and Discourse Studies.)

Department of Linguistics College of Arts and Science, University of Saskatchewan Department Meeting Wednesday, September 16, 2020 1:00pm Microsoft Teams

Minutes

Present: O. Lovick (in chair), J. Stewart, M. Kohlberger, B. Spreng, Z. Li, V. Makarova, B. Sinha

Also Present: A. Karakochuk, Recording Secretary

Report from Graduate Chair – Jesse Stewart

• Spreadsheet in webshare

Proposed Revamps the Applied Linguistics Masters Program

Rationale: The faculty is growing, and our program would benefit from new specializations and interests **Proposal #1:**

Name change: MA in Applied Linguistics to MA in Linguistics

Rationale: Faculty interests include Descriptive/ Documentary Linguistics (Lovick, Kohlberger, Stewart, Cenerini (*presumptively*)), Theoretical Linguistics (Spreng), Typological Linguistics (Kohlberger, Lovick), Historical Linguistics (Kohlberger), Experimental Linguistics (Stewart, Li), Computational Linguistics (Li, Stewart), Corpus Linguistics (Li, Stewart, Lovick, Kohlberger), Revitalization/ Maintenance (Cenerini (*presumptively*), Lovick, Stewart, Kohlberger), Sociolinguistics (Makarova, Li), language acquisition (Spreng), second language acquisition (Li, Makarova). Student interest is also growing in Experimental Linguistics (Thompson, Xing, Wu, Wang), Theoretical Linguistics (Wang), Computational Linguistics (Yu, Fatemi, Heiratangiz, Kriukova, Wang), Sociolinguistics (Daantos, Smirnova, Idowu, Morozovskaia, Shiri) and Descriptive Linguistics (Thompson, Chavez, Sahagun, Reyes, Hala, Portocarrero), in addition to Revitalization (St. Pierre)

Proposal #2:

Changes to content: Field methods, special topics (language contact; language revitalization; structure of Indigenous languages of Canada; typology (e.g., structure of a non-European language); Heritage/immigrant languages of Canada), variety in research methods (qualitative, quantitative, experimental, etc.), something related to sound or the three P's. Some of these could be required courses and other electives. We can discuss this at a later planning phase.

Rationale: Providing more options to graduate students will increase interest and help focus their areas of specialization. These courses also reflect areas of faculty interest.

Proposal #3:

Coursework completion duration: From being spread across 2 years to one year.

Rationale: Students should be allowed to work on their thesis full-time without the distraction of coursework. Having completed coursework, there is less of a chance that a student will want to change their topic in the second year based on a newfound interest stemming from something learned in a course. Students conducting fieldwork should not have time-restrictions caused by courses, allowing them to build stronger community relationships. Students can work from home instead of having to pay for the high cost of living in Saskatoon.

*This is more of a long term-goal once we figure out the logistics and staffing. A more achievable short-term goal might be to conclude coursework during the first term of the second year giving the student a term + spring/ summer to do research and write their theses.

MOTION (Stewart/Kohlberger): to change the name from MA in Applied Linguistics to MA in Linguistics. Carried.

MOTION (Spreng/Stewart): to form a committee to change the content courses requirements of the MA programs in conjunction with the name change. Carried.
Academic Affairs Grad Programs

From:	Dahl, Alexis
Sent:	Friday, October 29, 2021 8:31 AM
То:	Lovick, Olga; Walker, Ryan; Academic Affairs Grad Programs
Cc:	Li, Zhi
Subject:	RE: Question about program name change

Hi everyone,

Thanks for letting me know. I have no concerns about this change, which will align the MA program name with the BA program name.

Cheers, Alexis

From: Lovick, Olga <olga.lovick@usask.ca>
Sent: Thursday, October 28, 2021 5:46 PM
To: Walker, Ryan <ryan.walker@usask.ca>; Academic Affairs Grad Programs <gradprograms.academicaffairs@usask.ca>
Cc: Li, Zhi <z.li@usask.ca>; Dahl, Alexis <alexis.dahl@usask.ca>
Subject: Re: Question about program name change

Oh excellent: if no memo is required, this makes it much easier! Attached are a) the rationale for the name change and b) the minutes from the Dept meeting where the change was approved. I'm copying Alexis, and I'll let Lorin know that he can ignore the email I sent him 🙂 Please let me know if you require anything else from us! Cheers,

olga

Dr. Olga Lovick Professor & Head, Department of Linguistics College of Arts & Sciences | University of Saskatchewan P: (306) 966-1156 Room 924, Arts Building 9 Campus Drive, Saskatoon, SK S7N 5A5 <u>A Grammar of Upper Tanana, University of Nebraska Press</u> Pronouns: she, her

From: Walker, Ryan <<u>ryan.walker@usask.ca</u>>
Sent: Thursday, October 28, 2021 5:32 PM
To: Academic Affairs Grad Programs <<u>gradprograms.academicaffairs@usask.ca</u>>; Lovick, Olga <<u>olga.lovick@usask.ca</u>>
Cc: Li, Zhi <<u>z.li@usask.ca</u>>
Subject: RE: Question about program name change

Hello everyone,

Nothing further from me – Cathie's approach looks fine. I would simply add that there is no need to have a memo from Arts and Science since there are no resource implications. But it would be good to cc Alexis Dahl when you email the memo to us, so that she is aware, as a courtesy.

Ryan



Ryan Walker, Ph.D. RPP MCIP

Associate Dean, Policy and Programming Innovation

College of Graduate and Postdoctoral Studies

Thorvaldson Bldg. University of Saskatchewan 116-110 Science Place Saskatoon, SK S7N 5C9 Tel: (306) 966-2229

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

BE WHAT THE WORLD NEEDS

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

From: Academic Affairs Grad Programs <<u>gradprograms.academicaffairs@usask.ca</u>>
Sent: Tuesday, October 26, 2021 10:29 AM
To: Lovick, Olga <<u>olga.lovick@usask.ca</u>>
Cc: Li, Zhi <<u>z.li@usask.ca</u>>; Walker, Ryan <<u>ryan.walker@usask.ca</u>>
Subject: RE: Question about program name change

Hi Olga

This sounds like a straightforward change.

Can you provide the college with a memo which describes the change you want to make to the Linguistics program title, and provides a rationale for it.

I am copying this to Associate Dean Ryan Walker so that he can advise on the usual college practice for this change. I am new here but I don't think there is a form for program changes of this type, so I think a memo would be sufficient.

It would likely be useful if you could include:

- The reason the department wants to make this name change.
- A mark-up for how the Linguistics program description will be revised:

https://artsandscience.usask.ca/linguistics/graduates/index.php

- Some background to program (numbers of students and faculty, etc). I gathered from looking at websites that
 the department recently was reorganized after previous department homes with Languages and with Religious
 Studies, so it could also be useful for the memo to provide some background to the previous program names
 within the department.
- How the MA name relates to other program names in the department and whether it is a common term for graduate programs at other universities as well.
- Confirmation that this change has been discussed and approved by linguistics faculty. We would also appreciate a memo from the College of Arts and Science endorsing the name change.

Thanks Olga – if you can get this memo to me by November 3 or 4, then I could get it to the next Graduate Programs meeting.

Cathie

Cathie Fornssler Committee and Program Administrator 306-955-9251



COLLEGE OF GRADUATE & POSTDOCTORAL STUDIES

Committee and Program Administration

College of Graduate and Postdoctoral Studies

Thorvaldson Bldg. University of Saskatchewan 116-110 Science Place Saskatoon, SK S7N 5C9 Tel: (306) 966-2229

BE WHAT THE WORLD NEEDS

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

From: Lovick, Olga <<u>olga.lovick@usask.ca</u>>
Sent: Monday, October 25, 2021 3:14 PM
To: Academic Affairs Grad Programs <<u>gradprograms.academicaffairs@usask.ca</u>>
Cc: Li, Zhi <<u>z.li@usask.ca</u>>
Subject: Question about program name change

Hi Cathie,

one thing that came up as we are working to advertise our revised MA program is its name. We changed our MA in Applied Linguistics to have two concentrations: "General Linguistics" and "Applied Linguistics". We suspect that this might be confusing to applicants and wonder if it would be preferable to change the name of the MA program to "MA in Linguistics" (and then have everything else as was recently approved). What would we need to do to get this through the system? I believe Ashley is going to talk to Marc in a few days about a related issue with the application portal, so it would be good to know how to proceed! Cheers

olga

Dr. Olga Lovick

Professor & Head, Department of Linguistics College of Arts & Sciences | University of Saskatchewan P: (306) 966-1156 Room 924, Arts Building 9 Campus Drive, Saskatoon, SK S7N 5A5 <u>A Grammar of Upper Tanana, University of Nebraska Press</u> Pronouns: she, her

Consultation with the Registrar Form

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Yes	No	Х
Yes	No	Х

Yes

No

Title: MA-T-GP Master of Arts-Thesis Program Major Name Change from ALIN Applied Linguistics to LING Linguistics

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

1 Is this a new program?

Is an existing program being revised?

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

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

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

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

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

6 Is this a replacement for a current program?

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

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

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

Yes	No	Х	
Yes	No	Х	

Yes

No

Section 3: Mobility

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



5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Title: MA-T-GP Master of Arts-Thesis Program Major Name Change from ALIN Applied Linguistics to LING Linguistics

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

- 1 Is this a new or revised major, minor, or concentration attached to an existing degree program? If you've answered NO, please continue on to the next section.
- 2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

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

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

5

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

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

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

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

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

The current Applied Linguistics [ALIN] Major is being renamed to Linguistics [LING] (LING currently exists in Banner)

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

Department of Linguistics [LING] - currently exists in Banner

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

n/a

n/a

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

4b

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

n/a

Yes No X Revised



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

Master of Arts-Thesis [MA-T-GP] program; the existing Applied Linguistics [ALIN] and General Linguistics [GLIN] concentrations will be available on the new Linguisitcs [LING] major

Title: MA-T-GP Master of Arts-Thesis Program Major Name Change from ALIN Applied Linguistics to LING Linguistics

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

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

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

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

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

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

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

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

Yes	No	Х
Yes	No	Х
Yes	No	Х

Title: MA-T-GP Master of Arts-Thesis Program Major Name Change from ALIN Applied Linguistics to LING Linguistics

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

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

2

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

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

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

If NO, please describe.

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

If YES, please describe.

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

Yes

Yes

No

No

Section 8: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP

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

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

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

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

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

6 Does this impact enrollment?

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

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

9 What is the application deadline?

- 10 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)
- 11 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)
- 12 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)
- 13 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)
- 14 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

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

16 Will the standard application fee apply?

Title: MA-T-GP Master of Arts-Thesis Program Major Name Change from ALIN Applied Linguistics to LING Linguistics

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

18 Are international students admissible to this program? If YES, see Section 18 for Tuition and Fees information.

Yes No

Effective Term: 202205

Title: MA-T-GP Master of Arts-Thesis Program Major Name Change from ALIN Applied Linguistics to LING Linguistics

Section 9: Government Loan Information - AS PER CURRENT SET-UP

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

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

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

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

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

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

3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information

1 What is the start term?

202205 [May 2022]

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

If YES, what and by what date?

Yes

No X

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

1	What year in program is appropriate for this program (NA or a numeric year)?
	(General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate
	degree level certificates will use numeric year.)

2 Will students register themselves?

If YES, what priority group should they be in?

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

- 1 Will instructors submit grades through self-serve?
- 2 Who will approve grades (Department Head, Assistant Dean, etc.)?

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

1 Should classes count towards T2202s?

Section 15:	Awards	Information ·	- AS PER	CURRENT	SET-UP
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1 Will terms of reference for existing awards need to be amended?

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

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

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

To qualify the program must meet the following requirements:

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





No

No

Yes

Yes

Yes



No

Title: MA-T-GP Master of Arts-Thesis Program Major Name Change from ALIN Applied Linguistics to LING Linguistics

Section 17: Program Termination

1 Is this a program termination?	Yes	No X
If yes, what is the name of the program?		
2 What is the effective date of this termination?		
3 Will there be any courses closed as a result of this termination? If yes, what courses?	Yes	No
4 Are there currently any students enrolled in the program?	Yes	No
If yes, will they be able to complete the program?]	
5 If not, what alternate arrangements are being made for these students?] 	
6 When do you expect the last student to complete this program?] 	
7 Is there mobility associated with this program termination?	Yes	No
If yes, please select one of the following mobility activity types.	L	
Dual Degree Program		
Joint Degree Program		
Internship Abroad Program		
Term Abroad Program		
Taught Abroad Course		
Student Exchange Program		
Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?	Yes	No

Section 18: Proposed Tuition and Student Fees Information - AS PER CURRENT SET-UP

1 How will tuition be assessed?		
Standard Undergraduate per c	redit	
Standard Graduate per c	redit	
Standard Graduate per	term	
Non standard per cr	edit*	
Non standard per t	erm*	
Ot	her *	
Program Ba	ased*	
* See attached documents for further de	etails	
2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?		
If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?		
L 4 Does proponent's proposal contain detailed information regarding requested tuition?	Yes	No
If NO, please describe.		
5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?		
5 IPA Additional comments?		
7 Will students outside the program be allowed to take the classes?		
If YES, what should they be assessed? (This is especially important for program based.)		
Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?		
) Do standard cancellation fee rules apply?		
Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.		
Are you moving from one tuition code (TC) to another tuition code?	Yes	No
If YES, from which tuition code to which tuition code?		
I If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount.	e Yes	No

14

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

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

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

- 1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?
- 2 Has TLSE, Admissions, been informed about this new / revised program?
- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
- 4 Has CGPS been informed about this new / revised program?
- 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
- 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
- 7 Has the Library been informed about this new / revised program?
- ${\bf 8}$ Has ISA been informed of the CIP code for new degree / program / major?
- 9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 10 Has the Convocation Coordinator been notified of a new degree?
- 11 What is the highest level of financial approval required for this submission? Check all that apply.
 - a. None as it has no financial implications

- b. Fee Review Committee
- c. Institutional Planning and Assessment (IPA)
- d. Provost's Committee on Integrated Planning (PCIP)
- e. Board of Governors
- f. Other

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

	 1 1	
Yes	No	
Yes	No	
Yes	No	



UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY:	Alison Oates, chair, Academic Programs Committee
DATE OF MEETING:	December 16, 2021
SUBJECT:	Academic Calendar 2022-23
COUNCIL ACTION:	For Information Only

SUMMARY:

At its meeting of December 1, 2021, the Academic Programs Committee approved the Academic Calendar for 2022-23.

The Academic Calendar was developed in consultation with academic deans of the colleges as well as with administrative units and is based on the previous year's calendar, adjusting for yearly calendar changes. An additional consideration in this calendar is the inclusion of the National Day for Truth and Reconciliation

ATTACHMENTS:

1. Academic Calendar 2022-23

DATE		ΝΟΤΕΣ
L	APRIL	1
Mon. Apr. 25, 2022	First day of classes for Nursing Year 2	
	MAY	
Mon. May 2, 2022	First day of classes for Nursing Year 3	
Mon. May 2, 2022	First day of Winter Term final examinations for Dentistry Year 1, Year 2 and Year 3	
Mon. May 2, 2022	Start of PHAR 490 orientation for Pharmacy Year 4	
Tue. May 3, 2022	End of PHAR 490 orientation for Pharmacy Year 4	
Tue. May 3, 2022	Last day of Winter Term classes for Medicine Year 1 and 2	
Wed. May 4, 2022	Start of PHAR 487 integrating seminar for Pharmacy Year 4	
Thu. May 5, 2022	First day of Winter Term final examinations for Medicine Year 1 and 2	
Fri. May 6, 2022	End of PHAR 487 integrating seminar for Pharmacy Year 4	
Mon. May 9, 2022	Quarter 1, Spring Term and Multi-Term Spring and Summer Session classes begin	
Tue. May 10, 2022	Deadline for registration changes for Quarter 1 classes with 100% tuition credit	
Thu. May 12, 2022	Last day to withdraw from Quarter 1 classes with 75% tuition credit	
Fri. May 13, 2022	Last day of Winter Term final examinations for Medicine Year 1 and Year 2	
Fri. May 13, 2022	Last day of Winter Term final examinations for Dentistry Year 1, Year 2 and Year 3	
Fri. May 13, 2022	Deadline for registration changes for Multi-Term classes with 100% tuition credit	
Fri. May 13, 2022	Deadline for registration changes for Spring Term classes with 100% tuition credit	
Fri. May 13, 2022	Last day to withdraw from Quarter 1 classes with 50% tuition credit	
Mon. May 16, 2022	Convocation faculty meeting	
Tue. May 17, 2022	Convocation faculty meeting	
Tue. May 17, 2022	Last day to withdraw from Spring Term classes with 75% tuition credit	
Thu. May 19, 2022	Deadline for submitting Winter Term and Multi-Term supplemental and deferred exam authorizations	
Thu. May 19, 2022	University Council meeting	
Fri. May 20, 2022	Last day to withdraw from Multi-Term classes with 75% tuition credit	
Fri. May 20, 2022	Last day to withdraw from Spring Term classes with 50% tuition credit	
Mon. May 23, 2022	Victoria Day – university closed	
Fri. May 27, 2022	Last day to withdraw from Multi-Term classes with 50% tuition credit	
Mon. May 30, 2022	Last day of instruction for Quarter 1 classes	
Mon. May 30, 2022	Last day to withdraw from Quarter 1 classes	
Tue. May 31, 2022	Exam period for Quarter 1 classes; break for Spring Term (T1) and Multi-Term (T1T2) classes	
	AUNE	
Wed. Jun. 1, 2022	Exam period for Quarter 1 classes; break for Spring Term (T1) and Multi-Term (T1T2) classes	
Thu. Jun. 2, 2022	Quarter 2 classes begin; Spring Term and Multi-Term classes resume	

DATE		ΝΟΤΕΣ
Thu. Jun. 2, 2022	Deadline to pay Spring Term and Multi-Term tuition	
Fri. Jun. 3, 2022	Deadline for registration changes Quarter 2 classes with 100% tuition credit	
Fri. Jun. 3, 2022	Annual Indigenous Convocation Celebration (formerly known as Graduation Powwow)	
Mon. Jun. 6, 2022	Spring Convocation	
Tue. Jun. 7, 2022	Spring Convocation	
Tue. Jun. 7, 2022	Last day to withdraw from Quarter 2 classes with 75% tuition credit	
Wed. Jun. 8, 2022	Last day to withdraw from Quarter 2 classes with 50% tuition credit	
Wed. Jun. 8, 2022	Spring Convocation	
Thu. Jun. 9, 2022	Spring Convocation	
Fri. Jun. 10, 2022	Spring Convocation	
Thu. Jun. 16, 2022	University Council meeting	
Thu. Jun. 16, 2022	Winter Term and Multi-Term deferred and supplemental examinations begin	
Tue. Jun. 21, 2022	Orientation for Medicine Year 4	
Wed. Jun. 22, 2022	Winter Term and Multi-Term deferred and supplemental examinations end	
Wed. Jun. 22, 2022	Last day of instruction for Quarter 2 and Spring Term classes	
Wed. Jun. 22, 2022	Last day to withdraw from Quarter 2	
Wed. Jun. 22, 2022	Last day to withdraw from Spring Term classes	
Thu. Jun. 23, 2022	Mid-Term break for Multi-Term (T1T2) classes	Multi-Term classes will resume on Mon. July 4, 2022.
Thu. Jun. 23, 2022	Exam period for Quarter 2 and Spring Term classes	
Fri. Jun. 24, 2022	Exam period for Quarter 2 and Spring Term classes	
Mon. Jun. 27, 2022	Exam period for Quarter 2 and Spring Term classes	
	JULY	
Fri. Jul. 1, 2022	Canada Day – university closed	
Mon. Jul. 4, 2022	Summer Term and Quarter 3 classes begin; Multi-Term classes resume	
Tue. Jul. 5, 2022	Deadline for registration changes for Quarter 3 classes with 100% tuition credit	
Thu. Jul. 7, 2022	Last day to withdraw from Quarter 3 classes with 75% tuition credit	
Fri. Jul. 8, 2022	Last day to withdraw from Quarter 3 classes with 50% tuition credit	
Fri. Jul. 8, 2022	Deadline for registration changes for Summer Term classes with 100% tuition credit	
Tue. Jul. 12, 2022	Last day to withdraw from Summer Term classes with 75% tuition credit	
Fri. Jul. 15, 2022	Last day to withdraw from Summer Term classes with 50% tuition credit	
Mon. Jul. 18, 2022	Orientation for Medicine Year 3	
Mon. Jul. 18, 2022	Fall Term classes begin for Medicine Year 4	
Fri. Jul. 22, 2022	Last day of instruction for Quarter 3 classes	
· · · · Jui · 22, 2022		

DATE		N O T E S
Fri. Jul. 22, 2022	Last day to withdraw from Quarter 3 classes	
Sat. Jul. 23, 2022	Exam period for Quarter 3 classes; break for Summer Term and Multi-Term classes	
Mon. Jul. 25, 2022	Exam period for Quarter 3 classes; break for Summer Term and Multi-Term classes	
Tue. Jul. 26, 2022	Quarter 4 classes begin; Summer Term and Multi-Term classes resume	
Tue. Jul. 26, 2022	Deadline to pay Summer Term tuition	
Wed. Jul. 27, 2022	Deadline for registration changes for Quarter 4 classes with 100% tuition credit	
Fri. Jul. 29, 2022	Last day to withdraw from Quarter 4 classes with 75% tuition credit	
	AUGUST	
Mon. Aug. 1, 2022	Saskatchewan Day – university closed	
Tue. Aug. 2, 2022	Last day to withdraw from Quarter 4 classes with 50% tuition credit	
Tue. Aug. 2, 2022	Fall Term classes begin for Medicine Year 3	
Wed. Aug. 3, 2022	Orientation begins for Medicine Year 1	
Thu. Aug. 4, 2022	Orientation begins for Medicine Year 2	
Fri. Aug. 5, 2022	Orientation ends for Medicine Year 1 and Year 2	
Mon. Aug. 8, 2022	Fall Term classes begin for Medicine Year 1 and Year 2	
Thu. Aug. 15, 2022	Deadline for submitting Spring and Summer Term supplemental and deferred exam authorizations	
Thu. Aug. 15, 2022	Classes begin for Veterinary Medicine Year 1, Year 2 and Year 3	
Tue. Aug. 16, 2022	Last day of instruction for Quarter 4, Summer Term, and Multi-Term classes	
Tue. Aug. 16, 2022	Last day of instruction for Quarter 4, Summer Term, and Multi-Term classes	
Tue. Aug. 16, 2022	Last day to withdraw from Quarter 4 classes	
Tue. Aug. 16, 2022	Last day to withdraw from Summer Term classes	
Tue. Aug. 16, 2022	Last day to withdraw from Multi-Term classes	
Wed. Aug. 17, 2022	Exam Period for Multi-Term, Summer Term, and Quarter 4 classes	
Thu. Aug. 18, 2022	Exam Period for Multi-Term, Summer Term, and Quarter 4 classes	
Fri. Aug. 19, 2022	Exam Period for Multi-Term, Summer Term, and Quarter 4 classes	
Tue. Aug. 25, 2022	Classes begin for Pharmacy Year 1, Year 2 and Year 3	
Mon. Aug. 29, 2022	Clinical rotations begin for Veterinary Medicine Year 4	
Mon. Aug. 29, 2022	Classes begin for Nutrition Year 4	
Mon. Aug. 29, 2022	Classes begin for Physical Therapy Year 1 and Year 2; Clinical Placements begin for Year 3	
Mon. Aug. 29, 2022	Orientation and Fall Term classes begin for Dentistry Year 1, Year 2 and CDA Cohort	
Mon. Aug. 29, 2022	Orientation for Dentistry Year 3 and Year 4	
Tue. Aug. 30, 2022	Orientation for Nutrition Year 1	
Tue. Aug. 30, 2022	Residence Move-In Day for College Quarter, Voyageur Place and Seager Wheeler	
Wed. Aug. 31, 2022	Residence Move-in Day for Graduate House, Assiniboine Hall/Wollaston Hall and Souris Hall	
		1

DATE		ΝΟΤΕΣ
Wed. Aug. 31, 2022	Orientation for Nutrition Year 1	
Wed. Aug. 31, 2022	Orientation for Nursing Year 2 and NURS 450.9	
Wed. Aug. 31, 2022	Closing date for submission of applications for Fall Convocation	
	SEPTEMBER	
Thu. Sept. 1, 2022	First day of Fall Term classes for most colleges except for Dentistry, MBA, Medicine, Nutrition (Year 4), Pharmacy, Physical Therapy, SENS Cert. CCCVA, Veterinary Medicine	
Thu. Sept. 1, 2022	Orientation and first day of classes for Law (Year 1)	
Fri. Sept. 2, 2022	Orientation for Law (Year 1) continued	
Mon. Sept. 5, 2022	Labour Day - university closed	
Tue. Sept. 6, 2022	Fall Term classes begin for Dentistry Year 3 and Year 4	
Sat. Sept. 10, 2022	Spring and Summer Term deferred and supplemental examinations	
Thu. Sept. 15, 2022	Deadline for registration changes for Fall Term and Multi-Term (September to April) classes with 100% tuition credit	
Mon. Sept.19, 2022	Last day for Master's and PhD students to submit approved thesis to ETD site and for departments to submit all supporting documentations, indicating completion of the graduate degree, in order to graduate at Fall Convocation	If this date falls on a weekend/holiday, the first business day prior is observed.
Thu. Sept. 22, 2022	Last day to withdraw from Fall Term classes with 75% tuition credit	
Thu. Sept. 22, 2022	University Council meeting	
Mon. Sept. 26, 2022	No classes for Veterinary Medicine Year 1 – White Coat Ceremony	
Thu. Sept. 29, 2022	Last day to withdraw from Multi-Term classes with 75% tuition credit	
Thu. Sept. 29, 2022	Last day to withdraw from Fall Term classes with 50% tuition credit	
Thu. Sep. 29, 2022	Tuition payment deadline for Fall Term classes	
Fri. Sep. 30, 2022	National Day for Truth and Reconciliation – university closed	
	OCTOBER	
Mon. Oct. 10, 2022	Thanksgiving Day – university closed	
Mon. Oct. 10, 2022	Fall Term Break Week for Veterinary Medicine Year 1, Year 2 and Year 3	Fall break week for Veterinary Medicine Year 1-3 ends on Oct. 14, 2022. Classes resume on Mon. Oct. 17, 2022.
Tue. Oct. 11, 2022	Convocation faculty meeting	
Wed. Oct. 12, 2022	Convocation faculty meeting	
Mon. Oct. 17, 2022	Last day to withdraw from Multi-Term classes with 50% tuition credit	
Thu. Oct. 20, 2022	University Council meeting	
Sat. Oct. 29, 2022	University Senate meeting	
	NOV. EMBER	
Mon. Nov. 7, 2022	Fall Term Break Week (Mon. Nov. 7 to Fri. Nov. 11, 2022) for most colleges except for Medicine (Year 2 - 4), Nursing, Nutrition Year 4, Pharmacy Year 4, Physical Therapy, Veterinary Medicine	Classes resume on Mon. Nov. 14, 2022

DATE		ΝΟΤΕΣ
Wed. Nov. 9, 2022	Fall Convocation	
Thu. Nov. 10, 2022	Fall Break Day for Nursing (both graduate and undergraduate programs)	
Fri. Nov. 11, 2022	Remembrance Day – university closed	
Thu. Nov. 17, 2022	University Council meeting	
Fri. Nov. 25, 2022	Last day of Fall Term classes for Medicine Year 2	
Mon. Nov. 28, 2022	First day of Fall Term examinations for Medicine Year 2	
	DECEMBER	
Fri. Dec. 2, 2022	Last day of Fall Term classes for Law	
Fri. Dec. 2, 2022	Last day of Fall Term classes for Dentistry Year 1, Year 2, Year 3 and Year 4	
Fri. Dec. 2, 2022	Last day of Fall Term classes for Medicine Year 1	
Mon. Dec. 5, 2022	First day of Fall Term examinations for Law	
Mon. Dec. 5, 2022	First day of Fall Term examinations for Dentistry Year 1, Year 2, Year 3, Year 4 and CDA Fall Cohort	
Mon. Dec. 5, 2022	First day of Fall Term examinations for Medicine Year 1	
Wed. Dec. 7, 2022	Last day of Fall Term classes for most colleges except for Dentistry, Engineering (Year 1), Law, Medicine, Nutrition (Year 4), Pharmacy (Year 4), Physical Therapy, Veterinary Medicine	
Wed. Dec. 7, 2022	Last day to withdraw from Fall Term classes without academic penalty	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Thu. Dec. 8, 2022	Fall Term final examinations, including night class examinations, begin for most colleges except for Dentistry, Engineering (Year 1), Law, Medicine, Nutrition (Year 4), Pharmacy (Year 4), Physical Therapy, Veterinary Medicine	
Fri. Dec. 9, 2022	Last day of Fall Term examinations for Medicine Year 1 and Year 2	
Fri. Dec. 9, 2022	Last day of Fall Term classes for Medicine Year 3	
Fri. Dec. 9, 2022	Last day of Fall Term classes for Veterinary Medicine Year 3	
Fri. Dec. 9, 2022	Last day of Fall Term classes for Physical Therapy Year 2	
Mon. Dec. 12, 2022	Last day of Fall Term classes for Veterinary Medicine Year 2	
Mon. Dec. 12, 2022	First day of Fall Term final examinations for Veterinary Medicine Year 3	
Wed. Dec. 14, 2022	First day of Fall Term final examinations for Veterinary Medicine Year 2	
Wed. Dec. 14, 2022	Last day of Fall Term classes for Veterinary Medicine Year 1	
Thu. Dec. 15, 2022	University Council meeting	
Fri. Dec. 16, 2022	Last day of Fall Term examinations for Dentistry Year 1, Year 2, Year 3, Year 4 and CDA Fall Cohort	
Fri. Dec. 16, 2022	First day of Fall Term final examinations for Veterinary Medicine Year 1	
Fri. Dec. 16, 2022	Last day of Fall Term classes for Engineering (Year 1)	
Sun. Dec. 18, 2022	Last day of clinical rotations for Veterinary Medicine Year 4	
Sun. Dec. 18, 2022	Last day of Fall Term classes for Medicine Year 4	

		ΝΟΤΕՏ
Mon. Dec. 19, 2022	Last day of Fall Term final examinations for Veterinary Medicine Year 1, Year 2 and Year 3	
Mon. Dec. 19, 2022	Start of PHAR 488 integrating seminar Pharmacy Year 4	
Wed. Dec. 21, 2022	End of PHAR 488 integrating seminar Pharmacy Year 4	
Fri. Dec. 23, 2022	Last day of Fall Term examinations for most colleges except for except for Dentistry, Engineering (Year 1), Medicine, Nutrition (Year 4), Pharmacy (Year 4), Veterinary Medicine	
Sun. Dec. 25, 2022	Christmas day – university closed	
Mon. Dec. 26, 2022	Boxing Day – university closed	
Tue. Dec. 27, 2022	Christmas day (in lieu) – university closed	
Wed. Dec. 28, 2022	University closed	
Thu. Dec. 29, 2022	University closed	
Fri. Dec. 30, 2022	University closed	
Sat. Dec. 31, 2022	New Year's Eve	
	JANUARY	
Sat. Jan. 1, 2023	New Year's Day	
Mon. Jan. 2, 2023	New Year's Day (in lieu of) - university closed	
Tue. Jan. 3, 2023	Nursing 450.9 Orientation	
Tue. Jan. 3, 2023	Winter Term classes begin for Dentistry and CDA Fall Cohort, Medicine, Nutrition (Year 4), Pharmacy (Year 4) and Veterinary Medicine (including Year 4 clinical rotations)	
Wed. Jan. 4, 2023	First day of Winter Term for most colleges except for Dentistry, Medicine, Nutrition (Year 4), Pharmacy (Year 4), Physical Therapy, Veterinary Medicine	
Tue. Jan. 17, 2023	Deadline for registration changes for Winter Term classes with 100% tuition credit	
Wed. Jan. 18, 2023	Deadline for submitting Fall Term supplemental and deferred exam authorizations	
Tue. Jan. 24, 2023	Last day to withdraw from Winter Term classes with 75% tuition credit	
Thu. Jan. 26, 2023	University Council meeting	
Tue. Jan. 31, 2023	Tuition payment deadline for Winter Term classes	
Tue. Jan. 31, 2023	Last day to withdraw from Winter Term classes with 50% tuition credit	
	FEBRUARY	
Mon. Feb. 6, 2023	Indigenous Achievement Week begins	Indigenous Achievement Week ends on Feb. 10 th , 2023
Wed. Feb. 15, 2023	Registration for Spring and Summer Term classes opens	
Mon. Feb. 20, 2023	Family Day – university closed	
Mon. Feb. 20, 2023	Winter Term Break Week (Mon. Feb. 20 to Fri. Feb. 24, 2023) for most colleges except for Medicine (Year3 and Year 4), Nutrition (Year 4), Pharmacy (Year 4) and Veterinary Medicine (Year 4)	Classes resume on Mon. Feb. 27 th , 202
Fri. Feb. 17, 2023	Last day of Winter Term for Dentistry Year 4 Session A	
Tue. Feb. 21, 2023	Fall Term deferred and supplemental examinations begin	
Sat. Feb. 25, 2023	Mid-Term Break begins for Veterinary Medicine Year 4 (no clinical rotations)	

DATE		N O T E S
Mon. Feb. 27, 2023	Mid-Term Break ends for Veterinary Medicine Year 4	
	MARCH	
Mon. Mar. 27, 2023	Orientation and classes begin for CDA Spring Cohort	
Thu. Mar. 16, 2023	University Council meeting	
Fri. Mar. 31, 2023	Closing date for submission of applications for Spring Convocation	
	APRIL	
Tue. Apr. 4, 2023	Last day of Winter Term classes for Law (all years)	
Wed. Apr. 5, 2023	First day of Winter Term examinations for Law (all years)	
Wed. Apr. 5, 2023	Last day of Winter Term and Multi-Term classes for most colleges except for Dentistry, Engineering (Year 1), Law, Medicine, Nutrition (Year 4) and Pharmacy (Year 4), Physical Therapy, Veterinary Medicine	
Wed. Apr. 5, 2023	Last day to withdraw from Winter Term and Multi-Term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Thu. Apr. 6, 2023	University General Academic Assembly meeting	
Fri. Apr. 7, 2023	Good Friday – university closed	
Mon. Apr. 10, 2023	First day of Winter Term and Multi-Term examinations for most colleges except for Dentistry, Engineering (Year 1), Law, Medicine, Nutrition (Year 4) and Pharmacy (Year 4), Physical Therapy, Veterinary Medicine	
Fri. Apr. 14, 2023	Last day of Winter Term classes for Veterinary Medicine Year 3	
Fri. Apr. 14, 2023	Last day of Winter Term classes for Medicine Year 4	
Sat Apr. 15, 2023	Last day for Master's and PhD students to submit approved thesis to ETD site and for departments to submit all supporting documentations, indicating completion of the graduate degree, in order to graduate at Spring Convocation	If this date falls on a weekend/holiday, the first business day prior is observed.
Tue. Apr. 18, 2023	Last day of Winter Term classes for Veterinary Medicine Year 2	
Tue. Apr. 18, 2023	First day of Winter Term final examinations for Veterinary Medicine Year 3	
Wed. Apr. 19, 2023	Last day of Winter Term classes for Veterinary Medicine Year 1	
Thu. Apr. 20, 2023	First day of Winter Term final examinations for Veterinary Medicine Year 2	
Thu. Apr. 20, 2023	Last day of Winter Term final examinations for Veterinary Medicine Year 3	
Thu. Apr. 20, 2023	University Council meeting	
Fri. Apr. 21, 2023	First day of Winter Term final examinations for Veterinary Medicine Year 1	
Sat. Apr. 22, 2023	University Senate meeting	
Sun. Apr. 23, 2023	Last day of clinical rotations for Veterinary Medicine Year 4	
Mon. Apr. 24, 2023	Start of PHAR 489 integrating seminar for Pharmacy Year 4	
Fri. Apr. 28, 2023	Last day of Winter Term final examinations for Veterinary Medicine Year 1 and Year 2	
Fri. Apr. 28, 2023	End of PHAR 489 integrating seminar for Pharmacy Year 4	

DATE		ΝΟΤΕΣ
Sat. Apr. 29, 2022	Last day of Winter Term classes for Engineering Year 1	
Sat. Apr. 29, 2022	Last day of Winter Term and Multi-Term examinations for most except for Dentistry, Medicine, Nutrition (Year 4) and Pharmacy (Year 4), Physical Therapy, Veterinary Medicine	
	MAY	
Mon. May 1, 2023	Post-Degree BSN Orientation	
Mon. May 1, 2023	First day of classes for Nursing Year 2, Year 3 and PDBSN	
Mon. May 1, 2023	Last day of Winter Term classes for Medicine Year 2	
Wed. May 3, 2023	First day of Winter Term examinations for Medicine Year 2	
Fri. May 5, 2023	Last day of Winter Term classes for Medicine Year 1	
Mon. May 8, 2023	Quarter 1, Spring Term and Multi-Term Spring and Summer Session classes begin	
Mon. May 8, 2023	First day of Winter Term examinations for Medicine Year 1	
Tue. May 9, 2023	Deadline for registration changes for Quarter 1 classes with 100% tuition credit	
Thu. May 11, 2023	Last day to withdraw from Quarter 1 classes with 75% tuition credit	
Fri. May 12, 2023	Last day of Winter Term examinations for Medicine Year 1 and Year 2	
Fri. May 12, 2023	Last day of Winter Term classes for Dentistry Year 1, Year 2, Year 3, Year 4 and CDA Fall Cohort	
Fri. May 12, 2023	Deadline for registration changes for Spring Term classes with 100% tuition credit	
Fri. May 12, 2023	Deadline for registration changes for Multi-Term classes with 100% tuition credit	
Fri. May 12, 2023	Last day to withdraw from Quarter 1 classes with 50% tuition credit	
Mon. May 15, 2023	First day of Winter Term examinations for Dentistry Year 1, Year 2, Year 3, Year 4 and CDA Fall Cohort	
Mon. May 15, 2023	Convocation faculty meeting	
Tue. May 16, 2023	Convocation faculty meeting	
Tue. May 16, 2023	Last day to withdraw from Spring Term classes with 75% tuition credit	
Wed. May 17, 2023	Deadline for submitting Winter Term and Multi-Term supplemental and deferred exam authorizations	
Thu. May 18, 2023	University Council meeting	
Fri. May 19, 2023	Last day to withdraw from Multi-Term classes with 75% tuition credit	
Fri. May 19, 2023	Last day to withdraw from Spring Term classes with 50% tuition credit	
Mon. May 22, 2023	Victoria Day – university closed	
Fri. May 26, 2023	Last day of Winter Term examinations for Dentistry Year 1, Year 2, Year 3, Year 4 and CDA Fall Cohort	
Fri. May 26, 2023	Last day to withdraw from Multi-Term classes with 50% tuition credit	
Mon. May 29, 2023	Last day of instruction for Quarter 1 classes	
Mon. May 29, 2023	Last day to withdraw from Quarter 1 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.

		ΝΟΤΕՏ
Tue. May 30, 2023	Exam period for Quarter 1 classes; break for Spring Term (T1) and Multi-Term (T1T2) classes	
Wed. May 31, 2023	Exam period for Quarter 1 classes; break for Spring Term (T1) and Multi-Term (T1T2) classes	
	JUNE	·
Thu. Jun. 1, 2023	Exam period for Quarter 1 classes; break for Spring Term (T1) and Multi-Term (T1T2) classes	
Fri. Jun. 2, 2023	Quarter 2 classes begin; Spring Term and Multi-Term classes resume	
Fri. Jun. 2, 2023	Annual Indigenous Convocation Celebration	
Fri. Jun. 2, 2023	Deadline to pay Spring Term and Multi-Term tuition	
Mon. Jun. 5, 2023	Deadline for registration changes for Quarter 2 classes with 100% tuition credit	
Mon. Jun. 5, 2023	Spring Convocation	
Tue. Jun. 6, 2023	Spring Convocation	
Wed. Jun. 7, 2023	Last day to withdraw from Quarter 2 classes with 75% tuition credit	
Wed. Jun. 7, 2023	Spring Convocation	
Thu. Jun. 8, 2023	Last day to withdraw from Quarter 2 classes with 50% tuition credit	
Thu. Jun. 8, 2023	Spring Convocation	
Fri. Jun. 9, 2023	Spring Convocation	
Tue. Jun. 13, 2023	Winter Term and Multi-Term deferred and supplemental examinations begin	
Thu. Jun. 15, 2023	University Council meeting	
Fri. Jun. 16, 2023	Winter Term and Multi-Term deferred and supplemental examinations end	
Thu. Jun. 22, 2023	Last day of instruction for Quarter 2 and Spring Term classes	
Thu. Jun. 22, 2023	Last day to withdraw from Quarter 2	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Thu. Jun. 22, 2023	Last day to withdraw from Spring Term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Fri. Jun. 23, 2023	Mid-Term break for Multi-Term (T1T2) classes	Mid-Term break for Multi-Term (T1T2) classes ends July 3, 2023
Fri. Jun. 23, 2023	Exam period for Quarter 2 and Spring Term classes	
Mon. Jun. 26, 2023	Exam period for Quarter 2 and Spring Term classes	
Tue. Jun. 27, 2023	Exam period for Quarter 2 and Spring Term classes	
JULA		
Sat. Jul. 1, 2023	Canada Day – university closed	

		FINAL DRAFT
		ΝΟΤΕΣ
Mon. Jul. 3, 2023	Canada Day (in lieu) – university closed	
Tue. Jul. 4, 2023	Summer Term and Quarter 3 classes begin; Multi-Term classes resume	
Wed. Jul. 5, 2023	Deadline for registration changes for Quarter 3 classes with 100% tuition credit	
Fri. Jul. 7, 2023	Last day to withdraw from Quarter 3 classes with 75% tuition credit	
Fri. Jul. 7, 2023	Last day of classes for CDA Spring Cohort	
Mon. Jul. 10, 2023	First day of examinations for CDA Spring Cohort	
Mon. Jul. 10, 2023	Last day to withdraw from Quarter 3 classes with 50% tuition credit	
Mon. Jul. 10, 2023	Deadline for registration changes for Summer Term classes with 100% tuition credit	
Wed. Jul. 12, 2023	Last day to withdraw from Summer Term classes with 75% tuition credit	
Fri. Jul. 14, 2023	Last day of examinations for CDA Spring Cohort	
Mon. Jul. 17, 2023	Last day to withdraw from Summer Term classes with 50% tuition credit	
Mon. Jul. 24, 2023	Last day of instruction for Quarter 3 classes	
Mon. Jul. 24, 2023	Last day to withdraw from Quarter 3 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Tue. Jul. 25, 2023	Exam period for Quarter 3 classes; break for Summer Term and Multi-Term classes	
Wed. Jul. 26, 2023	Exam period for Quarter 3 classes; break for Summer Term and Multi-Term classes	
Thu. Jul. 27, 2023	Quarter 4 classes begin; Summer Term and Multi-Term classes resume	
Thu. Jul. 27, 2023	Deadline to pay Summer Term tuition	
Fri. Jul. 28, 2023	Deadline for registration changes for Quarter 4 classes with 100% tuition credit	
	AUGUST	
Tue. Aug. 1, 2023	Last day to withdraw from Quarter 4 classes with 75% tuition credit	
Wed. Aug. 2, 2023	Last day to withdraw from Quarter 4 classes with 50% tuition credit	
Mon. Aug. 7, 202	Saskatchewan Day – university closed	
Thu. Aug. 17, 2023	Last day of instruction for Quarter 4, Summer Term, and Multi-Term classes	
Thu. Aug. 17, 2023	Last day to withdraw from Quarter 4 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Thu. Aug. 17, 2023	Last day to withdraw from Summer Term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.

DATE		ΝΟΤΕΣ
Thu. Aug. 17, 2023	Last day to withdraw from Multi-Term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Fri. Aug. 18, 2023	Exam Period for Multi-Term, Summer Term, and Quarter 4 classes	
Mon. Aug. 21, 2023	Exam Period for Multi-Term, Summer Term, and Quarter 4 classes	
Tue. Aug. 22, 2023	Exam Period for Multi-Term, Summer Term, and Quarter 4 classes	
Fri. Aug. 25, 2023	Deadline for submitting Spring and Summer Term supplemental and deferred exam authorizations	
SEPTEMBER		
Mon. Sept. 4, 2023	Labour Day – university closed	
Sat. Sept. 16, 2023	Supplemental and Deferred Examination deadline	
Sat. Sept. 30, 2023	National Day for Truth and Reconciliation – university closed	

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY:	Alison Oates, Chair, Academic Programs Committee
DATE OF MEETING:	December 16, 2021
SUBJECT:	Academic Courses Policy Clause 1.2 – Changes to Syllabi

COUNCIL ACTION:	For Information Only
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SUMMARY:

At its December 17, 2020 meeting, University Council approved the following addition to Clause 1.2 of the Academic Courses Policy to ensure appropriate flexibility and oversight over changes to course syllabi:

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

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

As is required, the Academic Programs Committee considered the above provision in September 2021 for application during the Fall 2021 term and at its December 1, 2021 meeting for application during the Winter 2022 term.

Though more and more classes are returning to campus in Winter 2022, it will not be a complete return to normal and unpredictability associated with the pandemic remains. The committee feels it necessary to continue to have a mechanism to change syllabi if needed with appropriate approval by Department Heads and/or Deans/Executive Directors.

That said, the committee is also aware of the impact that changes to the syllabus have on students and that the lack of a requirement to consult with students before making changes is frustrating. The committee is committed to revisiting the language and the permanence of this provision during Winter 2022 and will develop a subcommittee to assess possible permanent changes to the policy to address a continued need for flexibility balanced with strong oversight and consultation.

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY:	Alison Oates, Chair, Academic Programs Committee
DATE OF MEETING:	December 16, 2021
SUBJECT:	Senate Delegation of Confirmation Authority for Admissions Qualifications Changes to the Senate Education Committee
COUNCIL ACTION:	
	For Information Only
SUMMARY:	

The *University of Saskatchewan Act, 1995* gives Senate the authority for confirming changes to admissions qualifications, per the following excerpt:

62(3) Notwithstanding any other provision of this Act, the following decisions of the council are to be reported to the senate at its next meeting and are not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is the earlier: (a) a decision to change academic and other qualifications required for admission as a student...

The Academic Program Approvals Process Review Report, which was presented to Council in June 2021 suggested that changes might involve streamlining or removing steps, reconfiguring responsibilities, collaborating, and/or delegating authority, and identified delegation of the authority to confirm decisions related to admissions qualification change by Senate as a good opportunity for change.

Procedural amendments to align Senate's confirmation authority with Council's approval authority for changes to admissions qualifications were considered by the Senate Executive at the June 15, 2021 meeting. At that meeting, the Executive Committee agreed that delegating responsibility to the Education Committee would best meet the objectives of the review and of aligning structures. It would also allow for enhanced engagement of Senate in fulfilling this mandate through more in depth and regular discussions about admissions qualifications changes at the Education Committee.

The Senate Education Committee was consulted on September 23, 2021, to ensure their acceptance of this delegated responsibility and authority. The Education Committee agreed with the recommendation. They also asked for confirmation from USask's General Counsel that the delegation was permissible. General Counsel reviewed the matter and agreed with the Governance Office that the delegation of this administrative matter was acceptable.

At its October 30, 2021 meeting, University Senate voted to delegate authority to confirm decisions related to changes to admissions qualifications to the Senate Education Committee. This delegation will enable more frequent and timely consideration of requests for changes to admissions qualifications, as the Education Committee will begin to meet more often throughout the year. The timing of these meetings will align with the timing of University Council. Rather than changes to being considered by Senate in October and April only, they will be considered annually in September, November, January, and early March. This aligns with the deadlines for program changes to be included in the Academic Catalogue (and the addendum) for the coming year.

Going forward, the Governance Office will ensure appropriate administrative and subject matter supports are available to the Senate Education Committee when it is considers requests for confirmation of admissions qualification decisions. For instance, the Chair of the Academic Programs Committee and the committee coordinator, resource personnel from the committee, and program proponents will be invited to attend the Senate Education Committee meetings as needed.

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

FOR INFORMATION

PRESENTED BY:	Terry Wotherspoon, Chair, Governance Committee
DATE OF MEETING:	December 16, 2021
SUBJECT:	Summary of Kerr & King (1996) Common Council Procedures

SUMMARY:

The Governance Committee and the USask Governance Office are providing University Council with a summary of the commonly used rules of order at Council meetings per Kerr, M.K. & H.W. King (1996), *Procedures for Meetings and Organizations*, 3rd ed. Carswell Thomson Canada Ltd.

CONTEXT AND BACKGROUND:

At the Council meeting on November 18, 2021, there was a request that copies of Kerr & King (1996) be widely available to Council members. Kerr & King (1996) is the reference guide for rules of order at Council meetings approved in the Council Bylaws (2021). Dr. Chelsea Willness, University Secretary & Chief Governance Officer, reported that the Governance Office and the Governance Committee are reviewing the continued use of this reference guide to support Council proceedings. Dr. Terry Wotherspoon, Chair of the Governance Committee, committed that in the meantime a summary would be provided to Council members for quick access. At its meeting on December 7, 2021, the Governance Committee reviewed the draft summary that was prepared by the Governance Office and endorsed that it be provided to Council (following feedback from committee members).

Due to fair dealing restrictions within copyright legislation, access to the summary is limited to Council and Council committee members for educational purposes.

LINKS:

USask Governance Office (2021). *Kerr & King (1996) Commonly Used Rules of Order at University Council.* University of Saskatchewan. (Available to Council and Council committee members as per the December 15, 2021 email *"Council Meeting Dec 16, 2021 - Agenda Item 12.1 Supporting Document Access"*).
UNIVERSITY COUNCIL

Governance Committee

REPORT FOR INFORMATION

PRESENTED BY:	Terry Wotherspoon, Chair of the Governance Committee
DATE OF MEETING:	University Council, December 16, 2021
SUBJECT:	Duty to Accommodate Policy
COUNCIL ACTION:	For Information Only

SUMMARY:

Access and Equity Services has revised the *"Students with Disabilities: Academic Accommodation and Access"* policy and renamed it the *"Duty to Accommodate"* policy to reflect the duty to accommodate for students who request academic and non-academic accommodations on the basis of all prohibited ground(s). The current policy is focused only on disability and no longer appropriately identifies all the prohibited ground(s) and areas students can request accommodation. The policy requied revision to ensure the University is meeting the legal duty to accommodate for all prohibited ground(s).

A summary of changes document was provided in lieu of a tracked changes document due to the large amount of changes made to the previous version of the policy titled *"Students with Disabilities- Academic Accommodation and Access".*

The proposed policy revisions will have been considered for approval by the Board of Governors on December 14, 2021. This report and the policy revisions are provided to Council for information.

ATTACHMENTS:

- A. Duty to Accommodate policy
- B. Duty to Accommodate procedure
- C. Consultation list
- D. Summary of Feedback from Advisory Groups
- E. Summary of Policy Changes
- F. Students with Disabilities: Academic Accommodation and Access policy

Title of Policy: Duty to Accommodate

Category: Leave this blank; a category will be assigned

Number: Leave this blank; a number will be assigned

Responsibility: Vice Provost Teaching, Learning and Student Experience

Authorization: Board of Governors

Approval Date: Date initially approved; date(s) re-formatted or revised

Purpose

The University of Saskatchewan is committed to establishing and maintaining a learning environment that fosters equitable opportunities for academic success and personal development without discrimination or harassment.

The University is committed to the provision of reasonable accommodation for students that experience barriers to their education on the basis of a prohibited ground(s). Prohibited grounds are identified by the <u>Saskatchewan's Human Rights Code</u> (hereafter referred to as the "Code". The duty to accommodate students who require accommodation under the Code is a legal requirement at all post-secondary institutions.

The institution's duty to accommodate, up to the point of undue hardship, is legislated by the *Code* and failure to provide reasonable accommodation under the *Code* can be considered discriminatory. The process for determining reasonable accommodation is a collaborative process whereby the student and the institution must both engage in the accommodation process.

Principles

The University of Saskatchewan is committed to respecting diversity and inclusiveness, and understanding the important and evolving role that accommodations have, based on all prohibited grounds, have on students' experiences.

The University of Saskatchewan is committed to meeting the duty to accommodate by establishing registration and documentation processes for all prohibited grounds under the *Code*, while maintaining the bona fide academic requirements and standards of its programs.

The University of Saskatchewan recognizes that reasonable accommodation within services or programs may be required so that all students have equal access to the programs and services offered by the institution. No such adaptations or accommodations will eliminate the need of the student to meet the essential skills or bona fide academic requirements of a program. The University will provide justification for any essential skill or bona fide academic requirement in question.

The request for reasonable accommodation is a collaborative process between the student and the institution. All parties have a responsibility to engage in thoughtful, open minded and respectful dialogue while determining reasonable accommodation. Discrimination and harassment will not be tolerated from any party.

Scope of This Policy

This policy applies to all undergraduate, graduate and non-degree students regardless of their fullor part-time status or student type while enrolled at the University of Saskatchewan and applies to academic and non-academic accommodations such as athletics or residence. Implementation is the responsibility of all members of the University community, including students, support staff, faculty, instructional staff, preceptors, supervisors, clinical instructors, cooperating teachers, facilitators, course coordinators, and senior administrators. The University is ultimately responsible for and committed to enforcing the requirements of this policy.

Policy

The University of Saskatchewan will take all measures, short of undue hardship, to ensure that students who request accommodation on the basis of a prohibited ground(s) have access and opportunity to succeed in their programs of study. Reasonable academic, non-academic and placement accommodations are fundamental to supporting students, but when provided, these accommodations will not compromise the University's academic requirements and standards.

Confidentiality of Students' Personal Information

Confidentiality of all students' personal information will be respected at all times.

In accordance with the University's policy respecting the *Freedom of Information and Protection of Privacy* and *The Local Authority Freedom of Information and Protection of Privacy Act*, all personal information relating to the accommodation of students who request accommodation on the basis of a prohibited ground(s) is to remain confidential. Information about a student's accommodation needs will only be shared with those directly responsible for the provision and implementation of the accommodation and as outlined in College specific procedures.

Personal information about a student will not be disclosed to anyone without the express written consent of the student, except when permitted by *The Local Authority Freedom of Information and Protection of Privacy Act, The Health Information Protection Act* or required by law.

Responsibilities

Meeting the legal requirements of the duty to accommodate as outlined in the *Code* is the responsibility of all members of the University community. Details regarding how to meet these responsibilities can be found in the companion procedural document: *Duty to Accommodate* Procedures (insert hyperlink)

Procedures

This policy shall be read in conjunction with its corresponding procedural document that can be found here – *[link to be inserted to procedural documents]*

Dispute Resolution

If there are any questions or concerns about an accommodation decision made through the AES process, these should be addressed first to AES staff for informal resolution.

If informal resolution cannot be reached, the Vice-Provost Teaching, Learning and Student Experience (VPTLSE) may be asked to review the accommodation decision, provided that the review request is made in a timely manner. The VPTLSE will seek appropriate legal advice from the Legal Office prior to rendering their decision. The decision of the VPTLSE on the review is final.

Contact: Vice Provost Teaching, Learning and Student Experience, 306-966-8710, vpteaching@usask.ca

Appendix A Definitions:

Access and Equity Services (AES)

Access and Equity Services, formerly Disability Services for Students (DSS), assists students who are experiencing academic barriers on the basis of a prohibited ground(s) under Saskatchewan Human Rights legislation. Access and Equity Services works to ensure that the University of Saskatchewan is meeting the duty to accommodate by aiding in the provision of accommodations up to the point of undue hardship.

Accommodation Planning Committee (APC)

An Accommodation Planning Committee is convened when an academic program involves a clinical or field placement component for which an accommodation based on a prohibited ground(s) has been requested by the student. An APC may also be struck for academic programs that do not require clinical or field placements, such as programs in the College of Graduate and Post Doctoral Studies or non-clinical academic components the College of Medicine. Membership of the APC will be comprised of: a representative from AES, a representative from the College of the program the student is enrolled in, the AES student and any other professionals or faculty that are deemed applicable for the particular APC meeting.

Code

Saskatchewan Human Rights Code.

Duty to Inquire

When a member of the University community becomes aware that there may be a relationship between a student's performance and a possible disability or other factor under a prohibited ground(s), the University community has a duty to inquire with the student about this possible need for accommodation.

The duty to inquire may conclude that the duty to accommodate has been triggered. This is determined by the establishment that a barrier is being experienced due to a prohibited ground(s) and interfering with the students' ability to meet an academic obligation. If the duty to accommodate is triggered, the University will engage in the collaborative process with the student to identify plausible accommodations.

The duty to inquire should be conducted without breaching student confidentiality as much as possible and support from Access and Equity Services should be sought to ensure that privacy requirements are met.

Prohibited Ground(s)

As per the Saskatchewan Human Rights Code, the following grounds are prohibited against discrimination:

(a) religion; (b) creed; (c) marital status; (d) family status; (e) sex; (f) sexual orientation; (g) disability; (h) age; (i) colour; (j) ancestry; (k) nationality; (l) place of origin; (m) race or perceived race; (n) receipt of public assistance; (o) gender identity;

Reasonable Accommodations

In accordance with the *Code*, reasonable accommodation must be provided to students who are requesting accommodation due to a characteristic prohibited under Saskatchewan Human Rights legislation, up to the point of undue hardship. The duty to accommodate is a shared duty, requiring cooperation, engagement, and consultation from both the student and the University.

The University will make efforts to reasonably accommodate a student from a prohibited ground(s) when a barrier impairs the student's ability to fulfill the essential requirements of a course/program.

The determination of what constitutes a reasonable accommodation may be considered on a caseby-case basis. Factors to be considered include but are not limited to:

- available resources;
- health and safety of the campus environment;
- disruption to the learning environment;
- competing accommodation needs of other students, staff, and faculty;
- precedent established at other post-secondary institutions across Canada.

Consultation with Legal Services and Saskatchewan Human Rights may be undertaken in novel accommodation request situations.

The essential requirements of a course/program are the knowledge and skills which must be acquired or demonstrated in order for a student to successfully meet the learning objectives of the course/program.

In the absence of college-level accommodation documentation that outlines essential skills and requirements, determinations of reasonable accommodations in courses and programs must be made in concert with Access and Equity Services.

A person cannot be presumed incapable of performing the essential requirements of a course/program unless an effort has been made to canvas all reasonable options for accommodation.

In some circumstances, the nature and degree of an accommodation request may mean that no reasonable accommodation would enable an individual to perform the essential requirements of a course/program. Where no reasonable accommodation can be provided, the University may refuse admission or accommodations in order to preserve the academic integrity (meaning the essential

requirements) of a course/program. The University should consult with Legal Services before making the determination that no reasonable accommodation can be provided.

Placement Accommodation

For the purpose of this policy, "placement" will refer to any learning experience where the student will be placed outside of the academic classroom for the purpose of learning and assessment. Examples may include clinical rotations and practicum placements.

The Duty to Accommodate

Students requesting accommodation on the basis of a prohibited ground have a shared duty to cooperate with the University in an attempt to find a reasonable - as opposed to a perfect - accommodation plan for their request and to consider other possible options for accommodation.

The accommodation plan is ultimately at the discretion of the University. It is recognized that the failure to provide reasonable accommodation may open the University up to a charge of Discrimination under the *Code*. For details on the shared duty to accommodate, see section on student responsibility in the *Duty to Accommodate procedural* document.

Undue Hardship

Accommodations will be provided up to the point of undue hardship to the University. A number of factors are weighed when assessing whether or not the hardship associated with an accommodation is undue, including:

- a) the nature of the requested or required accommodation;
- b) the financial cost of the accommodation;
- c) the ability of the student receiving the accommodation to meet admission or program requirements;
- d) the degree to which the accommodation might impact on or interfere with other students or faculty;
- e) whether health or safety concerns would arise as a result of the accommodation; and
- f) the reasonableness or cooperativeness of the student seeking accommodation.

These factors are not listed in order of priority. The weight that will be given to these factors or any other relevant considerations will depend on the circumstances.

Questions pertaining to the scope of undue hardship should be brought forward to Access and Equity Services. Please contact the AES office at (306) 966-7273; <u>aes@usask.ca</u> or <u>https://students.usask.ca/health/centres/access-equity-services.php/</u>.

Related Documents

Animals on Campus

Discrimination and Harassment

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

Duty to Accommodate Procedures

Responsibility: Vice Provost Teaching, Learning and Student Experience (306-966-8710 or vpteaching@usask.ca)

The following information outlines the responsibilities of those identified under the scope of the *Duty to Accommodate* policy, the procedures for receiving accommodation and the dispute resolution and appeals process for approved accommodations on the basis of a prohibited ground(s).

Responsibilities:

1. Access and Equity Services (AES)

The role of AES is to provide advice, information, and assistance to the University community and to provide services and resources to undergraduate and graduate students requesting accommodations on the basis of a prohibited ground(s).

To fulfill its mandate, AES will:

1.1 Encourage all students who are requiring accommodations on the basis of a prohibited ground(s) to register with AES. If a student discloses a need for accommodation to a person or office other than AES, that student should be referred to AES.

1.2 Assist the University in the duty to inquire and investigate once an accommodation has been requested by a student on the basis of a prohibited ground.

1.3 Assist students, staff, and instructional staff in understanding how to apply the procedures section of this document.

1.4 Approve appropriate academic accommodations for each individual student registered with AES, taking into consideration the accommodations specified by the student's documentation, available resources, and essential skills and requirements of the student's course and/or program. AES will consult with Legal Services and Saskatchewan Human Rights if it is necessary to do so.

1.5 Accommodations will be approved through a joint AES-College Accommodation Planning Committee where applicable (see section on "Accommodation Planning Committees" below). Where no joint AES-College Accommodation Planning Committee applies, AES will engage in appropriate consultations with the instructional staff that would be impacted by the accommodation.

1.5 Coordinate the requests for, and assist in the provision of, academic accommodations; and provide advice and assistance regarding accessibility issues.

1.6 Provide and maintain programs and services that are necessary to support students on the basis of a prohibited ground.

1.7 Provide assistance and advice to students regarding available options for redress wherever students who request accommodation on the basis of a prohibited ground have complaints related to academic or non-academic matters.

2. Responsibilities of Instructional Staff

2.1 To help accommodate students who request accommodation on the basis of a prohibited ground(s) and facilitate their academic success while maintaining the University's academic requirements and standards, instructional staff will:

2.2 Foster a respectful atmosphere for all students, including those who request accommodation based on a prohibited ground(s). Instructional staff will ensure that issues related to people on the basis of prohibited ground(s) are addressed and discussed in a fair, sensitive, and nondiscriminatory manner.

2.3 Recognize and uphold the University's duty to inquire. If instructional staff become aware that there may be a relationship between a student's performance and a possible disability or other factor under a prohibited ground(s), the instructor has a duty to inquire with the student about this possible need for accommodation. Referrals to AES should be done without breaching the confidentiality of the student, whenever possible.

2.4 Instructors, in consultation with AES, will make every reasonable accommodation to facilitate and foster the learning of all students. This may require course assignments and other methods of assessment, physical environment, instructional atmosphere, supplementary instruction, instructional tools, or other resources. These accommodations will not remove the need for the student to meet the essential skills or bona fide requirements of the course or program in question.

2.5 Instructors must not deny any reasonable accommodation requests that have been approved by the University. Instructors will Inform AES and their Assistant/Associate Deans, Directors, and/or Deans of their Colleges if they are concerned that their department may be unable to provide the approved accommodation.

2.6 Consult with the Director or Department Head (or Dean in non-departmentalized Colleges) in situations where necessary accommodations require resources beyond those that can be provided by instructional staff.

2.7 Maintain confidentiality of information regarding students who request accommodation on the basis of a prohibited ground(s). Questions about how to apply Section 2.7 should be addressed to AES or the instructor's department head or dean.

3. Responsibilities of Department Heads in departmentalized Colleges

Department Heads will:

3.1 Ensure that instructional and administrative staff are familiar with this policy.

3.2 Commit the resources of the department to implement the accommodations and consult with the Dean in situations where necessary accommodations require resources beyond those that can be provided by the department.

3.3 Inform AES and the Assistant/Associate Deans and/or Deans of their Colleges if they are concerned that their department may be unable to provide the approved accommodations.

4. Responsibilities of Deans, Assistant or Associate Deans, Executive Directors of Schools, Directors of Centres or Designates

Deans, Assistant or Associate Deans, Executive Directors, Directors of Centres or their Designates will:

4.1 Promote a respectful learning environment for students who request accommodation on the basis of a prohibited ground and consult with AES as needed.

4.2 Ensure that department heads and instructional staff under their jurisdiction are aware of this policy and understand their legal requirements to accommodate students who request accommodation on the basis of a prohibited ground(s).

4.3 Maintain the confidentiality of student information and documentation as per policy guidelines.

4.4 Commit the necessary resources of the college/centre/school to implement the accommodations and, in exceptional circumstances, consult with the Provost where the college/centre/school lacks the necessary resources to provide the accommodations.

4.4 In circumstances where the student is seeking accommodation in a University course or clinical activity outside the student's home College, the Dean who is responsible for the course or clinical activity in which the accommodation is being sought shall carry out the responsibilities under Section 4.

5. Student Responsibilities

5.1 Students requiring accommodation have a duty to inform the University of this need for accommodation through registration with the Access and Equity Services (AES) office.

5.2 Students have a shared responsibility in the duty to accommodate. Students must actively participate in developing and implementing strategies related to their own academic success and be open to trying solutions proposed by AES, instructional staff, and others. The University has a duty to accommodate to an acceptable level that removes the barrier the student is experiencing.

5.3 The University recognizes that there may be some situations where due to the nature of the disability or an episodic experience of escalating symptoms, the student cannot meaningfully engage in the accommodation determination process at that time. Student services such as Access and Equity Services and the Student Affairs and Outreach should be consulted in these situations.

5.4 Students will comply with any reasonable accommodations determined and/or will report any concerns or changes to their circumstance to the AES office or their Accommodation Planning Committee (APC).

5.5 Students must provide reasonable notice in order to receive academic accommodations. Numerous programs, departments, and individuals across campus may provide accommodations and questions regarding what reasonable notice entails should be directed to the provider of accommodations, which in most cases will be the college in which the student is enrolled.

5.6 Students should be prepared to provide supporting documentation appropriate to the nature of the accommodation requested if such documentation is required.

5.7 Students receiving academic accommodations must meet the essential skills or bona fide educational requirements for the program they are applying to or currently enrolled in.

5.8 Students enrolled in colleges or programs that have an accommodation policy and/or procedures are expected to adhere to those policies and procedures in order to receive accommodations.

5.9 Students enrolled in programs with professional standards or standards for licensing must meet these requirements. Consultation with professionals and/or professional licensing bodies may be undertaken when determining accommodations in a clinical practice setting.

5.10 Students will engage with their Accommodation Planning Committee (APC) prior to or during any field placements, residencies, co-op placements or internships. Students have a responsibility to report to their APC if they are experiencing difficulty while in a placement or if they feel their accommodation needs are not being met.

6. Process for Accommodation on the basis of a prohibited ground(s):

- Students requesting accommodation on the basis of any of the prohibited ground(s) are responsible for contacting AES to begin to process of registering with the office to receive academic or non academic accommodation (such as athletics or residence accommodation).
- Students may register at any point during the academic year, however students must meet AES or academic program deadlines in order to receive accommodation. Requests for accommodation should be made in a manner timely enough so that the arrangement of the accommodations with any involved parties is possible.
- Students must provide information and documentation (if applicable) specific to the prohibited ground they are requesting accommodation for to the AES office in order to proceed with a registration appointment
- Student's documentation will be reviewed with the student and an AES advisor during the registration appointment. Depending on which College or program the student is in, appropriate processes for establishing accommodations will be followed. When deemed appropriate, Accommodation Planning Committees will be used during this process.
- Once an appropriate and reasonable plan is developed, it will be shared with those responsible for implementing and providing the accommodations. Instructional staff are responsible for providing AES and the student with all necessary information within AES deadlines in order for the accommodation to be provided.

7. Documentation Requirements

• Students must submit appropriate documentation prior to their registration appointment with AES. The documentation required will be specific to the prohibited ground for which the student is requesting accommodation. Students can contact AES or view the documentation requirements on the website to determine what documentation is required to register.

- The documentation submitted must contain the information requested by AES and must be current. Outdated or incomplete documentation will not be accepted.
- Students who have a break in studies, enter a new program, have temporary documentation or require significant changes to their accommodations may be required to submit updated documentation prior to receiving accommodations.
- Student documentation is confidentially stored with AES and details pertaining to accommodations are shared only on a need to know basis to the parties who would be responsible for the implementation of the accommodation.
- The cost for medical forms or other forms of assessment and documentation are the responsibility of the student.

8. Dispute Resolution

If there are any questions or concerns about an accommodation decision made through the AES process, these should be addressed first to AES staff for informal resolution.

If informal resolution cannot be reached, the Vice-Provost, Teaching and Learning (VPTL) may be asked to review the accommodation decision, provided that the review request is made in a timely manner. The VPTL will seek appropriate legal advice from the Legal Office prior to rendering their decision. The decision of the VPTL on the review is final.

For questions regarding these procedures please contact the AES office at (306) 966-7273; <u>aes@usask.ca</u> or <u>https://students.usask.ca/health/centres/access-equity-services.php/</u>

Consultation List for Duty to Accommodate Policy

Faculty and Leadership Advisory Group:

Dr. Chris Clarke, Associate dean, Academic, Dean's Office, Veterinary Medicine

Dr. Ryan Walker, Associate Dean, Policy & Programming Innovation, College of Graduate Studies and Postdoctoral Studies

Dr. Wendy James, Manager, Professional and Curriculum Development, Gwenna Moss Centre for Teaching Effectiveness

Kevin Smith, Legal Services

David Stack, Legal Services,

Dr. Doug Surtees, Associate Dean, Academic, College of Law

Dr. Patricia M. Blakely, Associate Professor, College of Medicine

Dr. Meredith McKague, Associate Professor Academic Family Medicine

Dr. Anurag Saxena, Professor, College of Medicine

Dr. Walter Siqueira, Associate Dean, Academic, College of Dentistry

Dr. Simonne Horwitz, Faculty member, Department of Arts and Science

Merv Dahl, Risk Management

Brenna Bath, Acting Director, Professor, School of Rehabilitation Science

Peggy Proctor, Academic Lead Clinical Education & Community Affairs, School of Rehabilitation Science

Dr. Yvonne Shevchuk, Associate Dean (Academic) and Director, Rxfiles, Academic Detailing, College of Pharmacy and Nutrition

Dr. Beth Bilson, Interim Dean, College of Education

Dr. Dawn Wallin, Associate Dean, Undergraduate Programs, partnerships, and Research), College of Education

Russell Isinger, Registrar

Sheila Watts, Professional Academic Advisor, College of Nursing

Dr. Lorin Elias, Professor and Vice Dean Academic, College of Arts and Science

Dr. Fran Wally, Associate Dean, Academic, College of Agriculture and Bioresources (on leave)

Eric Micheels, Acting Associate Dean, Academic, College of Agriculture and Bioresources

Chantel LePoudre, Student Support Coordinator, College of Kinesiology

Christina Dolan, Director of Undergraduate Programs and Career Services, Edwards School of Business

Dr. Bruce Sparling, Associate Dean, Academic, College of Engineering Peter Hedley, Director of Student Affairs and Services

Student Services and Student Representatives Advisory Group:

Graeme Joseph, Team Leader, First Nation, Métis and intuit Student Success Pirita Mattola, Manager, ISSAC Liv Marken, Learning Specialist, Student Learning Services Autumn LaRose-Smith, USSU President (2020-2021) Tasnim Jaisee, USSU President Jory McKay, USSU Vice President, Student Affairs (2020-2021) Humaira Inam- GSA President(2020-2021) Rifat Zihan, GSA President Dr. Jaswant Singh, Faith Leader Brady Kroeker, Graduate student representative Alana Demkiw, Graduate student, family status representative Joelle Cadrain, Undergraduate student, accommodation representative Summary of Feedback Received for Duty to Accommodate Policy

Scope of Policy:

- Upon recommendation from the faculty and leadership working group and in consultation with Student Recruitment and the College of Graduate and Postdoctoral studies it was the determined what categories of students should now be reflected in the revised policy.
- Consultation with professional colleges regarding the role of the proctors or supervisors for students in placements and the responsibility of accommodation extending to outside organizations that have agreements in place to accept USask students.
- The use around the appropriate language to describe all of the prohibited grounds that are now covered under the policy was discussed and the final language used was selected on the basis of the recommendation of Legal Services as it mirrors the language used in the Saskatchewan Human Rights Code.
- The working groups provided positive feedback on the inclusive nature of the policy, both in terms of the categories of students and the recognition of the legal duty to accommodate based on all prohibited grounds.

Dispute Resolution Process:

- On the advice of the University's Legal Services office, the dispute resolution process was changed to have the review and decision making process for accommodation disputes to now be handled by the Vice Provost- Teaching and Learning

Administrative

The policy initially consisted of two accompanying procedural documents, one for faculty and one for students. The Policy Oversite Committee recommended that procedural documents be combined into one document for all parties. The procedures were amalgamated into one more concise document that provides a higher level look at the responsibilities and procedures for accessing and facilitating accommodations. Guideline documents for faculty and students with more in depth information on the programs and services of AES have been created from the previous drafts of procedural documents. These documents include a more in depth explanation of student confidentiality and accommodation planning committees which were both areas that faculty and leadership working groups felt they needed more information on.

ATTACHMENT E

Summary of Policy Revision from Students with Disabilities: Academic Accommodation and Access Policy to Duty to Accommodate Policy

Rationale:

The University of Saskatchewan is seeing an increase in student requests for accommodation from prohibited ground categories under the Saskatchewan Human Right's Code. In 2017, Disability Services for Services underwent a departmental name change to Access and Equity Services to reflect the increased number of requests for accommodations for other prohibited ground(s), such as family status and religious accommodation. The current "Students with Disabilities: Academic Accommodation and Access policy" does not accurately reflect the duty to accommodate for the remaining prohibited ground(s). This policy has been revised and renamed the "Duty to Accommodate" policy to reflect the duty of the University to provide accommodations for all prohibited ground(s).

Changes to Policy:

- The policy has been updated to change the scope from disabilities to now include all prohibited ground(s) under the Saskatchewan Human Rights Code.
- 2. The scope of the policy has been updated from "all students with disabilities enrolled at the University" to "This policy applies to all undergraduate, graduate and non-degree students regardless of their full- or part-time status or student type while enrolled at the University of Saskatchewan and applies to academic and non-academic accommodations such as athletics or residence. "
- 3. The scope of the policy regarding implementation of accommodation has been updated from "all members of the University community, including students, support staff, faculty, instructional staff), and senior administrators" and now reads "Implementation is the responsibility of all members of the University community, including students, support staff, faculty, instructional staff, preceptors, supervisors, clinical instructors, cooperating teachers, facilitators, course coordinators, and senior administrators." This

change reflects the increase in student's requesting accommodation outside of the classroom for clinical or practicum placements in which supervisors from outside the University may be responsible for the provision of accommodations.

- The policy statement has been updated to change "disability" to all students who request accommodation on the basis of a prohibited ground(s).
- Accommodations in a clinical or placement setting have been added as an area of protection under the policy.
- Section 4.1 Reasonable Academic Accommodations of the Students with Disabilities: Academic Accommodation and Access policy has been moved from the policy document and has been disseminated throughout the procedures document.
- Section 4.1.3 on the definition of undue hardship has been moved to the definitions portion of the policy document
- 8. Information on undue hardship and the duty to accommodate have been moved to the definition section of the "Duty to Accommodate" policy document.
- Section 4.2.3 of the previous document under the headings "Confidentiality of Student 's Personal Information" has been moved to the "Duty to Accommodate" policy document under the policy statement section.
- Section 4.3 of the previous document titled "Reduced Course Load (RCL) accommodation and recognition of full-time status" has been removed from the policy document and will be moved into companion documents.
- 11. Section 4.4. of the previous document titled "Responsibilities in the Provision of Accommodations" has been removed from the policy document and placed in the procedures documents under the section heading "Responsibilities"
- 12. Section 5 of the previous document titled "Dispute Resolution Process" has been updated and appears in the policy and procedures document. The content has been edited to provide a broader statement of the process and the avenue for review has changed from the Dean of the College (or the Provost in place of the Dean in cases where the instructor is the Dean) to the Vice-Provost, Teaching and Learning for review and final decision.

Students with Disabilities: Academic Accommodation and Access

Policy

- <u>Authorization and Approval</u>
- <u>1. Purpose</u>
- <u>2. Principles</u>
- <u>3. Scope</u>
- <u>4. Policy</u>
- <u>5. Dispute Resolution Process</u>
- <u>6. Non-compliance</u>
- <u>7. Procedures</u>
- Questions?

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Authorization and Approval

Responsibility: Director of Student Services Authorization: Board of Governors Approval Date: Mar 1, 1997 Reformatted: Mar 30, 2001 Amended: Sep 1, 2011

1. Purpose

To foster diversity, inclusiveness, and student success by providing that students with disabilities are not discriminated against; and that they receive equal opportunities for academic success and personal development at the University of Saskatchewan. For the purposes of this policy, disabilities are those defined as such in Section 2(1)(d.1) of the Saskatchewan Human Rights Code (hereafter called the "Code"). For purposes of this policy, the home college for undergraduate students is the college to which the student has been admitted, and for graduate students is the college responsible for the program to which the student has been admitted. Additional definitions and abbreviations are as follows:

- The University of Saskatchewan: "University"
- Access and Equity Services (AES)
- Sessional lecturers, instructors, practicum supervisors, teaching assistants, and lab instructors: "instructional staff"
- Reduced Course Load: "RCL"

2. Principles

2.1 As stated in The University of Saskatchewan Strategic Directions: Renewing Our Dream (2002) the University is committed to "principles of human dignity and fairness in all we do, including strategies for equity and diversity in education, employment, and all our activities."

2.2 The learning vision articulated in the University of Saskatchewan Learning Charter (2010), states that the University is seen as a "unique community of learning and discovery, where people can embark on a process of development through which they grow, create, and learn, in a context characterized by diversity—of academic programs, of ways of knowing and learning, and of its members."

2.3 Respect for all members of the University community will be upheld at all times. Discrimination and harassment will not be tolerated.

2.4 All members of the University community, including students, will contribute to achieving a social and physical environment that is diverse, inclusive, and accessible to all. Physical accessibility should always be ensured when designing new space, renovating existing space, and managing facility accessibility.

2.5 The needs of students with disabilities will be taken into consideration when planning and executing admission requirements, courses, course requirements, assessment methods, examination dates, scholarships and awards, programs, services, and informational material. Colleges are encouraged to have disability accommodation policies that align with and are a supplement to this policy, but outline essential skills and requirements and accommodations specific to their College. Such policy development should be done with assistance from the AES manager or designate.

2.6 Students with disabilities will meet the same academic requirements and standards as all students, although the manner by which students with disabilities meet these may vary.

2.7 In recognition that ability is diverse in kind and degree, the University will adapt its services and programs to accommodate the needs of individual students, in accordance with the requirements of the Code.

2.8 Academic integrity, as defined by the University Council and Board of Governors, will be upheld by those providing and receiving academic accommodations.

2.9 All administrative, instructional, and support staff share the University's responsibility under the Code to accommodate students with disabilities.

2.10 While students with disabilities are encouraged to share information regarding their accommodations with instructional staff in their Colleges and academic units who would play a role in facilitating their accommodations, such information can be released only with the student's consent. See Section 4.2 for more information.

3. Scope

This policy applies to all students with disabilities enrolled at the University. Its implementation is the responsibility of all members of the University community, including students, support staff, faculty, instructional staff), and senior administrators. The University is ultimately responsible and committed to enforce the requirements of this policy.

4. Policy

The University will take all measures short of undue hardship to the University to ensure that students with disabilities have access to the University and the opportunity to succeed in their programs of study. Suitable academic accommodations are fundamental to support students with disabilities, but when provided, those accommodations shall not compromise the University's academic requirements and standards.

4.1 Reasonable Academic Accommodations

4.1.1 In accordance with the Code, reasonable academic accommodations must be provided to students with disabilities.

4.1.2 The University is required to make efforts to reasonably accommodate a student with a disability when the disability impairs the student's ability to fulfill the essential requirements of a course/program.

The essential requirements of a course/program are the knowledge and skills which must be acquired or demonstrated in order for a student to successfully meet the learning objectives of the course/program.

In the absence of College-level disability accommodation policies that outline essential skills and requirements as noted in Section 2.5 of this document, determinations of reasonable accommodations in courses and programs must be made in concert with AES.

In some circumstances, the nature and degree of a disability may mean that no reasonable accommodation would enable an individual to perform the essential requirements of a course/program. Where no reasonable accommodation can be

provided, the University may refuse admission or accommodations in order to preserve the academic integrity (meaning the essential requirements) of a course/program.

A person cannot be presumed incapable of performing the essential requirements of a course/program unless an effort has been made to canvass all reasonable options for accommodation.

4.1.3 Accommodations will be provided up to the point of undue hardship to the University. A number of factors are weighed when assessing whether or not the hardship associated with an accommodation is undue, including:

a) the nature of the requested or required accommodation;

b) the financial cost of the accommodation;

c) the ability of the student receiving the accommodation to meet admission or program requirements;

d) the degree to which the accommodation might impact on or interfere with other students or faculty;

e) whether health or safety concerns would arise as a result of the accommodation; and

f) the reasonableness or cooperativeness of the student seeking accommodation. These factors are not listed in order of priority. The weight that will be given to these factors or any other relevant considerations will depend on the circumstances.

4.2 Confidentiality of Students' Personal Information

4.2.1 Confidentiality of all students' personal information will be respected at all times.

4.2.2 In accordance with the University's policy respecting the Freedom of Information and Protection of Privacy and The Local Authority Freedom of Information and Protection of Privacy Act, all personal information relating to the disabilities of students is to remain confidential. Information about a student's disabilities, including the fact that a student has a disability, will only be shared with staff and instructional staff who must be provided the information in order to investigate or implement an accommodation and only then on a confidential basis. Information about a student's disability will not be disclosed to anyone by AES or by other University personnel without the express written consent of the student, except when permitted by The Local Authority Freedom of Information and Protection of Privacy Act, The Health Information Protection Act or required by law. Where information about a student with a disability is disclosed by AES, the recipients of that information must be made aware of the confidentiality of the information.

4.2.3 While AES accommodations may be discussed in general with colleagues who are not involved in teaching specific classes, care must be taken to not identify any student as having a disability without that student's consent. A procedural document, "AES Guidelines for the Effective Provision of Accommodations" is available to assist instructional staff with understanding how best to support students with disabilities. See Section 7 for more information.

4.3 Reduced Course Load (RCL) accommodation and recognition of full-time status

Some programs and benefits offered by external agencies are limited to full-time university students. For purposes of clarity, students who receive an RCL accommodation, and who would otherwise be full-time students, are considered to be full-time students by the University.

4.4. Responsibilities in the Provision of Accommodations

4.4.1 Responsibilities of Students with Disabilities

Students are their own best advocates, and must understand that a reasonable measure of self-reliance is necessary for academic success. Sometimes the nature of the disability itself makes it difficult for the student to be aware of the need for accommodation and to participate in the design and implementation of the accommodation. Students, staff, or instructional staff who are concerned that a student may have such a disability should contact AES. AES will evaluate what steps, if any, are necessary to address the student's need

AES is available to provide services and support to students who:

4.4.1.1 Register with AES by providing current and relevant documentation from a licensed health practitioner.

4.4.1.2 Adhere to the policies and procedures of each AES service accessed, as outlined in the "AES Guidelines for the Effective Provision of Accommodations" document (see Section 7).

Regardless of whether accommodations are provided by AES or by others in the University community, students with disabilities will:

4.4.1.3 Participate in developing and implementing strategies related to their own academic success, and be open to trying solutions proposed by AES, instructional staff, and others.

4.4.1.4 Understand that sufficient notice must be given in order to receive academic accommodations. Numerous programs, departments, and individuals across campus may provide accommodations, and questions regarding what "sufficient notice" entails should be directed to the provider of accommodations.

4.4.2 Responsibilities of Access and Equity Services (AES)

The role of AES is to provide advice, information, and assistance to the University community and to provide services and resources to students with disabilities.

To fulfill its mandate, AES will:

4.4.2.1 Encourage all students with disabilities to register with AES. If a student discloses a disability to a person or office other than AES, that student should be referred to AES.

4.4.2.2 Assist students, staff, and instructional staff in understanding how to apply Section 4.2 of this document.

4.4.2.3 Approve appropriate academic accommodations for each individual student registered with AES, taking into consideration the accommodations specified by the student's documentation, available resources, and academic integrity.

Accommodations will be approved through the joint AES-College accommodation planning committee where applicable. Where no joint AES-College accommodation planning committee applies, AES will engage in appropriate consultations with the staff and instructional staff that would be impacted by the accommodation.

4.4.2.4 Coordinate the requests for, and assist in the provision of, academic accommodations; and provide advice and assistance regarding accessibility issues.

4.4.2.5 Provide and maintain programs and services that are necessary to support students with disabilities.

4.4.2.6 Provide appropriate and necessary exam accommodations when requested by students within published AES deadlines, and assist instructional and support staff in the provision of exam accommodations. While the primary responsibility for exam accommodations lies with AES, the entire University community has a responsibility to ensure the needs of students with disabilities are met, in accordance with the Code.

4.4.2.7 Provide assistance and advice to students regarding available options for redress wherever students with disabilities have complaints related to academic or non-academic matters.

4.4.3 Responsibilities of Instructional Staff

To help accommodate students with disabilities and facilitate their academic success while maintaining the University's academic requirements and standards, instructional staff will:

4.4.3.1 Foster a positive atmosphere for all students, including those with disabilities. Instructional staff will ensure that issues related to disabilities and people with disabilities are addressed and discussed in a fair, sensitive, and nondiscriminatory manner.

4.4.3.2 Make every reasonable accommodation to facilitate and foster the learning of all students. This may require course assignments and other methods of assessment, physical environment, instructional atmosphere, supplementary instruction, instructional tools, or other resources.

4.4.3.3 Consult with the Department Head (or Dean in non-departmentalized Colleges) in situations where necessary accommodations require resources beyond those that can be provided by instructional staff

4.4.3.4 Maintain confidentiality of information regarding students with disabilities in accordance with Section 4.2 of this document. Questions about how to apply Section 4.2 should be addressed to AES or the instructor's department head or dean.

4.4.4 Responsibilities of Department Heads in departmentalized Colleges

Department Heads will:

4.4.4.1 Ensure that instructional and administrative staff are familiar with this policy.

4.4.4.2 Commit the resources of the department to implement the accommodations, and consult with the Dean in situations where necessary accommodations require resources beyond those that can be provided by the department.

4.4.4.3 Inform AES and the Assistant/Associate Deans and Deans of their Colleges if they are concerned that their department may be unable to provide the approved accommodations.

4.4.4 Uphold and assist instructional and support staff with understanding how to uphold Section 4.2 of this document.

4.4.5 Responsibilities of Deans, Assistant or Associate Deans, Executive Directors of Schools, Directors of Centres offering academic programs or Designates

Deans, Assistant or Associate Deans, Executive Directors, Directors and/or their designates will:

4.4.5.1 Promote a positive learning environment for students with disabilities and consult with AES as needed.

4.4.5.2 Ensure that the department heads and instructional staff under their jurisdiction are aware of this policy and understand their legal requirements to accommodate students with disabilities.

4.4.5.3 Maintain the confidentiality of student information and documentation in accordance with Section 4.2 of this document.

4.4.5.4 Review and decide disputes over accommodation requests in accordance with Section 5.

4.4.5.5 Commit the necessary resources of the College/Centre/School to implement the accommodations and, in exceptional circumstances, consult with the Provost where the College/Centre/School lacks the necessary resources to provide the accommodations.

4.4.5.6 In circumstances where the student is seeking accommodation in a University course or clinical activity outside the student's home College, the Dean who is responsible for the course or clinical activity in which the accommodation is being sought shall carry out the responsibilities under Section 4.4.5.

5. Dispute Resolution Process

5.1 A student who is approved for an accommodation by AES, or where applicable by a joint AES-College accommodation planning committee, shall not be denied accommodation by instructional staff. If an instructional staff member or a student with a disability has concerns and questions about interpretation and application of accommodations, these concerns and questions should be addressed directly to AES staff or, where applicable, to joint AES-College accommodation planning committees for an informal resolution.

5.2 If an instructor staff member or a student with a disability is not satisfied with an accommodation decision made by AES or a joint AES-College planning committee or with the outcome of the informal resolution process, he or she may ask the Dean of the College (or the Provost in place of the Dean in cases where the instructor is the Dean) to review the matter. The Dean will fully inform himself or herself of the circumstances. The Dean shall not refuse an accommodation until after consulting with the Provost or designate (normally the Associate Vice-President Student Affairs) and University legal counsel. The Dean's decision will be rendered in a timely fashion; normally within 30 days of the Dean receiving the request to review the accommodation. The decision of the Dean is final. The Director of a Centre will conduct the review in the case of a student of a Centre.

5.3 The Dean, in consultation with AES, will determine whether or not accommodations should be made or continued while the matter is under review by the Dean, and a primary consideration will be whether the student will be irreparably prejudiced by delay in the matter being decided.

5.4 The provisions of section 4.2 will be respected and applied during and after the review process.

6. Non-compliance

Following due process, the University may take one or more of the following actions against anyone whose activities are in violation of any applicable legislation or of this policy:

- In the case of students, disciplinary action under the <u>Regulations for Student</u> <u>Academic Misconduct</u> and/or <u>Standard of Student Conduct in Non-Academic</u> <u>Matters and Procedures for Resolution of Complaints and Appeals</u>.
- In the case of employees, disciplinary action in accordance with the applicable collective agreement(s), up to and including termination.

7. Procedures

Procedures regarding the application of this policy are held at AES, in the form of the "AES Guidelines for the Effective Provision of Accommodations" document. These procedures will be reviewed annually by AES and the AES Policy Committee, with revisions made as necessary.

UNIVERSITY COUNCIL

OTHER BUSINESS

REPORT FOR INFORMATION

PRESENTED BY:	Chelsea Willness, University Secretary and Chief Governance Officer	
DATE OF MEETING:	December 16, 2021	
	Call for Nominations for Two Members-at-Large (MAL) Vacancies on Council	
SUBJECT:	• • •	
SUBJECT: COUNCIL ACTION:	• • •	

Excerpt below from the original memo as attached:

An election of college faculty members to University Council will be held to replace those members' positions that have become vacant and whose terms on the current Council expire on June 30, 2023 (2). The vacancies to be filled are: 2 members-at-large (18-month term) commencing January 1, 2022.

University Council is responsible for overseeing and directing the university's academic affairs. Your participation by nominating a colleague or by standing for election is essential to the continuing good governance of the institution.

How to Nominate (or Self-Nominate)

Nominations will consist of an individual's written indication of eligibility and willingness to stand for election. Nominations need only be signed by the individual standing for election.

If you wish to stand as a candidate for election to University Council, please complete and return a nomination form (attached) to <u>michelle.kjargaard@usask.ca</u> by **Tuesday, December 21, 2021, at 4:30pm.** Please also send a brief statement (no more than 250 words) in which you introduce yourself and communicate your reasons for wanting to stand for election to Council. This information will be made available to voters to assist them in their choice of candidates.

Attachments:

- A. Memo "Call for Nominations: Election to University Council for Members-at Large" that was communicated to all GAA members
- B. Nomination form "*Nomination Form University of Saskatchewan Council*" for your use to nominate or self-nominate.



UNIVERSITY OF SASKATCHEWAN Governance Office University Council E284 - 105 Administration Place Saskatoon, SK Canada S7N 5A2 Phone: (306) 966-6253 Fax: (306) 966-4458

MEMORANDUM

TO: Members of the General Academic Assembly
FROM: Chelsea Willness, University Secretary and Chief Governance Officer
DATE: December 7, 2021
RE: CALL FOR NOMINATIONS: ELECTION TO UNIVERSITY COUNCIL FOR MEMBERS-AT-LARGE

An election of college faculty members to University Council will be held to replace those members' positions that have become vacant and whose terms on the current Council expire on June 30, 2023 (2). The vacancies to be filled are: 2 members-at-large (18-month term) commencing January 1, 2022.

University Council is responsible for overseeing and directing the university's academic affairs. Your participation by nominating a colleague or by standing for election is essential to the continuing good governance of the institution.

How to Nominate (or Self-Nominate)

Nominations will consist of an individual's written indication of eligibility and willingness to stand for election. Nominations need only be signed by the individual standing for election.

If you wish to stand as a candidate for election to University Council, please complete and return a nomination form (attached) to <u>michelle.kjarqaard@usask.ca</u> by **Tuesday**, **December 21**, **2021**, at **4**:**30pm**. Please also send a brief statement (no more than 250 words) in which you introduce yourself and communicate your reasons for wanting to stand for election to Council. This information will be made available to voters to assist them in their choice of candidates.

Expectations of Council Members

All nominees are required to be available to attend and participate in all decisions submitted to Council and to attend Council meetings. If you have an immovable conflict for the duration of the year, then you should decline to stand for election (or should resign, if you are already an elected member). The meeting schedule for the upcoming year can be found <u>here</u>.

Elected members commit to attend Council meetings at the designated time for the duration of the meeting. If an elected member cannot attend a meeting for any reason, they are encouraged to send a non-voting designate in their place.

More about the Election Process

The election procedures are prescribed by the Council Bylaws. The University Secretary oversees the election of members of Council as provided in section 57(1) of *The University of Saskatchewan Act, 1995*.

For this election, a faculty member may stand for election under the following section of the University Act:

- (1) Section 53(2)(i) (Members at large)
- "54 faculty members who have been elected by faculty members."

There may be further vacancies of members at large depending on faculty leaves. The terms for members at large will be filled in order by greatest number of votes, with the three-year terms filled first, followed by the two-year and one-year terms, if any.

Voting will be conducted through PAWS. Faculty members will be notified by email when the elections channel is open.

Eligibility

The University of Saskatchewan Act, 1995 defines a faculty member as "a person who is employed on a full-time basis by the university or an affiliated or federated college and who serves as a professor, associate professor, assistant professor, lecturer, full-time special lecturer, full-time instructor, librarian or extension specialist."

In accordance with past practice, "full time" will encompass faculty members and librarians who have continuing appointments. All members of University Council whose terms expire on June 30, 2021 are eligible for reelection.

The members at large vacant positions that expire on June 30, 2023 are:

List of Vacancies for Members at Large whose terms expire on June 30, 2023 are:			
# of			
Vacancies	Name	Department/College	Term Expires
1	Vince Bruni-Bossio (resigned Counci	Edwards School of Business	June 30, 2023
2	Jay Wilson (resigned Council Sep 1/21)	Curriculum Studies	June 30, 2023

UNIVERSITY OF SASKATCHEWAN	Nomination Form University of Saskatchewan Counci
l,(please print)	, faculty member, from the Department/College of
(please print)	

wish to stand for election to the University of Saskatchewan Council under the following section of *The University of Saskatchewan Act, 1995*.

Please indicate that you qualify as a faculty member by marking the box below:

() A faculty member at large

Section 53(2)(i)

The Act defines a faculty member as "a person who is employed on a full-time basis by the university or an affiliated or federated college and who serves as a professor, associate professor, assistant professor, lecturer, full-time special lecturer, full-time instructor, or librarian."

(signature)

(campus address)

(Email)

Please return this form accompanied by a paragraph or two (no more than 250 words) in which you introduce yourself and communicate your reasons for wanting to stand for election to Council.

Please submit nomination form by Tuesday, December 21, 2021 4:30pm to:

Michelle Kjargaard, Administrative Assistant Governance Office University of Saskatchewan by email (scanned) to <u>michelle.kjargaard@usask.ca</u>

UNIVERSITY COUNCIL

OTHER BUSINESS

REPORT FOR INFORMATION

PRESENTED BY:	Chelsea Willness, University Secretary & Chief Governance Officer
DATE OF MEETING:	December 16, 2021
SUBJECT:	Call for Nominations for Faculty Representative on the USask Board of Governors

SUMMARY:

The term of office for Dr. Jay Kalra as the faculty representative on the Board of Governors expires June 30, 2022. This completes Dr. Kalra's second term on the Board. In accordance with Section 45 of The University of Saskatchewan Act, 1995, an election will be held prior to that date. The elected faculty member will commence a three-year term on July 1, 2022.

CONTEXT AND BACKGROUND:

Section 42 of The University of Saskatchewan Act, 1995, defines the membership of the Board of Governors:

"The board is composed of: (a) the following persons who are members by reason of their office: (i) the chancellor; (ii) the president; (iii) the president of the students' union; (b) five members appointed by the Lieutenant Governor in Council; (c) two members elected by the senate; and (d) one faculty member who is elected by members of the assembly who are faculty members."

The call for nominations will be distributed to faculty members of the General Academic Assembly in late January, early February. Voting for the position will be set up through PAWS.

ATTACHMENTS:

None.