

The *University of Saskatchewan Act, 1995* established a representative Council for the University of Saskatchewan, conferring 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.

Zoom Meeting Instructions

- **Thursday, June 16th from 2:30 – 4:30 pm:** The Zoom link is at the bottom of this agenda. 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 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.

Land Acknowledgment

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

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

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

AGENDA (updated June 15, 2022)

1. **Call to Order**
2. **Tributes** (none)
3. **Adoption of the agenda**
4. **Chair’s Opening remarks**
5. **Approval of Minutes of the meeting of May 19, 2022**
6. **Business Arising**
7. **Report of the President**

- 8. Report of the Provost**
- 9. Pandemic Response and Recovery**
- 10. Student Societies**
 - 10.1 Report from the USSU – presented by Abhineet Goswami, USSU President
 - 10.2 Report from the GSA – presented by Mostofa Kamal, GSA President
- 11. Nominations Committee**
 - 11.1 Request for Decision: Promotion Appeals Panel Nominations 2022-23
That Council approve the nominations to the vacancies on the Promotion Appeals Panel effective July 1, 2022.
 - 11.2 Report for information: Annual Report of Nominations Committee 2021-22
- 12. Academic Programs Committee**
 - 12.1 Request for Decision: Degree-Level Certificate in Precision Agriculture
That Council approve the degree-level Certificate in Precision Agriculture in the College of Agriculture and Bioresources, effective September 2023.
 - 12.2 Request for Decision: Academic Courses Policy
That Council approve the changes to Academic Courses Policy, effective September 1, 2022.
 - 12.3 Request for Decision: Bachelor of Science in Dental Therapy
That Council approve the Bachelor of Science in Dental Therapy, effective September 2023.
 - 12.4 Report for information: Annual Report of Academic Programs Committee 2021-22
 - 12.5 Report for information: Termination of the Master of Veterinary Science program in Small Animal Clinical Sciences, effective May 2023
- 13. Governance Committee**
 - 13.1 Request for Decision: Revisions to Edwards School of Business Faculty Council Membership
That Council approve the revisions to the Edwards School of Business Faculty Council Bylaws effective immediately.
 - 13.2 Request for Decision: Peer Review of Teaching Policy (Joint with TLARC) – Kathleen James-Cavan, Chair of TLARC and Nancy Turner, Director, Teaching and Learning Enhancement
That Council approve the Peer Review of Teaching Policy effective immediately.
 - 13.3 Report for information: Annual Report of Governance Committee 2021-22
- 14. Planning and Priorities Committee**
 - 14.1 Report for information: Annual Report of Planning and Priorities Committee 2021-22
 - 14.2 Report for information: Strategic Planning Update – presented by Airini, Provost and Vice-President Academic
- 15. Joint Committee on Chairs and Professorships**
 - 15.1 Report for Information: Annual Report of Joint Committee on Chairs and Professorship 2021-22
- 16. Executive Committee**
 - 16.1 Report for Information: Annual Report of Executive Committee 2021-22

17. Teaching, Learning and Academic Resources Committee

17.1 Report for Information: Annual Report of Teaching, Learning and Academic Resources Committee 2021-22

18. Research, Scholarly and Artistic Work Committee

18.1 Report for information: Annual Report of Research, Scholarly and Artistic Work Committee 2021-22

19. Other business

20. Question period

21. Adjournment

*Next Council meeting is September 29, 2022 – Please send regrets to michelle.kjargaard@usask.ca.
Deadline for submission of motions to the Executive Committee: August 29, 2022.*

Join Zoom Meeting:

<https://usask-ca.zoom.us/j/95393093240?pwd=eDNlL0JCaktxZmsxS2ZqYlFmaGdLdz09>

Join by Telephone:

Local Saskatoon Zoom Dial-in Number: (639) 638-7474

Other Zoom Dial-in Numbers: <https://usask-ca.zoom.us/j/95393093240>

Join by Video Conferencing Device (SIP):

95393093240@zoomcrc.com

Meeting ID: 953 9309 3240

Passcode: 95043949

Telephone Passcode: 95043949



UNIVERSITY COUNCIL
Meeting Minutes
Thursday, May 19, 2022
2:30-4:30pm
Via Zoom

1. Call to Order

The meeting was called to order at 2:35 pm as quorum was reached.

The Chair, Dr. Susan Detmer summarized the meeting protocols.

She thanked Dr. Dean McNeil (PhD) and the Department of Music for providing musical introductions for University Council. These pre-recorded performances feature students and are shared before each Council meeting.

The performers for the May meeting were:

- Jude Leschyshyn (piano) performing Rhapsodie Op. 119, no. 4 by Johannes Brahms
- Hanna Hashi (trumpet) and Sara Redekop (piano) performing Lied by Eugene Bozza
- Dr. Glen Gillis (saxophone) and Bonnie Nicholson (piano)
- Sarah Tannehill Anderson (soprano), Dr. Veronique Mathieu (violin), and Ellen Sommer (piano) performing To One Beyond Seas by Ingrid Stölzel
- Garry Gable (baritone) and Kathy Gable (piano) performing Without a Song by Vincent Youmans

No members of the media identified themselves. No Council members or guests were connecting by phone.

2. Tributes

None.

3. Adoption of the agenda

(Gjevre/Willoughby): *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 relationship with one another.

Dr. Detmer reported on the regular monthly meeting between the Council Executive Committee and the President's Executive Committee (PEC) on May 17th. She reported that the discussion topics were Graduate Tuition discussion with Dr. Patti McDougall and CGPS Dean Debby Burshtyn. There was an update on the deybawewin | taapwaywin | tapwewin Taskforce provided by Dr. Angela Jaime, interim vice-provost Indigenous engagement. The chair noted the link in the provost's report that leads to more information about the taskforce and its work.

5. Approval of Minutes of the meeting of December 16, 2021

(Rayan/Aitken): *That the minutes be approved as circulated.*

CARRIED.

6. Business Arising

None was noted.

7. Council meeting dates

The chair noted two changes to the Council schedule – that September and January would be the last Thursday of those months due to the start of new semesters. She further announced that Council will return to fully in-person meetings in Neatby-Timlin Theatre as of September 2022.

8. Report of the President

President Peter Stoicheff sent his regrets, but a written report was provided in advance.

9. Report of the Provost

Dr. Airini, Provost and Vice President Academic noted that her report was circulated with the agenda package. She added her recognition and appreciation for faculty, staff, and leadership in making the exam period successful, and their support for students.

The chair invited questions. There were none.

10. Pandemic Response and Recovery Team (PRT) Verbal Report

The chair noted that there would be no update from PRT this month but would be returning for June 2022.

11. Student Societies

11.1 Report from the USSU

Abhineet Goswami, USSU President, presented his report and introduced himself to Council as the new USSU President. He noted the support from prior student executives in the leadership transition, and he introduced the incoming USSU executives and centre coordinators. He noted highlights from the prior year, including several anti-racism anti-oppression initiatives, exam preparation sessions, and assistance with the transition back to campus. New priorities include will include expanding open-source materials.

Questions were deferred.

11.2 Report from the GSA

Mostofa Kamal, President of the GSA, presented via prerecorded video in addition to his written report that was provided in advance. See attachment 1 for the powerpoint slides that were presented.

The chair invited questions; there were none.

12. Joint Committee on Chairs and Professorships (JCCP)

12.1 Request for Decision: JSGS Research Chair in Metis Governance and Policy

Dr. Airini, provost and vice president academic, and Dr. Loleen Berdahl, executive director of JSGS, presented the JCCP request for decision.

(Bedard-Haughn/Rayan): *That Council approve the JSRG Research Chair in Métis Governance and Policy and recommend to the Board of Governors authorization of the establishment of this Chair effective July 1, 2022.*

CARRIED.

13. Nominations Committee

Dr. Paul Jones, Nominations Committee Chair presented the following decision items.

13.1 Request for Decision: Omnibus Nominations to Council Committees and Collective Agreement Committees 2022-23

(Jones/Lamb): *That Council approve the slate of nominations to University Council committees for 2022-23 effective July 1, 2022, as attached.*

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

CARRIED.

13.2 Request for Decision: Nomination to Senior Administrator on Dean, Engineering Review Committee

(Jones/Lamb): *That Council approve the nomination of Dr. Petros Papagerakis, College of Dentistry, to the review committee for the Dean of Engineering effective immediately.*

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

CARRIED.

14. Academic Programs Committee (APC)

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

14.1 Request for Decision: Admissions qualification changes for the Bachelor of Science in Nursing Program

Andrew Grosvenor noted his concern about the removal of Chemistry from the prerequisites and asked that the College provide comment as to why this would not be needed for the profession, and whether or not Chemistry Department had been consulted.

Hope Bilinski, associate dean academic in the College of Nursing responded that this content would be incorporated into other courses. She noted that the students were not connecting the content of the prior Chemistry courses into their program. Don Leidl, assistant professor in the College further noted that the students needed a different starting point for their foundational skills. The decision was not to completely change the content, but to embed the content elsewhere into the foundational programming.

(Oates/Yao): *That Council approve the changes to the admissions qualifications for the Bachelor of Science in Nursing Program, effective the 2023-24 intake.*

39 in favour, 11 against, 4 abstentions, 19 guests/other

CARRIED.

1.1 Report for information: Academic Calendar 2022-23 – Date Change

Dr. Oates presented the item as provided in the materials, regarding the start date for the fall exam period. There were no questions.

15. Governance Committee

Dr. Terry Wotherspoon presented the following decision items.

15.1 Request for Decision: Pharmacy & Nutrition Faculty Council Membership

(Wotherspoon/Larre): *That Council approve the changes to the Faculty Council Membership of the College of Pharmacy & Nutrition in the Council Bylaws effective immediately.*

There were no questions.

CARRIED.

15.2 Request for Decision: Nominations to the Nominations Committee of Council 2022-23

(Jones/Lamb): *That the slate of nominations to the Nominations Committee of University Council for 2022-23 be approved effective July 1, 2022, as attached.*

The chair called for any nominations from the floor. There were none.

CARRIED.

15.3 Request for Input: Peer Review of Teaching Policy

Dr. Kathleen James-Cavan, chair of TLARC, introduced the item. Dr. Nancy Turner, Director, Teaching and Learning Enhancement, provided a brief presentation (attachment 2).

Questions were deferred by the Council Chair, and she reinforced that members should review the materials in the package and provide input to TLARC.

15.4 Notice of Motion: Edwards School of Business Faculty Council Membership

Dr. Wotherspoon noted the College's work on the bylaws, given that much has changed since their previous version. He described the discussions within the School and at the Governance Committee. He reiterated that, as with other membership changes, this is brought forward as a notice of motion and any comments or questions can be directed to the committee.

The chair deferred questions and asked that they be sent to the Governance Committee for consideration.

16. Planning and Priorities Committee

Dr. Vicki Squires, Vice Chair of PPC, presented the reports.

16.1 Report for information: Provincial and Federal Budgets 2022-23

Dr. Airini, Provost & VP Academic and Greg Fowler, VP Finance and Resources provided brief presentations on both items 16.1 and 16.2. The Council chair noted that more detailed information on the USask Budget was provided in the Townhalls yesterday, which were recorded and are available online as well.

The chair invited questions. There were none.

16.2 Report for information: USask Budget 2022-23

A Council member asked for comment on how the needed changes might impact a college like Arts & Science. The Provost responded that there are various strategies being employed to help every college move forward. For instance, in Arts & Science there are ongoing efforts to manage costs and to attract students. However, even while reducing costs there are cumulating deficits. There may be a need for a form of intervention in some colleges and schools, with a systems-level view. If some areas are thriving or not thriving, it affects all. We will continue to 'lean in' to the RCM model.

17. Scholarships and Awards Committee

Dr. Susan Shantz, chair, presented the reports.

17.1 Report for Information: Annual Report to Council - Undergraduate and Graduate Scholarships and Awards 2021-22

There were no questions.

18. Other Business

None was noted.

19. Question period

There was a question to the Governance Committee concerning how values-related policies can inform the work we do, i.e., do the champions of these policies have roles in developing the details or the implementation plans? Terry Wotherspoon stated that there are various parties involved. Provost Airini confirmed this and noted that these values-based policy statements, such as Living Our Values and EDI, are within the purview of the People & Resources portfolio. Provost Airini responded that the question could be referred to People & Resources for follow up.

The chair provided some clarifying comment regarding notices of motion and when they are required, referring to guidance in Kerr & King procedures.

Abhineet Goswami, USSU President, invited members to a USSU event.

A Council member asked the Provost whether there has been progress on the concerns raised by College of Nursing faculty. The Provost responded that there have been ongoing conversations and improvements in several regards, including: addressing concerns with assignment of duties process consistent with the collective agreement; restructuring the Faculty Council to be led by faculty; establishing a faculty-led forum for discussing additional matters with faculty and staff; progressively attending to workload matters; and developing an implementation plan for the redistribution of seats, which was shared with members of the college and was informed by the Regina-based members.

The Provost also clarified that there has been no loss of PhD-trained faculty rather they have been and are ongoing retirements, yet hiring is underway for PhD-prepared faculty, including tenure track faculty and a CRC appointment; and consistent with accreditation standards class sizes are not increasing in Prince Albert. The Provost reiterated that USask wants to be positioned as a genuine leader in nursing education. The new dean is working on these concerns and goals diligently and is making significant progress. This is an opportunity to work together to further strengthen the College. This will take time.

20. Adjournment

(Jones): The meeting was properly adjourned at 4:35 pm.

Attachments

1. GSA Report presentation slides (agenda item 11.2)
2. Peer Review of Teaching Policy presentation (agenda item 15.1)

COUNCIL ATTENDANCE 2020-2021

Attendance Summary - Voting Participants

Sep 16, 2021 - meetings are being held via Zoom and attendance is taken as per the participant list while meeting is on.

Last Name	First Name	Sept 16	Oct 21	Nov 18	Dec 16	Jan 27	No Mtng	Mar 17	Apr 21	May 19	Jun 16
.	Airini	P	P	P	P	P		P	P	P	
Adl	Sina	P	P	P	A	P		P	P	A	
Aitken	Alec	R	R	R	P	R		P	P	P	
Alcorn	Jane	P	P	P	P	P		P	P	P	
Augusta	Carolyn	P	P	P	P	P		P	R	P	
Bally	Jill	P	P	P	P	P		R	A	A	
Bauman-student	Elisabeth	P	P	A	R	P		P	P	A	
Bedard-Haughn	Angela	P	P	P	P	P		A	P	P	
Bedard-student	Derek	A	A	A	A	A		A	A	A	
Bell	Scott	P	P	P	P	P		P	P	P	
Bhatti-student rep	Haseeb	A	A	A	A	A		A	A	A	
Bilson	Beth	P	P	P	P	P		P	R	P	
Boden	Catherine	P	P	P	A	P		P	P	A	
Boland	Mark	P	P	P	P	A		A	A	A	
Bonham-Smith	Peta	P	P	P	P	P		P	R	R	
Bradley	Michael	R	R	R	R	P		A	A	A	
Brothwell	Doug	A	P	P	P	P		P	P	A	
Burshtyn	Deborah	P	P	P	P	P		P	P	A	
Card	Claire	A	P	P	P	P		P	A	P	
Chernoff	Egan	P	P	P	P	P		P	A	R	
Chowdhury	Nurul	P	A	P	A	P		P	P	P	
Cooper	David	P	P	R	P	P		P	R	P	
Dadachova	Kate	P	P	P	P	P		P	P	P	
DaSilva	Keith	P	P	P	P	P		P	P	P	
Dawson	DeDe	P	P	P	P	P		R	P	P	
de Boer	Dirk	P	P	A	P	A		P	P	P	
Delbaere	Majorie	P	P	P	A	P		P	P	R	
Deters	Ralph	P	P	P	P	P		P	P	P	
Detmer	Susan	P	P	P	P	P		P	P	P	
Downe	Pamela	P	P	P	P	P		P	P	R	
Gabriel	Andrew	P	P	P	P	A		P	R	R	
Gebreab-student	Henok	A	A	A	A	A		A	A	A	
Gjevre	John	P	P	P	P	P		P	P	P	
Grosvenor	Andrew	P	P	P	P	P		P	P	P	R
Gyurcsik	Nancy	P	P	P	P	P		P	A	P	
Harasymchuk	Robert	P	P	P	P	A		P	A	A	
Harrison	William	A	A	P	A	A		P	A	A	
Hassan-student rep	Dalia	n/a	n/a	n/a	n/a	n/a		P	P	A	
Hogan	Natacha	P	A	P	A	P		A	A	A	
Jacob-student rep	Sharon	A	A	A	A	A		A	A	P	
Jamali	Nadeem	P	P	P	P	P		P	P	P	
James-Cavan	Kathleen	P	P	P	P	P		P	P	A	
Jensen	Gordon	P	P	P	P	P		P	R	A	
Jones	Paul	P	P	P	P	P		P	P	P	
Just	Melissa	R	P	P	P	P		P	P	P	
Kahn-student rep	Maria	R	A	P	A	A		A	A	A	
Kalra	Jay	P	R	P	P	P		P	P	R	
Khandelwal	Ramji	P	P	P	P	P		R	P	P	
Kim-student rep	David	A	A	A	A	A		A	A	A	
Kresta	Suzanne	R	P	P	A	P		A	P	A	
Lamb	Eric	R	R	R	R	P		P	R	A	
Larre	Tamara	P	P	P	A	P		P	R	R	R
Lindenschmidt	Karl-Enrich	P	A	P	P	A		A	A	P	
London	Chad	P	P	R	P	P		P	P	P	
Lovick	Olga	P	P	P	P	P		R	P	R	
Luke	Iain	A	R	R	A	A		A	A	A	
Lummerding-	Dominque	A	A	A	A	A		A	A	A	

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

COUNCIL ATTENDANCE 2020-2021

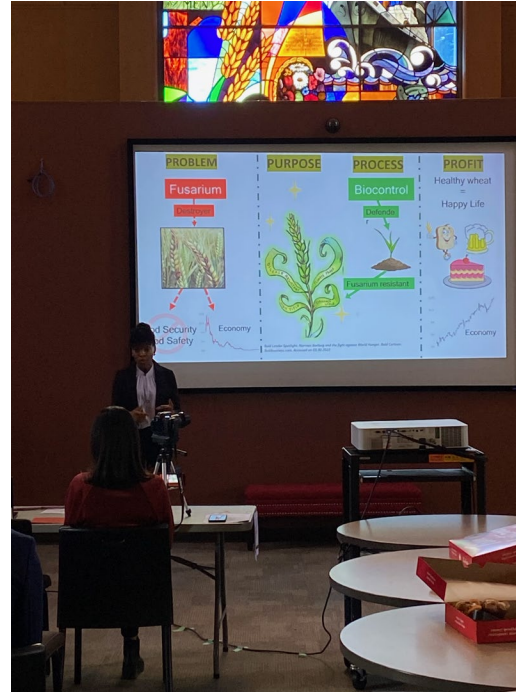
Attendance Summary - Non-voting participants

Sep 16, 2021 - meetings are being held via Zoom and attendance is taken as per the participant list while meeting is on.

Last Name	First Name	Sep 16	Oct 21	Nov 18	Dec 16	Jan 27	No Mtng	Mar 17	Apr 21	May 19	Jun 16
Dunbar	Danielle	n/a	n/a	n/a	n/a	n/a		R	P	A	
Fowler	Greg	P	P	P	P	P		P	R	P	
Goswami-USSU President 2022-23	Abhineet	n/a	n/a	n/a	n/a	n/a		n/a	n/a	P	
Iftikhar-USSU VP 2021-22	Tauqeer	P	P	P	P	P		P	A	n/a	n/a
Isinger	Russell	P	P	P	A	P		P	A	A	
Jaisee-USSU President 2021-22	Tasnim	P	P	P	A	P		P	A	n/a	n/a
Jamie	Angela	A	A	A	P	A		A	A	A	
Kamal-GSA Pres 2022-23	Mostofa	n/a	n/a	n/a	n/a	n/a		n/a	n/a	P	
Kaminski-Senate Rep 2021-22	Nicholas	P	A	P	A	A		A	P	n/a	n/a
Pozega Osburn	Debra	R	P	P	P	R		n/a	n/a	n/a	n/a
Singh	Baljit	A	P	A	A	R		P	A	R	
Still	Carl	P	P	P	P	P		P	P	P	
Sumana-USSU VP Academic 2022-23	Sristy	n/a	n/a	n/a	n/a	n/a		n/a	n/a	A	
Thronberg-Senate Rep 2021-22	John	P	P	A	A	P		A	A	n/a	n/a
Wagner-Senate Rep 2022-23	Larry	n/a	n/a	n/a	n/a	n/a		n/a	n/a	P	
Willness	Chelsea	P	P	P	P	P		P	P	P	
Wilson	Jay	P	P	A	P	P		P	P	P	
Zahan-GSA President 2021-22	Rifat	P	P	P	P	R		P	R	n/a	n/a



GSA Council Report May 2022



Antonia Powell's USASK 3MT presentation



The University of Saskatchewan 3MT competition champion
won 2022 Western Regional 3MT competition

Congratulations to Antonia Powell

Additional need-based bursary

- GSA award on average 25-28 need-based bursaries per term
- 28 regular bursaries in winter 2022 (\$1000 each)
- 40 additional bursaries (\$1000 each) granted in winter 2022 from GSA's crisis reserve fund
- GSA council approved \$40k additional funding for 2022-2023 fiscal year



Spring-term Swag Bag Distribution





Mostofa Kamal (President)



Sristy Sumana Nath
(VP Student and Academic Affairs)



Executive Committee 2022-2023

Vice-President Indigenous
Engagement (Vacant)



Ehsan Moradi (VP Finance & Operations)



Ozra Mohammadi (VP External Affairs)

Election Platforms of the 2022-2023 GSA Executive Committee

1. A minimum guaranteed funding that ensures bread and banana for graduate students
2. A research stipend compatible with the median degree completion time
3. Degree completion time reduction
4. Part-time tuition fees for a part-time students (currently, part-time student pays full-time tuition fees)
5. Student-friendly Saskatoon Transit
6. Extending existing Health and Dental coverages
7. Additional CGPS bursary grant for GSA's need-based bursary
8. Graduate student parental benefits
9. International Tuition Differential removal
10. Wider adoption of EDI principle across the university

Policy on peer review of teaching practices

University Council, May 19, 2022

Context for peer review work

- Building on prior TLARC teaching quality working group activities
- Intended to address identified issues with aspects of current peer review practices:
 - a) Lack of consistency and alignment with university standards
 - b) Lack of recent evidence informed documentation on approach
 - c) Lack of clarity for reviewers on focus and purpose
 - d) Inclusion of only classroom observation in peer reviews
 - e) A desire to address transparency and equity explicitly

Purpose

	Evaluative	Developmental	Collaborative
Purpose	Confirm probation, promotion, quality assurance	Enhance competency through feedback and reflection	Improve teaching through opening up practice and dialogue
Who	Senior &/or trained faculty observe others	Experienced peers observe others in a department	Peers observe each other
Outcome	Report/judgement	Action plan	Analysis and discussion of teaching methods

Sections

- Aims
- Principles
- Policy
- Responsibilities

Templates

- Devised in line with the principles for use if deemed helpful
- Consider a broad collection of materials/evidence
- Aligned with URC developed Standards for Renewal, Promotion and Tenure category 2
- Allow for connection of the standards with aspects of teaching visible through observation, review of materials, etc.
- Versions will reflect different teaching approaches that would necessitate a shift in focus for the review

Consultation

- Vice Provost Faculty Relations
- Associate Deans Academic
- University Review Committee
- Deans' Council
- Individual faculty from various academic units
- EDI Champions Group
- University of Saskatchewan Faculty Association
- USSU Student Council
- Governance Committee of Council
- Policy Oversight Committee

What we heard

- Broad support for developmental approach
 - a) Some felt it should be evaluative
 - b) Some felt it should be formative
- Specific improvements to phrases and wording
- Time: several felt this would take more time than current approaches, some felt it would take less time
- Clarity was sought by some on how this will address inequity perceived in current collegial processes

Suggested Implementation

- Support for development of local guidelines and adaptation/creation of templates
- Resources to support implementation
 - a) Online resources, including templates
 - b) Videos on elements of templates/criteria
 - c) Specific resources on equity considerations in review processes
 - d) Professional development opportunities for faculty, available for department/college groups

UNIVERSITY COUNCIL

PLANNING & PRIORITIES COMMITTEE (PPC)

FOR INFORMATION

PRESENTED BY:	Darrell Mousseau, Chair, PPC
DATE OF MEETING:	May 19, 2022
SUBJECT:	Provincial and Federal Budgets 2022-23

SUMMARY:

In accordance with the Council Bylaws PPC has the responsibility for providing advice to the President on budgetary implications of government funding and reporting to Council.

On May 11, 2022, Airini, Provost and Vice-President Academic; Greg Fowler, Vice-President Finance and Resources; and Sara Daniels, Associate Vice President, Government Relations presented an information item to PPC on the most recent 2022-23 Saskatchewan provincial and Canadian federal budgets. Implications for the University of Saskatchewan plans, strategic priorities, and government relations were discussed with the Committee.

Highlights of the budget and discussion at PPC will be presented at the May 19, 2022 Council meeting.

ATTACHED: Provincial and Federal Budget Presentation 2022-23

2022/23 Provincial & Federal Budget – Impacts for USask

Planning & Priorities Committee of Council
May 11, 2022

22/23 Provincial Budget Impacts - Agenda

- Annual Funding Letter from Advanced Education
 - Operating
 - Capital
 - Student Aid

- Other Highlights

22/23 Operating Funding per Funding Letter

- \$259.6M base grant (unchanged from prior year)
 - Includes \$40.5M targeted for College of Medicine and Library Accreditation
 - Includes \$0.7M targeted flow-through for Meewasin Valley Authority
- \$15.5M strategic funding for financial sustainability initiatives (second and final instalment)
- \$10.2M targeted funding for WCVL and Library Outreach (incl expected increase of \$84K)
- \$1.8M nursing seat expansion (new)

22/23 Other Funding per Funding Letter

Capital

- \$7.8M supplementary funding – facilities (expected decrease of \$4.1M)
- \$13.9M preventative maintenance and renewal (increase of \$0.7M)
- \$1M for dental clinic renovation (new)

Student Aid

- \$1.3M for Saskatchewan Innovation and Opportunity Scholarships (unchanged)

Other 22/23 Provincial Budget Highlights

Innovation

- Make Innovation SK the single agency that supports SK technology and research sector

Water

- Additional \$2.5M for irrigation development projects throughout SK
- Water Security Agency getting \$72M for water infrastructure

Agriculture

- \$33.8M for agricultural research funding, including:
 - \$2M to Global Institute for Food Security re: ag sector contributions to improved environmental outcomes

Other 22/23 Provincial Budget Highlights (cont'd)

Health

- Sector budget increased \$288.2M (4.4%) including spending for mental health and addictions programs and services

Students

- \$600K increase to Mitacs program including Indigenous Pathways initiative
- \$27M to student loan program (repayable and non-repayable)
- \$10.6M for scholarships
- Winding down SK Advantage Grant for Education Savings (SAGES)
- Graduate Retention Program tax credits continue

22/23 Federal Budget Highlights

Research and Innovation

- Hiring more leading researchers (CRCP, CERC)
- Research security
- Building a world-class intellectual property regime
- Innovation clusters
- Funding for Black researchers
- Health research investments

22/23 Federal Budget Highlights (cont'd)

Climate/Environment

- Clean electricity
- Water security
- Agriculture
- Small modular reactors

Students, Skills and Training

- Immigration
- Student supports

UNIVERSITY COUNCIL
PLANNING & PRIORITIES COMMITTEE (PPC)
FOR INFORMATION

PRESENTED BY: Darrell Mousseau, Chair, PPC

DATE OF MEETING: May 19, 2022

SUBJECT: **University of Saskatchewan Budget 2022-23**

SUMMARY:

In accordance with the Council Bylaws PPC has the responsibility for:

- Conducting and reporting to Council on university-wide planning and review activities in consultation with the Provost and Vice President Academic.
- Considering the main elements of the comprehensive budget and financial reports and reporting to Council.
- Recommending to Council on academic priorities for the University.
- Balancing academic and fiscal concerns in forming its recommendations.

On May 11, 2022, Airini, Provost and Vice-President Academic; Greg Fowler, Vice-President Finance and Resources provided an update to PPC on the USask Comprehensive Budget 2022-23, as approved by the Board of Governors. Implications for the University of Saskatchewan plans, strategic priorities, operating, research, capital, and scholarships were discussed with the Committee.

Highlights of the USask budget and discussion at PPC will be presented at the May 19, 2022 Council meeting. More detailed information will have been provided at the USask Financial Townhall on May 18, 2022, and a recording of the event is also available online (link below).

REFERENCE MATERIALS:

USask Planning & Budget Townhall website: <https://usaskca1.sharepoint.com/sites/townhall>

Planning and Budget Update: Fiscal Year 2022/23 Budget

May 2022

Dr. Airini, Provost and Vice-President Academic | **Greg Fowler**, Vice-President Finance and Resources



UNIVERSITY OF
SASKATCHEWAN

usask.ca

BE WHAT THE WORLD NEEDS

Hello. Bonjour. tānisi. hān. ēdānet'e? taanishi. aniin.

(English. French. Cree. Dakota/Lakota/Nakota. Dene. Michif. Saulteaux.)



Dr. Airini
*Provost
and Vice-President Academic*

SECTION SUMMARY

Background and Context

2022/23 Comprehensive Budget

2022/23 Operating Fund Budget

Discussion



Greg Fowler
*Vice-President
Finance and Resources*

The University of Saskatchewan is located 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.

Background and Context

Allocations Based on Strategy



Resource allocations within our means to:

- Colleges/schools
- Education quality, student supports, and student experience
 - Administrative support units
 - Ensuring healthy institutional reserves
- Research, infrastructure, and technology priorities

[Learn more](#)

[USask's Mission, Vision, and Values](#)
[University Plan 2025](#)

KEY TAKEAWAY

The academic mission drives our decision-making; our financial realities inform our decision-making.



UNRESTRICTED FUNDS



OPERATING
ACTIVITIES



ANCILLARY
ACTIVITIES

Revenues and expenses related to a wide breadth of USask activities are classified into fund types for budgeting, financial management and reporting.

[Learn more](#)

[USask Finances](#)



RESTRICTED FUNDS



STUDENT FINANCIAL
AID ACTIVITIES



RESEARCH
ACTIVITIES



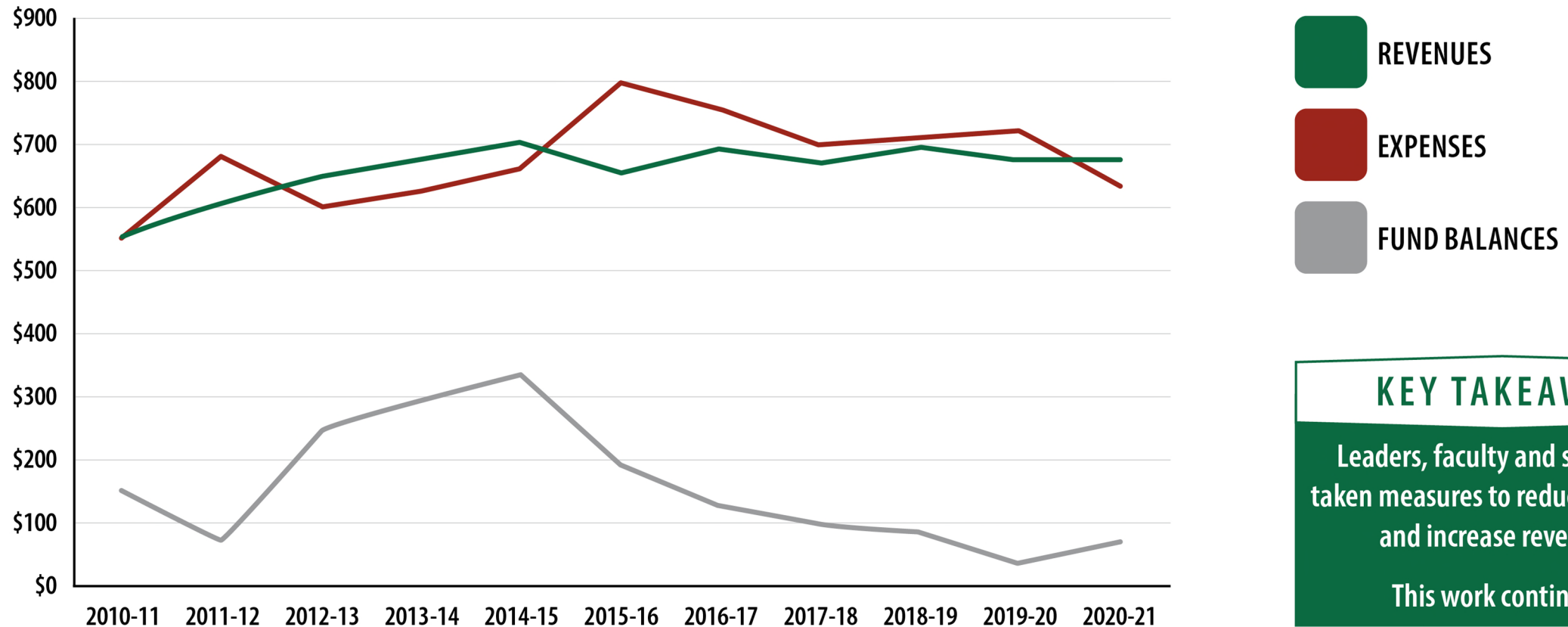
CAPITAL
ACTIVITIES



ENDOWMENT
ACTIVITIES

NOTE: Unrestricted funds are referred to as "General Funds" in financial statements

Operating Fund Trends



NOTE: ALL \$ VALUES IN MILLIONS

KEY TAKEAWAY

Leaders, faculty and staff have taken measures to reduce expenses and increase revenues.

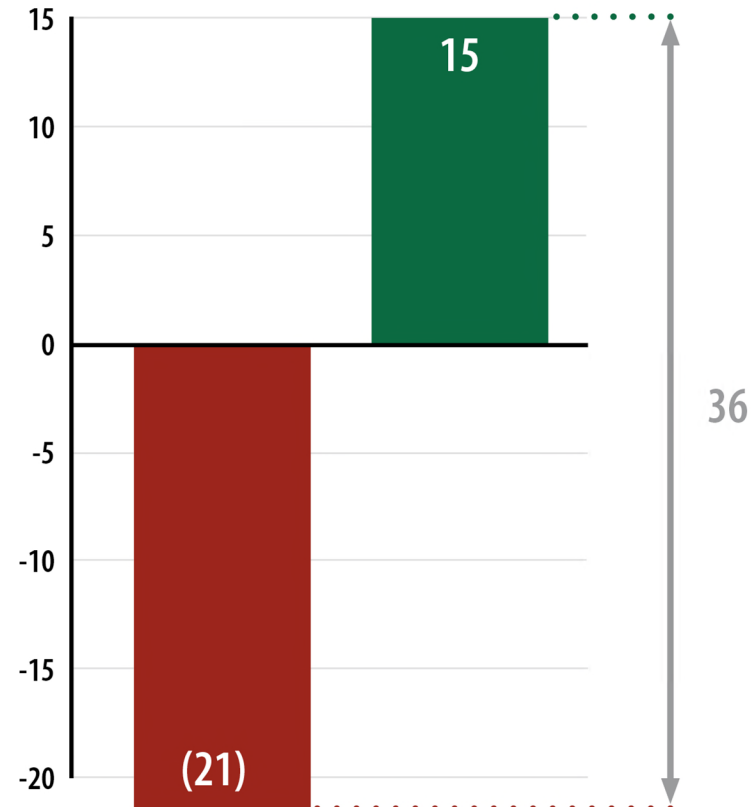
This work continues.

University Reserves

USask's reserves exist to help manage risks, recognize commitments, and take advantage of opportunities requiring funding.

USask's reserves policy requires balances at a minimum of 1.5 per cent of overall expenses.

APRIL 30, 2022, FORECAST RESERVE BALANCE	(21)
MINIMUM REQUIRED RESERVE BALANCE (1.5 PER CENT OF TOTAL EXPENDITURES)	15
FORECAST RESERVE DEFICIENCY	36



NOTE: ALL \$ VALUES IN MILLIONS

KEY TAKEAWAY

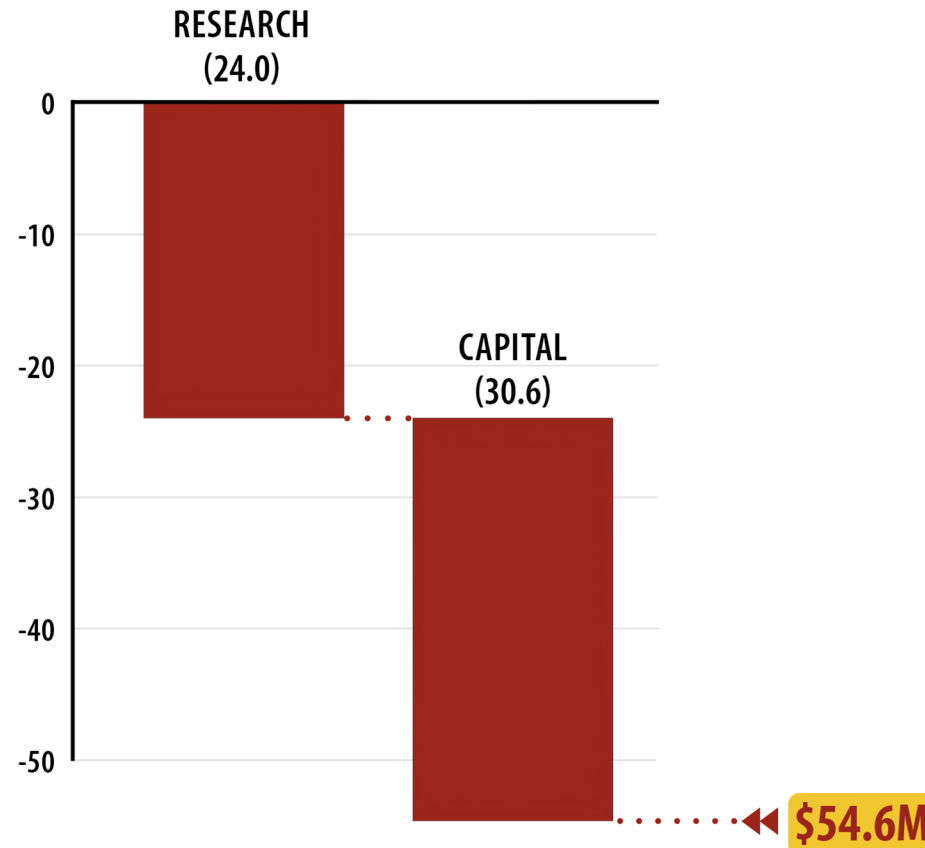
A healthy organization has reserves. The University of Saskatchewan has a strategy to restore reserves by April 2026.

Addressing Past Institutional Commitments

Moving forward, the university must focus on addressing past institutional commitments where funding strategies have changed.

We must continue to pay these down over the coming years and satisfy a commitment to the university's Board of Governors to address these by 2025-26.

Examples of these commitments include research initiatives where unanticipated funding strategy changes occurred and the health sciences capital project where funding expectations from funding sources shifted.



NOTE: ALL \$ VALUES IN MILLIONS AS OF APRIL 30, 2022

KEY TAKEAWAYS

The university has a strategy to pay down \$54.6M debt (which represents approximately 5 per cent of the annual comprehensive expenditures) by April 2026.

Going forward, commitments will not proceed until confirmed funding strategies are established.

2022/23 Comprehensive Budget

Key Assumptions for 2022/23 Budget

Strategic initiatives funded by
\$31M provincial investment
will not create material
savings in 2022/23

Non-salary expenses adjusted for
inflation expectations

Enrolment and tuition planning
used for resource allocation
and budget

*2% undergraduate and 2% graduate
(Enrolment)*

*4% undergraduate and 5% graduate
(Tuition)*

No change to the provincial
operating grant

Salary and benefit escalation of 3%
(based on known commitments)

Investment returns of 5%
(long-term estimated return)

2015-16

2016-17

2017-18

2018-19

2019-20

2020-21

2021-22

2022-23

2023-24

2024-25

2025-26

2022/23 Budget Overview

HIGHLIGHTS

- Balanced budget
- Increase in college/school allocation (4.5%) and in support and administrative unit investment (1%)
- Investments in EDI, sustainability, and Indigenization
- Investment towards goal of restoring healthy reserve balance by 2026
- Investments into quality programming and financial awards for students
- Government investment for university sustainability

CHALLENGES

- Expenses are projected to increase at a faster rate than revenue growth
- Increasing accumulated internal debt
- Reserves are below threshold of USask policy
- Unknown inflation due to world events

BUDGET STRATEGY

- The academic mission drives our decision-making; our financial realities inform our decision-making
- Budget holders continue to have leadership and accountability over their budgets
- Tuition and fees an essential component of revenues
- Diversify revenue
- Restore reserves and build funds for future strategic investments
- Three years of sustainable budgets contingent upon enrolment, tackling challenges, and USask-wide action



Comprehensive Budget 2022/23

	Revenues	Expenses	Interfund	Net
Unrestricted Funds				
Operating	728.0	711.3	(1.6)	15.1
Ancillary	62.2	40.9	(13.4)	7.9
Restricted Funds				
Student Financial Aid	17.3	28.1	11.9	1.1
Research	241.9	179.6	(61.5)	0.8
Capital	25.7	114.5	62.8	(26.0)
Endowments	16.8	0.0	1.8	18.6
Total	1,091.9	1,074.4	-	17.5

NOTE: ALL \$ VALUES IN MILLIONS

KEY TAKEAWAY

A balanced 2022/23 comprehensive budget was approved by the Board.

2022/23 Operating Fund Budget

Operating Fund Budget

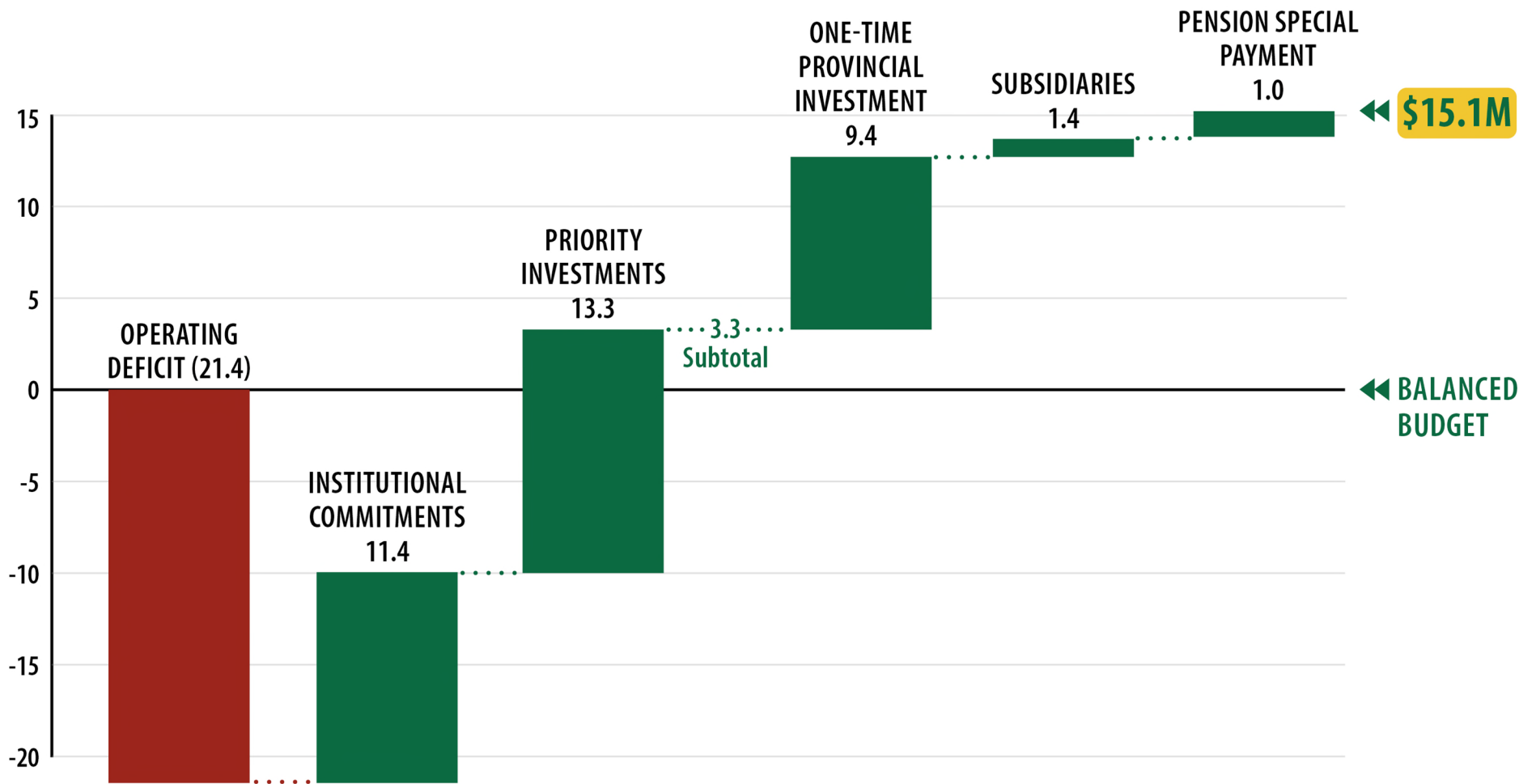
	2021/22 Budget	2021/22 Q3 Forecast	2022/23 Budget
Operating Deficit	(18.5)	(20.5)	(21.4)
Addressing Past Institutional Commitments	13.0	8.0	11.4
Priority Investments	9.4	5.0	13.3
Subtotal	3.9	(7.5)	3.3
One-time Provincial Investment	10.9	11.3	9.4
Subsidiaries	(2.5)	(2.5)	1.4
Pension Special Payment	1.5	1.1	1.0
Total	13.8	2.4	15.1

NOTE: ALL \$ VALUES IN MILLIONS

KEY TAKEAWAYS

A large portion of the operating fund total in 2022/23 is tied to the unspent one-time provincial investment.

The operating deficit poses a significant risk and is a barrier to strategic investment.



◀ BALANCED BUDGET

◀ \$15.1M

NOTE: ALL \$ VALUES IN MILLIONS.
 VALUES LISTED ABOVE EACH COLOURED BAR REPRESENT THE NEGATIVE (RED) OR POSITIVE (GREEN) AMOUNT OF THE RELATED ITEM(S).
 TO DETERMINE THE RUNNING TOTAL AT ANY POINT IN THIS WATERFALL CHART, REFER TO THE HORIZONTAL GRID LINES ON THE "Y" AXIS.

KEY TAKEAWAYS

Collectively, colleges and units have budgeted to spend beyond annual allocations. Some are spending from fund balances or reserves and others are accumulating deficits.

We have a balanced budget with a small gross amount that includes one-time provincial government funding.

Summary

- The academic mission drives our decision-making; our financial realities inform our decision-making
- USask's comprehensive budget for 2022/23 has been approved by the Board
- We have planned for strategic investments aligned with University Plan 2025
- We have provincial government operating grant investment stability until 2025 and additional one-time funding to support our work towards long term financial sustainability
- We have a multi-year strategy to work towards financial sustainability that will:
 - *Address significant deficit and debt in colleges, schools, and support centres*
 - *Address accumulated debt and commitments*
 - *Address service needs and investments*
 - *Grow and diversify revenue – tuition revenue and enrolment planning*

KEY TAKEAWAYS

The academic mission drives our decision-making; our financial realities inform our decision-making.

We have a multi-year strategy to address financial sustainability.

Information Resources

[Budgeting and Financial Planning Overview \(USask login required\)](#)

[USask Finances](#)

[USask Annual Financial Reports](#)

[What is Resource Allocation at USask?](#)

Discussion

Dr. Airini
*Provost
and Vice-President Academic*

airini@usask.ca

Greg Fowler
*Vice-President
Finance and Resources*

greg.fowler@usask.ca

**Thank you. Merci.
mąsi. pidamaya. pinámaya miigwetch. marsee. hiy hiy.**

(English. French. Cree. Dakota/Lakota/Nakota. Dene. Michif. Saulteaux.)



PRESIDENT'S REPORT TO COUNCIL

June 2022

Dear colleagues,

We find ourselves at the end of another academic year, one that has presented us with challenges we've met and opportunities we've seized. We have accomplished much, and now find ourselves in an optimistic position, as we prepare for a fall term that brings us back to our campuses in a safe and reinvigorated way.

I want to wish all Council members a replenishing summer, and I look forward to convening once again in Neatby Timlin auditorium this coming September. Thank you to the many individuals who assist with planning these meetings and have ensured seamless on-line delivery during our time in a remote environment.

Kind regards,
Peter

USask Spring Convocation returns to in-person celebrations at Merlis Belsher Place

For the first time in more than two years, USask celebrated the Indigenous Graduation Celebration and our eight convocation ceremonies, in-person at Merlis Belsher Place. A total of 3,269 graduates were scheduled to receive degrees in this year's Spring Convocation.

As a university community, we are proud of what the newest USask graduates have accomplished in these challenging times, and we will watch with pride as they go on to help shape the future and contribute to what the world needs. Congratulations graduates, and welcome to our family of more than 165,000 alumni living around the world.

Visit the [graduation celebration page](#) to watch convocation ceremonies and the Indigenous Graduation Celebration and to learn more about this spring's honorary degree and award recipients.

June is Pride month

June is Pride Month at USask, across Canada and in a number of countries around the world.

A number of initiatives are planned at USask, including Drag Queen Story Time for Adults at the Murray Library and an Instagram event, which will focus on the College of Arts and [Science certificate in Queer Theory, Gender Diversity and Sexualities Studies](#).

The Two Pride-themed crosswalks will be painted on the Saskatoon campus and new USask Pride-themed merchandise is available at Shop USask, with some of the proceeds going to the Queer Housing initiative. Saskatoon Pride Festival is June 12-18, and USask will be participating in the annual parade.

I would like to thank the cross-institutional committee that came together to plan this year's Pride celebrations at USask. For more information, please go to [USask Pride](#).

USask hosts the Prime Minister of Canada

On May 24th, Prime Minister Justin Trudeau made a special visit to USask and paid tribute to the contributions the university has made to scientific discovery. He wound up a day of tours meeting with staff, board and leadership from the Vaccine and Infectious Disease Organization (VIDO) at USask, and thanked them for their efforts at this moment in history. The prime minister also met with top students and toured innovative spaces and unique research facilities throughout the day. A luncheon meet-and-greet took place with students at the Gordon Oakes Red Bear Student Centre, followed by tours of the university's Crop Development Centre (CDC) research plots and VIDO.

It was an honour to showcase these areas and more for the prime minister. We have taken great strides in developing local solutions to national and global problems, while also building a campus community committed to the values of equity, diversity, and inclusion. We are grateful for the ongoing federal support for our university facilities and programs and appreciated having the opportunity to spotlight some of USask's achievements and advancements for the prime minister.

USask honours researchers for significant contributions

USask's Distinguished Researchers for 2022 are both nationally and internationally renowned and have served the university and the province for decades.

Asthma and allergen researcher Dr. Don Cockcroft (MD) has changed the world's understanding of asthma and its management, with his work over the past 47 years. The prolific research of chemical engineer Dr. Ajay Dalai (PhD) has also made major impacts for 25 years in the fields of bioenergy, heavy oil and gas processing, and environmentally safe remediation of wastewater and waste gas streams.

USask has also recognized Dr. Markus Brinkmann (PhD) and Dr. Xiaodong Liang (PhD) as its two New Researchers for this year. Brinkmann has been developing a world-class research program in aquatic

ecotoxicology since joining USask's faculty in 2018, while Liang has been building an impactful research program to improve the reliability of renewable energy-based microgrids for northern and remote communities, since arriving on campus in 2019.

I wish to congratulate each of these individuals for their accomplishments and leadership in research at USask.

USask co-leads a \$3.2 million dollar research project focused on carbon sequestration for mitigating climate change

A team led by Dr. Angela Bedard-Haughn (PhD), dean and professor of the College of Agriculture and Bioresources at USask, and Dr. Cameron Carlyle (PhD) from the University of Alberta has been awarded \$3.2 million in funding for research on carbon sequestration in perennial forage and pastures.

The funding was announced by Canada's Minister of Agriculture and Agri-Food Marie-Claude Bibeau and Saskatchewan Minister of Agriculture David Marit as part of the Strategic Research Initiative (SRI) which advances research to address complex challenges faced by the agriculture and agri-food sectors. The five-year project will examine soil carbon stocks in perennial forage systems across Saskatchewan and investigate the link between producer management practices and carbon stores to identify practices that promote carbon sequestration. One of the outcomes of the project will be maps providing an accurate estimate of carbon in Saskatchewan's pasture and rangelands.


 BE WHAT THE WORLD NEEDS

Provost's Report to Council

June 2022

Hello Council Chair, members, and visitors. Bonjour.

tānisi. hān. ǎdłanet'e? taanishi. aniin

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

GENERAL REMARKS

This report provides updates as well as indications of our progress towards achieving the five aspirations in our University Plan 2025.

USask Spring Convocation returns to in-person celebration

For the first time in more than two years, the University of Saskatchewan (USask) will celebrate convocation ceremonies in-person this month. After holding online graduation celebrations for the past four spring and fall convocations as the pandemic dragged on, USask is finally returning to Merlis Belsher Place to hold 2022 Spring Convocation in-person from June 6-10. For University Registrar Russ Isinger and his planning team organizing this year's convocation ceremonies, it has been a long time coming. "The planning team is very excited about returning to in-person convocation," said Isinger, who has been involved in nearly individual 150 ceremonies spanning two decades through his work with the Teaching, Learning and Student Experience portfolio. "Convocation is the university's most important public event, and the culmination of all we work toward at the institution. We know the absence of in-person ceremonies was deeply felt by the campus community. Although the team enjoyed the challenge of planning the online convocation celebrations over the past two years, the in-person convocation ceremonies are where we all want to be, especially since the 2019 return of convocation to campus to the wonderful facility we have at Merlis Belsher Place." A total of 3,269 graduates are scheduled to receive degrees in this year's Spring Convocation celebration, which will feature eight ceremonies over five days at Merlis Belsher Place. To all graduands, staff, faculty, department heads, College and School leaders, senior administrators, family and friends, a sincere congratulations and thank you for the inspiration that you are. Thank you to the teams that organise convocation ceremonies and make the events so special.

Indigenous Graduation Celebration

The University of Saskatchewan (USask) held the second [Indigenous Graduation Celebration—and the first to be held in-person—on Friday, June 3.](#) The last in-person event was held in the spring of 2019 when the former Graduation Powwow was held, an event that has transitioned into the new Indigenous Graduation Celebration format.

“We are looking forward to finally be returning to Merlis Belsher Place to honour the university’s graduating Indigenous students in-person again, in the traditional way and with an eye to the future,” Graeme Joseph said ahead of the event as Team Leader, First Nations, Métis and Inuit Student Success in the Teaching, Learning and Student Experience portfolio at USask. “We have missed gathering in-person to honour these remarkable students, and to celebrate their accomplishments with their friends and families, in a good way.”

Close to 180 graduating Indigenous students were expected to take part in the event, with a mixture of fall 2021 graduates and students graduating in the 2022 spring semester. With students’ family and friends, university faculty and senior leaders, along with performers and honored guests, the event was expected to draw about 300 in attendance. The event was also [livestreamed](#) for those who are unable to attend in person.

ASCR Update

Allocating Support Centre Resources (ASCR) seeks to provide the academic side of the institution with an enhanced voice in the services and service levels at USASK, as well as provide a forum for support centre portfolio leaders to communicate their unit’s value proposition, increase engagement, and gain support on service prioritization and use of resources.

A process to further strengthen engagement for ASCR was introduced to Council last May. The launch of the pilot was deferred until Spring 2022 to inform 2023/24 resource allocation decisions. The ASCR pilot year is now well underway, with each of 20 support centres submitting a planning template response in late April. The ASCR Committee is now logging dozens of hours over May and June to review, discuss, and provide inquiries and feedback on the planning submissions, as well as to review financial and position complement data on each of the 20 support centres. The two units selected for a more in-depth review in the pilot year are Information and Communications Technology (ICT) and University Relations. For these two units, the engagement and feedback process will continue through to the Fall when resource allocation decisions are made. The ASCR committee, chaired by the deputy provost, is made up of academic leaders, representation from the Office of the Vice-President Research, support centre leaders, and resource members from IPA and Financial Strategy. For questions about ASCR please feel free to contact the deputy provost (patti.mcdougall@usask.ca) or IPA team (integrated-planning@usask.ca)

MyCreds network

MyCreds.ca is the official online credential wallet for Canada’s post-secondary students and graduates. Developed through the initiative of the Association of Registrars of Universities and Colleges of Canada, the MyCreds network enables students to access and share their secure, verifiable, and official transcripts, parchments, badges, micro-credentials, and official letters. The universities of Alberta, Calgary, Regina, Western, York, and 17 other Canadian post-secondary institutions have joined MyCreds so far, and it is anticipated that all other post-secondary institutions, application services, admission and transfer councils, governments, and non-governmental organizations across Canada and around the world will join. The University of Saskatchewan is in the pilot group of schools implementing MyCreds, and the university registrar’s office anticipates considerable service improvement and administrative efficiency from joining. The university registrar’s office is planning to begin sending and receiving

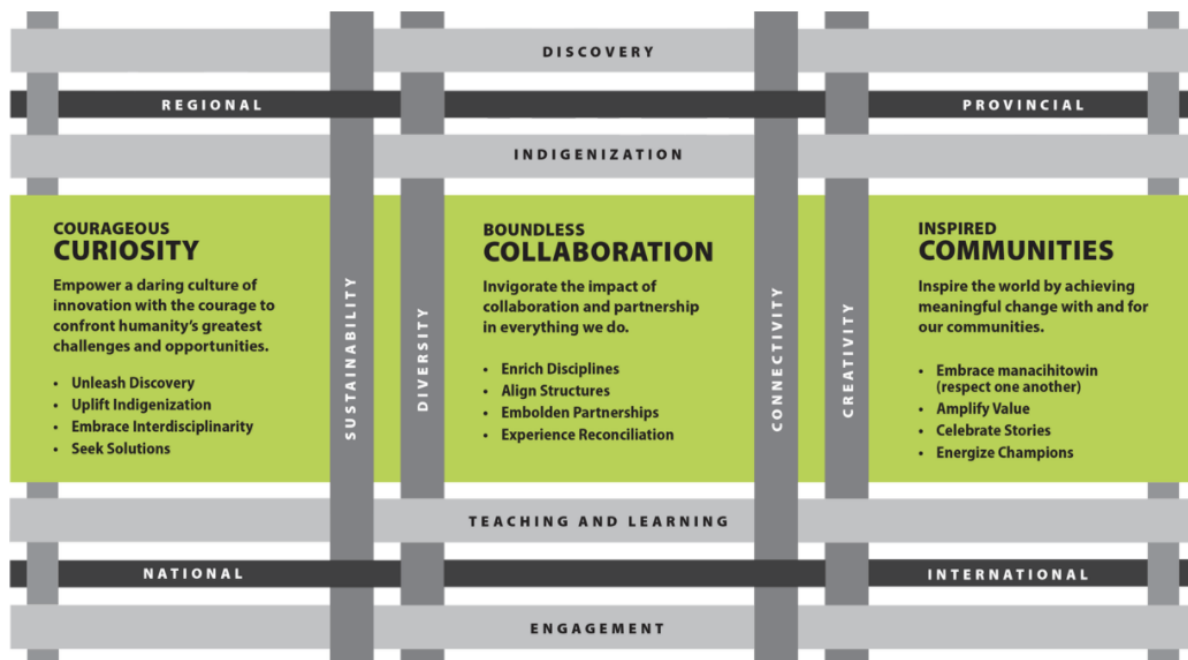
transcripts, confirmation of graduation and enrolment letters, and digital parchments through the network in late July.

Pride Month

June is Pride Month at the University of Saskatchewan (USask), across Canada and in a number of countries around the world, and a recent USask [news item](#) shares how for student Kseniah Pidskalny, celebrating who you are is core to Pride. Creating and, when necessary, pushing harder for safe spaces that 2SLGBTQIA+ students, faculty and staff feel comfortable in is something that USask Deputy Provost Patti McDougall feels very passionate about. She sees June as a time to refocus on those priorities and to learn. To plan for Pride month, a multidisciplinary team of people come together to offer their skills, competencies and perspectives, while taking direction from, in this case, the 2SLGBTQIA+ community. Two Pride-themed crosswalks will be painted on the Saskatoon campus during Pride month this year. New USask Pride-themed merchandise launched in June at Shop USask, with some of the proceeds going to the Queer Housing initiative. Another new addition to USask Pride initiatives this year is an Instagram event hosted by USask EDI Project Specialist Tasnim Jaisee, which will focus on the College of Arts and [Science certificate in Queer Theory, Gender Diversity and Sexualities Studies](#). Learn more about Pride at USask [here](#).

THE UNIVERSITY THE WORLD NEEDS

nīkānītān manācihitowinihk / ni manachīhitoonaan



The following events and initiatives, of the many across our university, featured during the past recent months. News items from our colleges and schools, related to each of our University Plan 2025 aspirations, are included.

Transformative decolonization leading to reconciliation

The USask verification task force focused on Indigenous membership/citizenship nears completion of new policy development. The USask, along with external Indigenous partners, launched a task force to create a policy for Indigenous Membership/Citizenship Verification with Documentation. The [task force, comprised of Indigenous members](#), has focused on ensuring Indigenous peoples are hired for positions created for Indigenous peoples and for Indigenous programming, funding, and scholarships at the university. Planning for the task force began in 2021 with focused work commencing in January 2022. It has been led by USask's Office of the Vice-Provost, Indigenous Engagement. There is also an advisory circle that sits on the outside of the task force. This advisory circle is a non-voting group and is comprised of representatives from across the university. Their role is to advise the task force on how the policy might impact existing university processes.

"Having a formal dialogue around Indigenous membership/citizenship verification with documentation is complex, but it is vitally important," said Dr. Angela Jaime, Interim Vice-Provost, Indigenous Engagement, and chair of the task force.

The end goal of this task force is to create an accessible policy and guidelines for the university to follow when it comes to Indigenous membership/citizenship verification with documentation. For more information see this [news release](#), and [terms of reference](#).

Productive collaboration

The College of Education, along with the International Research and Partnerships Office and the Language Centre, hosted 21 English as a Second Language teachers from the Universidad Católica Del Maule in Chile from May 1 – 30. Coordinated by the Saskatchewan Educational Leadership Unit and the Language Centre, the month-long program included instruction in English as a Second Language pedagogy training (ECUR 498.3 *Trends and Issues: Current Methods in English as a Global Language Instruction*), time spent observing primary and secondary classrooms in Saskatoon and area K-12 schools, and intensive English-language instruction and participation in cultural activities around Saskatoon.

Distinguished Learners

On May 5 and 6, 2022, the Edwards School of Business was proud to host the Saskatchewan Business Teachers' Association (SBTA)'s ninth annual student case competition. The competition, modeled after JDC West, provides an annual opportunity for high-school business students and teachers to come together to discuss, learn, and compete in the areas of financial literacy and entrepreneurship. Participants from across Saskatchewan and Alberta came to USask to compete around the theme of technology and start-up companies. Notably, Lee Evans, Co-Founder and Chief Growth Officer, of myComply (also an Edwards graduate) was the keynote speaker.

Meaningful impact

The Government of Saskatchewan [has announced](#) that pharmacists are now able to prescribe Paxlovid, a medication that can be used to treat early COVID. This is part of a larger initiative involving community prescribing for Paxlovid to increase access to COVID therapies. This

announcement comes after several months of meetings, planning, and collaboration between many partner organizations, including medSask and USask's own Continuing Professional Development for Pharmacy Professionals. CPDPP is based out of USask's College of Pharmacy and Nutrition. medSask has played a critical role throughout the planning process, and the resources and prescribing guides created by the medSask team will be used by all prescribers, including physicians, nurse practitioners, pharmacists, and the Saskatchewan Health Authority COVID Assessment team. medSask and CPDPP provided training on Paxlovid prescribing for over 1000 registrants, and medSask will be the ongoing central support for prescribers in the province. To support these efforts, medSask received \$400,000 in additional funding from the Government of Saskatchewan.

A special acknowledgment to colleagues Danielle Larocque and Kirsten Bazylak for their leadership with this initiative, but it was (and will be in the future) truly a team effort.

Praise for the outstanding work and efforts of the medSask team has been abundant, and from all involved, including the Saskatchewan Health Authority, Saskatchewan Medical Association, College of Physicians and Surgeons of Saskatchewan, College of Registered Nurses of Saskatchewan, and Saskatchewan Ministry of Health. In turn, this recognition reflects well on the College of Pharmacy and Nutrition and University of Saskatchewan, highlighting the significant contributions made to the healthcare system and community.

Global Impact

The USask community joins with Edwards School of Business to offer sincerest congratulations to associate professor, Dr. Vince Bruni-Bossio (PhD) on his 3M National Teaching Fellowship, which is the most prestigious national teaching award in Canada. Bruni-Bossio began teaching at Edwards in the Department of Management and Marketing in 2010 and quickly developed a reputation as not only an excellent teacher, but as a resourceful and innovative leader and champion for change on campus. Bruni-Bossio will be welcomed into the fellowship at the annual STLHE conference in Ottawa from June 7-10, 2022.

Transformative decolonization leading to reconciliation	A university in which Indigenous concepts, methodologies, pedagogies, languages, and philosophies are respectfully woven into the tapestry of learning, research, scholarship, creativity, and community engagement.
Productive collaboration	A university in which research and innovation are inspired by and accountable to community partners.
Meaningful impact	A university resolutely committed to measuring its own success in terms of the aspirations of the communities it serves.
Distinguished Learners	A university whose graduates have the drive, the curiosity, and the humility to work with others in addressing the greatest challenges and opportunities the world faces.
Global recognition	A university that sets the standard in learning, research, scholarship, creativity, and community engagement.

REVIEWS, SEARCHES, APPOINTMENTS

Reviews:

- Dean Suzanne Kresta, College of Engineering (fall 2022)

Searches:

- Dean, College of Dentistry (spring 2022)
- Dean, College of Education (completion fall 2022)
- Dean, College of Arts and Science (completion fall 2022)
- Executive Director, School of Public Health (fall 2022)
- Vice-Provost, Teaching, Learning and Student Experience (completion fall 2022)
- Vice-Provost Indigenous Engagement (fall 2022/winter 2023)

Appointments:

- Dr. Janet Tootoosis has been appointed as interim vice-dean, Indigenous health, College of Medicine for the period of June 1, 2022, to May 31, 2023
- Alastair MacFadden has been appointed as interim associate executive director, Johnson Shoyama Graduate School of Public Policy for a period of up to one year, from July 1, 2022, to June 30, 2023
- Alison Oates has been appointed as acting associate dean, academic, College of Kinesiology, effective July 1, 2022, to June 30, 2023
- Vicki Squires has been appointed as associate dean, research, graduate support & international initiatives, College of Education for a four-year term beginning May 1, 2022, to June 30, 2026
- Peta Bonham-Smith has been extended as dean, College of Arts & Science for a period of up to one year beginning July 1, 2022, or until a new dean is appointed, whichever occurs first
- Mary Buhr has been appointed as interim vice-provost, faculty relations for the period of May 23, 2022, to June 30, 2023
- Charity Evans has been appointment associate dean, academic, College of Pharmacy and Nutrition for a five-year term beginning July 1, 2022, up to June 30, 2027

- Professor Tim Mutsvangwa has been appointed as head, department of animal and poultry science, College of Agriculture and Bioresources for a period of up to five years effective July 1, 2022, to June 30, 2027
- Professor Egan Chernoff has been appointed as head, department of curriculum studies, College of Education for a period of up to five years effective July 1, 2022, to June 30, 2027

thank you

mąsi / pidamaya / pinámaya miigwetch / marsee / hiy hiy

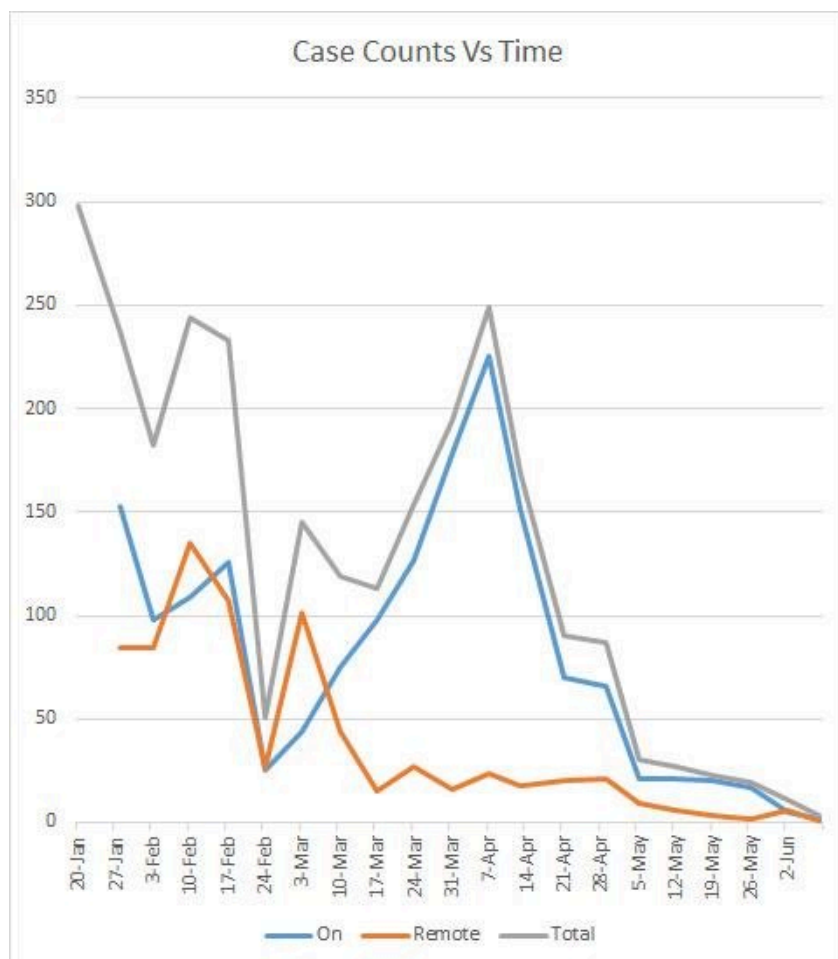
Pandemic Response and Recovery Team (PRT)

University Council Report – June 9, 2022

The Pandemic Response and Recovery Team (PRT) has recommended to President Stoicheff that the current USask mask mandate be paused effective July 1st, 2022. It is anticipated the pause would be in effect until the 2022 fall term (and re-evaluated – see below)

Factors informing the recommendation to pause the USask mask mandate effective July 1st, 2022, include:

- A. Reported provincial COVID cases and hospitalizations are decreasing.
- B. Pressures on the healthcare system/resources have stabilized and are decreasing. Current CoVID cases are being managed by our provincial healthcare system and resources.
- C. Saskatoon CoVID wastewater levels have moderated and are low <https://water.usask.ca/covid-19/>.
- D. While adherence to reporting may also be a contributing factor, USask CoVID case counts are decreasing (2022 calendar year weekly numbers: high January 20th = 298; low June 7 = 3 cases) and are low - see figure:



- E. Seasonal variation of the pandemic - approaching a valley - in addition to lower number of individuals indoors and on our campuses during this period.
- F. There is no provincial public health mask mandate (or other provincial CoVID public health directives). However the Saskatchewan Health Authority and federal airport facilities continue with mask use.
- G. There are no current mandatory mask measures at Saskatchewan Polytechnic and the University of Regina. Masks measures are also absent, or will be discontinued June 30th, at many peer institutions across Canada (Dalhousie, McGill, Ottawa, Toronto, McMaster, Western, Calgary, Alberta, UBC)
- H. Public Health expertise concurs with the recommendation to pause the USask mask mandate as indicated.

It is important to emphasize that **individuals should feel free to continue using masks if they need or want to wear a mask (and be supported in that individual decision)**. We will continue to provide masks to visitors, students, staff, and faculty if requested. In addition, there are specific units/areas for which the mask mandate will continue, for example the Clinical Learning and Resource Centre (CLRC). Further settings are currently being evaluated and a more complete list of areas for which mandatory mask use will continue will be shared before June 30th, 2022.

The situation will continue to be closely monitored by the PRT over the summer, and the mask mandate pause will be re-evaluated prior to September in anticipation of the fall term. We will also further engage with Public Health to guide future measures, including re-implementation of any other protective measures. There will be an announcement regarding potential CoVID preventive measures in a timely manner before the 2022 fall term.

Two (2) subjects deserve particular emphasis:

1. **It continues to be essential that individuals self-monitor and stay home if symptomatic (even if CoVID test results are negative), and of course, if a CoVID test result is positive (even if asymptomatic).**
2. **All USask faculty, students, staff, and visitors should be fully vaccinated, and receive their booster vaccination(s) as eligible. Because of the uncertainties and future realities of the pandemic, proof and verification of vaccination status may become necessary in the future (but is not required at this time).**

Thank you, and may you have a safe and restful summer!

Pandemic Response and Recovery Team (PRT)

Darcy Marciniuk (Chair), Shari Baraniuk, Cheryl Carver, Wade Epp, Kris Foster, Dara Hrytzak, Jeff Lindsay, Patti McDougall, Preston Smith.

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USSU report to University Council

June 2022

For the Academic year 2022-2023, USSU onboarded its newly elected executives on May 2, 2022. For a smooth onboarding of the USSU executives, we had two weeks of orientation to learn about the organization and the different services it offers. And during those two weeks, USSU executive team learned about USSU operations, accounting & finances, communications & marketing, facilities management, IT support, student care & empower me program, USSU centre, USSU childcare centre and transit. In addition to these information sessions, USSU senior managers organized various learning sessions and workshops like student governance, event and project planning, roles and responsibilities of directors, risk assessment & management, bylaw overviews and communications. We are grateful to our USSU senior managers, Amanda Mitchell (Controller), Jason Ventnor (Communications and Marketing Manager), Jason Kovitch (Business and Services Manager), and Stefanie Ewen (Facilities Manager) for a smooth onboarding process. Due to their continuous support and experience, we are able to navigate our way through easily.

Goals and priorities

Executive campaigned on various goals and objectives. But we came together and set some of our key priorities for the year. Some of the key priorities for the year will be **Accessibility** - physical & virtual spaces, educational resources, student services & support and leadership, mental health resources

Affordability - Academic resources, student services,

Action with consultation - Engaging our student community in decision making

Engagement - Due to covid our campus community life has significantly impacted. As executives, we want to get back to student life.

Learning modules- Providing various learning modules for our student leaders (Member of student council, Association of constituency of President, Student at large and campus group executives) through canvas- USSU learning modules. Student

governance, Academic rights and responsibilities, student leadership, sexual violence and prevention, serve it right, EDI and ARAO and other modules.

Campus Groups- resources and services for campus groups, project and initiative-based grants, Anti- Racism and Anti-Oppression, Equity, Diversity and Inclusion, New campus group support grant, and campus group skill enhancement sessions.

Executives are currently working on finalizing the priorities that can be aligned with USSU's and University's mission, vision and values.

Events

As for the past two years, we could not come together and do students' in-person activities. Still, this year executive's priority is to get more student involvement and engagement. Each year USSU executives and Centres organize various events for student engagement and awareness. One of the biggest challenges identified by students on campus is communication. There is no common platform for students, staff, faculty and alumni to identify resources and events in one place. And to overcome this challenge, President Goswami is working with the communication team at administration and colleges to collaborate and mediate a way to communicate the resources and events with one another. So far, President Goswami has communicated with the Library, College of Arts and Science and the President's office for collaboration, and other meetings are underway.

USSU executives and centre coordinators have booked term one events for this first week.

	Event name	Date
1	USSU Summer Sports - 1	May 30th and May 31th
2	USSU Welcome week Fall	September 6th to September 9th
3	Campus Group week	September 12th to September 16th
4	Academic Awareness week	September 19th to September 22th
5	Truth and Reconciliation events	TBD
6	Sexual Violence Awareness week	September 26th to September 29th
7	Accessibility week	October 3rd to October 7th

8	Pride week	October 11th to October 14th
9	Qeerplaoza	October 15th
10	Sustainability week	TBD
11	Mental health Awareness week	October 24th to October 28th
12	Health and wellness day	TBD
13	Who needs feminism	TBD
14	Trick or treat	TBD
15	Halloween	TBF(to be finalized)
16	Fall break - De-stress events	TBF
17	Christmas Photo events	TBF
18	Equity, Diversity and Inclusion	TBF
19	USSU Summer Sports - 2	TBD

University Students Council (USC) & Association of Presidency of Constituency (AOCP)

USC member and AOCP members are the bridge between USSU and student community. And collaboratively they advocate for student support and services. University Students' Council Meetings are generally every **Thursday at 6:00 pm** in the Roy Romanow Student Council Chamber, with the exception of May, June, July, and August. President Goswami is working with Jason Ventnor USSU communications and marketing managers to finalize the USC and AOCP meeting calendar. Additionally, President Goswami is reaching out to different senior leadership teams to attend USC and AOCP. A finalized calendar will be available on USSU social media in the upcoming month.

2022-2023 MSCs

Constituency	Representative
Agriculture and Bioresources 1	Shelby Wakefield
Agriculture and Bioresources 2	Daniel Schuepbach
Arts and Science 1	Maria Haneef
Arts and Science 2	Kingslei Medina
Arts and Science 3	Alexis Salisbury
Dentistry 1	Tania Alazawi
Education 1	vacant
Education 2	vacant
Edwards School of Business 1	vacant
Edwards School of Business 2	vacant
Engineering 1	Shanleigh McKeown
Engineering 2	vacant
Indigenous Students 1	vacant
Indigenous Student 2	vacant
International Students 1	Kanika Gupta
International Students 2	Krunal Chavda
Kinesiology 1	Kathan Choksi
Law 1	Levi Perrault
Medicine 1	Moyin Onasanya
Nursing 1	Dalia Hassan
Nursing 2	Arriana Mclean
Pharmacy and Nutrition 1	vacant
St. Thomas More	John Cody

St. Thomas More 2	Elisabeth Bauman
WCVM	Haley Jenkins

2022-2023 Presidents

College/Constituency	President/Representative
Agriculture and Bioresources	Morgan Davey
Arts and Science	Zachary Digout
Dentistry	Gill Phillips
Education	Caet Nicholson
Edwards	Eljay Dungca
Engineering	Kasey Burgess
Indigenous	vacant
International	Agnes
Kinesiology	Jantz Sawatsky
Law	Phoenix Howe
Medicine	Zoher Rafid-Hamed
Nursing – Saskatoon Co-President	Nathan Lumsden
Nursing Saskatoon Co-President	Sarah Nickel
Nursing Regina	Nate Johnson
Nursing Prince Albert	Jillian Ottman
Pharmacy and Nutrition	Oleksandr (Sasha) Bendasyuk- Pharmacy Sarah Klaassen- Nutrition
St. Thomas More	Abbi Cross
WCVM	Tamara Delport

Bike to Work Day

USSU organizes various sustainability events and awareness sessions throughout the year in collaboration with Matt Wolsfeld Community Engagement Co-ordinator from Office of Sustainability. In May, the Office of Sustainability, the City of Saskatoon and USSU collaborated on Bike to Work Day. Bike to work day was organized on May 19, 2022, with the mission to promote emission-free transportation and encourage the community to use bikes to work during summer. The initiative was a great success taking the rainy and windy weather into account. 143 participants stopped by the booth to support the initiative, and get #YXEbike stickers, snacks and resource guides.

USSU Summer Games

USSU organized its first-ever summer games on May 30 and May 31. Keeping the games inclusive, accessible and diverse, we organized spike ball, Soccer, Tug of war, Capture the flag, cricket and various board games. Combining both days there were more than 150 active participants from students in multiple games. President Goswami extended the game invite to staff, faculty and students for more engagement on campus. USSU executives are planning to bring back the summer games in early fall, and we would like to extend the invitation again to our students, staff, faculty and alumni.

USSU Centres

One of the vital services that USSU offers are centres - a safe and inclusive space with essential resources for the campus community. Currently, USSU has five centres

- a. [Help Centre](#) - Centre Coordinator Rayna Rahman
- b. [Pride Centre](#) - Centre Coordinator Kseniah Pidskalny
- c. [Women Centre](#) - Centre Coordinator Yashica Bither
- d. [Food Centre](#) - Centre Coordinator Veronica Dirk-Pothier
- e. **Student Safewalk and Student Crew** - Centre Coordinator Lucas Kobashi

USSU offers its centre supports to everyone, including undergraduate and graduate students.

More information on USSU centres can be found on www.ussu.ca

Meet & Greet

USSU executives are meeting up introductory meetings with college Deans from most of the colleges, student affairs and outreach, administration, student wellness, AES, human rights commission, other student unions, city of Saskatoon, faculty association, huskies, and other stakeholders. These introductory meetings will help the USSU executives to strengthen the existing relationships.

Additionally, executives are looking forwards to collaborating with these stakeholders on different projects and initiatives.

Sincere thank you from USSU executives and the USSU team. Kindly reach out to Abhineet Goswami at president@ussu.ca or 306-966-6965 for any questions or suggestions.

With respect,

Abhineet Goswami, President
Sharon Jacon, VP Academic Affairs
Lia Storey-Gamble, VP Operations and Finance
Punya Miglani, VP Student Affairs



University of Saskatchewan Graduate Students' Association

GSA's Report - University Council Meeting, June 2022

Dear Members of the University Council,

The current GSA Executives just completed their first month of duties and spent most of their time learning about the previous initiatives of their predecessors. Further, the Executives are also familiarizing themselves with the policies of the various university committees, which is crucial for advocating for graduate students' rights and wellbeing. We will continue our dedication and efforts in helping graduate students by engaging with our partners on campus and university leadership.

In this report, we present some initiatives that the Executives have completed or been working on, which include:

1. GSA Commons is Open for Students

After keeping the GSA Commons close since March 2020 following the University of Saskatchewan, Federal and Provincial Government's COVID-19 protocols, the GSA Commons opened its in-person operation starting on May 2, 2022. The GSA Commons is now open for student activity during office hours (9:00 am to 5:00 pm) from Monday to Friday. Graduate students can meet the GSA executives and Office Manager for different services. The GSA Commons is also available for rent, provided that potential renters follow GSA's renting guidelines.

2. GSA Need-Based Bursaries for Spring and Summer 2022

During the Spring and Summer 2022 terms, the GSA will provide 25 regular bursaries. Further, the GSA will provide ten special bursaries from the discretionary fund (\$40k for the 2022-2023 fiscal year) approved by the GSA council members at the AGM on April 19, 2022, to help graduate students passing through an unprecedented financial hardship because of rapid tuition fees hike, COVID-19 protocols, and Canada's record-breaking inflation rate.

The GSA bursary committee will follow the below schedule to distribute the Spring and Summer 2022 bursaries:

Bursary Application Open: June 8, 2022

Bursary Application Close: June 29, 2022

Bursary Results Announcement: July 4, 2022.

The GSA is grateful to the College of Graduate and Postdoctoral Studies (CGPS) for its current financial support for the need-based bursary. GSA sincerely requests the CGPS to match GSA's discretionary fund (\$40k) so that the GSA can provide 40 more bursaries during the 2022-2023 fiscal year. A funding match from the CGPS would enable the GSA to help the maximum number of financially struggling graduate students in the upcoming terms.

3. GSA Fall Orientation

The GSA executives are currently working to organize an in-person Fall orientation for the graduate students. The GSA hopes to share event details with the council in the July meeting.

4. Advocacy for Service Enhancement of Student Wellness Centre Services

Graduate students are concerned about the limited accessibility of various services at the Student Wellness Centre. For example, students require four to eight weeks to get a doctor's appointment; lack of Walk-In doctor facilities, limited number of Counsellors, Social Workers, Mental Health Nurse, Psychologists and Psychiatrists. After receiving confirmation for initial appointment following the four to six weeks, students receive frequent cancelations of their appointments at the last minute. GSA wants to advocate for the students to receive enhanced service for their health needs.

5. Advocacy for the minimum guaranteed funding for thesis-based graduate students

The GSA wants to re-iterate its advocacy for a minimum guaranteed scholarship for all thesis-based graduate students not less than the equivalent amount of Saskatchewan's minimum wage salary (~ \$22,500). Further, the GSA wants an introduction of a university-wide minimum of four years of guaranteed funding for Ph.D. students and for thesis-based master's students to be three years, a time of financial stability that reflects the median graduation time of the University of Saskatchewan.

Mostofa Kamal

President, Graduate Students' Association

University of Saskatchewan

UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION

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

DATE OF MEETING: June 16, 2022

SUBJECT: **Promotion Appeals Panel Nominations 2022-23**

DECISION REQUESTED:

*That Council approve the nominations to the vacancies on the
Promotion Appeals Panel effective July 1, 2022.*

SUMMARY:

At the May 19, 2022 Council meeting the Nominations Committee presented the annual omnibus list of nominations to University Council and USFA Collective Agreement committees. Three vacancies had yet to be filled on the Promotion Appeals Panel.

Per article 16.5.3. of the Collective Agreement, the requirements for membership on the panel are that the individuals are tenured and hold the rank of Professor, are not members of the URC, and have not served on the URC in the previous 3 years.

The Nominations Committee recommends the following individuals to the Promotion Appeals Panel:

1. Yin Liu, Department of English – term from July 1, 2022 to June 30, 2025 (three years)
2. Sabine Banniza, Plant Sciences – term from July 1, 2022 to June 30, 2024 (two years)
3. Daniel MacPhee, Vet Biomedical Sciences – July 1, 2022 to June 30, 2024 (two years)

ATTACHMENTS:

NA

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Paul Jones, chair, Nominations Committee

DATE OF MEETING: June 16, 2022

SUBJECT: Annual Committee Report

COUNCIL ACTION: For Information Only

SUMMARY:

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

The Nominations Committee met throughout the year to fill vacancies as they arose on the academic committees of University Council and on the collective agreement committees. Although our work occurred throughout the year, we were especially busy, meeting multiple times in April and May to fill vacancies caused by the end of terms on committees and impacted by the spring 2022 University Council elections. This year was also very busy with nominating faculty members to serve on search and review committees for senior leadership positions on campus. I will not enumerate the tasks completed in terms of nominations as you will have seen and voted on all these nominations in the various council business packages throughout the year.

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

Fulfilling the responsibilities of this committee would not be possible without the dedication and thoughtful considerations of the committee members: Eric Lamb (vice chair), Keith Walker, Kara Somerville, Scott Bell, Veronika Makarova, Tom Steele, Teresa Paslawski (interim vice-chair), Yvonne Shevchuk, and Jaswant Singh. Thank you to our invaluable support from the Governance Office, Jacquie Thomarar and Michelle Kjargaard. Your attention to detail and your phenomenal organizational skills were deeply appreciated, especially when there were time constraints for responding to requests for nominations. The committee also greatly appreciates your depth of understanding of the University's governance procedures and ability to immediately answer questions that arise in committee meetings concerning those matters.

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

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY:	Alison Oates, chair, Academic Programs Committee
DATE OF MEETING:	June 16, 2022
SUBJECT:	Degree-level certificate in Precision Agriculture
MOTION:	That Council approve the degree-level Certificate in Precision Agriculture in the College of Agriculture and Bioresources, effective September 2023.

PURPOSE:

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

CONTEXT AND BACKGROUND:

The College of Agriculture and Bioresources is proposing a degree-level certificate in Precision Agriculture. This 15cu certificate program will introduce students to precision agriculture, allowing them to develop skills with GIS programs and to understand what drives spatial and temporal differences in crop yields. With a variety of courses available that can serve as electives in this program, students will have the opportunity to gain sub-discipline specific skills and knowledge in precision agriculture. The program will have three required courses, one of which is a capstone course.

This certificate program is aimed at students currently completing a degree program and students may enter the program from partner sub-disciplines in their second year of study. The college anticipates enrollment of 30 students in total, with 15 graduating annually. It is anticipated that the majority of students will be from the College of Agriculture and Bioresources, there may be some interest in other subspecialties outside of the college, such as geography.

This certificate program will help students gain experience with and knowledge of tools that manage crop production and to support continued technological advances in agriculture.

CONSULTATION:

The Academic Programs Committee reviewed the proposal for this new program at its May 11, 2022 meeting. The committee were supportive of the program and were pleased with the consultation that happened both with impacted colleges as well as with industry about the content of the certificate program. The committee voted to recommend that Council approve this program.

ATTACHMENTS:

- 1. Proposal for New Certificate in Precision Agriculture**

PROPOSAL IDENTIFICATION

Title of proposal: New Certificate Program: Certificate in Precision Agriculture

Degree(s):

Field(s) of Specialization: Precision Agriculture

Level(s) of Concentration: Certificate

Option(s):

Degree College: Agriculture and Bioresources

Contact person(s) (name, telephone, fax, e-mail):

Steve Shirtliffe, 966-4959 (office), (306) 270-5647 (mobile), steve.shirtliffe@usask.ca

Proposed date of implementation: Sept 2023

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.

Agriculture is at the core of civilization as it provides food for humanity. As an industry, it also occupies the largest land area of any on the planet. To achieve food security while keeping the planet healthy, crop production from the existing land base must be increased in a sustainable way. Tools now exist to understand crop production and to manage it precisely. Satellites can provide near real-time imagery of fields that can be used to monitor crop growth. Farm machinery now routinely steers itself and the levels of inputs can be changed within a field to precisely deliver the optimal rate to the crop. This variable rate technology has resulted in both economic and environmental benefits as more crops receive the optimum level of inputs, thereby increasing crop yields while avoiding excess nutrients which can result in environmental pollution. These technological advances have resulted in a precision agriculture industry with some of the world's leading companies based in western Canada including CropPro, Nutrien/Echelon and Farmers Edge. This industry already employs University of

Saskatchewan graduates from Agriculture, Computer Science and Engineering to meet the demand. In addition to the industrial activity in this area, the University of Saskatchewan has become a centre for precision agriculture research. The Canada First Research Excellence Fund (CFREF) resulted in the Plant Phenotyping and Image Research Centre (P²IRC), which brought together researchers from different colleges across campus. A Western Economic Diversification Grant for the Omics and Precision Agriculture Laboratory (OPAL) provided equipment for use in this area. The Crop Imaging Laboratory has developed several collaborative research projects utilizing both satellite and Unpiloted Aerial Vehicles (UAVs) as tools in Precision Agriculture. Finally, a search is being initiated for a Canada Research Chair in Digital Agriculture/Big Data in the College of Agriculture.

The Certificate structure of this program will allow students to gain knowledge and to develop experiential skill in precision agriculture. This will differentiate them in the marketplace by directly targeting the core skills necessary for employment in the precision agriculture industry. We held an Industry/Academia Precision Ag Certificate Workshop to refine the goals of the certificate (see attached report). The Precision Ag workshop was well attended by industry and received unqualified support. This workshop was instrumental in formulating this certificate outlined in this application. We believe that a Precision Agriculture Certificate will be timely and well subscribed.

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.

This proposed interdisciplinary certificate fits well within the University of Saskatchewan's signature area of *Agriculture – Food and Bioproducts for a Sustainable future*. Sustainable crop production is a key area of precision agriculture as it optimizes crop inputs to efficiently produce food and ensure food security.

The interdisciplinary certificate also aligns with the signature area of *Water Security-Stewardship of the World's Freshwater Resources*. As Saskatchewan has a semi-arid climate, the most important limitation to crop growth is water. By understanding water supply and the water use efficiency of crops we can ensure that water is managed optimally in rainfed and irrigated cropping systems.

The University Plan and Vision document are reflected in the Precision Agriculture Certificate as it *“uses interdisciplinary and collaborative approaches to discovery”*. As precision agriculture relies on the fusion of several different disciplines, it has at its core interdisciplinary and collaborative approaches. Furthermore, the practice of precision agriculture is still evolving and key participants in the journey are at the University of Saskatchewan. Indeed, the awarding of the CFREF grant resulting in the creation of P²IRC first brought together the participants in the

precision agriculture area. Furthermore, Saskatchewan and the prairies are home to a large and innovative precision agriculture industry.

Many of the guiding principles of the 2025 University of Saskatchewan Plan are again reflected in the Precision Agriculture certificate. The certificate is designed to promote *Courageous Curiosity* by bringing students together to solve problems. The multi-disciplinary structure of the certificate and the emphasis on team building will ensure that *Boundless Collaboration* exists both with the students and the faculty. All of this will result in *Inspired Communities* where students can explore ways of both increasing productivity and reducing environmental harm.

Indigenization is extremely important for the area of precision agriculture as the land that is farmed was originally utilized by First Nations groups for millennia before the arrival of Europeans. Indigenous students who have an interest in land management may be interested in this certificate.

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

This certificate program will target students from all of partner disciplines. It is anticipated that this program will attract students in general who are interested in digital technology as it applies to agriculture. Within the partner sub-disciplines, we anticipate the following groups will be interested:

- Technologically oriented students
- Students who desire employment in precision agriculture industry
- Indigenous students interested in land management

This certificate program is partially based on the results of a needs assessment workshop that was funded and facilitated by a Curriculum Innovation Fund from the Gwenna Moss Centre for Teaching and Learning. The in-person needs assessment workshop invited researchers and industry representatives from the precision agriculture industry to the University of Saskatchewan. The goal of this workshop was to bring faculty together for an initial discussion regarding identifying a shared vision for a Precision Farming certificate (cross-college) followed by a facilitated workshop with industry leaders to consult with leaders and identify industry needs. We used this workshop to look for ideas on what industry and research thought the best direction for precision agriculture research, and to identify possible new course development that may be required as well as gaps in instruction for this proposed program.

Following the successful introduction of this certificate program, we are planning to work towards developing it as a post-diploma certificate program as well. This would expand the target learners to those that are already in the work force.

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

There are no competing programs at any U15 Universities or top tier Agriculture Universities in Canada. There are two competing programs at regional agricultural universities in Alberta. Olds College has a two-year Diploma in Precision Agriculture – Techgronomy, which integrates technology with agronomy at the diploma level. Olds also offers a 8-month post-diploma certificate in Agriculture Technology Integration, which trains students at a technician level on aspects of technology integration in precision agriculture. Lakeland College offers a three-year Bachelor of Agriculture Technology. This program offers courses in Geographic Information Systems, remote sensing, and precision agriculture in addition to courses in agronomy. Finally, Lethbridge University appears to be developing a program in Precision Agriculture as they just posted an advertisement for three instructors to teach in this area.

This proposed certificate program differs from the other programs in both the level of its content and the certificate structure. The philosophy behind the proposed Precision Agriculture Certificate is to focus on educating the students in interpreting data from precision agriculture to allow for agronomic decisions to be made. We are avoiding being too specific in teaching individual products or technologies and instead we will focus on the scientific principles that underpin precision agriculture and how these generic technologies can be used to better inform crop management decisions that will be economically and environmentally beneficial. The proposed Precision Agriculture Certificate is also unique as it is multi-disciplinary. Students from diverse backgrounds including computer science, agronomy, and engineering, will take this certificate together. The students will be exposed to differing perspectives and we will encourage them to form teams that will foster cross-discipline communication.

2. Admissions

a. What are the admissions requirements of this program?

Admission Qualifications

Regular Admission

- Completion of at least 24 credit units of post-secondary coursework
- Minimum average of 70% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
- Proficiency in English

Selection Criteria

- Regular admission: Academic average—100% weighting
 - Average is calculated on 18 or more transferable credits

Categories of Applicants

Regular Admission

- Admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized and/or accredited post-secondary institution, with an average of at least 70%.

3. Description of the program

a. What are the curricular objectives, and how are these accomplished? Copy from existing plans

- To introduce students to precision agriculture
- Students will understand the drivers of spatial and temporal variability in crop production
- Students will understand the methods that can be used to develop management zones for variable rate crop input application
- Students will develop skills in GIS programs
- Students will develop problems solving skills within a group context to allow them to critically evaluate information sources and data to develop solutions

All these skills will be taught within an inter-disciplinary context with students from the partner sub-disciplines. As precision agriculture is by nature multidisciplinary, students from the different sub-disciplines will bring different skills and perspectives to the certificate. For example, an agriculture business student would focus on the economics of precision agriculture, whereas a computer science student would focus on the data analytic questions. Nevertheless, all students will understand the primary objectives listed above.

Students completing this certificate will be expected to:

- Understand the basics of precision agriculture
 - Understand what drives spatial and temporal differences in crop yield
 - Utilize precision agriculture tools and analytic techniques within a GIS system
 - Utilize data to solve precision agriculture problems
 - Work effectively in a diverse team to generate precision agriculture solutions
 - Be effective and respectful communicators
- 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.*

Modes of delivery: We plan to deliver this program primarily using an on-campus model for course offerings as many of the courses are pre-existing and control over the mode of delivery is set by the course's providers. Nevertheless, it is our intention to eventually expand the offering of this certificate to a post degree certificate. At that time in the future, we will offer a suite of courses that can be accessed either remotely or through hybrid model to allow students

to take some of their credit units remotely. All courses will be offered annually and during the fall and winter terms.

Experiential learning opportunities:

Several courses in the precision agriculture program will provide experiential learning. The required introductory course will have a laboratory that introduces precision agriculture technology and provides hands on experience with the sensors, the fields, and the analytic tools. The required GIS (GEOG 222.3) course will provide the backbone of the experiential learning for analysis of spatial precision agriculture data for the students. In this course students will develop the skills to analyze spatial datasets and imagery within a geographic information system.

Within the optional courses there will be more opportunities for experiential education, as many of the optional courses have practicum sections.

The capstone course in this program (PLSC 402) is designed to allow experiential learning. In it the students will work in multidisciplinary teams to develop precision agriculture solutions to real life clients. We will collaborate with industry, production (farmers) and academic partners to provide real life data that the groups of students will work with. This will be combined with tours to land that will allow real life understanding of the principals involved.

General teaching philosophy: The mission of the Precision Agriculture Certificate is to develop student's theoretical knowledge and applied skills in the area of precision agriculture. To do this we will develop both the soft and hard skills students need to understand and practice this discipline. The multi-disciplinary foundations of precision agriculture are recognized explicitly in this certificate in the structure of the program which reaches out to the subdisciplines for students. These students will be brought together in teams so that they learn how to communicate with other disciplines and work effectively in a diverse team to generate precision agriculture solutions.

c. Provide an overview of the curriculum mapping.

The following is our curriculum mapping of the proposed program to our learning objectives:

		Course Name	Notes	Exp Learning	Lab practicum/ Tutorial	Underst and Prec Ag	Spatial & temp var &soils	Data to solve prob	Diverse team to solve Prec Ag
				Group activitie s					
	PLSC 202.3	Introduction to Precision Agriculture	Required		X	X	X	X	
	GEOG 222.3	Introduction to Geographic Information Systems	Required		X			X	
	PLSC 402.3	Advanced Precision Agriculture	Required	X	X	X	X	X	X
	AGRC 111.3	Discovery in Plant and Soil Sciences	Required		X		X		
	PLSC 201.3	Field Crops of Western Canada	Elective		X		X		
	PLSC 222.3	Introduction to Field Crops	Elective		X		X		
	PLSC 260.3	Principles of Plant Protection	Elective				X		
	PLSC 335.3	Field Crop Disease Management	Elective	X	X		X		
	PLSC 340.3	Weed Biology and Ecology	Elective		X		X		
	PLSC 450.3	Applied Entomology	Elective	X	X		X		
	PLSC 382.3	Introduction to Field Scouting	Elective	X	X		X		
	PLSC 401.3	Sustainable Crop Production	Elective	X	X	X	X		
	PLSC 418.3	Management of Arable Grasslands	Elective	X					
	ENVS 220.3								
	SLSC 232.3	Soil Genesis and Classification	Elective				X		
	SLSC 240.3	Agricultural Soil Science	Elective		X				
	SLSC 220.3	Environmental Soil Science	Elective				X		
	SLSC 312.3	Soil Fertility and Fertilizers	Elective		X		X	X	
	SLSC 322.3	Soil Physics	Elective		X			X	
	SLSC 313.3	Soil Chemistry	Elective						
	SLSC 343.3	Soil Microbiology	Elective		X				
	GEOG 225.3	Hydrology of Canada	Elective		X		X		
	GEOG 290.3	Field Methods and Laboratory Methods	Elective						
	GEOG 302.3	Quantitative Methods in Geography	Elective	X	X		X	X	
	GEOG 322.3	Introduction to Geographic Information Systems	Elective		X			X	
	GEOG 323.3	Remote Sensing	Elective		X		X	X	
	GEOG 423.3	Advance Remote Sensing	Elective		X		X	X	
	GEOG 390.3	Methods in Hydrometeorology	Elective		X		X		
	AREC 220.3	History of Indigenous Agriculture in Canada	Elective						
	AREC 222.3	Introduction to Farm Business Management	Elective		X				
	AREC 272.3	Introduction to Agricultural Economics	Elective					X	
	AREC 315.3	Application of Microeconomic Theory to Agriculture	Elective		X			X	
	AREC 354.3	Agribusiness Management Information Systems	Elective					X	
	AREC 361.3	Intermediate Statistics and Decision Making	Elective						
	AREC 420.3	Operations Management for Agriculture	Elective		X			X	
	AREC 459.3	The Economics of Agricultural Innovation	Elective						
	CMPT 214.3	Programming Principles and Practice	Elective		X				
	CMPT 317.3	Introduction to Artificial Intelligence	Elective		X			X	
	CMPT 350.3	Web Programming	Elective		X				
	CMPT 355.3	Theory and Application of Data Bases	Elective		X			X	
	CMPT 384.3	Information Visualization	Elective		X			X	
	CMPT 423.3	Machine Learning	Elective					X	
	CMPT 436.3	Mobile and Cloud Computing	Elective						
	CMPT 481.2	Human Computer Interaction	Elective						
	CMPT 487.3	Image Processing and Computer Vision	Elective					X	
	CMPT 489.3	Deep Learning and Applications	Elective					X	
	CE 202.3	Spatial Analysis and Engineering Drawings	Elective		X			X	
	CE 295.3	Design Project	Elective	X	X			X	
	CE 319.3	Hydrology	Elective				X	X	
	CE 328.3	Fundamental of Soil Mechanics	Elective				X		
	BLE 313.3	Instrumentation	Elective		X				
	ENVE 212.3	Physical Principles of Plant Biosystems	Elective		X		X		
	ENVE 395.3	Environmental Engineering Design Project	Elective		X			X	
	ENVE 432.3	Land Management and Reclamation	Elective		X		X		
	ME 214.3	Introduction to Materials and Manufacturing	Elective						
	ME 229.3	Introduction to Mechanical Engineering Design	Elective	X	X			X	
	ME 329.3	Collaborative Design and Manufacturing	Elective	X	X			X	

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

Based on our curriculum mapping, there are several classes that provide experiential learning in terms of group assignments, tutorials or laboratory practicum. The core courses of the program provide the base knowledge and tools to work effectively within a precision agriculture team. The students will bring a suite of skills and knowledge to the program depending on which sub-discipline that they are from. Regardless of the sub-discipline the two precision agriculture courses (PLSC 202 and PLSC 402) will “book-end” the certificate to first introduce the students to the area of precision agriculture and finally to provide an integrative space in which they can utilize both shared and sub-discipline specific precision agriculture skills and knowledge. Within each of these courses, students will work in multidisciplinary teams to share knowledge and develop solutions.

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

The following is a proposed course profile for a student in the Precision Agriculture Certificate.

Required Courses:

Introductory course: PLSC 202.3 Introductory Precision Agriculture

Universal techniques course: GEOG 222.3 Introduction to Geographic Information Systems

Capstone Course: PLSC 402.3 Advanced Precision Agriculture

Electives:

Choose 9 cu from the following electives:

PLSC 201.3, PLSC 222.3, PLSC 260.3, PLSC 335.3, PLSC 340.3, PLSC 382.3, PLSC 401.3, PLSC 418.3, PLSC 450, SLSC 232.3, SLSC 240.3, EVSC 220.3, SLSC 312.3, SLSC 322.3, SLSC 313.3, SLSC 342.3, GEOG 225.3, GEOG 290.3, GEOG 302.3, GEOG 322.3, GEOG 323.3, PLSC 475, GEOG 423.3, GEOG 390.3, AREC 220.3, AREC 222.3, AREC 272.3, AREC 315.3, AREC 354.3, AREC 361.3, AREC 420.3, AREC 459.3, CMPT 214.3, CMPT 317.3, CMPT 350.3, CMPT 355.3, CMPT 384.3, CMPT 423.3, CMPT 436.3, CMPT 481.2, CMPT 487.3, CMPT 489.3, CE 202.3, CE 295.3, CE 319.3, CE 328.3, BLE 313.3, ENVE 212.3, ENVE 395.3, ENVE 432.3, ME 214.3, ME 229.3, ME 329.3

- ***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.***

Discovery goals:

Students taking part in this program will learn from a diverse interdisciplinary group of instructors employing a variety of teaching and learning methods. Students will learn both the fundamentals and the skills necessary to practice Precision Agriculture. They will also develop problem solving skills and critical thinking skills through group projects and laboratory exercises.

The capstone course (PLSC 402.3 Advanced Precision Agriculture) course will allow students to integrate knowledge from their specific subdiscipline and to apply real world Precision Agriculture solutions to increase both the sustainability and production of crops.

Knowledge goals: Students who take the Precision Agriculture Certificate will all develop a knowledge of the theory and practice of Precision Agriculture. The common specific knowledge they will ascertain has been outlined in this application and consist of the knowledge of precision agriculture from both that of the subdisciplines to that of the whole recognizing the multidisciplinary nature. the perspective of the subdisciplines. The knowledge of the students will be enriched by the students from different subdisciplines. Students will be placed in teams with a diversity of subdisciplines in order to enhance this organic student to student knowledge transfer.

Integrity goals: The diverse interdisciplinary structure of this program combined with the group learning methods will expose and develop integrity within the students.

Skills goals: Students will develop common and sub-discipline specific skills because of this certificate. The common skills will include GIS skills as applied to precision managing of agricultural land. Within their specific subdiscipline, they will develop skills that are applied to the area of precision agriculture; for example, students in Computer Science will develop skills in image analysis, and data handling, whereas Geography students will bring skills in remote sensing and Agronomy students will have skills in crop management. By bringing students together in the introductory and capstone course, these skills will be blended by working in groups and sharing knowledge. This interdisciplinary work will also develop skills in tolerance, appreciation and perspective in the students.

Citizenship goals: Graduates from this certificate will have learned both soft and hard skills that enhance their citizenship following graduation. The problem solving and data analytics skills will allow them to make logical decisions. The multidisciplinary group activities will foster values of respect and understanding because of the diverse multicultural background of the students.

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

Students may enter this program directly from the partner subdisciplines in their second year of university.

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

The Precision Agriculture Certificate will be delivered with two new courses both to be developed in 2022. We aim to have the program in place by September 2023 and the two new

courses will have been developed by that time. The professor developing it has been given teaching relief in the winter term of 21/22 to develop the course.

Measures of success will include a) tracking student enrolment and completion (we are aiming for a total of approximately 30 students enrolled in the certificate with 15 students graduating annually); b) conduct a survey of graduating students to understand the perceived value of the certificate; and c) conduct a survey of workplace stakeholders of the quality of graduates being produced. Following a complete cycle of the program the Precision Agriculture committee will meet to assess the success and address program needs.

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 Precision Agriculture certificate is an accessible credential that will allow students from several sub-disciplines to gain knowledge and experience in the multidisciplinary field of precision agriculture. The introductory core course created for it (PLSC 202, Introductory Precision Agriculture) are designed for the certificate but could benefit students not actively pursuing the certificate by giving them an introduction to precision agriculture. This course may be of interest for students from other disciplines although it will have one prerequisite, AGRC 111.

As the capstone course for the certificate (PLSC 402, Advanced Precision Agriculture) will have the introductory course as well as GEOG 222.3 as prerequisites, it is anticipated that any students enrolled in it would be pursuing the precision agriculture certificate as they would more than likely have courses from the restricted elective list that would make them eligible. This certificate is terminal in nature does not lead directly into any other programs at the USask or elsewhere.

- ***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.***

All partnering sub-disciplines have taken part in planning this certificate through the Precision Agriculture Certificate committee which includes member from Agriculture and Bioresources,

Computer Science, Engineering and Geography. As a result of this planning, we do not anticipate that these courses will place a stress on the departmental home of these courses.

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

The only required class outside of the sponsoring unit is GEOG 222. Dr. Xulin Gou is the instructor of this class and has agreed to take any additional students that require this course for the certificate. All students will enroll in this certificate this certificate from their subdiscipline, and it is anticipated that they will choose courses from their subdisciplines. Thus, the certificate should not affect sub-discipline prerequisites. Care had been taken to ensure that there are ample restricted electives available in each of the sub-disciplines.

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

Our respective College librarians (Virginia Wilson – Agriculture and Bioresources) has been consulted in the process of evaluating to determine if our resources are sufficient to meet the needs of this new program. Two online texts have been purchased for use in the two required classes.

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

A Gwenna Moss sponsored needs assessment workshop was held as described in this application. There was overwhelming support from the precision agriculture industry and scientific partners that attended. The results of this workshop are attached to this document.

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).***

This certificate will engage several faculty and staff from the participating sub-disciplines. The faculty and staff that instruct the core classes of the certificate will be most active in the delivery of the certificate. Following the initial offering by Dr. Shirtliffe, an instructor from the College of Agriculture and Bioresources will teach PLSC 202 Introductory Precision Agriculture. Dr. Shirtliffe will also develop PLSC 402 while on Sabbatical from 2022/23 and deliver the course for the first time in 2023/24 (40% of teaching load). Dr. Xulin Gao is already the professor for GEOG 222 and the additional students that take this course will result in an

incremental increase in student contact hours. Dr. Shirtliffe will assume advising for this certificate (5% of teaching load).

It is anticipated that the electives will not result in any change in teaching load for the instructors and staff from the partner sub-disciplines as these courses are pre-existing courses within each of the disciplines.

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

No courses or programs are being eliminated.

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

This certificate will only affect the teaching assignment of Dr. Shirtliffe in Plant Sciences. A College of Agriculture and Bioresources lecturer (Dr. Sirajum Munira) has recently been hired who is instructing a course formerly assigned to Shirtliffe (PLSC 375).

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

It is not anticipated that significant extra resources beyond those outlined above will be required to accommodate this course.

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

Although this will be an interdisciplinary certificate, it will rely on instructors and resources that are currently available for delivery of their respective programs. Some incremental costs of delivering larger classes and labs may be incurred.

- ***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 will be eligible for all University and College level awards within their respective sub-discipline. It is anticipated that Precision Agriculture Industry will sponsor an award for the top student from this certificate.

For college level awards, eligibility will be dependent on award conditions as determined by the respective Student Finance and Awards adjudication committees.

- ***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).***

The program uses standard tuition categories and students pay tuition based on tuition category associated with the course. The two new courses, PLSC 202 and PLSC 402, are tuition category 13.

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

The cost of program delivery will, as indicated previously, experience relatively low costs associated with TA and laboratory support that would be proportional to increases in student numbers in the program. Additional instructional costs will be incurred for the two new PLSC courses, as outlined below:

Estimated costs of program delivery:

	<u>2023/24</u>	<u>2024/25</u>
Course instruction	25,000	50,000
Material and supplies	659	1,228
Teaching assistants	861	1,450
Total Agbio costs	26,519	52,678

- ***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 ? is there a minimum. What is the maximum enrolment, given the limitations of the resources allocated to the program***

The enrolment target for this new certificate is ultimately 30 students per year. We anticipate this enrolment will have approximately 25 students from the College of Agriculture and Bioresources and 5 students from the partner subdisciplines. We anticipate that the first year will probably attract 10-15 students in total.

- ***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?***

Tuition revenue will be shared among colleges according to the TABBS model. The tuition noted here is only for students registered in the Precision Agriculture Certificate. It is expected that the new courses will attract additional enrolment of students in existing programs, up to 35 more students for PLSC 202 and up to 15 more students to PLSC 402. In addition, we estimate 10 of the certificate students will be new to BSA and BSc programs, and will contribute approximately \$60,000 per year in tuition over and above the amount reflected in the program numbers.

	<u>2024/25</u>
<u>Student Data (FTE)</u>	
Total Yr 1 students	15.00
Total Yr 2 students	15.00
Total program	30.00

<u>Tuition rate per credit unit</u>	
AgBio Classes	231.30
Arts & Science	234.40
Engineering	252.90

	<u>2024/25</u>
<u>Program tuition generated</u>	
AgBio Classes	47,359
Arts & Science	13,712
Engineering	1,707
Total Tuition	62,778

<u>Program tuition generated</u>	
Core Program	31,365
Electives and restricted electives	31,413
Total	62,778

Given current assumptions on students and course enrolment, approximately one-third of the tuition is considered new to the university.

- ***1. 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?***

This program will be supported initially through the independent programming of the respective units, and thus any incremental gains in terms of enrolment will be absorbed into the respective unit.

- ***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).***

As indicated above, some additional resources may be needed to cover increased enrolment in the courses; however, additional faculty are not required at the predicted intake level.

- ***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***

Instructional costs for the two new PLSC courses are \$50,000 and resources are in place in the current college budget. Direct costs for teaching assistants, laboratories and supplies in AgBio are expected be about \$2,768. Funding would be provided by the college based on its current budget formula.

A. Cohort of 5 new students taking the Precision Ag Certificate, registering in a degree program

	Student Year in Program			
	1	2	3	4
certificate core credit units		6	3	
certificate elective credit units		3	6	
other credit units	<u>30</u>	<u>21</u>	<u>21</u>	<u>30</u>
total CUE per student	30	30	30	30
number of students (new)	5	5	5	5
tuition rate per cue	\$ 231.00	\$ 231.00	\$ 231.00	\$ 231.00
TAs per 3 cue	\$ 21.25	\$ 21.25	\$ 21.25	\$ 21.25
materials & supplies per 3cue	\$ 7.00	\$ 7.00	\$ 7.00	\$ 7.00
headcount per student	\$ 25.00	\$ 25.00	\$ 25.00	\$ 25.00
Tuition				
certificate core credit units	-	6,930	3,465	-
certificate elective credit units	-	3,465	6,930	-
other credit units	<u>34,650</u>	<u>24,255</u>	<u>24,255</u>	<u>34,650</u>
Total tuition	34,650	34,650	34,650	34,650
TAs	1,063	1,063	1,063	1,063
materials & supplies	350	350	350	350
headcount	125	125	125	125
Instruction PLSC 202 and 402	<u>-</u>	<u>25,000</u>	<u>-</u>	<u>25,000</u>
Total cost	1,538	26,538	1,538	26,538
Net surplus/deficit	33,113	8,113	33,113	8,113

B. Per NOI -certificate enrolment of 15 students in each of two years, counting only the core courses

	year 1	year 2
certificate core credit units	6	3
certificate elective credit units		0
other credit units	<u>0</u>	<u>0</u>
total CUE per student	6	3
number of students (new)	15	15
tuition rate per cue	\$ 231.00	\$ 231.00
TAs per 3 cue	\$ 21.25	\$ 21.25
materials & supplies per 3cue	\$ 7.00	\$ 7.00
headcount per student	\$ 25.00	\$ 25.00

Tuition	20,790	10,395
TAs	638	319
materials & supplies	210	105
headcount	375	375
Instruction PLSC 202 and 402	<u>25,000</u>	<u>25,000</u>
Total cost	26,223	25,799

Net surplus/deficit	(5,433)	(15,404)
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NOI has loss of 21,313

Slight variation intuition as NOI used average rate of core course which was slightly higher that \$231. difference between this and NOI is this includes costs on all three core courses; NOI included 2; NOI included cost on AgBio electives, this does not include electives.

C. Per NOI -certificate enrolment of 15 students in each of two years, counting only the core courses; note on e

	year 1	year 2
certificate core credit units	6	3
certificate elective credit units	3	6
other credit units	<u>0</u>	<u>0</u>
total CUE per student	9	9
number of students (new)	15	15
tuition rate per cue	\$ 231.00	\$ 231.00
TAs per 3 cue	\$ 21.25	\$ 21.25
materials & supplies per 3cue	\$ 7.00	\$ 7.00
headcount per student	\$ 25.00	\$ 25.00

Tuition	31,185	31,185
TAs	956	956
materials & supplies	315	315
headcount	375	375
Instruction PLSC 202 and 402	<u>25,000</u>	<u>25,000</u>
Total cost	26,646	26,646

Net surplus/deficit	4,539	4,539
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Slight variation intuition as NOI used average rate of possible electives which was slightly higher that \$231.

full program

9
9
102
120
20

10,395
10,395
117,810
138,600

4,250
1,400
500
50,000
56,150

82,450

full program

9
0
0
9
30

31,185

956

315

750

50,000

52,021

(20,836)

ts

lectives tuition of additional \$31,413

full program increase from B

9

9

0

18

30

62,370

31,185

-

1,913

956

630

315

750

-

50,000

-

53,293

1,271

9,078

29,914



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **Agriculture and Bioresources**
- 1.2 Department with academic authority: **Plant Sciences**
- 1.3 Term from which the course is effective: **Fall 2022**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PLSC 202**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Introductory Precision Agriculture**
Course Short Title (maximum 30 characters): **Introductory Precision Agriculture**
- 2.4 Total Hours: Lecture **39**
- 2.5 Weekly Hours: Lecture **3**
- 2.6 Term in which it will be offered: **T1**
- 2.7 Prerequisite(s) or Corequisite(s): **AGRC 111.3; or permission of the instructor**

If there is a prerequisite waiver, who is responsible for signing it?

I – ***Instructor Approval***

- 2.8 Catalogue description (150 words or less):

This course will give students an introduction to precision agriculture as it relates to field crop production. Students will learn about the agronomy and technology of variable rate technology. The course will highlight the economic and environmental benefits of precision agriculture, as well as examining components of it, including soil and crop variability, global positioning systems, machinery automation, spatial analysis, unoccupied aerial vehicles (UAVs), and satellite imagery. The course will bring together these elements to allow students to evaluate precision agriculture services. This is the foundation course in the Precision Agriculture Certificate.

- 2.9 Do you allow this course to be repeated for credit?
No

3. Please list rationale for introducing this course:

Agriculture is at the core of civilization as it provides food for humanity. As an industry, it also occupies the largest land area of any on the planet. To achieve food security while keeping the planet healthy, crop production from the existing land base must be increased in a sustainable way. Tools now

exist to understand crop production and to manage it precisely. Satellites can provide near real-time imagery of fields that can be used to monitor crop growth. Farm machinery now routinely steers itself and the levels of inputs can be changed within a field to precisely deliver the optimal rate to the crop. This variable rate technology has resulted in both economic and environmental benefits as more crops receive the optimum level of inputs, thereby increasing crop yields while avoiding excess nutrients, which can result in environmental pollution. These technological advances have resulted in a Precision Agriculture industry with some of the world's leading companies based in western Canada including CropPro, Nutrien/Echelon and Farmers Edge. This industry already employs University of Saskatchewan graduates from Agriculture, Computer Science and Engineering to meet the demand. In addition to the industrial activity in this area, the University of Saskatchewan has become a centre for precision agriculture research.

This course will be the first required course for the proposed Precision Agriculture Certificate being developed at the University of Saskatchewan. It will be open to students from all colleges and will serve to introduce them to precision agriculture. It will provide foundational knowledge on how precision agriculture is practiced. Students will get an overview of the economic and ecological basis for precision agriculture and how information is used to develop variable rate crop input prescriptions. They will also develop an appreciation for the large data and analytical requirements to implement precision agriculture programs.

4. **Please list the learning objectives for this course:**

1. **Understand the basis of spatial and temporal variability in crop yield and nutrient supply**
2. **Understand the challenges and benefits of utilizing precision agriculture system**
3. **Understand the basics of crop and soil sensors as well as data interpretation**
4. **Understand methods to develop management zones for variable rate crop input application**
5. **Be able to evaluate precision agriculture programs**

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **Yes**

If so, were these departments consulted? (Include correspondence)) **Yes, the Precision Agriculture Certificate and required courses were discussed and planned by the Precision Agriculture Certificate committee, consisting of representatives of all departments expected to be impacted by this certificate including Plant Sciences, Soil Science, Agricultural and Resource Economics, Computer Science, Geography, and Mechanical Engineering. These representatives discussed the planning of the certificate and these classes with their respective departments.**

Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **None**

6.2 Courses for which this course will be a prerequisite? **PLSC 402 Advanced Precision Agriculture**

6.3 Is this course to be required by your majors, or by majors in another program? **This course is a required course for the proposed Precision Agriculture Certificate and will be a restricted elective for other PLSC majors.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

Week Number & Title	Content Topics
1. Introduction to Precision Agriculture	<ul style="list-style-type: none"> ▪ Need for Precision Agriculture ▪ Environmental and Economic ▪ Examples of Precision Ag ▪ Supply and Demand Theory of Precision Ag
2. Understanding Causes of Temporal and Spatial Variability	<ul style="list-style-type: none"> ▪ Crop requirements for growth and yield ▪ Soil Factors ▪ Weather factors ▪ Water factors
3. Satellite Based Position Systems and Machinery for Precision Agriculture	<ul style="list-style-type: none"> ▪ Geographic Positioning Systems ▪ Machinery for Precision Ag ▪ Autosteer and Sectional Control systems ▪ Robotics ▪ Variable Rate Technology
4. Geographic Information Systems	<ul style="list-style-type: none"> ▪ Vector and Raster Data ▪ Coordinate systems ▪ Components of GIS systems ▪ Spatial and temp ▪ Cloud based GIS systems Google Earth Engine
5. Remote Sensing for Precision Agriculture	<ul style="list-style-type: none"> ▪ Principles of Electromagnetic sensing ▪ Spectral, Spatial, Temporal and Radiometric resolution ▪ Unoccupied Aerial Vehicles (UAVs) ▪ Satellite imagery and data ▪ Accessing Satellite imagery
6. Proximal Soil and Crop Sensing	<ul style="list-style-type: none"> ▪ Crop Canopy Sensors ▪ Weather Stations ▪ Soil testing ▪ Soil sampling strategies ▪ Soil Electrical Conductivity
7. Yield Monitoring and Spatial Variation mapping	<ul style="list-style-type: none"> ▪ Yield monitor principals/calibration ▪ Yield map cleaning and production ▪ Quality mapping ▪ Crop imagery mapping ▪ Crop biomass estimation ▪ Environmental interactions
8. Soil Variability Measurement and Management	<ul style="list-style-type: none"> ▪ Soil Formation ▪ Variability in water availability ▪ Landscape positions ▪ Variable rate fertilization ▪ Nitrogen
9. Pest Management and seeding	<ul style="list-style-type: none"> ▪ Precision spraying ▪ Variable rate seeding

	<ul style="list-style-type: none"> ▪ Deep learning for pest identification
10. Crop Imaging for Precision Agriculture	<ul style="list-style-type: none"> ▪ UAVs for precision agriculture ▪ Basic Image analysis ▪ Multispectral imaging ▪ Applications of neural networks in crop imaging
11. Data Analysis	<ul style="list-style-type: none"> ▪ Cloud based data platforms ▪ On farm experimentation ▪ Data interpretation ▪ Big Data analytics in precision ag
12. Precision Agriculture other areas	<ul style="list-style-type: none"> ▪ Precision animal feeding systems ▪ Precision grazing ▪ Identity preservation and tracking
13. Commercial Precision Agriculture Services	<ul style="list-style-type: none"> ▪ Presentations of commercial precision agriculture services

8. Enrolment

8.1 Expected enrollment: **50**

8.2 From which colleges ***Agriculture and Bioresources; Arts and Science; Engineering***

9. Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

9.2 Is the course exempt from the final examination? **No**

10. Required text

Include a bibliography for the course.

Shannon, D.K., D.E. Clay, and N.R. Kitchen. 2018. **Precision Agriculture Basics**. ASA, CSSA, and SSSA, Madison, WI. (available as an e-book through USask library)
<https://library.usask.ca/scripts/remote?URL=https://sundog.usask.ca/record=b5643457~S8>

11. Resources

11.1 Proposed instructor: **Professor Steven Shirtliffe**

- 11.2 How does the department plan to handle the additional teaching or administrative workload? ***Following the initial offering of this course by Dr. Shirtliffe it will be offered by a College of Agriculture and Bioresources Lecturer.***
- 11.3 Are sufficient library or other research resources available for this course?
Yes, the liaison librarian for Agriculture and Bioresources has been contacted and resources are available.
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? ***No***
12. **Tuition**
- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) ***Yes, Tuition Category 13***
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>. ***N/A***
-

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description
LEC	Lecture

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

- 2.1 NOAC No Academic Credit
0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.
- 2.2 For the College of Arts and Science only: To which program type does this course belong?
- | | |
|------|------------------------------------|
| FNAR | Fine Arts |
| HUM | Humanities |
| SCIE | Science |
| SOCS | Social Science |
| ARNP | No Program Type (Arts and Science) |

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

- 3.1 Permission Required: ***N/A***
- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program ***N/A***
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course ***N/A***

- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course: **AGRC 111.3**
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course N/A
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent: N/A

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive: N/A

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:



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**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **Agriculture and Bioresources**
- 1.2 Department with academic authority: **Plant Sciences**
- 1.3 Term from which the course is effective: **Fall 2023**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PLSC 402**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Advanced Precision Agriculture**
Course Short Title (maximum 30 characters): **Advanced Precision Agriculture**
- 2.4 Total Hours: Lecture **39**
 Practicum **26**
- 2.5 Weekly Hours: Lecture **3**
 Practicum **2**
- 2.6 Term in which it will be offered: **T1**
- 2.7 Prerequisite: **PLSC 202 and GEOG 222. One of PLSC 214.3, STAT 245.3 or GE 210.3 is strongly recommended.**

If there is a prerequisite waiver, who is responsible for signing it?

I – ***Instructor Approval***

- 2.8 Catalogue description (150 words or less):

This course is the capstone course in the Precision Agriculture Certificate. It will allow students to integrate knowledge from their specific subdiscipline with real-world precision agriculture solutions to increase the sustainability and production of crops. Students will learn advanced concepts in precision agriculture and how to analyze spatial and temporal variability in crop production. They will utilize a variety of data, ranging from satellite imagery, soil topography and soil properties, to understand and develop variable rate prescriptions for crop inputs. Finally, students will apply this knowledge in diverse teams that utilize discipline-specific knowledge to solve real-world precision agriculture problems.

- 2.9 Do you allow this course to be repeated for credit?
No

3. Please list rationale for introducing this course:

Agriculture is at the core of civilization as it provides food for humanity. As an industry, it also occupies the largest land area of any on the planet. To achieve food security while keeping the planet healthy, crop production from the existing land base must be increased in a sustainable way. Tools now exist to understand crop production and to manage it precisely. Satellites can provide near real-time imagery of fields that can be used to monitor crop growth. Farm machinery now routinely steers itself and the levels of inputs can be changed within a field to precisely deliver the optimal rate to the crop. This variable rate technology has resulted in both economic and environmental benefits as more crops receive the optimum level of inputs, thereby increasing crop yields while avoiding excess nutrients, which can result in environmental pollution. These technological advances have resulted in a Precision Agriculture industry with some of the world's leading companies based in western Canada including CropPro, Nutrien/Echelon and Farmers Edge. This industry already employs University of Saskatchewan graduates from Agriculture, Computer Science and Engineering to meet the demand. In addition to the industrial activity in this area, the University of Saskatchewan has become a centre for precision agriculture research.

This course will be the capstone course for the proposed Precision Agriculture Certificate being developed at the University of Saskatchewan. It will serve as an integrator course where students utilize variable rate technology applied to specific real-world scenarios. It will be open to students from colleges participating in the Precision Agriculture Certificate. It will build upon skills learnt by the students within their respective sub-discipline and the two required courses for the Precision Agriculture Certificate. There will be an emphasis on learning practical, generic methods of analyzing real-world data to develop solutions to precision agriculture. The in-depth knowledge of precision agriculture will allow students to critically evaluate and understand recommendations from commercial precision agriculture companies.

All of society has now entered the information age in which access to and utilization of information and data will drive industry. Within the crop production segment of agriculture, the precision agriculture industry is currently the big-data utilizer. Precision agriculture uses data from a multitude of sources including satellites, UAVs, statistical records, environmental records weather stations and other sensors. Within this class, students will learn how to process and utilize this data within cloud computing platforms to make agronomic decisions. Students will also become familiar with the most up-to-date analytic methods for big-data in crop production including machine learning and neural networks. This exposure and utilization of information will prepare the students for the present and future of digital agriculture.

4. Please list the learning objectives for this course:

- 1. Quantify and analyze spatial and temporal variability in crop productivity and nutrient supply using satellite imagery and data**
- 2. Quantify and analyze spatial and temporal variability in soil and landscape and hydrological properties within a geographic information system**
- 3. Utilize and interpret data from crop and soil sensors**
- 4. Utilize methods to develop management zones for variable rate crop input application**
- 5. Be able to evaluate precision agriculture programs**
- 6. Develop communication skills for working in diverse teams**

7. Solve real world precision agriculture problems using multiple data sources

5. Impact of this course

Are the programs of other departments or Colleges affected by this course? **Yes**

If so, were these departments consulted? (Include correspondence) **The Precision Agriculture Certificate and required courses were discussed and planned by the Precision Agriculture Certificate committee consisting of representatives of all departments expected to be impacted by this certificate including Plant Sciences, Soil Science, Agricultural and Resource Economics, Computer Science, Geography, and Mechanical Engineering. These representatives discussed the planning of the certificate and these classes with their respective departments.**

Were any other departments asked to review or comment on the proposal? **No**

6. Other courses or program affected (please list course titles as well as numbers)

6.1 Courses to be deleted? **None**

6.2 Courses for which this course will be a prerequisite? **None**

6.3 Is this course to be required by your majors, or by majors in another program? **This course is a required course for the proposed Precision Agriculture Certificate**

7. Course outline

(Weekly outline of lectures or include a draft of the course information sheet.)

Week Number & Title	Content Topics
1. Expectations of Course and Introduction to Material	<ul style="list-style-type: none">▪ Introduction▪ Rational for Precision Agriculture▪ Variable Rate Technology▪ Introduce Course Project▪ Lab: Introduction to using GIS for Precision Ag Project
2. Quantification of Spatial Variability	<ul style="list-style-type: none">▪ Spatial Statistics▪ Crop requirements for growth and yield▪ Drivers of Spatial Variability▪ Lab: Introduction Quantifying the Spatial and temporal variability of climate
3. Weather Data and Quantification of Temporal Variability	<ul style="list-style-type: none">▪ Prairie Climate▪ Crop Canopy Sensors▪ Weather Stations▪ Cloud based GIS systems Google Earth Engine▪ Lab: Weather and Environment quantification in Google Earth Engine
4. Soil Classification and Predictive Soil Mapping	<ul style="list-style-type: none">▪ Soil Formation Factors▪ Effect of soil on crop growth▪ Digitization of soil Spatial▪ Lab: Utilizing Soil Data (Survey and Predicted)

5. Satellite Imagery	<ul style="list-style-type: none"> ▪ Satellite data for precision agriculture ▪ Multispectral data ▪ Side Aperture Radar ▪ UAV imagery and data ▪ Lab: Utilizing Satellite Imagery
6. Yield and Biomass Data	<ul style="list-style-type: none"> ▪ Variables limiting crop yield ▪ Yield response curves ▪ Crop imagery mapping ▪ Crop biomass estimation ▪ Lab: Utilizing yield and vegetative index maps
7. Soil Variability Measurement and Management	<ul style="list-style-type: none"> ▪ Nutrient dynamics in soil ▪ Methods of Soil Testing ▪ Soil Salinity ▪ Soil Electrical Conductivity ▪ Variable rate fertilization ▪ Lab: Soil Nutrient Mapping Methods
8. Landscape Topography and Understanding Soil Water	<ul style="list-style-type: none"> ▪ Digital Elevation Modelling ▪ Understanding Topographic ▪ Hydrology of Water in Crop Productions ▪ Hydrological principles ▪ Lab: Hydrological Modelling with GIS systems
9. Developing Management Zones for soil nutrients	<ul style="list-style-type: none"> ▪ Soil testing principles ▪ Grid sampling ▪ Economically optimum nutrient modelling ▪ Temporally stable spatial variability ▪ Lab: Developing Prescription Maps for Soil Nutrients
10. Developing Management Zones for other inputs	<ul style="list-style-type: none"> ▪ Weed mapping and precision application ▪ Variable rate fungicide application ▪ Variable crop varieties and types ▪ Variable rate seeding ▪ Land cover use ▪ Lab: Developing Prescription Maps for Pesticides
11. Machine Learning	<ul style="list-style-type: none"> ▪ Principals of Machine Learning ▪ Random Forest classification ▪ Image analysis ▪ Neural Networks ▪ Lab: Machine Learning for Spatial Classification
12. Economics of Precision Agriculture and On-Farm Experimentation	<ul style="list-style-type: none"> ▪ Calculating return on investment ▪ Valuing environmental benefits ▪ On farm experimentation methods ▪ Lab: Work on Final Project
13. Presenting Term Projects	<ul style="list-style-type: none"> ▪ Presentations of term projects by teams

8. Enrolment

8.1 Expected enrollment: **25**

8.2 From which colleges ***Agriculture and Bioresources; Arts and Science; Engineering***

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

9.2 Is the course exempt from the final examination? **No**

10. **Required text**

Include a bibliography for the course.

Chapters of the following books will be used for specific lectures. Both are available electronically through the USASK library.

Shannon, D.K., D.E. Clay, and N.R. Kitchen. 2018. **Precision Agriculture Basics**. ASA, CSSA, and SSSA, Madison, WI. (available as an e-book through USask library)

<https://library.usask.ca/scripts/remote?URL=https://sundog.usask.ca/record=b5643457~S8>

Clay, D. E., Clay, S. A., & Bruggeman, S. (Eds.) (2017). **Practical Mathematics for Precision Farming**. ASA, CSSA, and SSSA, Madison, WI. (available as an e-book through USask library)

<https://library.usask.ca/scripts/remote?URL=https://sundog.usask.ca/record=b5643458~S8>

11. **Resources**

11.1 Proposed instructor: **Professor Steven Shirtliffe**

11.2 How does the department plan to handle the additional teaching or administrative workload? ***This will be a part of Dr. Shirtliffe's regular course offerings.***

11.3 Are sufficient library or other research resources available for this course?

Yes, the liaison librarian for Agriculture and Bioresources has been contacted and resources are available.

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Yes, Tuition Category 13**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"

<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees>. **N/A**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description
LEC	Lecture

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit
0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

- 3.1 Permission Required: N/A
- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program N/A
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course PLSC 202 and GEOG 222
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course N/A
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course N/A
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

Recommended courses: **One of PLSC 214.3, STAT 245.3 or GE 210.3 is strongly recommended.**

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent: N/A

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive: N/A

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:



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Budget Requirements for New Programs and Major Revisions

This form is to be completed with the assistance of the Financial Analyst that is assigned to your College by the Financial Services Division. The Financial Analyst should be contacted early in the process and will assist you in completing a budget template that is appropriate for your proposal.

This form identifies the relevant financial issues that should be summarized in your proposal and is to be completed for all new programs and major revisions regardless of whether new budgetary resources or budget reallocations are required from outside the sponsoring unit.

In particular, as well as summarizing capital and start-up, and permanent or ongoing resource requirements, this form facilitates a summary of the impact of the proposal on the university's tuition and fee revenue. In addition, all relevant funding sources must be identified, with appropriate letters of support from each funding source.

The information provided herein must be consistent with the financial information required on all other forms that are submitted with the program proposal. In that regard, this form should be finalized after all other required forms are completed and attached to the proposal.

This form is to be completed by the faculty member responsible for the program proposal in consultation with the Financial Services Division. As noted above, contact the Financial Analyst responsible for your College for assistance. (Dial #8303 if you have questions regarding Financial Analyst assignments.)

1. Proposal Identification

Full name of program: Precision Agriculture Certificate

Short form (degree abbreviation):

Sponsoring Dept/College: Agriculture and Bioresources

2. Full costing of resource requirements

The resource requirements summarized in this section are to be consistent with the information required in all other forms attached to the proposal.

a) Capital and Start-up Costs:

Examples of capital and start-up costs include new space, renovations, equipment, computer hardware and software, media and technology, and faculty costs for course development. Specifically, the resource requirements should agree to the Library, Information Technology, and Physical Resource requirement forms. If any of the capital and/or start-up costs also permanent operating cost implications, the permanent resource requirements should be summarized below.

Start up costs are \$50,000 representing teaching release for course development. This has been provided through the AgBio Academic Opportunity fund by assignment of an instructor to two courses.

b) **Permanent Operating Costs:**

Examples of permanent operating costs include costs for faculty, administrative, technical and other support staff, materials and supplies, and media and technology costs. While salary and benefit requirements for faculty and support staff are significant items, the resource requirements noted in the Registrar's, Library and/or Information Technology forms and ongoing operating or maintenance costs noted in the Physical Resources form, must also be summarized in this section.

Additional costs for instruction of new courses, student laboratories and teaching assistants will be incurred as enrolment grows. When the program reaches anticipated 2 year enrolment of 30 students, costs are allocated as follows:

Course instruction	\$50,000
Student and laboratory costs	1,228
Teaching assistants	<u>1,450</u>
Total	\$52,678

3. Sources of funding

For the total amount of resources required for both capital and start-up costs, and for permanent operating costs, identify the amount required from each funding source and provide documentation from the funding source to support the amount.

The sources of funding could include the sponsoring college/departments base operating budget, other college/department sources of internal funding, special internal funding allocations such as priority determination, central university funds, and external sources as appropriate. Where the source of funding includes one or more colleges/departments, each individual college/department should be reported separately.

Funding for the incremental costs will be generated through the operating envelope with additional tuition generated and unrestricted operating grant allocations for instruction and credentials.

4. Enrolment (tuition revenue)

The enrolment data summarized in this section is to be consistent with the information required in the New Courses form. Where enrolment growth is projected, the amount and the related time period should be identified and explained.

The enrolment data should be provided in a manner that can be easily used to calculate tuition revenue. For example, enrolment data for degree courses should be presented as either 3-cu or 6-cu equivalents. The information presented should clearly differentiate between actual enrolment levels before the change and expected enrolment levels following the change, including growth as noted above.

a) **Sponsoring college/department**

The enrolment increases and decreases in courses in the sponsoring college/department must be provided in sufficient detail for a tuition revenue calculation. If enrolment levels are expected to increase significantly, documentation supporting the increase must be provided.

	<u>Year 1</u>	<u>Year 2</u>
Total Headcount	15.00	30.00
AgBio 3 cue	40.50	68.25
Incremental AgBio 3 cue	13.50	22.75

Note that the enrolment indicated here is related only to students enrolled in the Precision Agriculture Certificate. The courses are open to other students, and it is expected some students who are not in the program will enroll in PLSC 202 and PLSC 402. In addition, the incremental students (10) will be enrolled in a BSA or BSc program and will be contributing an additional \$60,000 per year related to the remaining credit unit requirements for completion of the degree.

b) Other college/department:

The enrolment increases and decreases in courses in the other colleges/departments must be provided in sufficient detail for a tuition revenue calculation. If enrolment levels are expected to increase significantly, documentation supporting the increase must be provided.

If enrolments will increase or decrease in other colleges/departments, the change in resources requirements, if any, resulting from the increase or decrease should be included in section 2.

Partnering colleges will have increment 3 cue activity as a result of the core course (GEOG 222) and restricted elective options.

	<u>Year 1</u>	<u>Year 2</u>
Arts & Science 3 cue	3.00	19.50
Incremental Arts & Science 3 cue	1.00	6.50
Engineering	1.50	2.25
Incremental Engineering 3 cue	0.50	0.75

5. Additional Comments

Please provide and additional comments to support the program budget.

Date: February 18, 2022

Financial Analyst (assisting in form preparation
on behalf of the Financial Services Division): Laurel Sawatzki

Faculty member (for the sponsoring college/dept):



Budgetary and Financial Implications (Master Worksheet) - New or Existing Program Proposal

Requirements: To be completed for proposals of new academic programs or 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.

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:

Precision Agriculture Certificate

	Academic Year					
	Year 1	Year 2	Year 3	Year 4	Year 5	Comments
Revenue						
Tuition revenue:						
Total # of domestic students (headcount)	15	30	30	30	30	
Domestic tuition rate	\$ 693.90	\$ 1,045.50	\$ 1,045.50	\$ 1,045.50	\$ 1,045.50	only included 3 core courses, averaged over 2 years starting in Year 2
Total tuition revenue - domestic	\$ 10,408.50	\$ 31,365.00	\$ 31,365.00	\$ 31,365.00	\$ 31,365.00	
						Students also take 9 cue of electives which are not included here (\$31,413 per year)
Total # of international students (headcount)						
International tuition rate						
Total tuition revenue - international	\$ -	\$ -	\$ -	\$ -	\$ -	
Student fees*						
Excursion						
Lab						
Other (list in Comments)						
Total student fees	\$ -	\$ -	\$ -	\$ -	\$ -	
External funding sources (list in Comments)						
Internal funding sources (list in Comments)	\$ 25,000.00					Course development is teaching release funded by AgBio Academic Opportunity. One course was developed in 2021/22.
Total Revenue	\$ 35,408.50	\$ 31,365.00	\$ 31,365.00	\$ 31,365.00	\$ 31,365.00	
Expenditures						assume escalation in costs is covered by escalation in tuition, therefore no adjustment is included in either section
Start-up costs	\$ 25,000.00	n/a	n/a	n/a	n/a	
Salary and benefits:						
Faculty	\$ 25,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	AgBio standard for faculty instruction, 2 new courses are related to the program. No incremental cost for GEOG as sufficient capacity in existing course exists.
Sessionals or limited term instructional support						
Students	\$ 861.00	\$ 1,450.00	\$ 1,450.00	\$ 1,450.00	\$ 1,450.00	
Staff						

Honoraria						
Total salary and benefits	\$ 25,861.00	\$ 51,450.00	\$ 51,450.00	\$ 51,450.00	\$ 51,450.00	
Scholarships and bursaries						
Marketing and promotion						
Materials and supplies	\$ 659.00	\$ 1,228.00	\$ 1,228.00	\$ 1,228.00	\$ 1,228.00	
Travel						
Equipment and IT						
Other costs <i>(list in Comments)</i>						
Total Expenditures	\$ 51,520.00	\$ 52,678.00	\$ 52,678.00	\$ 52,678.00	\$ 52,678.00	
Estimated Surplus or Deficit	\$ (16,111.50)	\$ (21,313.00)	\$ (21,313.00)	\$ (21,313.00)	\$ (21,313.00)	

**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: Approximately 2/3 of the cost of offering two new courses is covered through tuition from certificate students alone. As with overall university operations, the unrestricted provincial operating grant typically supports delivery of academic programs. This estimate does not include tuition from students outside of the certificate who may also take the two PLSC courses as electives, nor does it include tuition that students in the certificate may generate by taking courses and electives to complete a larger diploma or degree. We estimate that 10 students are new to the univeristy as a result of the certificate, which translates into an additional \$60,000 per year in tuition related to completion of the remaining 102 credit units to complete their degree.

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 (Start-Up Costs) - New or Existing Program Proposal

Requirements: Itemize start-up costs for proposals of new academic programs or 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:

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

Name of Program:

Precision Agriculture Certificate

	Academic Year	
	Year 1	Comments
Start-Up Costs		
Faculty and staff recruitment	\$ -	
Marketing and promotion	\$ -	
Curriculum development	\$ 50,000.00	teaching release for 2 courses to allow for course development. One course is developed prior to program launch and one in year 1.
Facilities refurbishment	\$ -	
Equipment and IT	\$ -	
Library enhancements	\$ -	
Other (<i>list in Comments</i>)	\$ -	
Total Start-Up Costs	\$ 50,000.00	

Notes: curriculum development cost covered through AgBio Academic Opportunity Fund. The total on this start up page is higher than the Master for due to timing of development and program launch.

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

Requirements: Provide detailed information to support the financial information noted in the worksheets.

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.

Name of Program:

Precision Agriculture Certificate

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 precision agriculture skills are a recognized need in the current environment and the content needs to be incorporated in the agriculture program. The certificate is a way to have formal recognition of the student's competence in this area. Students who are not registered in the certificate are allowed to enroll in the two new courses, but that potential tuition is not captured in the Master sheet. The certificate enrolment is expected to be an intake of 15 student per year, with a target full program enrolment of 30 students. Course enrolment will be monitored, and if sufficient demand from students outside of the certificate exists, the courses could be maintained even if the Certificate does not achieve its enrolment target.

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: .125 faculty FTE (instructional time for one course)

Year 2: .375 faculty FTE (instructional time for three courses)

Year 3: .375 faculty FTE (instructional time for three courses)

Year 4: .375 faculty FTE (instructional time for three courses)

Year 5: .375 faculty FTE (instructional time for three courses)

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?).

Existing central resources are sufficient for in person program delivery.

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.

In and of itself, the certificate is not likely to generate sufficient tuition to cover instructional costs. This is consistent with the university's reliance on the provincial operating grant to keep tuition at a reasonable level. Students cannot take the certificate as a stand alone credential, but may add it to their existing degree, or it will attract and retain students to the BSA who might have gone to another institution. We estimate 10 students will be new to the university degree programs, and would contribute approximately \$60,000 per year in tuition for completion of the degree requirements.

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.

Consultation with the Registrar Form

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

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

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

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

Certificate in Precision Agriculture (CPAG - Cert in Precision Agriculture - suggested Banner code and description)

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

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?

Yes ☒ No ☐

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

CPAG - In Cert Precision Agriculture

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

College of Agriculture and Bioresources (AB)

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.

0000 (Undeclared) / Department of Plant Sciences [PLSC]

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

N/A

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

1 Is this a new program?

Yes ☒ No ☐

Is an existing program being revised?

Yes ☐ No ☒

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☒

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

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

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

Section 3: Mobility

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

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

Yes ☐ No ☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☐
☐

International Mobility (one jurisdiction is outside of Canada)

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

Joint Program

☐
☐

Joint Degree

☐
☐

Dual Degree

☐
☐

Professional Internship Program

☐
☐

Faculty-Led Course Abroad

☐
☐

Term Abroad Program

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

Yes ☐ No ☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

4b

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 7: Course Information

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

No

2

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

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

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

Yes ☐ No ☐

If NO, please describe.

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

Yes ☐ No ☐

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information

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

Yes

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

YYYY09 [September] and YYYY01 [January]

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

August 15 for YYYY09 term and December 1 for YYYY01 term

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?

Expect slight increase

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

Refer to the College of Agriculture and Bioresources

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

Yes

9 What is the application deadline?

As per current set-up

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

Regular Admission

- completion of at least 24 cu's of post-secondary coursework
- minimum average of 70% on 18 or more transferable cu's or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to USask
- proficiency in English

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.)

Regular Admission

- academic average - 100% weighting (average is calculated on 18 or more transferable cu's)

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

Regular Admission

- admission is based on the successful completion of at least 18 cu's of transferable university-level coursework at a recognized and/or accredited post-secondary institution, with an average of at least 70%

- 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?)

Admissions Office

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

Admissions Office

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

Admissions Office

- 16 Will the standard application fee apply?

Because students must have first been admitted into a degree program, will not be a separate application fee

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

Current, active students are exempt

- 18 Are international students admissible to this program? If YES, see Section 18 for Tuition and Fees information.

Yes ☒ No ☐

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?

N/A

- 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 credential

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

Yes, the College has contacted Amanda Storey

- 3 When is the first class expected to graduate?

June 2024 (Spring Convocation 2024)

4

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

Aiming for a total of approximately 30 students enrolled with 15 students graduating annually

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202309 (September 2023)

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

Yes ☐ No ☒

If YES, what and by what date?

Section 12: Registration Information

- 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.)

Numeric year

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up

Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve?

Yes ☒ No ☐

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

As per current set-up

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

Section 15: Awards Information

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

Yes ☐ No ☒

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

Yes

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

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

Yes ☒ No ☐

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1

Is this a program termination?

Yes☐ No☒

If yes, what is the name of the program?

2

What is the effective date of this termination?

3

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

Yes☐ No☐

If yes, what courses?

4

Are there currently any students enrolled in the program?

Yes☐ No☐

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

5

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

6

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

7

Is there mobility associated with this program termination?

Yes☐ No☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

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

Yes☐ No☐

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

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

* See attached documents for further details

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

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

4 Does proponent's proposal contain detailed information regarding requested tuition? Yes ☐ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

12 Are you moving from one tuition code (TC) to another tuition code? Yes ☐ No ☐

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

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

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Alison Oates, chair, Academic Programs Committee

DATE OF MEETING: June 16, 2022

SUBJECT: Academic Courses Policy

MOTION: *It is recommended that Council approve the changes to Academic Courses Policy, effective September 1, 2022.*

PURPOSE:

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

CONTEXT AND BACKGROUND:

The Academic Courses Policy addresses many aspects of course delivery and from time to time requires changes to stay current.

The significant change being proposed with these revisions is to make a permanent change to clause 1.2 regarding changes to course syllabi. There has been temporary language included in the policy during the COVID-19 pandemic to allow instructors to alter the syllabus with the review and approval by the department head or the dean/executive director in a non-departmentalized college. APC has reviewed this temporary language at the start of each term since January 2021 and most recently, in April 2022, committed to bringing a permanent change forward before the end of this academic year.

The proposed language allows for changes to the syllabus in ways that impact the method, modes, or timing of class work to address emergency circumstances that impact academic programs. Such changes will be permitted only if approved by the Office of the Dean of the college of instruction and the reasons for the change must be communicated to the students.

Other editorial changes are included in these revisions, as well as clarity provided around the process for submitting and approving final grades.

CONSULTATION:

The Registrar and the Vice-Provost, Teaching, Learning, and Student Experience consulted with associate deans academic and students in developing the permanent language in clause 1.2. Academic Programs Committee had extensive discussion of the proposed changes at its May 11, 2022 meeting and agreed

that the requirement for approval by the dean as well as the requirement that the reason for any changes be communicated to the student will help ensure that changes to the syllabus after distribution are only made in situations that truly warrant them. The committee voted to recommend that Council approve the changes to the Academic Courses Policy.

ATTACHMENTS:

- 1. Academic Courses Policy (mark up)**
- 2. Academic Courses Policy (clean)**

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

Responsibility: University Registrar

Authorization: University Council

Approval Date: May 19, 2011; reapproved June 18, 2015; reapproved June 22, 2017; reapproved June 18, 2020; ~~reapproved~~

Commented [WS1]: Add date once approved

Revisions

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

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

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

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

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

Updates

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

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

Purpose

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

Principles

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

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

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

goals in mind, educators will solicit and reflect on feedback from students and peers and commit to building knowledge and skill in teaching practice for the purposes of continuous enhancement.

Scope of this Policy

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

It supersedes the following documents previously approved by University ~~Council~~:

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

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

January, 2001 Academic Programs Committee Retroactive Withdrawal Policy

September, 1986 – University of Saskatchewan Grading Policy

Commented [WS2]: Per Russ, all links should be checked.

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

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

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

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

June, 2010 University [Learning Charter](#)

June 2011 [Nomenclature Report](#)

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

Information and Communications Technology [Lecture Capture](#)

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[Instructors and Staff Handbook](#)

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

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

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

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Policy

The *University of Saskatchewan Academic Courses Policy on Class Delivery, Examinations and Assessment of Student Learning* covers policies, regulations, and procedures governing the following aspects of class delivery and student assessment, including the conduct of examinations

Section I. Class Delivery

1 Class Syllabus

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

2 Contact Hours and Availability of Instructors

- 2.1 Availability of instructor

3 Student Attendance

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

4 Class Evaluation by Students

5 Class Recordings

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

Section II. Assessment of Students

6 Grading System

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

7 Examinations

- 7.1 Methods and types of examinations
- 7.2 Mid-term examinations
- 7.3 Final examinations
 - a. Modification of requirement to hold a final examination
 - b. Final examination period and scheduling
- 7.4 Conduct and invigilation of examinations
 - a. Invigilation

b. 30 minute rule

c. Identification

7.5 Access to materials in the examination room

7.6 Permission to leave the examination room

7.7 Food and beverages

7.8 Protocols for an academic misconduct breach

7.9 Retention and accessibility of examination papers

7.10 Retention of the exam materials during the examination

7.11 Additional invigilation standards

8 Student Assessment Issues and Special Circumstances

8.1 Final grade alternatives and comments

8.2 Withdrawal

8.3 Retroactive withdrawal

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

8.5 No Credit (N) grade alternative and grade comment

8.6 Deferred final examinations

8.7 Supplemental final examinations

8.8 Aegrotat standing

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

9 Procedures for Grade Disputes

9.1 Grade dispute between instructor and department head or dean

9.2 Grade dispute between instructor and student

Authority and Responsibility

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

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

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University

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

Colleges and Departments

University Council, while retaining the final authority over assessment of student learning, delegates to

colleges the responsibility of establishing general policies concerning the methods and types of assessment which may be employed by the departments of that college, and each department should establish any further instructions and policies for its members as necessary.

Instructors and Departments

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

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

Section I. Class Delivery

Our University Learning Charter encourages a multitude of educational experiences that contribute to growth in essential learning pursuits and the personal and professional interests of university community members. To accomplish this, educators need to be aware of the range of instructional methods and assessment strategies and select and utilize teaching methods that are effective in helping students achieve the learning outcomes of a course or learning activity. Additionally, teaching practice will support students in different ways of knowing and learning, including independently, experientially, and collaboratively. Regardless of methodology, there are universal elements of class delivery that ensure appropriate learning opportunities are provided to the students at the university.

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1. Class Syllabus

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

The syllabus is a public document that provides details about a particular class for both potential and enrolled students. It is useful for recruiting prospective students and sharing information about university classes with the broader community (for example, for the purposes of transfer credit evaluation). Instructor syllabi must be submitted to department heads, or deans in non-departmentalized colleges, prior to the start of a class.

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

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1.1 Content of the syllabus

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

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

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

1.2 Changes to the syllabus after distribution

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

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However, it may be deemed necessary to revise a syllabus in ways that impact the methods, modes, and timing of class work (such as assignments, examinations, weighting of grades, etc.) to address emergency circumstances that may impact academic programming. Such changes will be permitted only if they have been approved by the dean's office of the college of instruction. The reasons for the changes to the syllabus will be communicated to the students affected.

1.3 Change of final examination date

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

2. Contact Hours and Availability of Instructors

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

2.1 Availability of instructor

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

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

3. Student Attendance

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

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

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

3.1 Permission to attend and participate in classes

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

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

Instructors of an online class may, at their discretion, open their class to a broader set of participants (including those not registered as students) provided that non-registered participants are not using software or materials limited by license for use by students. Instructors shall not grade any work of such non-registered participants in these online courses. Retroactive registration or credit challenge by such non-registered participants will not be permitted.

3.2 No credit unless registered

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

4. Class evaluation by students

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

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

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

5. Class Recordings

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

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

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

5.1 Privacy, permission, and consent

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

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5.2 Intellectual property and copyright

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

5.3 Accommodation for students with disabilities

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

5.4 Definitions

Definition of “presenter”

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

Definition of “classroom”

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

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Definition of “learning activities”

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

5.5 Responsibilities of instructors and presenters

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

Notification of intent to record classroom sessions should be included in the class syllabus and, where possible, in the catalogue description of the course. If not so noted, permission from students will be

obtained prior to making recordings for teaching or research where a student's image or voice may be recorded.

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

5.6 Responsibilities of students

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

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

5.7 Restrictions on use of classroom recordings

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

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

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

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

5.8 Storage, archiving, and permission to use

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

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

5.9 Special circumstances: clinics, training, art classes

Recordings of learning activities such as clinical or training experiences involving patients and/or professional staff outside of university classrooms will be based on professional standards and on the policies of the clinical institution. In art classes, written permission of models is also required before any video recording by instructors or students takes place.

Section II. Assessment of Students

6. Grading System

6.1 Fairness

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

University

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

College

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

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

Department

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

Appeal

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

6.2 Weighting in class grades

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

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

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

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

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6.3 Grade descriptors

The university's implementation of the percentage system for reporting final grades was approved by University Council in 1986. University grade descriptors and the percentage system apply unless

separate approved college regulations exist. Exceptions to the grade descriptors below require council approval:

Definitions

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

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

90-100 Exceptional

A superior performance with consistent strong evidence of:

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

80-89 Excellent

An excellent performance with strong evidence of:

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

70-79 Good

A good performance with evidence of:

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

60-69 Satisfactory

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material
- a fair understanding of the relevant issues
- a general familiarity with the relevant literature and techniques

- an ability to develop solutions to moderately difficult problems related to the subject material
- a moderate ability to examine the material in a critical and analytical manner

50-59 Minimal Pass

A barely acceptable performance with evidence of:

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

<50 Failure

An unacceptable performance.

College of Dentistry

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

College of Graduate and Postdoctoral Studies

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

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College of Medicine

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

University

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

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

College

Each college has the responsibility for ensuring, at the beginning of each class, that students are familiar with the assessment procedures and their application to the literal descriptors. Grade modes must not change once registration in a particular class has begun.

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

Exceptions

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

6.4 Academic grading standards

College

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

6.5 Average calculations

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

Calculation

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

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

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

Example of calculation of a student average:

<i>Class</i>	<i>Grade</i>	<i>Credit Units</i>	<i>Weighted Marks</i>
ENG 111.3	83	3	249
MATH 110.3	87	3	261
PSY 121.3	97	3	291
POLS 111.3	98	3	294
INDG 107.3	92	3	276
BIOL 120.3	81	3	243
WGST 112.3	93	3	279
CREE 101.3	96	3	288
CHEM 112.3	87	3	261
ASTR 113.3	91	3	273

Total

30

2715

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

6.6 Grading deadlines

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

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

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

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

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

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

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

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

University

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

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

Department

Final grade submission and approval is a two-stage process, with responsibility shared between the instructor, who submits the final grades, and the department head, or dean in non-departmentalized colleges, who approves the final grades.

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

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

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

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

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7. Examinations

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

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

7.1 Methods and types of examinations

College

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

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

Department

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

Cross-college and interdisciplinary courses

In courses provided by a department of one college for students in another college, the examination regulations of the teaching department will have precedence unless alternative arrangements have been

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negotiated between the teaching department, its own college and the other college. In the case of an interdisciplinary program, the appropriate designated authority over the program shall approve any program regulations.

7.2 Mid-term examinations and assignments

Scheduling

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

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

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

Number of examinations

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

7.3 Final examinations

a. Modification of requirement to hold a final examination

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

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

b. Final examination period and scheduling of final examinations

Scheduling

The registrar schedules all final examinations. This includes take-home final examinations, as well as, regular and special deferred final examinations, and supplemental examinations.

Instructors must complete an Exam Information Sheet to indicate scheduling preferences, available on PAWS during the first week of the term, to have a final examination scheduled. The registrar will post the schedules of final examinations as early in a term as possible.

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

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

Change of final examination date

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

Examination period

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

Final examinations for evening classes can occur in any night examination slot or anytime on a Saturday. Common final examinations between day and night classes can only be accommodated in a night examination slot or on a Saturday. For Spring Term and Summer Term, the final examination period shall consist of two to three days immediately following the last day of lectures for a class.

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

Duration

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

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

Weekends and evenings

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

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

24-hour rule

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

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

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

Conflicts for common examinations

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

Warning about other commitments

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

Warning about withdrawal

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

7.4 Conduct and invigilation of examinations

All regulations for the invigilation of final examinations can apply to the invigilation of mid-term examinations. It is expected that invigilators will be present while students are sitting for examinations, readily available to answer questions from students, and will monitor and report any instances of academic or non-academic misconduct according to the [Regulations on Student Academic](#)

Misconduct and the Standard of Student Conduct in Non-Academic Matters. Invigilators shall familiarize themselves with all related regulations and policies.

Invigilation

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

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

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

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

30-minute rule

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

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

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Identification

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

During the examination, invigilators can require students to place their student ID card on the desk or table where the student is writing the examination, in plain view for invigilators to check. Invigilators may ask for additional government-issued photographic ID if the student does not have a student ID card or if they deem the student ID card insufficient to confirm a student's identity.

Students who do not present a student ID card, or other acceptable photographic identification, during an examination will be permitted to finish sitting the examination, but only upon completing and signing

a *Failure to Produce Proper Identification at an Examination* form. The form indicates that there is no guarantee that the examination paper will be graded if any discrepancies in identification are discovered upon investigation. Students will then have to present themselves with a student ID card or other acceptable government-issued photographic identification to the invigilator within two working days of the examination at a time and place mutually agreeable to the invigilator and the student. Such students may also be asked to provide a sample of their handwriting. Failure to provide acceptable identification within two working days will result in an academic misconduct charge under the [Regulations on Student Academic Misconduct](#).

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

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

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

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

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

7.5 Access to materials in the examination room

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

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

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

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

No unauthorized assistance

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

7.6 Permission to leave the examination room

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

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

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

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

Emergency evacuation of an examination

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

7.7 Food and beverages

It is at the discretion of the invigilator whether food or beverages are permitted in an examination room, unless required for a medical purpose.

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7.8 Protocols for an academic misconduct breach

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

- remove anything on the desk or table not authorized for use in the examination.
- ask to examine any book bags or handbags, purses, laptop cases, dictionaries (print or electronic), instruments, calculators, electronic devices capable of data storage and retrieval or

photography (computers, tablets, cell phones, personal music devices, etc.), and any other personal belongings if there is a reasonable suspicion that they contain evidence of academic misconduct. If allowed by the student, any such searches must be done in the presence of the student; the presence of another invigilator as a witness is recommended but not necessary.

- once examined, any personal belongings (e.g., cell phones, textbooks, and book bags) shall be returned to the student to be put back under the student's desk, with, in so much as it is possible, the evidence retained by the invigilator. Notes or similar unauthorized materials will be confiscated and attached to the incident report to be evaluated by the instructor for possible academic misconduct procedures. If the student requires a photocopy of any evidence discovered, a copy will be provided as soon as is reasonably possible with the original to be retained by the invigilator.
- the invigilator may take photographs or video recordings of any evidence. Photographs or video recordings will only be used in support of a charge under the [Regulations on Student Academic Misconduct](#) and will not be used or disclosed for any other purposes, and will be retained in a secure manner for a limited period of time period.
- require the student to move to a seat where the invigilator can more easily monitor the student.
- ask a student to produce evidence where the invigilator believes that student has hidden it on their person. If the student refuses, respect the refusal but note it when reporting. Under no circumstances can the student be touched or physically searched.
- if considered reasonably necessary, invigilators may take a photograph of the student.
- if the student refuses to cooperate with any request of the invigilator, note the refusal when reporting.

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

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

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

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7.9 Retention and accessibility of examination materials and class syllabus

All marked final examination papers, together with the university tally sheets, shall be retained in the department, or college in non-departmentalized colleges, for a period of at least one year following the examination period in which the final examination was held in case of student appeals under university policy.

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

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

7.10 Retention of examination materials during the examination

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

7.11 Additional invigilation standards

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

8. Student Assessment Issues and Special Circumstances

8.1 Final grade alternatives and comments

Definition:

Course Grade Modes

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

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

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

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

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

8.2 Withdrawal

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

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

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

8.3 Retroactive withdrawal

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

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

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

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

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

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

Extensions past the final examination date for the completion of assignments must be approved by the department head, or dean in non-departmentalized colleges, and may exceed thirty days only in unusual circumstances. The student must apply to the instructor for such an extension and furnish satisfactory reasons for the deficiency. Deferred final examinations are granted as per college policy.

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

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

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

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

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College of Graduate and Postdoctoral Studies

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

8.5 No credit (N) grade alternative and grade comment

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

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8.6 Deferred final examinations

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

Examination period

The deferred and supplemental examination periods are approximately as follows:

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

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

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

College

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

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

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

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

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

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

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

Exceptions

With the approval of the department head, or dean in non-departmentalized colleges, and the consent of the student, the instructor of a class is allowed some flexibility about the nature of the examination to accommodate the particular circumstances which created the need for the deferred examination. The registrar must be notified of any departures from the regular form of examination.

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

Appeal

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

8.7 Supplemental final examinations

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

Examination period

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

College

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

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

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

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

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

Exceptions

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

Appeal

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

8.8 Aegrotat standing (AEG)

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

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

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

a. Students registered with Access and Equity Services may be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations) as per the [Academic Accommodation and Access for Students with Disabilities policy](#).

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

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

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

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

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

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

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

e. Students shall be granted special accommodation due to participation in activities deemed to be official university business. Such activities are considered an important part of student development and include participation in Huskie Athletics, university fine or performing arts groups, participation at academic conferences, workshops or seminars related to the student's academic work, or like activities. Travel time to and from such activities is also considered official university business.

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

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

8.10 No Grade Reported (NGR)

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

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9. Procedures for Grade Disputes

9.1 Grade dispute between instructor and department head or dean

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

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

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

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

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

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

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

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

9.2 Grade dispute between instructor and student

Students who are dissatisfied with the assessment of their class work or performance in any aspect of class work, including a midterm or final examination, should consult the University Council policy

titled [*Student Appeals or Evaluation, Grading and Academic Standing*](#) and the [*Procedures for Student Appeals in Academic Matters*](#).

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

Contact Information

Contact Person: University Registrar

Phone: 306-966-6723

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

Responsibility: University Registrar

Authorization: University Council

Approval Date: May 19, 2011; reapproved June 18, 2015; reapproved June 22, 2017; reapproved June 18, 2020; reapproved

Revisions

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

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

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

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

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

Updates

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

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

Purpose

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

Principles

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

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

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

goals in mind, educators will solicit and reflect on feedback from students and peers and commit to building knowledge and skill in teaching practice for the purposes of continuous enhancement.

Scope of this Policy

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

It supersedes the following documents previously approved by University Council:

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

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

January, 2001 Academic Programs Committee Retroactive Withdrawal Policy

September, 1986 – University of Saskatchewan Grading Policy

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

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

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

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

June, 2010 University [Learning Charter](#)

June 2011 [Nomenclature Report](#)

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

Information and Communications Technology [Lecture Capture](#)

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

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

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

Policy

The *University of Saskatchewan Academic Courses Policy on Class Delivery, Examinations and Assessment of Student Learning* covers policies, regulations, and procedures governing the following aspects of class delivery and student assessment, including the conduct of examinations

Section I. Class Delivery

1 Class Syllabus

1.1 Content of the syllabus

1.2 Changes to the syllabus after distribution

1.3 Change of final examination date

2 Contact Hours and Availability of Instructors

2.1 Availability of instructor

3 Student Attendance

3.1 Permission to attend and participate in classes

3.2 No credit unless registered

4 Class Evaluation by Students

5 Class Recordings

5.1 Privacy, permission, and consent

5.2 Intellectual property and copyright

5.3 Accommodation for students with disabilities

5.4 Definitions

5.5 Responsibilities of instructors and presenters

5.6 Responsibilities of students

5.7 Restrictions on use of classroom recordings

5.8 Storage and archiving

5.9 Special circumstances: clinics, training, art classes

Section II. Assessment of Students

6 Grading System

6.1 Fairness in evaluation

6.2 Weighting in class grades

6.3 Grade descriptors

6.4 Academic grading standards

6.5 Average calculations

6.6 Grading deadlines

7 Examinations

7.1 Methods and types of examinations

7.2 Mid-term examinations

7.3 Final examinations

a. Modification of requirement to hold a final examination

b. Final examination period and scheduling

7.4 Conduct and invigilation of examinations

a. Invigilation

- b. 30 minute rule
- c. Identification
- 7.5 Access to materials in the examination room
- 7.6 Permission to leave the examination room
- 7.7 Food and beverages
- 7.8 Protocols for an academic misconduct breach
- 7.9 Retention and accessibility of examination papers
- 7.10 Retention of the exam materials during the examination
- 7.11 Additional invigilation standards

8 Student Assessment Issues and Special Circumstances

- 8.1 Final grade alternatives and comments
- 8.2 Withdrawal
- 8.3 Retroactive withdrawal
- 8.4 Incomplete class work (assignments and examinations) and Incomplete Fail (INF)
- 8.5 No Credit (N) grade alternative and grade comment
- 8.6 Deferred final examinations
- 8.7 Supplemental final examinations
- 8.8 Aegrotat standing
- 8.9 Special accommodations for disability, pregnancy, religious, and other reasons

9 Procedures for Grade Disputes

- 9.1 Grade dispute between instructor and department head or dean
- 9.2 Grade dispute between instructor and student

Authority and Responsibility

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

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

University

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

Colleges and Departments

University Council, while retaining the final authority over assessment of student learning, delegates to

colleges the responsibility of establishing general policies concerning the methods and types of assessment which may be employed by the departments of that college, and each department should establish any further instructions and policies for its members as necessary.

Instructors and Departments

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

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

Section I. Class Delivery

Our University Learning Charter encourages a multitude of educational experiences that contribute to growth in essential learning pursuits and the personal and professional interests of university community members. To accomplish this, educators need to be aware of the range of instructional methods and assessment strategies and select and utilize teaching methods that are effective in helping students achieve the learning outcomes of a course or learning activity. Additionally, teaching practice will support students in different ways of knowing and learning, including independently, experientially, and collaboratively. Regardless of methodology, there are universal elements of class delivery that ensure appropriate learning opportunities are provided to the students at the university.

1. Class Syllabus

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

The syllabus is a public document that provides details about a particular class for both potential and enrolled students. It is useful for recruiting prospective students and sharing information about university classes with the broader community (for example, for the purposes of transfer credit evaluation). Instructor syllabi must be submitted to department heads, or deans in non-departmentalized colleges, prior to the start of a class.

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

1.1 Content of the syllabus

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

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

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

1.2 Changes to the syllabus after distribution

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

However, it may be deemed necessary to revise a syllabus in ways that impact the methods, modes, and timing of class work (such as assignments, examinations, weighting of grades, etc.) to address emergency circumstances that may impact academic programming. Such changes will be permitted only if they have been approved by the dean's office of the college of instruction. The reasons for the changes to the syllabus will be communicated to the students affected.

1.3 Change of final examination date

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

2. Contact Hours and Availability of Instructors

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

2.1 Availability of instructor

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

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

3. Student Attendance

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

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

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

3.1 Permission to attend and participate in classes

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

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

Instructors of an online class may, at their discretion, open their class to a broader set of participants (including those not registered as students) provided that non-registered participants are not using software or materials limited by license for use by students. Instructors shall not grade any work of such non-registered participants in these online courses. Retroactive registration or credit challenge by such non-registered participants will not be permitted.

3.2 No credit unless registered

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

4. Class evaluation by students

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

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

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

5. Class Recordings

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

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

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

5.1 Privacy, permission, and consent

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

5.2 Intellectual property and copyright

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

5.3 Accommodation for students with disabilities

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

5.4 Definitions

Definition of “presenter”

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

Definition of “classroom”

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

Definition of “learning activities”

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

5.5 Responsibilities of instructors and presenters

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

Notification of intent to record classroom sessions should be included in the class syllabus and, where possible, in the catalogue description of the course. If not so noted, permission from students will be

obtained prior to making recordings for teaching or research where a student's image or voice may be recorded.

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

5.6 Responsibilities of students

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

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

5.7 Restrictions on use of classroom recordings

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

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

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

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

5.8 Storage, archiving, and permission to use

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

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

5.9 Special circumstances: clinics, training, art classes

Recordings of learning activities such as clinical or training experiences involving patients and/or professional staff outside of university classrooms will be based on professional standards and on the policies of the clinical institution. In art classes, written permission of models is also required before any video recording by instructors or students takes place.

Section II. Assessment of Students

6. Grading System

6.1 Fairness

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

University

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

College

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

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

Department

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

Appeal

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

6.2 Weighting in class grades

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

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

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

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

6.3 Grade descriptors

The university's implementation of the percentage system for reporting final grades was approved by University Council in 1986. University grade descriptors and the percentage system apply unless

separate approved college regulations exist. Exceptions to the grade descriptors below require council approval:

Definitions

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

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

90-100 Exceptional

A superior performance with consistent strong evidence of:

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

80-89 Excellent

An excellent performance with strong evidence of:

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

70-79 Good

A good performance with evidence of:

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

60-69 Satisfactory

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material
- a fair understanding of the relevant issues
- a general familiarity with the relevant literature and techniques

- an ability to develop solutions to moderately difficult problems related to the subject material
- a moderate ability to examine the material in a critical and analytical manner

50-59 Minimal Pass

A barely acceptable performance with evidence of:

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

<50 Failure

An unacceptable performance.

College of Dentistry

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

College of Graduate and Postdoctoral Studies

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

College of Medicine

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

University

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

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

College

Each college has the responsibility for ensuring, at the beginning of each class, that students are familiar with the assessment procedures and their application to the literal descriptors. Grade modes must not change once registration in a particular class has begun.

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

Exceptions

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

6.4 Academic grading standards

College

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

6.5 Average calculations

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

Calculation

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

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

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

Example of calculation of a student average:

<i>Class</i>	<i>Grade</i>	<i>Credit Units</i>	<i>Weighted Marks</i>
ENG 111.3	83	3	249
MATH 110.3	87	3	261
PSY 121.3	97	3	291
POLS 111.3	98	3	294
INDG 107.3	92	3	276
BIOL 120.3	81	3	243
WGST 112.3	93	3	279
CREE 101.3	96	3	288
CHEM 112.3	87	3	261
ASTR 113.3	91	3	273

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

6.6 Grading deadlines

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

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

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

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

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

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

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

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

University

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

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

Department

Final grade submission and approval is a two-stage process, with responsibility shared between the instructor, who submits the final grades, and the department head, or dean in non-departmentalized colleges, who approves the final grades.

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

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

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

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

7. Examinations

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

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

7.1 Methods and types of examinations

College

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

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

Department

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

Cross-college and interdisciplinary courses

In courses provided by a department of one college for students in another college, the examination regulations of the teaching department will have precedence unless alternative arrangements have been

negotiated between the teaching department, its own college and the other college. In the case of an interdisciplinary program, the appropriate designated authority over the program shall approve any program regulations.

7.2 Mid-term examinations and assignments

Scheduling

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

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

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

Number of examinations

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

7.3 Final examinations

a. Modification of requirement to hold a final examination

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

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

b. Final examination period and scheduling of final examinations

Scheduling

The registrar schedules all final examinations. This includes take-home final examinations, as well as, regular and special deferred final examinations, and supplemental examinations.

Instructors must complete an Exam Information Sheet to indicate scheduling preferences, available on PAWS during the first week of the term, to have a final examination scheduled. The registrar will post the schedules of final examinations as early in a term as possible.

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

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

Change of final examination date

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

Examination period

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

Final examinations for evening classes can occur in any night examination slot or anytime on a Saturday. Common final examinations between day and night classes can only be accommodated in a night examination slot or on a Saturday. For Spring Term and Summer Term, the final examination period shall consist of two to three days immediately following the last day of lectures for a class.

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

Duration

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

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

Weekends and evenings

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

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

24-hour rule

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

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

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

Conflicts for common examinations

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

Warning about other commitments

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

Warning about withdrawal

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

7.4 Conduct and invigilation of examinations

All regulations for the invigilation of final examinations can apply to the invigilation of mid-term examinations. It is expected that invigilators will be present while students are sitting for examinations, readily available to answer questions from students, and will monitor and report any instances of academic or non-academic misconduct according to the [Regulations on Student Academic](#)

Misconduct and the Standard of Student Conduct in Non-Academic Matters. Invigilators shall familiarize themselves with all related regulations and policies.

Invigilation

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

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

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

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

30-minute rule

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

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

Identification

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

During the examination, invigilators can require students to place their student ID card on the desk or table where the student is writing the examination, in plain view for invigilators to check. Invigilators may ask for additional government-issued photographic ID if the student does not have a student ID card or if they deem the student ID card insufficient to confirm a student's identity.

Students who do not present a student ID card, or other acceptable photographic identification, during an examination will be permitted to finish sitting the examination, but only upon completing and signing

a *Failure to Produce Proper Identification at an Examination* form. The form indicates that there is no guarantee that the examination paper will be graded if any discrepancies in identification are discovered upon investigation. Students will then have to present themselves with a student ID card or other acceptable government-issued photographic identification to the invigilator within two working days of the examination at a time and place mutually agreeable to the invigilator and the student. Such students may also be asked to provide a sample of their handwriting. Failure to provide acceptable identification within two working days will result in an academic misconduct charge under the [Regulations on Student Academic Misconduct](#).

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

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

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

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

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

7.5 Access to materials in the examination room

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

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

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

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

No unauthorized assistance

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

7.6 Permission to leave the examination room

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

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

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

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

Emergency evacuation of an examination

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

7.7 Food and beverages

It is at the discretion of the invigilator whether food or beverages are permitted in an examination room, unless required for a medical purpose.

7.8 Protocols for an academic misconduct breach

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

- remove anything on the desk or table not authorized for use in the examination.
- ask to examine any book bags or handbags, purses, laptop cases, dictionaries (print or electronic), instruments, calculators, electronic devices capable of data storage and retrieval or

photography (computers, tablets, cell phones, personal music devices, etc.), and any other personal belongings if there is a reasonable suspicion that they contain evidence of academic misconduct. If allowed by the student, any such searches must be done in the presence of the student; the presence of another invigilator as a witness is recommended but not necessary.

- once examined, any personal belongings (e.g., cell phones, textbooks, and book bags) shall be returned to the student to be put back under the student's desk, with, in so much as it is possible, the evidence retained by the invigilator. Notes or similar unauthorized materials will be confiscated and attached to the incident report to be evaluated by the instructor for possible academic misconduct procedures. If the student requires a photocopy of any evidence discovered, a copy will be provided as soon as is reasonably possible with the original to be retained by the invigilator.
- the invigilator may take photographs or video recordings of any evidence. Photographs or video recordings will only be used in support of a charge under the [Regulations on Student Academic Misconduct](#) and will not be used or disclosed for any other purposes, and will be retained in a secure manner for a limited period of time period.
- require the student to move to a seat where the invigilator can more easily monitor the student.
- ask a student to produce evidence where the invigilator believes that student has hidden it on their person. If the student refuses, respect the refusal but note it when reporting. Under no circumstances can the student be touched or physically searched.
- if considered reasonably necessary, invigilators may take a photograph of the student.
- if the student refuses to cooperate with any request of the invigilator, note the refusal when reporting.

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

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

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

7.9 Retention and accessibility of examination materials and class syllabus

All marked final examination papers, together with the university tally sheets, shall be retained in the department, or college in non-departmentalized colleges, for a period of at least one year following the examination period in which the final examination was held in case of student appeals under university policy.

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

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

7.10 Retention of examination materials during the examination

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

7.11 Additional invigilation standards

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

8. Student Assessment Issues and Special Circumstances

8.1 Final grade alternatives and comments

Definition:

Course Grade Modes

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

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

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

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

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

8.2 Withdrawal

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

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

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

8.3 Retroactive withdrawal

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

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

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

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

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

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

Extensions past the final examination date for the completion of assignments must be approved by the department head, or dean in non-departmentalized colleges, and may exceed thirty days only in unusual circumstances. The student must apply to the instructor for such an extension and furnish satisfactory reasons for the deficiency. Deferred final examinations are granted as per college policy.

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

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

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

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

College of Graduate and Postdoctoral Studies

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

8.5 No credit (N) grade alternative and grade comment

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

8.6 Deferred final examinations

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

Examination period

The deferred and supplemental examination periods are approximately as follows:

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

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

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

College

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

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

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

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

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

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

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

Exceptions

With the approval of the department head, or dean in non-departmentalized colleges, and the consent of the student, the instructor of a class is allowed some flexibility about the nature of the examination to accommodate the particular circumstances which created the need for the deferred examination. The registrar must be notified of any departures from the regular form of examination.

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

Appeal

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

8.7 Supplemental final examinations

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

Examination period

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

College

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

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

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

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

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

Exceptions

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

Appeal

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

8.8 Aegrotat standing (AEG)

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

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

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

a. Students registered with Access and Equity Services may be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations) as per the [*Academic Accommodation and Access for Students with Disabilities policy*](#).

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

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

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

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

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

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

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

e. Students shall be granted special accommodation due to participation in activities deemed to be official university business. Such activities are considered an important part of student development and include participation in Huskie Athletics, university fine or performing arts groups, participation at academic conferences, workshops or seminars related to the student's academic work, or like activities. Travel time to and from such activities is also considered official university business.

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

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

8.10 No Grade Reported (NGR)

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

9. Procedures for Grade Disputes

9.1 Grade dispute between instructor and department head or dean

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

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

- d. Also within two business days of the failure of the conciliation process, the department head, or dean in a non-departmentalized college, must list in writing what material was considered in conciliation. A copy of this list shall be sent to the instructor who must immediately report in writing to the dean, or provost and vice-president (academic) for non-departmentalized colleges, as to the accuracy of the list. Within the same two business days, the department head, or dean in non-departmentalized colleges, and the instructor shall forward written submissions with supporting documents to the dean, or provost and vice-president (academic) in non-departmentalized colleges.
- e. Written submissions and all supporting documentation considered in the conciliation (including the list drawn up by the department head, or dean in non-departmentalized colleges), and the response of the instructor, are to be forwarded to the arbitration committee. The committee shall consider only written submissions and all supporting documentation forwarded during their deliberations. To the extent possible, the arbitration committee will use the same relative weighting of final examination and class work as was used by the instructor in arriving at the final grades.
- f. The arbitration committee shall be given a maximum of three business days to complete its deliberations and reach a final decision about the disputed marks. The committee can either uphold the disputed marks or assign new marks. Once the committee reaches a final decision a written report which explicitly outlines the rationale for the decision shall immediately be submitted to the registrar, with copies to the dean, department head (if applicable), and instructor. Any grade changes required by the decision shall be submitted by the instructor and approved by the department head, or dean in a non-departmentalized college.
- g. If after three business days the arbitration committee has not submitted a final decision about the disputed marks, the dean or provost and vice-president (academic) will be notified as to the reasons for the impasse and the arbitration committee will have two business days to resolve their differences and come to a final decision.
- h. If, after two additional business days, an arbitration committee cannot come to a final decision, the dean, or the provost and vice president (academic) in the case of non-departmentalized colleges, will reach a final decision about the disputed marks based upon the written submissions and supporting documents. The dean, or the provost and vice-president (academic) shall immediately submit a written report which explicitly outlines the rationale for the decision to the registrar, with copies to the dean, department head (if applicable) and instructor. Any grade changes required by the decision shall be submitted by the instructor and approved by the department head, or dean in a non-departmentalized college
- i. Once this process is completed, affected students who previously ordered a transcript can contact the registrar whereupon corrected transcripts will be issued free of charge.

9.2 Grade dispute between instructor and student

Students who are dissatisfied with the assessment of their class work or performance in any aspect of class work, including a midterm or final examination, should consult the University Council policy

titled [*Student Appeals or Evaluation, Grading and Academic Standing*](#) and the [*Procedures for Student Appeals in Academic Matters*](#).

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

Contact Information

Contact Person: University Registrar

Phone: 306-966-6723

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Alison Oates, chair, Academic Programs Committee

DATE OF MEETING: June 16, 2022

SUBJECT: Bachelor of Science in Dental Therapy

MOTION: That Council approve the Bachelor of Science program in Dental Therapy, effective September 2023

PURPOSE:

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

CONTEXT AND BACKGROUND:

The College of Dentistry is proposing a new Bachelor of Science in Dental Therapy degree program. This innovative direct-entry, three-year degree program will be delivered in partnership with Northern Intertribal Health Authority (NITHA, Saskatchewan Polytechnic, and Northlands colleges and will see three cohorts of seven students entering the program each year. Instruction will occur at La Ronge, Prince Albert, and Regina. Admissions will be limited to Indigenous students and non-Indigenous applicants will be considered if there is an insufficient number of qualified Indigenous applicants which will address the acute need for dental therapists in Northern and remote communities and will provide a direct admissions pathway for Indigenous students into a health science discipline.

With the partnership agreements with Saskatchewan Polytechnic and opportunities for prior learning assessment and bridging training, this program will allow for multiple entry and exit points for students. This will ensure that students who need to leave the program before completion of the full B.Sc. in Dental Therapy will still have the opportunity to achieve a usable credential and seek gainful employment, and that the program will be able to maintain full enrolment, by recruiting dental hygienists to upskill their training to become a dental therapist.

The B.Sc. in Dental Therapy is a 111 credit unit program, equivalent to a three-year degree program and will be delivered over 24 continuous months. Tuition for the program will be program-based and will be \$25,500 a year for students entering in term 1 of the program. Development of this program, as well as start-up costs to purchase equipment and hire and train faculty and staff is covered by one-time funding from the Federal Government.

CONSULTATION:

The Academic Programs Committee reviewed the proposal for this new program at its meeting on June 1, 2022, but required additional time to provide a thorough review. After consulting with the Executive Committee of Council, the committee determined to allow additional time for questions by email and to conduct an electronic vote, which concluded on June 9, 2022 with a recommendation that this program be approved by University Council. The committee appreciates the Executive Committee's willingness to entertain such a late addition to the Council agenda.

ATTACHMENTS:

- 1. Proposal of new degree program – Bachelor of Science in Dental Therapy**



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Dental Therapy Program

Degree(s): **Bachelor of Science in Dental Therapy (BSc – Dental Therapy)**

Field(s) of Specialization: **Dental Therapy**

Level(s) of Concentration: **N/A**

Option(s): **N/A**

Degree College: **Dentistry**

Contact person(s) (name, telephone, fax, e-mail): **Dr. Doug Brothwell, Dean, 306-966-5122
douglas.brothwell@usask.ca**

Proposed date of implementation: **September 2023**

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 proposed BSc – Dental Therapy program is an appropriate addition to USask programming as it addresses Canada's 'wicked problem' in dentistry; namely access to dental care for Indigenous people. The program is targeted to Indigenous students and will create the ideal mid-level oral healthcare workers who will expand access to dental care for Indigenous populations in Saskatchewan and across Canada. This program firmly supports our new motto "Be What the World Needs."

Indigenous Canadians experience disease rates and access to care barriers far higher than in the rest of Canada. There are significant access to care issues in Northern Saskatchewan and oral health workforce vacancies negatively impact the oral health of Northern residents. Central to this is the lack of a dental therapy training program to maintain a predictable pool of Dental Therapists for dental public health programs in the Province and across Canada.

The role of Dental Therapists in oral health is well accepted. More than 50 nations worldwide utilize Dental Therapists as mid-level providers to deliver necessary preventive and clinical care to vulnerable populations. Canada was a leader in the field but the closing of the National School of Dental Therapy in 2010 has led to severe dental therapy vacancies as therapists age and retire with no replacement by new graduates.

Dental Therapists are the ideal community-based oral health care providers in Primary Health Care Teams in Indigenous communities. This model has been embraced by the United States with the establishment of three Dental Therapy Programs of which the Alaska Dental Health Aide Therapist is the most robust and is based on the Canadian Model.

Re-establishing and growing Dental Therapy in Canada is central to improving Indigenous oral health. Full time, community-based dental therapy programming is the most effective model as proven in Canada, Australia, New Zealand and now the USA. Dental Therapists need to be recruited from the communities in which they live for program success. Moreover, Indigenous students need flexible learning environments with multiple-entry and multiple-exit options and the ability to learn where they live.

The proposed Dental Therapy Model is designed to be an accredited healthcare program attentive to the needs of Indigenous students with practical and inclusive admission standards to ensure success. The proposal includes a 3-Campus model to better allow students to 'learn where they live', or at least in an environment with which they are familiar. It provides a laddering mechanism such that students can receive credentials for each step of their journey to dental therapy: one term to become a Dental Aide, three terms to become a Dental Assistant, six terms to become a Dental Therapist. Finally, our proposed Admissions Selection Criteria will purposefully select Indigenous students who plan to return to practice in Indigenous communities, or other underserved Canadian populations.

The proposed program will be jointly delivered by the University of Saskatchewan College of Dentistry in partnership with Saskatchewan Polytechnic, Northlands College, and the Northern Intertribal Health Authority (NITHA). The formal agreement is currently with each partner for final review.

Dental Therapy in Canada

Based on the New Zealand Dental Nurse Model, Canada pioneered the use of Mid-Level Oral Health Practitioners in Northern, rural and remote communities starting in 1978. The Saskatchewan Children's Dental Plan trained Dental Therapists for the province, while the National School of Dental Therapy trained Dental Therapists for Indigenous communities in

Canada's three northern territories, and to work in First Nations communities throughout Canada. Both programs were successful but were closed for other reasons.

Dental Therapists lived and worked full time in First Nations communities and built trust with their patients by being part of the community's Health Care Team. The key benefit of Dental Therapists is their ability to provide clinical dental care (preventive restorations, fillings and extractions) as well as their capacity to deliver preventive treatment and health education in consultation with a consulting/referral dentist. A career in Dental Therapy was a key employment opportunity for Indigenous residents; these providers understood the importance of cultural appropriateness and cultural safety in delivering oral health care to Indigenous patients. In many cases, and due to targeted admissions, these dental therapists were often of Indigenous ancestry with lived experience in the communities that they served.

Since the closure of the National School of Dental Therapy in 2010, oral health services in Northern Indigenous communities have suffered as the Dental Therapy workforce aged; today 40% of the workforce is over 55 and only 5% is under the age of 35. All public dental programs and private practices are competing to recruit from a dwindling pool of Dental Therapists. The vast majority of Canada's Dental Therapists are employed in Saskatchewan followed by Yukon, NWT, Nunavut, Manitoba, Alberta, British Columbia, and the Atlantic region. The workforce has now shrunk by about 20% (only 196 Dental Therapists remain in the province) which has increased the disparity in availability of Northern-based Dental Therapists. This disparity will only grow in the next five years as more Dental Therapists retire. This workforce shortage moves in lock-step with increasing oral health disparities in Indigenous communities.

- 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.*

This BSc Dental Therapy is an important component of the College of Dentistry Strategic Plan 2025 – (<https://dentistry.usask.ca/documents/college-of-dentistry-strategic-plan-2025.pdf>). One component of the plan is Educational Enhancement and Diversification, where the College has expanded its educational offerings and student numbers to better meet the needs of the population and generate additional tuition revenue. In addition to this BSc Dental Therapy program, the College has now implemented a Dental Assisting Program, a 21% increase in DMD students, a new International Dentist Degree Completion Program, a BSc DENT program, and a PhD program. The proposed new program is also fully aligned with the College of Dentistry Strategic Priority 1 – become Canada's leader in inclusive community care, Priority 3 – expand research capacity and output, and Priority 5 – uplift the needs, preferences, and aspirations of Indigenous people.

The proposed dental therapy program fits into the USask signature area of Indigenous Peoples, by preparing a new generation of Indigenous youth for employment as primary health professionals. It also reflects and supports the University Plan 2025 Commitment #1 – Courageous Curiosity by addressing Canadian dentistry's "Wicked Problem" of access to dental care for Indigenous people and communities. Similarly the proposed program aligns with

Commitment #2 – Boundless Collaboration, as the proposed program is being developed and implemented by a collaborative partnership between USask, NITHA SaskPoly, and Northlands College.

Finally, the proposed BSc – Dental Therapy program aligns with Commitment #3 – Inspired Communities, as delivery of the program will Amplify Value to Indigenous people and communities. This value will come from the improved quality of life that comes from better access to care, the additional community capacity that our program and graduates bring to the Indigenous communities where they work and live, and by the empowerment inherent in a Dental Therapy program that targets Indigenous faculty, staff and students.

The fit of this new program with University of Saskatchewan values and priorities can be seen in the following program Mission and Vision Statements and in Appendix 1:

Mission:

To develop the ideal work force to meet the oral health needs and aspirations of Canada's Indigenous people and communities.

Vision:

To show the world that an educational program can be a catalyst supporting decolonization through respect, inclusion, empowerment, and the vitality that comes from personal and community well-being.

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

Yes, we are targeting a particular demographic. Admission to the BSc – Dental Therapy program will be limited to Indigenous students in Saskatchewan and from across Canada. Non-indigenous students will only be considered in the event that there is an insufficient number of qualified Indigenous applicants (Appendix 2).

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

There are no competing programs in Saskatchewan or in Canada, and there has not been a dental therapy program in Canada since the National School of Dental Therapy was closed for political reasons in 2010. That close led to our current acute labor shortage of dental therapists across Northern communities.

2. Admissions

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

Admission to the Bachelor of Science in Dental Therapy degree program is limited to Indigenous students; non-Indigenous students will not normally be evaluated for direct admission into the program, and will only be evaluated in the event of an insufficient number of qualified Indigenous applicants (Appendix 2).

Priority admission will be given to qualified applicants who are agency-sponsored. All applicants will be required to submit a letter of intent outlining their agency-sponsorship

arrangement or if not sponsored, their intent on how they will apply their dental therapy training upon return to their community.

One important goal in program admissions is to help eliminate barriers and offer opportunities for Indigenous students to pursue Dental Therapy as a career whereby they return to their home communities to provide vital oral health care to residents and become role models for other young people who would like to enter the health care professions as they become older. We want Indigenous students to feel supported and encouraged through their educational process so that we can all enact our role as we build truth, reconciliation and relationship with Indigenous patients, families and communities through improved oral health care outcomes. Applicants must self-identify on the application for admission and submit government documentation and/or other documentation as determined by the Admissions Office. Acceptable documentation includes: Status or Treaty card, Metis National Council provincial registration cards, Métis Settlement General Council documentation, Nunavut Trust Service Card, or Nunavut Inuit Enrolment Card, Nunatsiavut Government Card or Nunavik Inuit Beneficiary Card. Students are encouraged to apply for government documentation or other documentation as soon as possible so that applications can be processed in a timely manner. Students who have not yet received, or are experiencing difficulty in obtaining acceptable documentation, are encouraged to contact the Admissions Office. Genealogies and letters from Indigenous organizations or agencies may be requested. Acceptable documentation must be received in the Admissions Office by the published application deadline for applications to be considered.

Seat Allocation Plan

The program will admit 21 students per year, with seven students each at the La Ronge, Prince Albert and Regina campuses. The program will admit nine Saskatchewan residents and 12 out-of-province residents each year.

Each campus will have the following student allocations:

- A total of **seven** students per year
 - Of these seven, **four** (12 in total for the three campuses) will be primarily comprised of out-of-Province agency-sponsored priority applicants but can include non-agency sponsored priority applicants if seats remain unfilled
 - The remaining **three** seats (9 in total for the three campuses) will be allocated to Saskatchewan residents and will be primarily comprised of agency-sponsored priority applicants but can include non-agency sponsored priority applicants if seats remain unfilled

Actual allocation of seats will depend on the number of qualified applicants for in-province and out-of-province seats. The respective allocation may go up or down depending on the number of qualified applicants.

All seats are open to both agency-sponsored and non-agency-sponsored applicants. Priority will be given to indigenous, agency-sponsored applicants who meet the program's admission requirements. In any given year, all seats could be filled with agency-sponsored students (Appendix 3).

In the event of insufficient numbers of applicants for a particular stream, seats will be offered to the next best qualified applicants following the program's priority admission model.

Academic Requirements for Admission

The Bachelor of Science in Dental Therapy program is a Direct Entry Program and accepts applications from high school graduates for the program. The required high school admissions criteria include the following and are explained in Appendix 2:

High School average	English	Biology	Math	5th Class Social Studies/ Humanities/Science
Minimum 70%	ELA A30 & B30 or equivalent	Biology 30 or equivalent	Foundations of Math 30 or Pre-Calculus 30 or equivalent	See Appendix 1.4 for applicable courses, highest grade to be used

Out-of-Province applicants will be expected to have achieved the minimum average required on the equivalent high school courses from their province as calculated and approved by the Admissions Office at the University of Saskatchewan. As with in-province applicants, priority will be given to out-of-province agency-sponsored applicants.

Agency Sponsorship

To address national dental therapy workforce needs, the program will make seats available to enable agencies from Saskatchewan and across the country to recruit and sponsor students to study and then undertake return of service agreements with the agencies upon graduation. This is a key pathway to filling unfilled dental therapy positions across Canada (Appendix 3).

The University of Saskatchewan and the dental therapy program will not be directly involved in agency recruitment of potential sponsorship students or the terms of any agency-student return of service agreements.

All sponsored students must meet the program's admission requirements and once admitted, must maintain the academic standing requirements for promotion and graduation.

Submission of a sponsorship application does not guarantee acceptance by the University of Saskatchewan and the program. Sponsorship priority will be given to indigenous students in accordance with the admission priorities of the program.

The number of available sponsorship seats will follow the program's admission policy to balance provincial and national dental therapy workforce needs. Up to 12 seats per year are open to out-of-province residents and can be sponsored by non-Saskatchewan agencies. The remaining 9 seats are for Saskatchewan residents and are eligible for sponsorship by Saskatchewan agencies.

If in any given year there are not enough qualified Saskatchewan applicants, these seats will be opened to non-Saskatchewan applicants, including agency-sponsored students. Similarly, if there are insufficient qualified non-Saskatchewan applicants, , these seats will be opened to Saskatchewan applicants.

Sponsorship students may indicate their preference for which campus they want to study but not all requests are guaranteed to be accommodated.

Sponsorship eligible agencies include:

- First Nations and Inuit communities
- Indigenous governments and authorities
- Federal, Provincial, and Territorial governments
- Regional Health authorities

All sponsoring agencies must follow the University of Saskatchewan's sponsorship process which is outlined at: <https://students.usask.ca/money/tuition-fees/sponsorship-or-agency-billing.php#Howitworks>

3. Description of the program

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

The curricular objectives of this program are to train students to meet a new set of Dental Therapy competencies that were developed and will be used for National Program accreditation through Accreditation Canada. These Competencies are listed in Appendix 5 and are as follows:

Knowledge of Discipline Competency

1. **Integration of Knowledge of Discipline:** Incorporate cultural knowledge and foundational knowledge in behavioural, social, biological and public health sciences to generate evidence-informed, autonomous, practice judgements.

Core Competencies of Health Professions

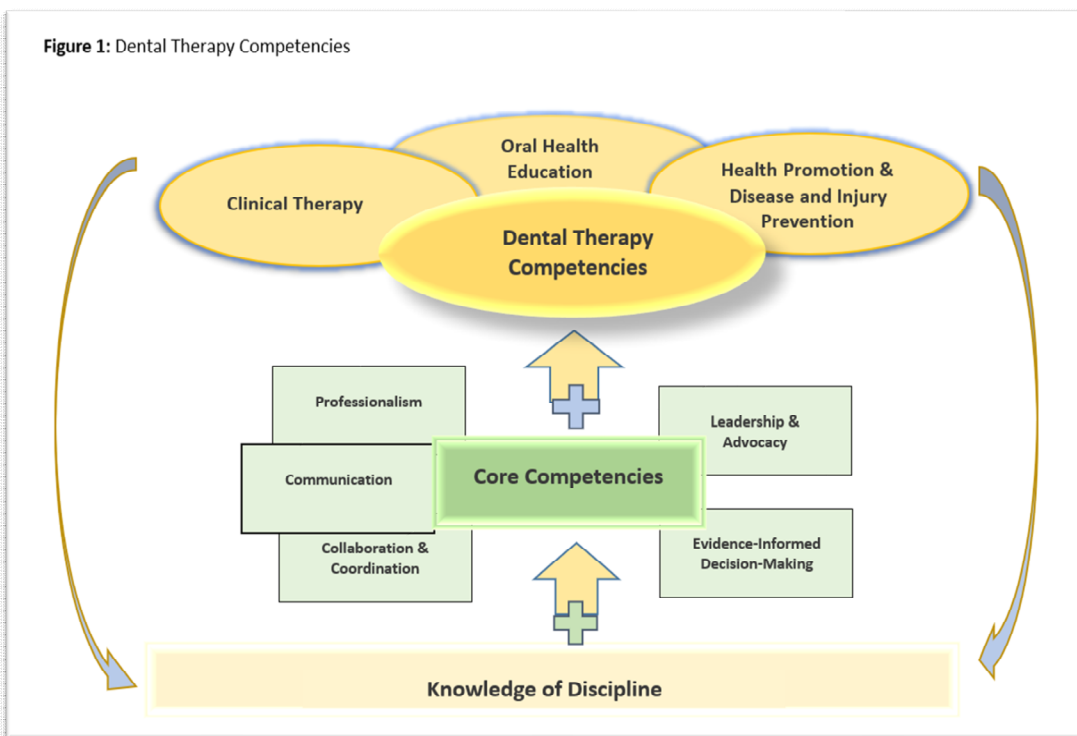
2. **Professionalism:** Demonstrate self-management and self-regulation in oral health and interprofessional settings within the parameters of relevant legislation, codes of ethics, and practice standards.
3. **Communication:** Integrate unique cultural perspectives and health literacy abilities when engaging with people to facilitate their use of information about oral and general health.
4. **Collaboration & Coordination:** Work effectively with others to address the oral health needs of people with a view to improving overall health and wellness.
5. **Evidence-Informed Decision-Making:** Use scientific information and Indigenous ways of knowing to inform and improve services.
6. **Leadership & Advocacy:** Work with people to help reduce inequities in oral health status and facilitate increased access to oral health services.

Dental Therapy Service Competencies

7. **Clinical Therapy:** Manage therapeutic and ongoing supportive services involving periodontal, restorative and oral surgical care with people during transitions and throughout the life span.
8. **Oral Health Education:** Support people in the exploration of their cultural traditions, values and beliefs, and in the acquisition of knowledge, skills, and self-care habits related to oral health and wellness.

9. **Health Promotion & Disease and Injury Prevention:** Participate in the assessment, decision-making, planning, implementation and evaluation of health promotion and preventive services with people from diverse communities.

See **Figure 1** below for a schematic representation of these domains. All actions are grounded in the knowledge base of the profession and the people they serve. The arrows back to the *Knowledge of Discipline* domain reflect the circular process of ongoing learning in education and practice.



- 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 BSc – Dental Therapy program will be offered in a 3-Campus model with Campuses located in Regina, Prince Albert, and LaRonge, Saskatchewan. This allows Indigenous students to study close to home, and in familiar physical locations and environments. Delivery of the program will be multi-modal and include a combination of didactic instruction, student- discovery, preclinical simulation, preclinical experience with high-fidelity dental simulators, authentic clinical experiences with live dental patients, and field practicum placement in existing Saskatchewan public health clinics. Delivery of didactic sessions will use a hybrid in-person and synchronous on-line attendance as instructors in the 3 campus locations share responsibility for delivery of course content to all students in the three campuses. For each didactic session, the students in one campus will sit in the classroom with a live instructor while students in the other two campuses

follow that instructor in a synchronous simulcast at their campus. The students watching in-person will alternate from campus to campus on an equal schedule.

c. Provide an overview of the curriculum mapping.

The table below provides a list of the proposed dental therapy courses. Detailed curriculum mapping of program competencies to course offerings can be seen in Appendices 6 and 18.

#	Course Name	Credits	
Term 1			
DT 101	Dental Therapy Sciences I	4	
DT 102	Health Sciences I	3	
DT 103	Oral Health Sciences I	4	
DT 104	Behavioural Sciences I	3	
DT 105	General Anatomy & Physiology I	4	
DT 106	Dental Therapy Practice Hours	12 hrs.	
	Total Credits	18	
Term 2			
DT 111	Dental Therapy Sciences II	4	
DT 112	Health Sciences II	3	
DT 113	Oral Health Sciences II	4	
DT 114	Behavioural Sciences II	3	
DT 115	General Anatomy & Physiology II	4	
DT 116	Dental Therapy Practice Hours	14 hrs	
	Total Credits	18	
Term 3			
DT 201	Dental Therapy Sciences III	4	
DT 202	Health Sciences III	4	
DT 203	Oral Health Sciences III	4	
DT 204	Community Practice I	4	
DT 206	Dental Therapy Practice Hours	15 hrs	
	Total Credits	16	
Term 4			
DT 211	Dental Therapy Sciences IV	4	
DT 212	Health Sciences IV	4	
DT 213	Oral Health Sciences IV	4	
DT 214	Community Practice II	4	
DT 216	Dental Therapy Practice Hours	15 hrs	
	Total Credits	15	
Term 5			
DT 301	Dental Therapy Sciences V	4	
DT 302	Health Sciences V	4	
DT 303	Oral Health Sciences V	4	
DT 304	Community Practice III	4	
DT 306	Dental Therapy Practice Hours	15 hrs	
	Total Credits	16	
Term 6			
DT 311	Dental Therapy Sciences VI	4	
DT 312	Health Science VI	3	Possible electives: Technical writing /sociology/ psychology / biomedical ethics etc.
XXX	OR Elective		
DT 313	Oral Health Sciences VI	4	
DT 314	Community Practice IV	4	
DT 316	Dental Therapy Practice Hours	15 hrs	
	Total Credits	15	

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

The BSc – Dental Therapy program is planned to provide many opportunities for higher-level development in the cognitive domain. There are also extensive opportunities for higher level experience and development in the affective and psychomotor domains. Sequencing of the educational program is planned using a ‘spiraling curriculum’ model rather than using the traditional offering of a large number of discipline-specific courses. Under the Spiraling Curriculum model, each Term in the program is comprised of a core of four recurring courses of increasing depth and complexity as students progress forward in the program (Dental Therapy Sciences, Health Sciences, Oral Health Sciences, and Dental Therapy Practice). Each subsequent iteration of each course in the ensuing Term builds upon the knowledge, attitudes, and abilities attained in the previous course. In addition to these four Core Courses, students in Terms 1 and 2 will participate in two additional courses (Behavioural Sciences and General Anatomy and Physiology) in a similar two-term spiral model. Students in Terms 3-6 will participate in a new spiraling course in Community Practice. As students progress from term-1 towards term-5, the educational experiences and expectations progress from lower towards higher levels of thinking and ability. In the cognitive domain, terms 1 and 2 mostly provide learning opportunities in the knowledge, comprehension and initial application levels. By Terms 3 and 4, learning opportunities shift towards higher levels emphasizing comprehension, application and analysis. By terms 5 and 6, students are immersed in authentic professional healthcare practice where they are required to routinely demonstrate the lower cognitive abilities on a daily basis, and are given many educational opportunities at the application, problem-solving, synthesis and evaluation levels.

For example, students must demonstrate appropriate levels of knowledge acquisition and preclinical simulation experience in the areas of operative dentistry (fillings) in terms 1 and 2, as reflected by the following knowledge and comprehension level learning objective:

Prepare cavity preparations for direct restorations on manikins.

The dental therapy students must then apply these skills in the dental clinic setting in terms 3 and 4 with typical dental patients, as reflected by the following application and analysis level learning objective:

Manage patient anxiety while preparing a multi-surface anterior composite restoration.

In the latter portions of their program, the students are rostered into on-reserve community clinics serving a wider variety of patients with more complex needs. In these clinics they must modify the typical approach to operative dentistry (Adaptation and Origination levels) to meet challenging clinical and patient situations (homelessness and developmentally disabled patients), while ensuring that they meet the foundational principles of operative dentistry. This is reflected in the following synthesis level learning objective:

Develop treatment options based on the individual’s values, needs, beliefs and abilities.

Similarly, instruction and student experience in the Affective domain ensure student progress to the Valuing and Organizing levels.

e. Explain the comprehensive breadth of the program.

The comprehensive breadth of the program encompasses the knowledge, attitude, and skill competencies required to meet the scope of practice expectations of the Saskatchewan Dental Therapists Association, as well as the Equal® Healthcare Education Accreditation standards of Accreditation Canada (see image below).



With this breadth, graduates of the program will be eligible to sit the National Board examinations in Dental Therapy, and upon successful completion, will be eligible for Registration and Licensure in Saskatchewan and other Canadian jurisdictions, and to subsequently enter dental therapy practice in Canadian Indigenous communities as well as other locations.

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.

This six-semester, Baccalaureate program is an intensive course of studies leading to a career in a healthcare profession. All five of the USask learning goals are addressed to one degree or another.

Discovery Goals: The curriculum is delivered using a combination of didactic lecture, self-directed on-line learning, group work, preclinical simulation and clinical experience. Students are trained using a ‘discovery approach’ that facilitates a zest for life-long learning. Students are also required to participate in the dental care for complex clinical cases (i.e., severe dental disease in an anxious 2-year old child) where intellectual flexibility is fostered.

Knowledge Goals: The comprehensive breadth of the program encompasses the knowledge, attitude, and skill competencies required by Accreditation Canada. With this breadth, graduates

of the program will be eligible to sit National Board examinations in Dental Therapy. This provides external validation that the program meets knowledge goals.

Integrity Goals:

This BSc – Dental Therapy program is a professional program that provides instruction in, models, and requires students to act with professionalism and integrity. Graduates must demonstrate that they understand and consistently practice professional and ethical integrity to graduate.

Skills Goals:

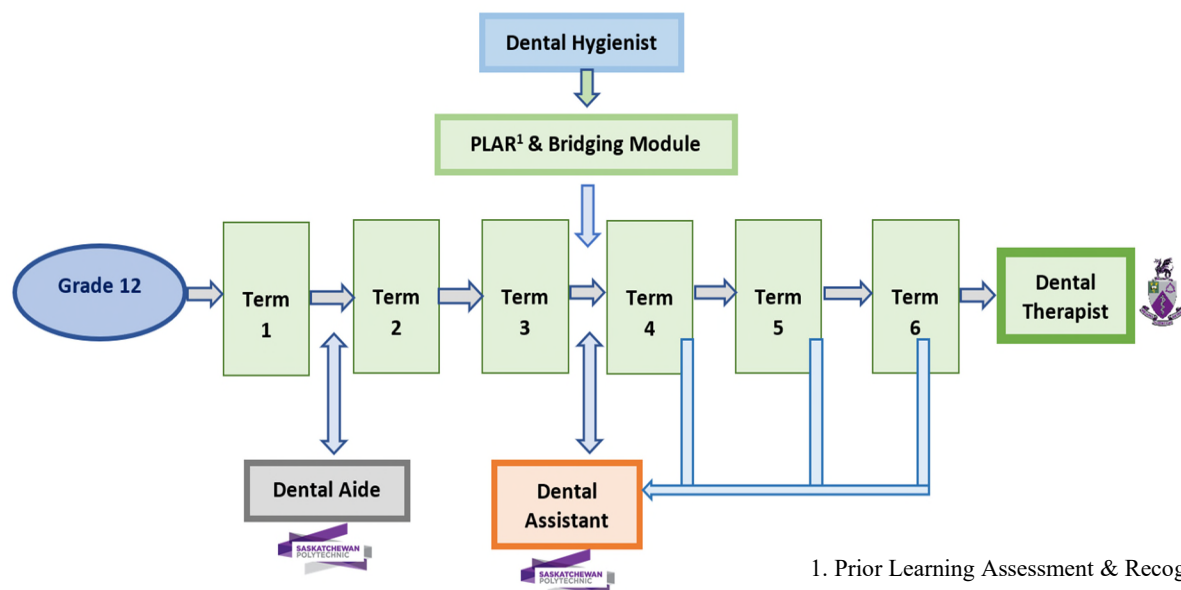
All dental therapy students must successfully complete the DT 311 and DT 314 courses which include extensive instruction and experience in interpersonal and therapeutic communication, including authentic clinical experience. Students must demonstrate competency before graduation.

Citizenship Goals:

The proposed BSc – Dental Therapy program provides students with the opportunity to participate in student leadership roles within College of Dentistry management infrastructure. Diversity training and opportunities to serve disadvantaged people and communities are mandatory, as are opportunities to volunteer further to support these populations (i.e., Direct Dental, the College of Dentistry student-led dental clinic).

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

The Bachelor of Science in Dental Therapy program is a Direct Entry Program and accepts applications from high school graduates for the program. Students with higher levels of educational attainment, or who wish to enter from other programs will be considered provided they meet the published admission criteria. This proposal also acknowledges the fact that historically the dental therapy program experienced a moderate rate of student attrition related to the social and cultural norms of the student body. As such, the program is designed as a multi-entry, multi-exit model, and proposes to accept registered dental hygienists into the second year of the program to fill attrition-related vacant seats. As demonstrated in the following figure, the dental hygienists would need to undergo a Prior Learning Assessment and Recognition, as well as a Bridging Module that is individualized to address any identified knowledge and skill gaps.



In addition, the program is designed to ensure that students who voluntarily withdraw from the program for any reason receive an appropriate credential that reflects their educational attainment. An all-or-none approach to credentialing does not fit the target student population. As such, the Dental Therapy curriculum has been purposefully designed to align with the curricula in Saskatchewan Polytechnic's Dental Aide Program and Dental Assisting Program. Students who voluntarily withdraw after successfully completing Term-1 will be eligible for a Dental Aide credential while those completing Term-3 will be eligible for a Dental Assisting credential, with both credentials issued by Saskatchewan Polytechnic. Student successfully completing the entire 6-term program will be granted the BSc in Dental Therapy credential from the University of Saskatchewan.

- 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.*

Program success will be evaluated after 2 years and after 5 years by looking at some key performance indicators. These KPIs and their respective targets include the following:

<u>Key Performance Indicator</u>	<u>Target</u>
Program accreditation	DT Program accredited by EQual
# student applications	≥40 applicants/year
Program completion rate	≥60% on-time completion for Year-1 cohort ≥90% on-time completion for year-2 cohort
National Board exam pass rate	≥95% pass rate after 2 attempts
Student satisfaction with program	≥80% responding satisfied or very satisfied
Improved labour market analyses	≥40% improvement

- 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.*

As previously discussed, accreditation through Accreditation Canada will be required for graduates to be eligible for licensure in Canada. The College has already engaged EQual and has completed their prescribed accreditation submission documents. These will be submitted immediately following USask approval of the proposed BSc in Dental Therapy program.

4. Consultation

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

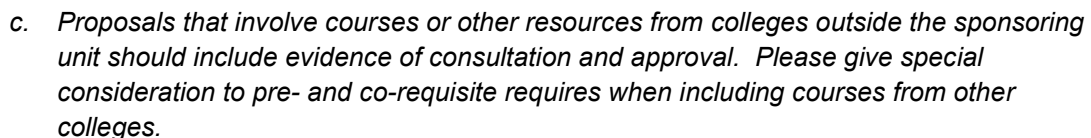
The proposed BSc in Dental Therapy program is planned to have extensive integration with the existing Certificate in Dental Assisting programs at both USask and SaskPoly. The new dental therapy students will be integrated virtually with the USask and SaskPoly dental assisting students in the many common areas of their curricula (i.e., dental terminology, health education, smoking cessation services, rubber dam placement, dental materials, etc). This will not only allow for inter-professional experiences and learning, but will also bring efficiencies to all 3

academic programs through the sharing of resources. Further, the dental assisting students from the two programs will be provided with practicum placement opportunities where they act as the dental assistant for senior dental therapy students providing patient care.

There are no opportunities for students from other programs to benefit from courses in this program due to infrastructure limitations in preclinical simulation labs and dental clinics.




The BSc in Dental Therapy program does not directly lead into other programs offered at USask. However, in anticipation of program approval, the College of Dentistry Faculty Council on March 9, 2022, passed a motion to modify its admissions criteria whereby BSc in Dental Therapy program graduates can be accepted into the DMD program, thus being given credit for their prior learning and experience (Appendix 6).

- Internal consultations took place initially as part of the 2017-2018 University of Saskatchewan Strategic planning – where we were asked to address society’s wicked problems – and subsequent College of Dentistry Strategic Planning in 2018. The Office of the Provost has been kept abreast of the progress made on developing a proposal for Indigenous Services Canada, and the USask Legal Office were consulted and involved in finalizing and approving the \$150,000 grant for the project from Indigenous Services Canada as well as the partnership MOA between USask, NITHA, and SaskPoly. A motion to establish a new BSc - Dental Therapy program was approved by Dental Faculty Council on March 9, 2022. Finally, the Provost has provided a Letter of Support for establishment of the program (see below and Appendix 7).



The proposed BSc - Dental Therapy program does not involve courses or other resources from colleges outside the College of Dentistry.

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

 <p>UNIVERSITY OF SASKATCHEWAN</p> <p>Library Requirements for New Programs and Major Revisions</p> <p>This form is to be completed by the faculty member responsible for the program proposal in consultation with the Liaison Librarian from the University Library, University of Saskatchewan. Contact the appropriate Liaison Librarian for assistance.</p> <p>Attach the completed form to the program proposal prior to submission to the Academic Programs Committee. Additional comments may also be attached if required.</p> <p>1. Proposal Identification</p> <p>Full name of program: <u>Bachelor of Science in Dental Therapy</u></p> <p>Short form (degree abbreviation): <u>BSc – Dental Therapy</u></p> <p>Sponsoring Department/College: <u>Dentistry</u></p> <p>Degree Level: <u>Undergraduate</u></p> <p>2. Library Resources</p> <p>2.1 Resources are/will be located mainly in the <u>HSC Library</u></p> <p>2.2 Comment on the adequacy of the current level of Library acquisitions in support of this discipline. <u>The current library holdings are appropriate as 100% of the content to be taught in the program is already being taught in our DMD and Dental Assisting Programs.</u></p> <p>2.3 Specify serial titles that are core to this program. <u>Journal of Periodontology</u> <u>Fundamentals of Operative Dentistry</u> <u>Oral Health Promotion</u> <u>Preventive Dentistry</u></p> <p>2.4 What access is required to resources held elsewhere? (Identify additional costs for access e.g. networking of databases, consortial access to databases, document delivery options). <u>None</u></p> <p>2.5 Will any resource re-allocation within the broad discipline be necessary to support this new program? <u>No</u></p> <p>2.6 What are the human resource requirements to support this program? (Does the Library have the subject expertise amongst its staff? Are more staff required to develop collections, provide user education, develop and promote web access to resources, etc.) <u>Existing expertise meets the needs of this program.</u></p> <p>3. Additional Library Resources Required</p>	<p>3.1 What new subject areas of acquisition are needed to meet program requirements? <u>None</u></p> <p>3.2 What new electronic resources/databases are required? <u>Just the existing resources</u></p> <p>3.3 Are there new/additional library technology requirements necessary to support this program? <u>No</u></p> <p>3.4 Are there distance education service needs and costs? <u>No</u></p> <p>3.5 Provide an estimated budget required for library resources to support this program annually. <u>Estimated to be nearly zero</u></p> <p>4. Statement of Assessment of Library requirements In addition to there being no measurable impact on library collections, we anticipate that we can provide any library teaching, learning, and research service supports with our existing resources. Dental Therapy students will be primarily supported by the College of Dentistry's liaison librarian.</p> <p>Date: February 8, 2022</p> <p>Liaison Librarian's Signature: </p> <p>Library Dean's Signature </p> <p>Faculty member (for the sponsoring college/dept)</p>
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- e. *List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*

Bodies external to the University that were consulted included Indigenous Services Canada (ISC), the Office of the Chief Dental Officer of Canada (OCDOD), the Canadian Association of Public Health Dentistry (CAPHD), the College of Dental Surgeons of Saskatchewan (CDSS), the Saskatchewan Dental Therapists Association (SDTA), Saskatchewan Polytechnic (SaskPoly), Northlands College, and the Northern Intertribal Health Authority (NITHA). Few notable barriers were identified (see the Letters of Support from the Chief Dental Officer for Canada, Saskatchewan Polytechnic, Northlands College, and the Northern Intertribal Health Authority included here and as Appendices 11, 9, 13 and 10 respectively).

10 February 2022

Dr. Doug Brothwell
Dean, College of Dentistry
University of Saskatchewan
doug.brothwell@usask.ca

Re: BSc in Dental Therapy Educational Program

Dear Dr. Brothwell,

The Office of the Chief Dental Officer of Canada is pleased to provide this letter of support for the establishment of a *BSc in Dental Therapy* educational program at the University of Saskatchewan. Dental therapists are important primary oral healthcare professionals that have played a key role in oral healthcare for Indigenous communities and people in Canada. The closure of the National School of Dental Therapy 11 years ago has resulted in a shortage of Dental Therapists in Canada and has severely impacted the oral health and access to dental care for marginalized Canadian populations, including Indigenous people and communities.

This new *BSc in Dental Therapy* training program will help fill an important gap in access to oral health care services for marginalized populations and will reduce the burden of suffering experienced by these groups. We are confident that the three program partners, University of Saskatchewan, Northern Tribal Health Authority, and Saskatchewan Polytechnic have the history, capacity, and expertise to ensure early and ongoing success for the program.

Thank you for taking on this important initiative. We look forward to seeing the University of Saskatchewan Dental Therapist graduates make a difference in the health and well-being of Canadians.

Yours sincerely,



Dr. James Taylor
Chief Dental Officer of Canada



785, avenue Carling
Ottawa, ON K1A 0K9
Indice de l'adresse: 6603B

785 Carling Avenue
Ottawa, ON K1A 0K9
Address Locator: 6603B



February 2, 2022

Indigenous Services Canada

To Whom It May Concern:

The School of Health Sciences at Saskatchewan Polytechnic is pleased to provide support for the proposed Dental Therapy degree. Saskatchewan Polytechnic was one of the first educational institutions to instruct Dental Therapists in Saskatchewan. We currently deliver an accredited Dental Hygiene Advanced diploma program and an accredited Dental Assisting certificate program.

Saskatchewan Polytechnic has recently had extensive renovations to the dental clinics at the Regina Campus to meet infection control and privacy standards. Therefore, we are poised to host one of the proposed Dental Therapy delivery sites. Our dental clinic focuses on vulnerable clients from Indigenous and newcomer communities. We employ dental therapists, dental hygienists, dentists, and dental assistants. The dental therapy faculty are very excited about the possibility of a dental therapy program in Saskatchewan.

Saskatchewan Polytechnic is well known for its commitment to innovation, a hands-on approach to program delivery and excellent student supports. We have learning services, an Indigenous Student Support Coordinator, health nurses, counselors, library services, tutoring, etc. We are pleased to partner with the University of Saskatchewan College of Dentistry and Northern Inter-Tribal Health Authority (NITHA) to propose the delivery of a dental therapy program in Saskatchewan.

Sincerely,



Christa MacLean
Interim Dean, School of Nursing and School of Health Sciences
Saskatchewan Polytechnic



Head Office
P.O. Box 1000
Air Ronge, SK S0B 3G0
Phone: (306) 425-4480
Toll Free: 1-888-311-1185
Fax: (306) 425-3002

February 15, 2022

Indigenous Services Canada
10 Rue Wellington
Gatineau QC
K1A 0H4

To Whom It May Concern:

It is with pleasure and enthusiasm that Northlands College supports the proposed Dental Therapy Program. Our College is very well versed in providing health programming in northern Saskatchewan and as such is well positioned to be an active partner. Northlands College is prepared to allocate space to accommodate a program of this magnitude and in so doing will ensure a dental training presence in northern Saskatchewan for years to come. This has been a program area of interest to our College ever since the National School of Dental Therapy closed in 2011. Bringing this program to fruition will ensure access to dental services in the northern and remote regions of Canada and is very much needed to improve the overall health of people living in these regions. In addition, this worthwhile program will provide training and employment opportunities for the northern communities we serve.

We are very excited about this opportunity and look forward to being part of the success this program will bring to northern Saskatchewan.

If you have any further questions about the role of Northlands College, please feel free to contact me at 306-425-4420.

Sincerely,



John Guy Penney
President & CEO



Northern Inter-Tribal Health Authority Inc.



February 1, 2022

To Whom It May Concern:

Re: Establishing a Dental Therapy Training Program: Partnership between Northern Inter-Tribal Health Authority, University of Saskatchewan College of Dentistry, and Saskatchewan Polytechnic

On behalf of the Northern Inter-Tribal Health Authority (NITHA) Board of Chiefs representing the Prince Albert Grand Council (PAGC), Meadow Lake Tribal Council (MLTC), Peter Ballantyne Cree Nation (PBCN) and the Lac La Ronge Indian Band (LLRIB), I convey the Partnership's utmost support in the establishment of a Dental Therapy Training program in Saskatchewan.

The Dental Therapy model of care is followed in our communities to expand access to dental services and children's oral health programming. This model has been severely impacted by the declining Dental Therapy Workforce and the lack of a dental therapy training program. This program will provide the opportunity to fill the many vacant positions throughout our Partnership. Training Indigenous People to be Dental Therapists in their home communities will substantially impact improving the state of oral health not only in Saskatchewan but throughout the country.

Dental Therapy Training has been a priority for NITHA since the National School of Dental Therapy closed in 2011. Therefore, we are exceptionally excited to partner with the USask and Sask Polytechnic. This program will address access to dental services in our communities and enhance their community-based health services model. The program comes as very welcoming and exciting news.

If you require additional information, I would be pleased to further discuss the benefits this program offers. Please call me at 306-953-5000.

Sincerely,

NORTHERN INTER-TRIBAL HEALTH AUTHORITY



Tara Campbell
Executive Director

cc. NITHA Board of Chiefs

Mailing Address: Box #787, 2300 - 10th Avenue West, PBCN Office Complex- Main Floor
Chief Joseph Custer Reserve #201 - Prince Albert, SK S6V 6Z1, Canada
Telephone: (306) 953-5000 Fax: (306) 953-5010

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).*

Six instructors will participate 100% of their time (teaching and administration time) in the teaching, advising and other activities related to delivery of the core program. Three of these will be new faculty hires to the College of Dentistry, supported by new tuition funds, and the three others will be seconded instructors from the three program partners, one each from NITHA, SaskPoly, and Northlands College (see Operational budget projection for details).

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

As a new program, there are no courses or programs that need to be eliminated. All instructional time in the program is supplied by new instructors.

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

As a new program, there is no effect on the teaching assignments of the College of Dentistry or its instructors (i.e., all instructors in the BSc in Dental Therapy program are new/seconded positions), although efficiencies will occur through shared delivery of didactic sessions with the Dental Assisting programs at USask and SaskPoly.

- 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 resources required to implement this new BSc in Dental Therapy program have primarily been provided through a **\$2,137,747.00 Establishment Grant** from Indigenous Services Canada. Additional resources for the program will be provided as in-kind contributions of existing resources from the four program partners, COD, NITHA, SaskPoly, and Northlands College. The cost of the six new instructors, three new clinical staff members and one administrative support staff member will be covered by program operational revenues or in-kind contributions as shown in the 5-year projected operating budget detailed in Section 5.i. below. Further administrative support for the program will be provided by existing resources within the College, SaskPoly, Northlands, and NITHA (i.e., admissions, scholarships, fundraising, student supports, Indigenous elder-in-residence, etc). Classroom and clinical space are available within the 3 campus locations to ensure appropriate learning opportunities for the BSc – Dental Therapy program students. All of the necessary capital resources required to establish the program – i.e., leasehold improvements and dental equipment for the three campus locations as well as 6-months of instructor salary – are covered through a \$2,137,747.00 Establishment Grant from the Federal Government (ISC).

- 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.*

A core concept in offering the BSc – Dental Therapy program is the use of a distributed context. Each of the three campus sites will have two instructors who will contribute to the 2.5 to 5.0 hours of didactic sessions that are held each day, with a hybrid delivery model that has year-1 students in one campus sitting live in a face-to-face didactic session, while the year-1 students in the other two campuses are in their classrooms watching the same live session using distance education (i.e., via Zoom). This approach is also used for the year-2 cohort. The Campus site from which the instructor hosts the live classroom session will rotate in a manner that will ensure equal distribution of student didactic experience. While the costs of establishing the 3-campus model are substantial, these costs are being born by our \$2,137,747.00 Establishment Grant from ISC. The incremental operational costs related to offering the program in a distributed manner are expected to be negligible as all three campus locations already have the necessary infrastructure in place.

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

There are no other USask colleges involved directly in the program. Financial or in-kind resources are being provided by our program partners as follows:

- SaskPoly
 - Campus space \$55,000
 - One seconded instructor \$130,000
 - **Total** **\$185,000 annually**
- NITHA
 - Student wellness & Elder-in-residence \$25,000
 - One seconded instructor \$130,000
 - **Total** **\$155,000 annually**
- Northlands College
 - Campus space \$55,000
 - One seconded instructor \$130,000
 - **Total** **\$185,000 annually**
- Indigenous Services Canada
 - One-time Establishment Grant **\$2,137,747.00 one-time**

The full budget projection can be found in Appendix 20.

- 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?*

It is anticipated that many of the BSc – Dental Therapy students will have their educational costs sponsored through their home First Nation or a governmental agency. For unsponsored students,

or those requiring support beyond that provided by their sponsorship, scholarships are available through the University of Saskatchewan, the Provincial Saskatchewan Student Financial Assistance for Indigenous Students program, and the Federal Canada Student Grant for Full-Time Students, Canada Skills-Boost Top-Up for adult learners, and Canada Student Grant for Students with Dependents. In addition, upon USask approval of the proposed BSc- Dental Therapy program, the College of Dentistry will immediately start work to establish a number of specific program scholarships similar to those available to students in our other programs.

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

We propose a special program tuition of \$25,500.00 per year (\$8,500.00 per term) in the program for students admitted into Term-1 of the program. This level of tuition was deemed acceptable in our consultation with the NITHA Council of Chiefs and is intermediate to that charged in our dental assisting program and our dentistry program. This intermediate tuition is considered appropriate for the future earning potential of Dental Therapists, which is also intermediate between that of a dental assistant and a dentist.

We propose a special program tuition of \$51,000.00 per year (\$17,000.00 per term) for students admitted into Term-3 of the program (dental hygienist stream), which will include the required PLAR (prior learning assessment and recognition) and Bridging Module. This tuition is deemed appropriate due to the expected high number of applicants vying for a projected 7 seats in this stream (projected first year student attrition), the individualized nature of the PLAR and Bridging Module, and the higher future earning power of a dually qualified hygienist/therapist. Further, this higher tuition for advanced standing students is consistent with the model currently used in Canadian dental school IDDP programs (International Dentist Degree Completion Program) where advanced standing students (international dentists) typically pay a 2x tuition differential to enter and complete the program in 50% of the normal time.

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)

Revenue and expense figures have been estimated based on information and details available, including information from the TABBS SAT tool provided by the Integrated Planning and Assessment (IPA) office. We understand the limitations and assumptions that are inherent in the TABBS SAT tool and will adjust our estimates as more detailed information and tools become available. Note that the projected budget generates a substantial net surplus, and that this surplus is after factoring in \geq \$285K per year contingency (row 36) and \geq \$200K per year dental equipment amortization (row 31). If needed, the amortization funds can be reallocated to the net surplus (deficit).

The following Five-Year Projected Budget shows a larger net operational surplus for year one of the program. This larger surplus reflects the fact that in the first year of program operation there will not be a cohort of students progressing from 1st to 2nd year. As such, and for the first year of the program only, the program will admit 21 dental hygienists through the proposed dental hygienist stream. These students pay tuition at a 2.0 differential of regular stream students.

1	Budget for BSc in Dental Therapy Program								
2	USask/NITHA/SaskPoly/Northlands								
3	Operational Budget								
4				Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	
5				2023-24	2024-25	2025-26	2026-27	2027-28	
6	Revenue	Students/yr	PY1 amount						
7	Tuition								
8	Stream 1 & 2 students - 7/site/yr	21	\$ 25,500	\$ 535,500	\$ 556,920	\$ 579,197	\$ 602,365	\$ 626,459	
9	Stream 1 & 2 students entering Yr 2	14	\$ 25,500	\$ 371,280	\$ 386,131	\$ 401,576	\$ 401,576	\$ 417,640	
10	Stream 5 & 6 students entering Yr 2	7	\$ 51,000	\$ 1,071,000	\$ 371,280	\$ 386,131	\$ 401,576	\$ 417,640	
11	Patient Fees (fee for service billing)			\$ 600,000	\$ 624,000	\$ 648,960	\$ 674,918	\$ 701,915	
12	USask Dental Therapy Instructor			\$ 130,000	\$ 135,200	\$ 140,608	\$ 146,232	\$ 152,082	
13	Northlands Dental Therapy Instructor			\$ 130,000	\$ 135,200	\$ 140,608	\$ 146,232	\$ 152,082	
14	SaskPoly Dental Therapy Instructor			\$ 130,000	\$ 135,200	\$ 140,608	\$ 146,232	\$ 152,082	
15	NITHA Dental Therapy Instructor			\$ 130,000	\$ 135,200	\$ 140,608	\$ 146,232	\$ 152,082	
16	NITHA Student Supports/Elder in Residence			\$ 25,000	\$ 26,000	\$ 27,040	\$ 28,122	\$ 29,246	
17	TOTAL REVENUE			\$ 2,751,500	\$ 2,490,280	\$ 2,589,891	\$ 2,693,487	\$ 2,801,226	
18									
19	Expenses			Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	
20	Salary & Benefits	#	Annual Cost						
21	Assistant Dean stipend	1	\$ 6,000	\$ 6,000	\$ 6,240	\$ 6,490	\$ 6,749	\$ 7,019	
22	Instructors (Dental Therapists)	6	\$ 130,000	\$ 780,000	\$ 811,200	\$ 843,648	\$ 877,394	\$ 912,490	
23	Dental Assistants (Support Workers)	3	\$ 75,000	\$ 225,000	\$ 234,000	\$ 243,360	\$ 253,094	\$ 263,218	
24	Administration Support Worker	1	\$ 77,000	\$ 77,000	\$ 80,080	\$ 83,283	\$ 86,615	\$ 90,079	
25	Indigenous student supports, Elder in Residence		\$ 25,000	\$ 25,000	\$ 26,000	\$ 27,040	\$ 28,122	\$ 29,246	
26	Vacation Support for Instructors/DAs		\$ 57,981	\$ 57,981	\$ 60,300	\$ 62,712	\$ 65,220	\$ 67,829	
27	Dental Supplies (est. 17.5% of billings - industry standard)			\$ 105,000	\$ 109,200	\$ 113,568	\$ 118,111	\$ 122,835	
28	Office Supplies			\$ 35,000	\$ 36,400	\$ 37,856	\$ 39,370	\$ 40,945	
29	Equipment Maintenance (contract)			\$ 110,000	\$ 114,400	\$ 118,976	\$ 123,735	\$ 128,684	
30	* USask/SaskPoly Primary institution costs (admissions, degree)	42	\$ 1,000	\$ 42,000	\$ 43,680	\$ 45,427	\$ 47,244	\$ 49,134	
31	USask Tabbs cost recovery			\$ 257,600	\$ 267,904	\$ 278,620	\$ 289,765	\$ 301,356	
32	Electronic Health Record Software (ICE System) Licensing fee (\$400/student)			\$ 16,800	\$ 16,800	\$ 16,800	\$ 16,800	\$ 16,800	
33	TOTAL EXPENSES			\$ 1,737,381	\$ 1,806,204	\$ 1,877,780	\$ 1,952,219	\$ 2,029,636	
34									
35	NET SURPLUS/(DEFICIT)			\$ 1,014,119	\$ 684,076	\$ 712,111	\$ 741,267	\$ 771,590	
36									
37	PROGRAM RESERVE FUND - 6% of Year 2 budget, held by USask			\$ 149,417					
38									
39	FINAL SURPLUS/(DEFICIT)			\$ 864,702	\$ 684,076	\$ 712,111	\$ 741,267	\$ 771,590	
40									
41									
42	Partner share of surplus/deficit								
43	SaskPoly - 1/4 of surplus/deficit			\$ 216,176	\$ 171,019	\$ 178,028	\$ 185,317	\$ 192,898	
44									
45	Northlands - 1/4 of surplus/deficit			\$ 216,176	\$ 171,019	\$ 178,028	\$ 185,317	\$ 192,898	
46									
47	NITHA - 1/4 of surplus/deficit			\$ 216,176	\$ 171,019	\$ 178,028	\$ 185,317	\$ 192,898	
48									
49	USask - 1/4 of surplus/deficit			\$ 216,176	\$ 171,019	\$ 178,028	\$ 185,317	\$ 192,898	
50	TABBS funding (USask)			\$ 257,600	\$ 267,904	\$ 278,620	\$ 289,765	\$ 301,356	
51	TOTAL USask surplus/(deficit)			\$ 473,776	\$ 438,923	\$ 456,648	\$ 475,082	\$ 494,253	
52									
53	4% - inflation index - Year 2 and beyond								
54									
55	* Primary institution expense to be shared 50%-50% between USask and SaskPoly								
56									
57	June 10, 2022 final revision								

Please note that in the first year of the program, \$149,417.00 of the projected \$1,014,119.00 net surplus will be allocated to the College of Dentistry financial reserves, consistent with USask policy requiring 1.5% to 6% in financial reserves.

- 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?*

The enrolment target for the program is 21 students per year, distributed as seven students per year per campus. The concept of a minimum enrolment does not apply to the proposed program, as the phased candidate selection process will ensure full enrolment each year, and the advanced standing admission stream will allow us to fill any seats that become vacant due to student attrition from the first year of the program. Being the only dental therapy program in Canada, and drawing applications from across Canada, the BSc – Dental Therapy program is expected to draw between 200 and 300 applicants per year, all vying for 21 seats. The maximum enrolment is 21 students per year as this reaches the limits of the physical infrastructure available for preclinical simulation and clinical dental care.

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

The ongoing total expected new tuition revenue is \$1,299,480.00 per year, using the proposed 3-campus distributed education context with a single program delivery model, no planned electives, assuming a 30% attrition level, and allowing for a 4% tuition increase in subsequent years. For the first year of the program only, the total expected new tuition revenue is \$1,606,500.00, reflecting a one-time, year-two cohort of dental hygienists paying tuition of \$51,000 for the year. As a new program, this is all incremental revenue. Additional program operating revenue will be garnered through the USask budget allocation system (from TABBS), student fees, and clinical revenue from patient dental care services. Please see item 5.i. above.

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

The program has been designed to be independently sustainable with 21 students/year, and will provide a significant net budgetary advantage to the College (estimated \$450,000/yr).

We do not anticipate having any problem accepting a full cohort each year considering the relatively small annual intake number (21) and the fact that we are accepting students from across Canada (12 out-of-Province [OOP] and 9 Saskatchewan). The demand for this program is expected to be at least equivalent to Saskatchewan's two Dental Assisting programs and one Dental Hygiene program which have waiting lists of Saskatchewan applicants and always fill their annual intake of cohorts of 177 and 26, respectively.

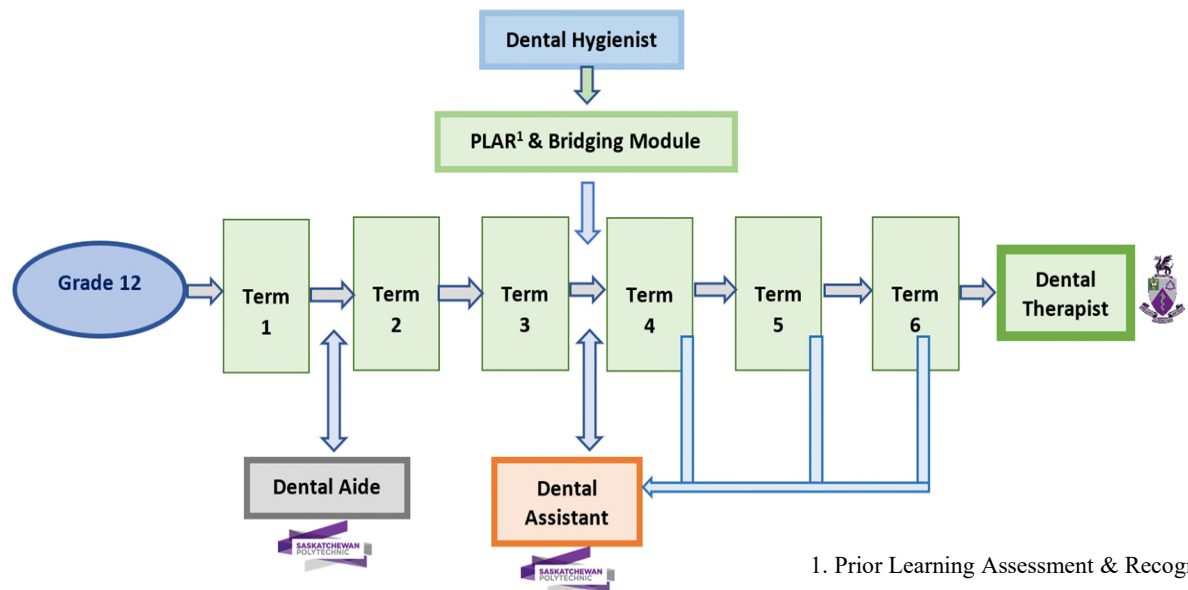
The dental therapy program is expected to receive between 200 and 300 applications per year, and will accept students from a sequential set of admission streams to ensure a full annual intake into year-1:

- Intake stream #1:
 - agency-sponsored Indigenous students from Saskatchewan, and
 - agency-sponsored Indigenous students from OOP
- Intake stream #2:
 - non-sponsored Indigenous students from Saskatchewan, and
 - non-sponsored Indigenous students from OOP
- Intake stream #3:
 - non-Indigenous students from Saskatchewan
 - non-Indigenous students from OOP
- Intake stream #4:
 - Returning students with early-exit credentials

Further, any open seats created by student attrition from the 1st year of the program will be re-filled with dental hygienist applicants (advanced standing candidates) at the start of the second year of the program (Term 4) using two additional admissions streams. This is possible due to the overlap of training in the dental hygiene and dental therapy curricula, and will include the addition of a formal Prior Learning Assessment and Recognition plus an individualized Bridging Module (PLAR+Bridge).

- Intake stream #5 (into PLAR+Bridge and then 4th Semester):
 - Indigenous dental hygienists from anywhere in Canada
- Intake stream #6 (into PLAR+Bridge and then 4th Semester):
 - Non-Indigenous dental hygienists from Saskatchewan

The entry point of dental hygienists into the program is depicted in the following figure:



The envisioned system of intake streams will be applied sequentially until a full cohort is accepted into Year-1 each year, and then the full cohort will be re-established at the start of Year-2. With this system we envision filling and maintaining our desired student numbers (21 per year in the program) every year while best meeting our target student demographic, namely Indigenous students who improve access to care by spending their professional career serving Indigenous communities.

In its inaugural year of operation, the BSc Dental Therapy program will not have any students being promoted from Term-3 to Term-4, nor any returning students that could re-enter into Term-4. As such, and for the inaugural year only, the program will admit 21 dental hygienists into the second year of the program through intake streams #5 and #6. This initiative will help make the program fiscally self-sustaining even in its first year of operation and allow for a full graduating cohort in one year instead of two.

Please see item 5.i. above.

- 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 see items 5.f and 5.i above.

- 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*

All capital and initial set-up costs for the program are covered through our \$2,100,997.00 Grant from Indigenous Services Canada, or by in-kind contributions from supporting/partner agencies (see items 5.f and 5.i above). This includes the leasehold improvements, equipment, and instrument costs to establish the three campus locations, as well as 9-months of Instructor salary for two new faculty members to develop the daily lectures, assignments, labs, and other resources needed to deliver the full program. The student numbers, tuition, student fees, and estimated TABBS allocation were intentionally set to ensure the program operates with a moderate net-positive operational budget.

Besides the in-kind resources that will be provided from existing infrastructure in the College of Dentistry, and assuming fair and consistent annual TABBS allocation, there are no other direct resource implications to the University.

College Statement

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

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

The College of Dentistry undertook an extensive process of consultation and communication leading to this proposal to establish a BSc in Dental Therapy program. That consultation began back in the 2017-2018 academic year as part of the College's 7-Year Strategic Planning initiative. As previously described, the College identified 5 Strategic priorities, three of which are directly related to the proposed BSc in Dental Therapy program, namely:

- Priority 1 – Become Canada's leader in Inclusive Community Care
- Priority 2 – Expand educational programming
- Priority 5 – Uplift the needs, preferences, and aspirations of Indigenous people.

The proposed BSc in Dental Therapy program will also indirectly support strategic Priority 3 – Expand research capacity and output, through new Indigenous partnerships and the availability of new clinical health and health service data (with appropriate ethics, community, and subject approvals/consent, of course).

Subsequent to the initial strategic planning initiatives, Dental Faculty Council has been kept abreast of the progress being made with the program at many Faculty Council meetings, as well as at least 5 presentations and discussion sessions at Townhall meetings or regular faculty communications meetings.

A formal motion to establish a BSc in Dental Therapy program in the College of Dentistry was passed by Dental Faculty Council on March 9, 2022. A separate formal motion to modify the admission criteria for the DMD program to accept graduates of the BSc in Dental Therapy program was also passed on March 9, 2022.

College Statement (Appendix 8)



UNIVERSITY OF SASKATCHEWAN
College of Dentistry
USASK.CA/DENTISTRY

Office of the Dean
GA10 Health Sciences Building, 107 Wiggins Road
Saskatoon SK S7N 5E5 Canada
Telephone: 306-966-5122
Fax: 306-966-6632

November 24, 2021

Chair, Academic Programs Committee
University of Saskatchewan

Dear Chair,

The College of Dentistry strongly supports the establishment of a BSc in Dental Therapy Program (BSc – Dental Therapy) and recommends that the proposal move forward. The BSc – Dental Therapy program is a six-term, 24-month program that prepares students to work as a dental therapist in a dental office setting. Dental Therapists are primary dental healthcare workers that are often referred to as Mid-level Providers. Program graduates will be eligible to challenge the dental therapy National Board Examinations, and subsequently register as a dental therapist in the Province of Saskatchewan and other Canadian jurisdictions. Dental therapists perform regulated diagnostic, preventative, restorative, and surgical procedures in the mouth (i.e., x-rays, fluoride treatment, fillings, and extractions) and are considered by many to be the ideal solution to expanding access to dental care for Canada's Indigenous communities.

The proposed DAP program consists of 24 months of classroom, preclinical simulation, and clinical experience, with a two-month practicum placement in the latter part of the program. To develop the proposed BSc – Dental Therapy, the College of Dentistry partnered with the Northern Inter-Tribal Health Authority (NITHA) and Saskatchewan Polytechnic (SaskPoly) and obtained a \$150,000 grant from Indigenous Services Canada (ISC) that was used to develop a full program proposal. That Proposal was accepted by ISC and approved for one-time capital funding to establish the program. USask, NITHA and Sask Poly have agreed that the program will be offered as a USask credential but be delivered and managed by the partnership.

Through its strategic planning process, the College of Dentistry has set a goal to enhance, expand, and diversify its educational offerings. Two of our five strategic priorities involve improving access to dental care for Indigenous communities and people. This innovative BSc – Dental Therapy program will support the education of the ideal oral health workforce to improve access to care and quality of life for Canada's Indigenous populations.

Dr. Doug Brothwell

Dean, College of Dentistry



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



College of Dentistry Plan 2025

Building on Strengths — Improving Tomorrow

Inequalities in oral health status and inequities in dental healthcare access are among Canada's most challenging dental problems. While the majority of people in the country take oral health for granted, far too many Canadians are unable to eat, speak, smile, or socialize without difficulty, pain, or embarrassment.

Strategic Priorities

Priority 1

**Become Canada's leader in
Inclusive Community Care**

Priority 2

Expand educational programming

Priority 3

Expand research capacity and output

Priority 4

College revitalization and enhancement

Priority 5

**Uplift the needs, preferences and
aspirations of Indigenous people**

STRATEGIC PLAN

Strategic Priority #1

Become Canada's leader in Inclusive Community Care

Woven into the fabric of the College of Dentistry is our commitment to community engagement. We will improve the quality of life of those populations most affected by the social determinants of health.

As a professional college that serves a range of communities locally and provincially, it is essential that we engage priority populations in defining their oral health care goals and expectations in order to better provide personalised care. Approaching oral health care through community engagement will confront historic injustices and inequities regarding their oral health care status and access to services. Together, we will work to discover solutions.

Strategic Priority #5

Uplift the needs, preferences, and aspirations of Indigenous people

The University of Saskatchewan and the University Plan 2025 mark a path forward in committing ourselves to lead in a good way, dedicating support and resources to uplifting Indigenous populations locally and provincially. The College of Dentistry will lead reconciliation in the dental profession and be an institution of first choice for Indigenous students, staff, and faculty.

By virtue of our clinical training program, the college provides direct clinical care to Indigenous patients in our communities. By incorporating traditional ways of knowing into our educational programming, and partnering respectfully with Indigenous communities and organizations, we will better meet the oral health care needs and preferences of Indigenous people.

The above figures are all available in the College of Dentistry Strategic Plan 2025, available at <https://dentistry.usask.ca/documents/college-of-dentistry-strategic-plan-2025.pdf>.

- Accreditation review recommendations

Accreditation review recommendations are not yet available. An application for provisional accreditation status can only be submitted to Accreditation Canada's EQual® Program after the program is approved at the University of Saskatchewan. All required documentation has been completed and will be submitted to Accreditation Canada immediately upon USask approval of the BSc – Dental Therapy Program.

- Letters of support
See 4.b. and 4.e. above as well as Appendices 7 through 17.
- Memos of consultation
See 4.b. above for evidence of consultation with the Office of the Provost.

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 – pending, currently with Admissions
- Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red

See Attached

Required for all new courses:

- New Course Proposal forms

See attached

- Calendar-draft list of new and revised courses

See attached

Required if resources needed:

The capital needed to establish the BSc – Dental Therapy program has been provided through a \$2,137,747.00 grant from Indigenous Services Canada. This grant will cover the costs of the key infrastructure items needed in any clinical dental program including preclinical simulation lab infrastructure and a functioning dental clinic. This includes high-fidelity haptic simulators, simulation mannikins, clinical dental chairs, operator and assistant stools, delivery units, intra-oral lights, x-ray units, compressors, intraoral vacuum units, sterilization facilities, dental equipment, dental instruments, dental sundries, as well as leasehold improvements to support the listed infrastructure. The program has been planned to ensure that it is operationally self-sufficient when delivered with the combined existing resources of the College of Dentistry and other program partners. The only financial support needed from the University is the incremental budget allocation arising from TABBS and reflecting the additional student numbers. See 5.i. above and Appendix 20.

Budget for BSc in Dental Therapy Program
USask/NITHA/SaskPoly/Northlands
Operational Budget

			<u>Project Year 1</u>	<u>Project Year 2</u>	<u>Project Year 3</u>	<u>Project Year 4</u>	<u>Project Year 5</u>
			<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>	<u>2027-28</u>
Revenue	<u>Students/yr</u>	<u>PY1 amount</u>					
Tuition							
Stream 1 & 2 students - 7/site/yr	21	\$ 25,500	\$ 535,500	\$ 556,920	\$ 579,197	\$ 602,365	\$ 626,459
Stream 1 & 2 students entering Yr 2	14	\$ 25,500		\$ 371,280	\$ 386,131	\$ 401,576	\$ 417,640
Stream 5 & 6 students entering Yr 2	7	\$ 51,000	\$ 1,071,000	\$ 371,280	\$ 386,131	\$ 401,576	\$ 417,640
Patient Fees (fee for service billing)			\$ 600,000	\$ 624,000	\$ 648,960	\$ 674,918	\$ 701,915
USask Dental Therapy Instructor			\$ 130,000	\$ 135,200	\$ 140,608	\$ 146,232	\$ 152,082
Northlands Dental Therapy Instructor			\$ 130,000	\$ 135,200	\$ 140,608	\$ 146,232	\$ 152,082
SaskPoly Dental Therapy Instructor			\$ 130,000	\$ 135,200	\$ 140,608	\$ 146,232	\$ 152,082
NITHA Dental Therapy Instructor			\$ 130,000	\$ 135,200	\$ 140,608	\$ 146,232	\$ 152,082
NITHA Student Supports/Elder in Residence			\$ 25,000	\$ 26,000	\$ 27,040	\$ 28,122	\$ 29,246
TOTAL REVENUE			\$ 2,751,500	\$ 2,490,280	\$ 2,589,891	\$ 2,693,487	\$ 2,801,226
Expenses			<u>Project Year 1</u>	<u>Project Year 2</u>	<u>Project Year 3</u>	<u>Project Year 4</u>	<u>Project Year 5</u>
Salary & Benefits	<u>#</u>	<u>Annual Cost</u>					
Assistant Dean stipend	1	\$ 6,000	\$ 6,000	\$ 6,240	\$ 6,490	\$ 6,749	\$ 7,019
Instructors (Dental Therapists)	6	\$ 130,000	\$ 780,000	\$ 811,200	\$ 843,648	\$ 877,394	\$ 912,490
Dental Assistants (Support Workers)	3	\$ 75,000	\$ 225,000	\$ 234,000	\$ 243,360	\$ 253,094	\$ 263,218
Administration Support Worker	1	\$ 77,000	\$ 77,000	\$ 80,080	\$ 83,283	\$ 86,615	\$ 90,079
Indigenous student supports, Elder in Residence		\$ 25,000	\$ 25,000	\$ 26,000	\$ 27,040	\$ 28,122	\$ 29,246
Vacation Support for Instructors/DAs		\$ 57,981	\$ 57,981	\$ 60,300	\$ 62,712	\$ 65,220	\$ 67,829
Dental Supplies (est. 17.5% of billings - industry standard)			\$ 105,000	\$ 109,200	\$ 113,568	\$ 118,111	\$ 122,835
Office Supplies			\$ 35,000	\$ 36,400	\$ 37,856	\$ 39,370	\$ 40,945
Equipment Maintenance (contract)			\$ 110,000	\$ 114,400	\$ 118,976	\$ 123,735	\$ 128,684
* USask/SaskPoly Primary institution costs (admissions, degrees, etc)	42	\$ 1,000	\$ 42,000	\$ 43,680	\$ 45,427	\$ 47,244	\$ 49,134
USask Tabbs cost recovery			\$ 257,600	\$ 267,904	\$ 278,620	\$ 289,765	\$ 301,356
Electronic Health Record Software (ICE System) licensing fee (\$400/student)			\$ 16,800	\$ 16,800	\$ 16,800	\$ 16,800	\$ 16,800
TOTAL EXPENSES			\$ 1,737,381	\$ 1,806,204	\$ 1,877,780	\$ 1,952,219	\$ 2,029,636
NET SURPLUS/(DEFICIT)			\$ 1,014,119	\$ 684,076	\$ 712,111	\$ 741,267	\$ 771,590
PROGRAM RESERVE FUND - 6% of Year 2 budget, held by USask			<u>\$ 149,417</u>				
FINAL SURPLUS/(DEFICIT)			\$ 864,702	\$ 684,076	\$ 712,111	\$ 741,267	\$ 771,590
Partner share of surplus/deficit							
SaskPoly - 1/4 of surplus/deficit			\$ 216,176	\$ 171,019	\$ 178,028	\$ 185,317	\$ 192,898
Northlands - 1/4 of surplus/deficit			\$ 216,176	\$ 171,019	\$ 178,028	\$ 185,317	\$ 192,898
NITHA - 1/4 of surplus/deficit			\$ 216,176	\$ 171,019	\$ 178,028	\$ 185,317	\$ 192,898
USask - 1/4 of surplus/deficit			\$ 216,176	\$ 171,019	\$ 178,028	\$ 185,317	\$ 192,898
TABBS funding (USask)			\$ 257,600	\$ 267,904	\$ 278,620	\$ 289,765	\$ 301,356
TOTAL USask surplus/(deficit)			<u>\$ 473,776</u>	<u>\$ 438,923</u>	<u>\$ 456,648</u>	<u>\$ 475,082</u>	<u>\$ 494,253</u>
4% - inflation index - Year 2 and beyond							

May 30, 2022

Dr. Doug Brothwell, Dean
College of Dentistry
University of Saskatchewan
105 Wiggins Road, Saskatoon, SK S7N 5E4

Dear Doug,

Upon review and validation of the Operational Budget projection for the Dental Therapy program, the Provost's Office is supportive of the proposal for this program moving forward through the Academic Programs Committee process. With the enrolment assumptions used in the projection, the budget shows clear financial sustainability and revenue generation opportunities for the College of Dentistry. If these enrolment assumptions were to change, or actual enrolment is not realized, a further review of the financial sustainability of this program would be required.

Pending APC's approval, implementation of this new program will be dependent on USask legal review and approval of the partnership agreement outlining the terms of revenue and cost sharing as well as risk mitigation.

Thank you, Doug, for this innovative approach to academic programming in your college. I know this will fill a gap in serving the needs of our province.

Sincerely,



Patricia McDougall
Deputy Provost

cc: A. Storey
J. Beck



Consultation with the Registrar Form

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

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

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

Yes ☒ No ☐

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

Yes ☐ No ☒

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

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

Bachelor of Science in Dental Therapy [BSDT Bachelor of Sc Dental Therapy] - suggested Banner code and description

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

B.Sc. (DT)

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?

Degree level

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

Yes ☐ No ☒

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?

Dentistry

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

No

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]

DENT [Dentistry] - currently exists in Banner

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

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

1 Is this a new program?

Yes ☒ No ☐

Is an existing program being revised?

Yes ☐ No ☒

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

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

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

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

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

6 Is this a replacement for a current program?

Yes ☐ No ☒

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

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

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

Section 3: Mobility

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

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

Yes ☒ No ☐

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

☒

International Mobility (one jurisdiction is outside of Canada)

☐

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

Joint Program

☒

Joint Degree

☐

Dual Degree

☐

Professional Internship Program

☐

Faculty-Led Course Abroad

☐

Term Abroad Program

☐

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

Yes ☐ No ☒

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

5 What is the name of the external partner?

Saskatchewan Polytechnic, Northlands College, and the Northern Intertribal Health Authority (NITHA)

6 What is the jurisdiction for the external partner?

Academic is under USask

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

4b

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 7: Course Information

- 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?

Yes, DETH and Dental Therapy - suggested code and description from the College

2

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

College of DE [Dentistry] / Department of DE [Dentistry (Dean's Office)]

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

No

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

Yes ☒ No ☐

If NO, please describe.

Classes over the YYYY05 and YYYY07 terms will be built as multi-term classes
The YYYY05 and YYYY07 terms will be considered one term as per the College of Dentistry
YYYY09 and YYYY01 - standard and YYYY05 and YYYY07 - non-standard
2 year program over the course of 24 months (6 terms total) for regular program
1 year program over the course of 12 months (3 terms total) for the dental hygienist program

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

Yes ☐ No ☒

If YES, please describe.

The program will not be housed on the main USask campus

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?

YYYY09 [September]

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

April 1 of the current year to apply and May 1 for documents to be submitted

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

Admitted to the only major attached to the program

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 is 21 students per year distributed as 7 students per year per campus

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

Direct to the College of Dentistry admissions office

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

No

9 What is the application deadline?

April 1 of the current year

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

Grade 12 standing with a minimum 70% average on 5 subject high school; average must include Biology, English and Math and include at least 1 class from the 3 listed categories (Social Studies/Humanities/Science).

Prerequisite subjects: Natural Sciences - Biology 30; Mathematics - Foundations of Mathematics 30 or Pre-Calculus 30; Language Arts: English 30; Social Studies/Humanities/Science - one additional 30 level course.

Students in the dental hygienist stream must have grade 12 standing or equivalent; graduated from a recognized, accredited Dental Hygiene program (2-year diploma or higher) in Canada; minimum dental hygiene program academic average of 60%.

Details in document titled "Template - Dental Therapy3".

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.)

Academic average (30 points); letter of personal introduction (10 points); additional letters of support (10 points) - details in document titled "Template - Dental Therapy3".

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

Regular Admission (direct from high school); Special Admission; and Special Admission - Dental Hygienist. Priority admission will be given to indigenous applicants; non-indigenous applicants will be considered only if there is an insufficient number of qualified indigenous applicants. Priority admission will also be given to qualified applicants who are agency sponsored. Details in document titled "Template - Dental Therapy3".

- 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 supplemental information through the College of Dentistry

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

College of Dentistry

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

No

- 16 Will the standard application fee apply?

Yes - \$90 fee

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

Current, active students are exempt; all other students will be charged the \$90 fee

- 18 Are international students admissible to this program? If YES, see Section 18 for Tuition and Fees information.

Yes ☐ No ☒

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?

N/A

- 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.)?

New degree hood

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

Yes

- 3 When is the first class expected to graduate?

Fall Convocation 2024 (students will complete their last class by the end of August)

4

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

21 students per year

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202309 [September]

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

Yes ☐ No ☒

If YES, what and by what date?

N/A

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.)

Numeric year

- 2 Will students register themselves?

Yes ☒ No ☐

If YES, what priority group should they be in?

N/A

Section 13: Academic History Information

- 1 Will instructors submit grades through self-serve?

Yes ☒ No ☐

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

Associate Dean

Section 14: T2202 Information (tax form)

- 1 Should classes count towards T2202s?

Yes ☒ No ☐

Section 15: Awards Information

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

Yes ☐ No ☒

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

Once approved, the College will work to establish new program-specific awards

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

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

Yes ☒ No ☐

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1 Is this a program termination? Yes ☐ No ☒

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination? Yes ☐ No ☐

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes ☐ No ☐

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

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

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

7 Is there mobility associated with this program termination? Yes ☐ No ☐

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

☐
☐
☐
☐
☐
☐

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

Yes ☐ No ☐

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

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

NOTE: Proposal document indicates program tuition of \$25,500.00 per year (\$8,500.00 per term; \$8,500 will be divided in half for the YYYY05 and YYYY07 terms) for students completing the entire program

NOTE: Proposal document indicates program tuition of \$51,000.00 per year (\$17,000.00 per term; \$17,000 will be divided in half for the YYYY05 and YYYY07 terms) for students admitted to the dental hygienist stream

NOTE: If a student fails a class, they will need to repeat the entire term and pay the tuition for the term

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

N/A

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

Will be assessed by term

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?

Approved

6 IPA Additional comments?

Pending signing of the external agreement

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

No

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

N/A

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

Yes, fees shared with program partners providing the student supports

10 Do standard cancellation fee rules apply?

Yes, fees shared with program partners providing the student supports

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?

Yes ☐ No ☒

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

- 13 If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount.

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

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY**

PRESENTED BY: Alison Oates, Chair, Academic Programs Committee

DATE OF MEETING: June 16, 2022

SUBJECT: **Annual Report to Council for 2021-22**

COUNCIL ACTION: For information only

**ANNUAL REPORT OF THE
ACADEMIC PROGRAMS COMMITTEE OF COUNCIL
2021-22**

The terms of reference for the Academic Programs Committee are as follows:

- 1) Recommending to Council policies and procedures related to academic programs and sustaining program quality.
- 2) Evaluating the fit of academic program proposals with University priorities; reviewing financial sustainability of proposals for new academic programs and program deletions; and recommending to Council on new programs, major program revisions and program deletions, including their budgetary implications.
- 3) Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses and reporting them to Council.
- 4) Considering outreach and engagement aspects of programs.
- 5) Consulting with PPC on processes and outcomes of academic program review, following consultation with planning and priorities and other Council committees as appropriate.
- 6) Consulting with PPC on proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program.
- 7) Consulting with PPC on proposed or continuing affiliation or federation of other institutions with the University.
- 8) Reporting to Council on the academic implications of quotas and admission standards.
- 9) Approving the annual academic schedule and reporting the schedule to Council for information and recommending to Council substantive changes in policy governing dates for the academic sessions.

- 10) Approving minor changes (such as wording and renumbering) to rules governing examinations and reviewing and recommending to Council substantive changes.
- 11) Recommending to Council classifications and conventions for instructional programs.
- 12) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.
- 13) Consider the priorities of the University, such as Indigenization and internationalization, when assessing current and new academic programs and policies.
- 14) Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

Members of the Academic Programs Committee

Council Members

Alison Oates (chair)	Kinesiology	2023
Carolyn Augusta	Finance and Management Science	2024
Jing Xiao	Educational Administration	2024
Yansun Yao	Physics	2024
Ralph Deters	Computer Science	2023

General Academic Assembly Members

Reza Fotouhi	Mechanical Engineering	2022
Petros Papagerakis	Dentistry	2023
Ebrahim Samei	Mathematics and Statistics	2024
Karen Lawson	Psychology	2022
Maruti Chandra Uppalapati	Pathology	2024
Carin Holroyd	Political Studies	2023

Sessional Lecturer

Pearson Ahiahonu	Chemistry	2022
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Other members

Jay Wilson	[Provost designate] Interim Vice-Provost, Teaching, Learning and Student Experience (<i>ex officio</i>)
Russell Isinger	University Registrar (<i>ex officio</i>)
Tauqeer Iftikhar/Sharon Jacob	[USSU designate]
Mostofa Kamal/Sristy Sumana Nath	[GSA designate]

Resource members

Vince Bruni-Bossio	Interim Associate Provost, Strategic Priorities
Jason Doell	Manager and Associate Registrar (Academic)
Alison Pickrell	Assistant Vice-Provost, Strategic Enrolment management
Terry Summers/Trevor Batters	Designate, VP Finance and Operations

Administrative Support:

Amanda Storey, Governance Office

The Academic Programs Committee of Council held 16 meetings this year and handled dozens of proposals for new programs, program revisions, academic policy changes, and adjustments to the academic calendar.

In Fall 2021 the terms of reference for the committee were adjusted to provide APC with the responsibility for assessing new programs' budgetary appropriateness and fit with institutional priorities as part of the larger project to enhance academic approval processes.

APC also reviewed and provided feedback on the first two microcredential offerings under the microcredentials pilot.

Curricular Changes

Council's curricular approval process. As indicated in the Terms of Reference, the Academic Programs Committee has responsibility for oversight of curricular changes at the University of Saskatchewan. Before 1995, the U of S system required that every change, even as much as a course title, had to be approved by a university-level committee. The resulting complexity and gridlock were disincentives for curricular renewal. Approval authority has been devolved so that colleges are now in substantial control of their own curriculum.

University-level approval procedures now focus on major curricular changes or changes that may affect the students or programs in other colleges. Many curricular changes can be approved quickly and, for the most part, automatically through the Course Challenge. This allows the Academic Programs Committee to focus on the major curricular innovations and improvements that colleges propose. The committee also deals with wider academic and curricular policy issues, and acts as a reference and approval body for various academic policies.

New programs, major program revisions, and program terminations. The Academic Programs Committee reviews major curricular innovations and improvements and makes recommendations to Council regarding approval. The Academic Programs Committee has also been delegated the authority to approve several types of program changes from colleges, including new Options and Minors in new fields of specialization. This improves Council's ability to handle these types of program changes more quickly and efficiently, while still maintaining a university-level review of the changes to maintain quality and resolve any conflicts with other colleges.

The following proposals and policies were dealt with by APC this year and forwarded to Council for decision or for information:

September 2021

Report for Information

- Changes to Academic Calendar 2021-22
- Academic Courses Policy Clause 1.2 –Changes to Syllabi

October 2021

Requests for Decision

- Graduate Degree-level Certificate in Environmental Planning
- Graduate Degree-level Certificate in Indigenous Nation Building
- Graduate Degree-level Certificate in Leadership
- Changes to Admissions Qualifications – Master of Business Administration program
- Changes to Admissions Qualifications – Master of Arts in Psychology – Clinical Stream
- Termination – Master of Northern Governance and Development program

Item for Information

- Certificate in Geomatics

November 2021

Request for Decision:

- Master of Indigenous Land-based Education
- Bachelor of Science in Food and Nutrition Science

Items for Information:

- Degree-level Certificates in the College of Arts and Science
 - Certificate in Formal Reasoning
 - Certificate in Mathematical Modeling
 - Certificate in Applied Gender Justice
 - Certificate in Queer Theory, Gender Diversity, and Sexualities Studies
 - Certificate in French-English Translation
 - Certificate in Religious Literacy
 - Certificate in Peace Studies
 - Certificate in Ukrainian Studies and Deletion of minor in Ukrainian Studies

December 2021

Request for Decision:

- Graduate Degree-level Certificate in Hydrology
- Graduate Degree-level Certificate in Science and Innovation Policy
- Program Name Change– Master of Arts in Applied Linguistics and Master of Arts in Linguistics
- Change to Admissions Qualifications – Master of Nursing Thesis-based program

Items for information

- Change to Academic Calendar 2022-23
- Academic Courses Policy Clause 1.2 –Changes to Syllabi
- Senate Delegation of Confirmation Authority of Admissions Qualification Changes to the Senate Education Committee

January 2022

Request for Decision

- Termination of the Engineering Professional Internship Program
- Change to Admissions Qualifications – Master of Public Health thesis-based option
- New Certificate Template– College of Arts and Science

- Degree-level Certificate in Intermediate Studio Art
- Degree-level Certificate in Advanced Studio Art
- Graduate Degree-level certificate in Social Economy, Cooperatives, and Non-Profit Sector and termination of graduate degree-level certificate in Social Economy and Cooperatives and graduate degree-level certificate in Non-Profit Management
- Suite of degree-level certificates in Professional Communication in College of Engineering
 - Leadership and Negotiation
 - Persuasive Communication
 - Technical and Professional Writing
- Termination of the Certificate in Professional Communication
- Change to Admissions Qualifications – Master of Arts in Linguistics programs
- Change to Admissions Qualifications – Doctor of Dental Medicine program

Items for information

- Change to Technological Innovation Certificate
- Change to the Mining Option in Mechanical Engineering Program
- Change to upper-year requirements for Bachelor of Science in Engineering programs
- Degree-level certificate in Astronomy
- Degree-level certificate in Statistical Methods
- Degree-level certificate in Foundations of Studio Art

March 2021

Request for Decision

- Admissions Qualification Change – Doctor of Medicine Program
- Admissions Qualification Change – Master of Education in School and Counselling Psychology
- Admissions Qualification Change – Kanawayihetaytan Askiy Diploma in Indigenous Resource Management and Kanawayihetaytan Askiy Diploma in Indigenous Lands Governance
- Academic and Curricular Nomenclature

Items for Information

- Change to Academic Calendar 2022-23

April 2021

Request for Decision

- Bachelor of Science on Food Industry Management
- Change to Admissions Qualifications – Master of Physical Therapy Program

Items for Information

- Bioprocessing Option for the Bachelor of Science in Engineering Chemical Engineering program and termination of the Biochemical Option
- Academic Courses Policy Clause 1.2 – Changes to Syllabi
- Report for Information: Degree-level Certificates in the College of Arts and Science
 - Intermediate Certificate in French Language and Culture
 - Advanced Certificate in French Language and Culture
 - Certificate in Spanish Language and Culture

- Certificate in Japanese Language and Culture

May 2021

Request for Decision

- Admissions Qualification Change – Bachelor of Science in Nursing

Items for Information:

- Change to Academic Calendar 2022-23

June 2021 (anticipated)

Request for Decision

- Degree-level Certificate in Precision Agriculture
- Academic Courses Policy
- Bachelor of Science in Dental Therapy

Items for Information:

- Year-end Report to Council
- Termination of the Master of Veterinary Science program in Small Animal Clinical Sciences

University Course Challenge. The University Course Challenge is a process mandated by University Council that allows for efficient collegial review and approval of curricular revisions. University Course Challenge documents are posted on the UCC website at http://www.usask.ca/secretariat/governing-bodies/council/committee/academic_programs/index.php

During the 2021-22 year, a total of 11 Course Challenge documents will have been posted (August 2021-June 2022). These included new courses, prerequisite changes, course deletions, and program revisions for programs in Agriculture & Bioresources, Arts & Science, Dentistry Education, Engineering, Graduate and Postdoctoral Studies, Kinesiology, Law, Medicine, Nursing, Pharmacy and Nutrition, and the School of Environment and Sustainability

The University Course Challenge is posted on a regular schedule, so that items posted on approximately the 15th of each month are considered to be approved by the end of the month.

Policies and Procedures

Several areas of Council policy and procedures are reviewed on a regular basis by the Academic Programs Committee. These include issues around implementation of the enrolment plan, exam regulations, admission policies and procedures, and other areas of interest to students and faculty. This year, the Academic Programs Committee dealt with the following:

- Changes to the Academic Courses Policy in response to the ongoing global health crisis
- Changes to the Nomenclature Report

Academic calendar

The APC reviewed and approved the 2022-23 Academic Calendar. This was reported at the December 2021 meeting of Council.

APC also approved changes to the Academic Calendar to respond to the changing needs of the university community related to the Covid-19 pandemic.

I wish to thank committee members for their willingness to undertake detailed and comprehensive reviews of program proposals. I also want to thank every member for their flexibility and responsiveness as we transitioned to different meeting formats as a result of the pandemic. Their commitment to excellence and high standards resulted in improved programs for the University of Saskatchewan.

I wish also to thank the many proponents and their administrative support who appeared at meetings of APC over the last year to present proposals and to answer questions of committee members. I offer thanks to Carin Holroyd for serving as vice chair, as well as Russ Isinger and Jay Wilson for their support of the APC Executive. Importantly, on behalf of the whole committee, I offer thanks to Amanda Storey for her administrative support.

Respectfully submitted on behalf of the Committee,
Alison Oates, Chair

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Alison Oates, chair, Academic Programs Committee

DATE OF MEETING: June 16, 2022

SUBJECT: **Termination of the Master of Veterinary Science program in Small Animal Clinical Sciences, effective May 2023**

COUNCIL ACTION: **For Information Only**

SUMMARY:

At its meeting of May 11, 2022 meeting, the Academic Programs Committee approved the termination of the Master of Veterinary Science (M.Vet.Sci) program in Small Animal Clinical Sciences.

The Western College of Veterinary Medicine has restructured the M.Sc. program to have both a project-based and thesis-based stream. The project-based stream fills the needs of students who would previously have enrolled in the M.Vet.Sci. program and the last students in the M.Vet.Sci. program completed their degrees in 2019. The M.Vet.Sci program also has some issues with name recognition, as it is not a credential that is well established outside of Canada.

A similar change has already been made in Large Animal Clinical Sciences, though Veterinary Pathology still offers the M.Vet.Sci program.

The Academic Programs Committee found the termination warranted, given the move to a project-based M.Sc. option.

ATTACHMENTS:

1. Report Form for Program Termination – Master of Veterinary Science in Small Animal Clinical Science.



UNIVERSITY OF SASKATCHEWAN

College of Graduate
and Postdoctoral Studies

GRAD.USASK.CA

116, 110 Science Place
Saskatoon SK S7N 5C9 Canada
Telephone: 306-966-5751
Email: grad.studies@usask.ca

MEMORANDUM

To: Academic Programs Committee of Council

Copy: Dr. Cindy Shmon, Department Head Small Animal Clinical Sciences

From: Graduate Programs Committee, College of Graduate and Postdoctoral Studies

Date: February 25, 2022

Re: **Termination of Master of Veterinary Science program in the Department of Small Animal Clinical Sciences**

The Western College of Veterinary Medicine is proposing to terminate the Master of Veterinary Science in the Department of Small Animal Clinical Sciences. This program was formally converted to a project-based MSc and the last cohort of students completed the program in 2019.

The Graduate Programs Committee reviewed the proposal on February 22, 2022. The committee acknowledged this was the final clean-up of a program that is no longer offered, and the following motion was approved unanimously:

To recommend approval of the termination of the Master of Veterinary Science in the department of Small Animal Clinical Sciences. Papagerakis/Morrison CARRIED

Attached please find documentation specific to the proposed program termination.

If you have any questions, please contact Melissa Kyrejto at gradprograms.academicaffairs@usask.ca



Program(s) to be deleted: Master's of Veterinary Science in the Department of Small Animal Clinical Sciences

Effective date of termination: last students completed program in 2019

1. List reasons for termination and describe the background leading to this decision.

This program was formally converted to a project-based MSc. Confusion between the use in some countries of the MVetSc designation for their undergraduate veterinary professional program and the clinical project-based masters degree that this degree was meant to convey. As this is more the standard degree designation used throughout North America, understanding of the training program has been enhanced through this change.

2. Technical information.

- 2.1 Courses offered in the program and faculty resources required for these courses.
Courses within this program were revised and some new course offerings developed when the program was converted. Faculty resources were transitioned to new course offerings delivered within the project-based MSc currently offered.
- 2.2 Other resources (staff, technology, physical resources, etc) used for this program.
Other resources used for this program have been transferred to delivery of the project-based MSc.
- 2.3 Courses to be deleted, if any. None
- 2.4 Number of students presently enrolled. None, last students completed the program in 2019.
- 2.5 Number of students enrolled and graduated over the last five years.
2016-17 = 12 enrolled/11 graduated
2017-18 = 10 enrolled/10 graduated
2018-19 = 4 enrolled/3 graduated
-

3. Impact of the termination.

Internal

- 3.1 What if any impact will this termination have on undergraduate and graduate students?
How will they be advised to complete their programs?
All graduate students have completed the program.
- 3.2 What impact will this termination have on faculty and teaching assignments?

None.

- 3.3 Will this termination affect other programs, departments or colleges?
No
- 3.4 If courses are also to be deleted, will these deletions affect any other programs?
No, applicable courses are used within the project-based MSc program.
- 3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?
The departments of Large Animal Clinical Sciences and Pathology still use the program but essentially each department runs an independent program.
- 3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?
No
- 3.7 Describe any impact on research projects.
None, those enrolled in the program have already completed their projects.
- 3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?
No
- 3.9 Describe the budgetary implications of this deletion.
None

External

- 3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

None. The changes made to the degree and its associated change of name have enhanced understanding outside the University as the designation is more consistent with other Institutions.
- 3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?
No.

Other

- 3.12 Are there any other relevant impacts or considerations? No
- 3.13 Please provide any statements or opinions received about this termination. None to date.

(Optional)

4. Additional information. *Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.*

Consultation with the Registrar Form

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

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

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

Yes ☐ No ☒

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

Yes ☐ No ☒

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

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

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

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

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

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

Yes ☐ No ☐

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

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

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

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

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

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

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

1

Is this a new program?
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.

Yes

☐

No

☒

Yes

☐

No

☒

2

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

3

What is the name of this new/revised program?

4

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

5

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

6

Is this a replacement for a current program?

Yes

☐

No

☐

7

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

8

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

9

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

Section 3: Mobility

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

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

Yes☐ No☒

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

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

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

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

Yes☐ No☐

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

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

5

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

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

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

Yes ☐ No ☒ Revised ☐

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

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

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

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

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

4b

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 7: Course Information - NOT APPLICABLE

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

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

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

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

Yes ☐ No ☐

If NO, please describe.

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

Yes ☐ No ☐

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information - NOT APPLICABLE

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

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

3 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?

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 ☐

Section 9: Government Loan Information - NOT APPLICABLE

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

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

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

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

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

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

- 3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information - NOT APPLICABLE

- 1 What is the start term?

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

Yes ☐ No ☐

If YES, what and by what date?

Section 12: Registration Information - NOT APPLICABLE

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

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

- 2 Will students register themselves?

Yes ☐ No ☐

If YES, what priority group should they be in?

Section 13: Academic History Information - NOT APPLICABLE

- 1 Will instructors submit grades through self-serve?

Yes ☐ No ☐

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

Section 14: T2202 Information (tax form) - NOT APPLICABLE

- 1 Should classes count towards T2202s?

Yes ☐ No ☐

Section 15: Awards Information - NOT APPLICABLE

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

Yes ☐ No ☐

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

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - NOT APPLICABLE

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

Yes ☐ No ☐

To qualify the program must meet the following requirements:

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

Section 17: Program Termination

1

Is this a program termination?

Yes☒ No☐

If yes, what is the name of the program?

VSAC [Small Animal Clinical Sciences] Major in the MVET-P-GP [Master of Vet Science-Project] Program

2

What is the effective date of this termination?

202305 [May 2023]

3

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

Yes☐ No☒

If yes, what courses?

4

Are there currently any students enrolled in the program?

Yes☐ No☒

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

5

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

6

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

Last students completed the program in 2019

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 - NOT APPLICABLE

1 How will tuition be assessed?

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

* See attached documents for further details

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

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

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

Yes ☐ No ☐

If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

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

Yes ☐ No ☐

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

13 If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount.

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

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Terry Wotherspoon, Chair, Governance Committee

DATE OF MEETING: June 16, 2022

SUBJECT: **Revisions to Edwards School of Business Faculty
Council Membership**

COUNCIL ACTION:
*(Wotherspoon/Mousseau): That Council approve the
revisions to the Edwards School of Business Faculty Council
Bylaws effective immediately.*

SUMMARY

Edwards School of Business Bylaws Revision Process

In 2018, the Edwards School of Business undertook the process of revising its Faculty Council Bylaws. The Bylaws had last been revised in September 1988. The Associate Dean assembled an Advisory Committee comprised of key representatives and experts to assist with the process. The committee first met in February 2018 and work on revising the standards continued until May 2018. The revised Bylaws were approved by Faculty Council on May 15, 2018 (see link in attachment).

On November 17, 2020, the revised Faculty Council Bylaws and the proposed new membership were presented to the University Council Governance Committee. The Governance Committee raised questions regarding non-voting and voting membership. In October and December 2021, and March 2022 Edwards School of Business Faculty Council considered and then recommended final changes to the membership. The recommended membership was approved by Governance Committee of Council on April 5, 2022 (Dr. Chelsea Willness, Professor in Edwards School of Business, and University Secretary & Chief Governance Officer and *ex officio* non-voting member of the Governance Committee, recused from the committee meeting as a faculty member from the college).

RECOMMENDATION

The Notice of Motion was presented at the May 19, 2022 Council meeting, as required by the University Council Bylaws. This is the request for decision to approve the recommended changes to the Edwards Faculty Council membership. No questions and/or feedback were received.

Faculty Council Revision Record

Date Approved	Approved by	Description
May 15 th 2018	Faculty Council	Edwards School of Business Bylaws
September 27 th 2019	Faculty Council	Revision to membership/roles for Research Committee: Chair may be the Associate Dean, Research & Academic <i>or faculty designate may be Chair.</i>
October 13, 2021	Faculty Council	Revisions to list of non-voting members: removed the representative from the Department of Math and Statistics.
April 21, 2022	University Council	Revisions to list of non-voting members: changes to titles and provision for designates as per University Council Bylaws.

ATTACHMENTS:

1. Recommended Changes to Edwards School of Business Faculty Council Membership

REFERENCES

1. Revised Edwards School of Business Faculty Council Bylaws (2018)
<https://governance.usask.ca/governance/edwards-school-of-business-bylaws---approved-27.september.2019.pdf>

Attachment 1

Recommended Changes to Edwards School of Business Faculty Council Membership

Faculty Council of the N. Murray Edwards School of Business (1988)

[See 1.A, sections \(a\) to \(o\)](#) in the University Council Bylaws

(p) Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the Edwards School of Business;

(q) Agriculture and Bioresources (1), Economics (1), Mathematics and Statistics (1), Social Science or Humanities including Economics (1), Computer Science (Head plus four others);

(r) Five undergraduate students and two graduate students who shall be entitled to vote on all matters at Faculty Council meetings.

Recommended Membership of Edwards School of Business Faculty Council (2022)

[See 1.A, sections \(a\) to \(o\)](#) in the University Council Bylaws

- Those Professors, Associate Professors, Assistant Professors, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the Edwards School of Business
- Associate members or Adjunct members of the Edwards School of Business
- Three undergraduate students*, of which at least two are representatives of the Edwards Business Students' Society (EBSS), and one is a graduate student*
- Representatives of Agriculture & Bioresources* (1), Economics* (1), Social Science or Humanities* (1), Johnson-Shoyama Graduate School of Public Policy* (1), College of Engineering* (1), and the School of Environment & Sustainability* (1), Computer Science* (1)
- Associate Dean, Research & Academic (*ex officio*)
- Associate Dean, Students & Degree Programs (*ex officio*)

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Terry Wotherspoon, Chair Governance Committee and Kathleen James-Cavan, Chair, Teaching, Learning and Academic Resources Committee

DATE OF MEETING: June 16, 2022

SUBJECT: **Peer Review of Teaching Policy**

DECISION REQUESTED:

(Wotherspoon/James-Cavan): *That Council approve the Peer Review of Teaching Policy effective immediately.*

CONTEXT:

In 2020/21 the Teaching, Learning and Academic Resources Committee (TLARC) began to develop a policy on peer review of teaching. This was a planned step in TLARC's work, building on, (1) Teaching Quality Framework [phase 1](#) (2015/16) and [phase 2](#) (2016/17), (2) [Student Learning Experience Questionnaire](#) approved in 2018, (3) [Student Learning Experience Feedback Policy](#) approved in 2019, and (4) [Student Learning Experience Feedback Procedures](#) developed the same year.

PURPOSE:

The Peer Review of Teaching policy document is intentionally high level, broad and applicable institution wide. It is presented for approval by University Council. The templates have been developed to reflect all aspects of the policy and are in line with the recently revised criterion II of the University of Saskatchewan standards for promotion and tenure. They are available for use by departments and colleges to facilitate implementation of the policy. It is anticipated that versions suitable for other teaching approaches (e.g., team teaching, experiential learning) will be made available by TLARC as the policy is implemented.

The development of this policy aimed to address issues with current practices, including:

- a lack of alignment of many current peer review practices with university standards and a lack of consistency in practice across the institution (in 2016 over 30 peer review approaches were in use). Both of these were perceived to undermine the usefulness of peer review for collegial process.
- the lack of an evidence informed policy and associated process(es) for peer review (last document developed institutionally is from 2003).
- a reported lack of clarity amongst reviewers on focus (what they are to review) and purpose (e.g., feedback on teaching and/or evaluation against standards).
- the focus of many peer review processes on only classroom teaching observation.
- a desire to address transparency and equity explicitly in USask's peer review policy and process.

This work has been advanced by a working group of TLARC with membership from across the institution. Working group members have included Vince Bruni-Bossio, Jorden Cummings, Ann Martin, Paul Jones, Nicole Fernandez, Mary Ellen Labrecque, the Vice Provost Teaching, Learning and Student Experience (Patti McDougall, Jay Wilson), the Director, Teaching and Learning Enhancement (Nancy Turner), and the Teaching and Learning Enhancement Specialist (David Greaves).

Prior to embarking on policy development, the group carefully considered the purpose of peer review for the university. To frame our thinking we looked at three possible peer review models: evaluative, developmental, and collaborative (Gosling, 2002). The table below outlines how the varying purposes of these models necessitate different roles for reviewers and reviewees with resultant variance in outcomes.

Table: Models of peer review

	Evaluative	Developmental	Collaborative
Purpose	Confirm probation, promotion, quality assurance	Enhance competency through feedback and reflection	Improve teaching through opening up practice and dialogue
Who	Senior &/or trained faculty observe others	Experienced peers observe others in a department	Peers observe each other
Outcome	Report/judgement	Action plan	Analysis and discussion of teaching methods

The working group has developed a peer review policy that fits a developmental approach (middle column). As such, the peer review process will be focused on support for development of practice, rather than production of direct evidence of meeting standards.

CONSULTATION:

Throughout the development of the policy document, consultations have been undertaken. The list of those consulted includes:

- University Review Committee
- Vice Provost Faculty Relations
- University of Saskatchewan Faculty Association
- University of Saskatchewan Students' Union (USSU) Student Council
- Deans' Council
- Associate Deans Academic Group
- EDI Champions Group (includes several faculty members)
- Individual faculty members from various departments/colleges
- Governance Committee of Council
- Policy Oversight Committee

PROPOSED IMPLEMENTATION PROCESS:

If approved by University Council, implementation of the policy will begin in the fall of 2022 with an expectation that all peer review processes will align with the policy by fall 2023. The implementation will include development of peer review guidelines that align with the policy for use/modification by colleges and departments. Additional peer review templates will also be developed with colleges and departments, where requested.

Alongside this, a series of resources and professional development supports will be made available to the university community. Tailored support for implementation will also be available to colleges and departments, on request.

SUMMARY:

These documents are important in providing clarity regarding the purpose, principles, and responsibilities for peer review of teaching.

REFERENCE:

Gosling, D. (2002). Models of peer observation of teaching. LTSN Generic Centre Learning and Teaching Support Network.

ATTACHMENTS:

1. Peer Review of Teaching Policy
2. Peer Review of Teaching templates, for information (face to face, online)

Policy on Peer Review of Teaching Practices

Responsibility: University Council

Authorization: University Council

Approval Date: xx-xx-xxxx

Purpose

The University of Saskatchewan is committed to excellence in teaching, academic programming and students' learning experiences. The university is committed to implementation of a peer review policy that enables all educators to receive regular feedback on teaching practices from peers. Peer feedback can be undertaken as one component contributing to assessment of teaching effectiveness through collegial and administrative processes, often called summative (herein referred to as peer review for renewal, tenure and promotion, or RTP) or only for the educator's use to improve teaching practice, often called formative (herein referred to as non-RTP peer review). The university acknowledges the value of peer review for development of teaching and as part of RTP processes. Feedback from peers is one part of an overall teaching effectiveness framework that also includes regular student feedback, self-assessment, collegial processes and other forms of assessment as appropriate to inform ongoing teaching enhancement. This peer review policy and associated processes aim, (1) to foster increased consistency in peer review of teaching as is feasible across USask whilst acknowledging the diversity of teaching practices and contexts that exist across the institution, (2) to facilitate equitable and fair evaluation of case files at departmental, college, and university levels through a more consistent understanding of and process for evidencing ongoing development in line with college/department and university level standards, and (3) to encourage and enable ongoing development of teaching practice by all educators in light of research on student learning in higher education and shifts in curricula over time that necessitate adjustments in teaching approach. This policy document flows out of and acknowledges educator and university community commitments made in Our University of Saskatchewan Learning Charter.

Principles

This policy is predicated on the following ideas:

1) Integrity

- a) The rights (e.g., as per collective agreements) and dignity of educators being reviewed, and reviewing will be protected in the process
- b) The rights (e.g., intellectual property, privacy) of students will be protected in the process of peer review (e.g., in classroom observation, review of assessment materials)
- c) Reviewers will be selected to avoid conflict of interest and ensure separation of key roles (e.g., mentor and reviewer)
- d) Confidentiality of review outcomes will be maintained

2) Transparency and fairness

- a) The processes of peer review shall be fair and transparent; review criteria, processes and what constitutes adequate evidence will be explicit and understood at the outset by educators
- b) Review criteria will attend to all relevant aspects of teaching practice (including but not limited to review of curriculum design, learning materials, learning environment, instructional practices, assessment design, provision of feedback to students)

- c) The review process will be robust, with feedback following from well documented evidence

3) Usefulness

- a) Institutional review criteria will be drawn from University of Saskatchewan standards for renewal, promotion, tenure and/or merit and the evidence that will demonstrate a reviewee's ongoing development and/or achievement
- b) Additions or amendments to review criteria and process to align with college/departmental standards must be approved by the college faculty council or department where such authority has been appropriately delegated to a department
- c) Criteria and process developed at the college/department level should maintain appropriate consistency with institutional criteria whilst respecting diversity within and across college/department contexts and teaching practices
- d) Dialogue between the reviewee and reviewer(s) should be open and ongoing throughout the review process to ensure opportunity for understanding the reviewee's teaching context and approach and the review outcomes
- e) Peer review will be used as one component of a portfolio of evidence of teaching effectiveness; interpretation shall be fair and transparent

4) Teaching enhancement

- a) Educators seek to receive and share feedback on teaching and can use this feedback to enhance teaching and learning practice
- b) Feedback is most useful when received by an educator in a timely fashion
- c) Every RTP peer review will be reviewed by the appropriate academic leader and the educator being reviewed and strategies collaboratively devised, as appropriate, to support teaching and learning enhancement
- d) RTP peer reviews should complement ongoing mentoring and non-RTP peer review

5) Equity

- a) Peer review will include explicit consideration of factors which might influence the review (e.g., gender and/or ethnicity of reviewee or reviewer, nature of course content in relation to reviewer identities, etc. - further detail in responsibilities of educators acting as reviewers)

Policy Statement

1. Under typical circumstances, for those seeking renewal, tenure, promotion, or merit featuring teaching practice, or for those not fully promoted, peer review of teaching practices will be conducted each year for inclusion in one's case file. The intention of gathering feedback from peers over time is to demonstrate a pattern to one's teaching practice. This is particularly important for colleagues early in their academic career (e.g., pre-tenure). To align with good practice and provide additional benefits to educators, regular non-RTP peer review is encouraged for those not seeking tenure or promotion and those fully promoted.
2. In each peer review, the purpose(s) (e.g., for RTP) should be transparent for reviewees and reviewers.
3. RTP peer review outcomes are to be shared:
 - 3.1. with educators being reviewed.
 - 3.2. with academic administrators and appropriate collegial committees according to the guidelines developed and approved by the department/college.
4. Outcomes of non-RTP peer review, if conducted by a unit, are to be shared only with educators being reviewed as soon as possible after the review is completed.
5. Time dedicated to undertaking RTP and non-RTP peer reviews for colleagues will be recognized as contribution to the administrative responsibilities of the department/college.

Responsibilities

Institution:

- Oversee the implementation and maintenance of this policy
- Provide support and education to university community members regarding the interpretation, use and value of peer review processes and peer feedback
- Provide resources and supports to prepare peer reviewers
- Ensure that processes and this policy comply with the University of Saskatchewan Standards for Promotion and Tenure and pertinent university policies
- Review practices across the institution periodically to assess consistency and EDI concerns

Colleges and Departments:

- Develop and maintain a written peer review guideline that reflects this policy. These guidelines will include (but are not limited to) information about the process for peer review (e.g., how reviewers will be selected and matched with reviewees), how frequently peer review will take place for RTP and non-RTP purposes, the format for reviews (e.g., what elements of practice will be reviewed), and how feedback might be used by educators and academic leaders and their delegates (e.g., for teaching enhancement purposes, in tenure and promotion)
- Ensure college/department template(s) for peer review reflect the principles outlined in this policy by using and/or adding to institutional templates, or utilizing a template that, at minimum, includes (1) criteria drawn from University of Saskatchewan standards for renewal, promotion, and tenure, (2) feedback for the educator on each criterion noting evidence found, strengths, and areas for improvement, (3) reviewer's summary and final

reflections and noted factors related to equity, and (4) educator reflections on the feedback and plans for enhancement.

- Manage the administration of peer review processes within the college/department

Academic Leaders (school or department heads or deans in non-departmentalized colleges):

- Coordinate the administration of peer review, including availability of administrative resources
- Ensure reviewers are supported and able to provide respectful, ethical, thoughtful and constructive feedback and engage in inclusive peer review practices, drawing on institutional resources, where appropriate
- Consider acting as reviewer in the peer review process in annual assignment of duties
- Use peer feedback appropriately, recognizing its benefits and limitations
- Act as stewards of RTP peer review reports
- Oversee peer review process as one component of the assessment of teaching effectiveness
- Review department/school/college practices periodically to assess consistency and EDI concerns, and lead the response to any identified issues
- Act within the spirit and intent of this policy and college guidelines for interpreting peer feedback on teaching practices

Educators being reviewed:

- Understand this policy and college guidelines and act within their spirit and intent
- Review and utilize peer feedback regularly to enhance teaching and learning
- Participate in peer review processes in a way that enables open and constructive dialogue with peers
- Discuss results with colleagues as appropriate including, for example, department head or dean

Educators acting as reviewer:

- Commit to participate in the sharing of their experiences of teaching and learning
- Provide respectful, ethical, thoughtful and constructive feedback so as to fuel educator and institutional reflection and enable processes of continuous enhancement of teaching and learning, being mindful of the significance of RTP peer review processes in the development of the reviewee
- Participate in peer review processes in a way that enables open and constructive dialogue with peers
- Maintain confidentiality of review outcomes in line with this policy, unless given explicit permission to share by the reviewee
- Take into consideration factors which might influence the review (e.g., gender, ethnicity, etc. of reviewee or reviewers) and make this consideration transparent in the review report, where applicable

Related Documents

Peer review of teaching templates

Context

Reference to policy to be added. Peer review encompasses design (goals, content, alignment), approaches to instruction and assessment, creation of the learning environment and reflection and iterative growth in these areas. As such, the peer review process involves more than an observation of a teaching session.

Suggested Peer Review Process

1. Reviewees (henceforth called educators) and reviewers are matched through standard college/department process.
2. The educator completes the pre-review information (pages 1 and 2 of the template) and provides it to the peer reviewer.
3. After reading the completed pre-review information, the peer reviewer and the educator meet to discuss the course, the educator's approach, timelines, and what materials will be generated/considered in the review (e.g., observation, Canvas site, syllabus, exams of assessment and feedback). Student materials should be anonymized or shared with permission.
4. The reviewer uses the peer review template to work through the agreed process/materials, reviewing the plans and actions of the educator in each category, noting the educator's strengths and areas for improvement in the space provided. The template is shared with the educator who completes the final section with reflections and plans for enhancement.
5. The peer reviewer meets with the educator to discuss the review, after which the completed peer review template is provided to the educator and dean or department head as per college/department process.

Educator: please complete the questions below and on the next page and send to the reviewer. Provide access to your Canvas course site if applicable.

Educator and Peer Reviewer

1. Educator's name: _____
2. Peer Reviewer's name: _____
3. Date of review (month/year) _____

Course information

4. Course name and number (e.g., EARTH 101): _____
5. Course title (e.g., Introduction to the Planet Earth): _____
6. Relationship of course to certificate or degree programs (e.g., required or elective for B.Sc. in Earth Awareness):

Canvas course (if applicable)

7. URL for the **course home page** _____
8. URL for the **course syllabus** _____
9. URL for the **calendar of assignment due dates** _____
10. URL for **assignments** _____
11. URL for **quizzes and examinations** (if applicable) _____
12. URL for **discussions among students and educator(s)** (if applicable) _____



Relevant Educator and Course Context

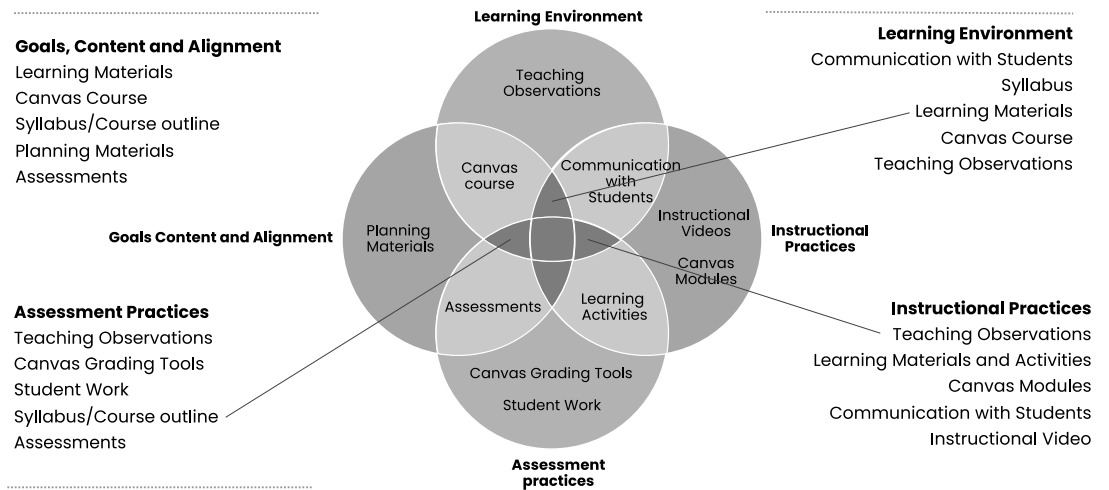
13. Please outline details about your teaching approach and/or the course that may be relevant to the reviewer (e.g., changes made in response to previous feedback, specific rationale for the approach you have taken in design, instruction or assessment, relevant points about the students in the class, specific aspects of the course, like class size, that may constrain instructional approaches)
14. Please outline areas on which you would welcome feedback (e.g., a new instructional approach, an area you revised based on previous feedback, your approach given your teaching philosophy):
15. Please include additional information you wish to have the reviewer consider:

Gathering Peer Review Evidence

Peer Review is a process that focuses on 4 key areas:

- Goals, content, and alignment
- Instruction (2a)
- Assessment (2b)
- Learning Environment

Educators and reviewers should select from a variety of sources of evidence in order gain helpful, fulsome, and accurate information for the peer-review process. Observation is an essential, but not sufficient, source of peer review evidence to support each area. The following types of evidence may also be helpful in developing a comprehensive picture of teaching practice:





Peer review template for courses

Criterion 1: Goals, content, and alignment

How the course is structured and organized to achieve clarity, accessibility and alignment of outcomes, learning activities, and assessment.

- **Appropriate and clear learning goals (outcomes)**
- **Learning goals (outcomes) are aligned with program, curricular and/or institutional expectations**
- **Content is appropriate and aligned with learning goals (outcomes)**

You might see:

- [Course learning outcomes](#) are appropriate for level of study and nature of course (e.g., lab, seminar, lecture, experiential)
- Course learning outcomes clearly defined, building on or preparing students for outcomes in other courses, and aligning with program learning outcomes
- Course designed in a way that presents and communicates content clearly
- [Accessibility issues addressed](#) throughout the course

Feedback for the Educator

Evidence Found:

Strengths:

Where to look	What you could comment on
<ul style="list-style-type: none"> Course syllabus Teaching observation: directions given Assessment information or directions 	<ul style="list-style-type: none"> Easy for students to understand how the course is organized (e.g., including an overview, flow of the course/session, opportunities for review) Clear what students need to know or be able to do at the end of the course (outcomes) and how the outcomes are checked by assessment Expectations for individual assessments are clear and available to students in advance
<ul style="list-style-type: none"> Modules in Canvas Learning materials Session plans or other planning material 	<ul style="list-style-type: none"> Pages and modules use consistent, effective structure to present content and offer learning activities Breadth and depth of content/intended learning is achievable given course duration and level Goals for selecting specific types and examples of content are clear, and aligned to learning outcomes for students

Areas for Improvement:



Criterion 2a: Instructional practices

How the educator fosters an inclusive learning environment, provides varied and current resources, and supports students learning.

Feedback for the Educator

Evidence Found:

Strengths:

Areas for Improvement:

- Instructional practices are planned and organized
- Instructional practices are aligned with learning goals (outcomes)
- Instructional practices engage students in the learning process
- Instructional practices facilitate achievement of learning outcomes
- Instructional practices integrate research, scholarship, artistic work, and/or professional activities

You might see:

- Appropriate tools (e.g., technological) are selected and used to facilitate communication and learning
- The type of instruction is likely to result in students demonstrating the outcomes
- Frequent and timely student-educator contact is integral to the course
- A variety of course-specific resources are provided (e.g., videos, text) that support student understanding and engagement with materials
- Adequate opportunities for interaction, collaboration, communication, and support between students as well as between students and educator are provided

Where to look

What you could comment on

- Learning materials
- Teaching observation: responses to students
- Educator videos
- Communication sent to students

- Well-paced course activities that tied to outcomes and distributed across modules/weeks
- Student questions encouraged and educator responses deepen learning
- Examples, resources and activities that reflect scholarship used in ways that students can understand and find relevant to their prior learning/experience



<ul style="list-style-type: none"> • Course syllabus • Teaching observation: student learning activities • Directions to students • Discussion forums 	<ul style="list-style-type: none"> • Examples of times when students (1) think, talk, or write about their learning, (2) reflect, relate, organize, apply, synthesize, or evaluate information, and/or (3) perform research, virtual lab or studio work, or hands on activities • Questions and student responses deepen disciplinary understanding and application of main course content • Content and outcomes are directly linked for students 	
<ul style="list-style-type: none"> • Course syllabus • Discussion forums • Teaching observation: student learning activities 	<ul style="list-style-type: none"> • Student interest and engagement with the course materials and with each other through, for example, discussion, collaborations, presentations, etc. • Class discussions facilitated by the educator through encouraging, probing, questioning, summarizing, etc. 	

How the educator helps students develop the intended learning outcomes for the course and checks to see if students have achieved them.

- ### You might see:

- ## Feedback for the Educator

Evidence Found:

Strengths:

Areas for Improvement:

Criterion 3: Learning Environment

How the educator makes learning/content relevant to students and engages students in thinking and doing independently and together.

- Learning environment is respectful and inclusive
- Learning environment allows for the recognition of, and engagement with, diverse perspectives/worldviews
- Learning environment fosters student interest, motivation, engagement, participation
- Educator/Teacher is accessible and responsive to students

You might see:

- Frequent and timely student-educator contact is integral to the course
- A diversity of course-specific resources provided (e.g., videos, text) that support student understanding and engagement with materials
- Students are actively encouraged to share learnings and resources

Feedback for the Educator

Evidence Found:

Strengths:

Where to look

What you could comment on

- Teaching observation: student learning activities
- Teaching observation: student & educator interactions
- Discussion forums
- Communication sent to students
- Course syllabus

- Learning activities include students sharing resources they have created that reflect their learning
- Clear norms and positive interactions are visible
- The educator encourages and fosters a healthy exchange of ideas among course participants, who are visibly engaged
- The learning materials present diverse voices, perspectives, and worldviews and use inclusive language
- The educator is responding to student concerns, interests and needs for accommodation and directs them to others as needed

Areas for Improvement:

<ul style="list-style-type: none"> • Course syllabus • Modules in the course • Learning resources 	<ul style="list-style-type: none"> • Learning materials clearly communicate current key concepts/ideas, are concise and connect to students' prior experiences and/or context • Student engagement with diverse perspectives, including Indigenous ones • The educator encourages student-to-educator contact for course related discussions or concerns 	
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Summary and final reflections (linked to criterion 4, reflection and iterative growth)

Reviewer:

Overall reflections emerging from the review process and response, where appropriate, to feedback (e.g., from previous peer review, from students):

Examples of good practice you would like to commend/share:

Please note any factors related to equity which might influence your review and how you considered them in the process and provision of feedback (to be used by educator to inform reflections and by any others interpreting the feedback):

Educator:

Reflection on the feedback, and plans for future enhancement:



Context

Reference to policy to be added. Peer review encompasses design (goals, content, alignment), approaches to instruction and assessment, creation of the learning environment and reflection and iterative growth in these areas. As such, the peer review process involves more than an observation of a teaching session.

Peer Review Process

The following process is suggested:

1. Reviewees (henceforth called educators) and reviewers are matched through standard college/department process.
2. The educator completes the pre-review information (pages 1 and 2 of the template) and provides it to the peer reviewer.
3. After reading the completed pre-review information, the peer reviewer and the educator meet to discuss the course, the educator's approach, timelines, and what materials will be generated/considered in the review (e.g., observation, Canvas site, syllabus, exams of assessment and feedback).
4. The reviewer uses the peer review template to work through the agreed process/materials, reviewing the plans and actions of the educator in each category, noting the educator's strengths and areas for improvement in the space provided. The template is shared with the educator who completes the final section with reflections and plans for enhancement.
5. The peer reviewer meets with the educator to discuss the review, after which the completed peer review template is provided to the educator and dean or department head as per college/department process.

Educator: please complete the questions below and on the next page and send to the reviewer and provide access to your Canvas course site.

Educator and Peer Reviewer

1. Educator's name: _____
2. Peer Reviewer's name: _____
3. Date of review (month/year) _____

Online Course

4. Course name and number (e.g., EARTH 101): _____
5. Course title (e.g., Introduction to the Planet Earth): _____
6. Relationship of course to certificate or degree programs (e.g., required or elective for B.Sc. in Earth Awareness):

Online course technologies

7. URL for the **course home page** _____
8. URL for the **course syllabus** _____
9. URL for the **calendar of assignment due dates** _____
10. URL for **assignments** _____
11. URL for **quizzes and examinations** (if applicable) _____
12. URL for **discussions among students and educator(s)** (if applicable) _____



Online course technologies continued...

13. Please describe the nature and purpose of the **communications between students and educator(s)** in this course, including any not available for review at the sites listed in questions 8-13.
14. Does the course require any **supplementary materials** beyond what is provided at the sites listed above (e.g., textbook or software)?
- ☐ Yes ☐ No
- If yes, please describe: _____
15. Does the course require any **synchronous activities** (same time, same place)?
- ☐ Yes ☐ No
- If yes, please describe: _____
16. Does the course require any **face-to-face activities**?
- ☐ Yes ☐ No
- If yes, please describe: _____
17. Anonymized examples of student assessment, with feedback, have been provided to the Reviewer.
- ☐ Yes ☐ No

Relevant Educator and Course Context

18. Please outline details about your teaching approach and/or the course that may be relevant to the reviewer (e.g., changes made in response to previous feedback, specific rationale for the approach you have taken in design, instruction or assessment, relevant points about the students in the class, specific aspects of the course, like class size, that may constrain instructional approaches)
19. Please outline particular areas on which you would welcome feedback (e.g., a new instructional approach, an area you revised based on previous feedback):
20. Please include additional information you wish to have the reviewer consider:



Peer review template for online courses

Criterion 1: Goals, content, and alignment

How the course is structured and organized to achieve clarity, accessibility and alignment of outcomes, learning activities, and assessment.

- **Appropriate and clear learning goals (outcomes)**
- **Learning goals (outcomes) are aligned with program, curricular and/or institutional expectations**
- **Content is appropriate and aligned with learning goals (outcomes)**

You might see:

- [Course learning outcomes](#) are appropriate for level of study and nature of course (e.g., lab, seminar, lecture, experiential)
- Course learning outcomes clearly defined, building on or preparing students for outcomes in other courses, and aligning with program learning outcomes
- Course designed in a way that presents and communicates content clearly
- [Accessibility issues addressed](#) throughout the course

Feedback for the Educator

Evidence Found:

Strengths:

Where to look	What you could comment on
<ul style="list-style-type: none"> • Course syllabus • Course homepage and navigation structure • Course calendar • Assessment directions 	<ul style="list-style-type: none"> • Easy for students to understand how the course is organized (e.g., including an overview, flow of the course/session, opportunities for review) • Clear what students need to know or be able to do at the end of the course (outcomes) and how the outcomes are checked by assessment • Expectations for individual assessments are clear and available to students in advance
<ul style="list-style-type: none"> • Pages/Modules in the course • Learning resources 	<ul style="list-style-type: none"> • Accessibility improved through use of headings, subheadings, images include alternative text, transcripts or captioning for multimedia resources, and a minimum font size 12 point • Pages and modules use consistent, effective structure to present content and offer learning activities • Breadth and depth of content/intended learning is achievable given course duration and level

Areas for Improvement:



Criterion 2a: Instructional practices

How the educator fosters an inclusive learning environment, provides varied and current resources, and supports students learning.

<ul style="list-style-type: none">• Instructional practices are planned and organized• Instructional practices are aligned with learning goals (outcomes)• Instructional practices engage students in the learning process• Instructional practices facilitate achievement of learning outcomes• Instructional practices integrate research, scholarship, artistic work, and/or professional activities <p>You might see:</p> <ul style="list-style-type: none">• Appropriate tools (e.g., technological) are selected and used to facilitate communication and learning• The type of instruction is likely to result in students demonstrating the outcomes• Frequent and timely student-educator contact is integral to the course• A variety of course-specific resources are provided (e.g., videos, text) that support student understanding and engagement with materials• Adequate opportunities for interaction, collaboration, communication, and support between students as well as between students and educator provided		<p>Feedback for the Educator</p> <p>Evidence Found:</p> <p>Strengths:</p> <p>Areas for Improvement:</p>
Where to look	What you could comment on	
<ul style="list-style-type: none">• Pages/Modules in the course (learning materials)• Educator videos• Communication sent to students	<ul style="list-style-type: none">• Well-paced course activities that tied to outcomes and distributed across modules/weeks• Student questions encouraged and educator responses deepen learning• Examples, resources and activities that reflect scholarship used in ways that students can understand and find relevant to their prior learning/experience	

<ul style="list-style-type: none"> • Course syllabus • Student Assignments provided by educator • Directions to students • Discussion forums 	<ul style="list-style-type: none"> • Examples of student work where they, (1) think, talk, or write about their learning, (2) reflect, relate, organize, apply, synthesize, or evaluate information, and/or (3) perform research, virtual lab or studio work, or hands on activities, as possible in the online context • Questions and student responses deepen disciplinary understanding and application of main course content • Content and outcomes are directly linked for students 	
<ul style="list-style-type: none"> • Course syllabus • Discussion forums • Video conferencing sessions (recorded or observed live) • Chat space 	<ul style="list-style-type: none"> • Student interest and engagement with the course materials and with each other through, for example, discussion, collaborations, presentations, etc. • Class discussions facilitated by the educator through encouraging, probing, questioning, summarizing, etc. 	

How the educator helps students develop the intended learning outcomes for the course and checks to see if students have achieved them.

- ### You might see:

- ## Feedback for the Educator

Evidence Found:

Strengths:

Areas for Improvement:

How the educator makes learning/content relevant to students and engages students in thinking and doing independently and together.

- ### You might see:

- ## Feedback for the Educator

Evidence Found:

Strengths:

Where to look

What you could comment on

- Discussion forums
- Communication sent to students
- Posted announcements
- Course syllabus
- Chat space
- Video conferencing sessions (recorded or observed live)

- The educator encourages student-to-educator contact for course related discussions or concerns
- An activity at the beginning of the course allows students to make personal connections
- The educator encourages and fosters a healthy exchange of ideas among course participants
- The learning materials present diverse voices, perspectives, and worldviews and use inclusive language
- The educator initiates contact with, or responds to, students on a regular basis to establish a consistent online presence and respond to difficulties

Areas for Improvement:

<ul style="list-style-type: none"> • Posted announcements • Course syllabus 	<ul style="list-style-type: none"> • The course includes information for students about online learning and student resources • Students are directed to additional student supports, where appropriate (e.g., student learning services) 	
<ul style="list-style-type: none"> • Course syllabus • Pages/Modules in the course • Learning resources and videos 	<ul style="list-style-type: none"> • Resources clearly communicate current key concepts/ideas, are concise and connect to students' prior experiences and/or context • Various types of content, informed by best practice • Student engagement with diverse perspectives, including Indigenous ones • Learning activities include students sharing resources they have created that reflect their learning 	

Summary and final reflections (linked to criterion 4, reflection and iterative growth)

Reviewer:

Overall reflections emerging from the review process and response, where appropriate, to feedback (e.g., from previous peer review, from students):

Examples of good practice you would like to commend/share:

Please note any factors related to equity which might influence your review and how you considered them in the process and provision of feedback (to be used by educator to inform reflections and by any others interpreting the feedback):

Educator:

Reflection on the feedback and plans for future enhancement:



UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Dr. Terry Wotherspoon
Chair, Governance Committee

DATE OF MEETING: June 16, 2022

SUBJECT: Annual Report to Council

PURPOSE: For information only

INTRODUCTION

The governance committee reports regularly to Council on changes to the Council Bylaws, changes to the membership of faculty councils, and the number of student appeals under Council's regulations governing academic misconduct and academic appeals. The full terms of reference for the Governance Committee can be found at:

<https://governance.usask.ca/council/committee/governance/index.php#Responsibilities>

Each September the committee reviews and approves a yearly work plan which may include new initiatives or work on projects begun previously.

During 2021-22, the committee met once each month for about two hours, with the exception of January, February, and June. The major matters considered by the committee during this period included the following.

UNIVERSITY COUNCIL ITEMS

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

- revisions to University Council Bylaws for Program Approval Process (October 21)
- revisions to Student Academic Misconduct Regulations (November 18)
- renaming of Executive Committee of University Council (previously Coordinating Committee) (November 18)
- revisions to University Council Bylaws (April 21)
- revisions to College of Pharmacy & Nutrition Faculty Council Membership (May 17)
- nomination of members and chair for the Nominations Committee (May 17)
- revisions to Edwards School of Business Faculty Council membership (June 16)
- Peer Review of Teaching Policy, in conjunction with TLARC (June 16)

OTHER ITEMS

The committee considered several other matters. These included:

- consideration of options for USask Rules of Order
- summary of Kerr and King common procedures for University Council (prepared by Jacquie Thomarar)
- ongoing review and proposed changes to Council Bylaws
- review of Microcredentials Policy
- discussion and consultation on process to revise Inventions and Enterprise Creation Policy
- discussion of Duty to Accommodate Policy
- support, guidance, and interpretation of University bylaws with respect to College of Nursing (with additional strong support from Governance Office personnel)
- membership for selected College/School Faculty Councils

ACKNOWLEDGEMENTS

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

Respectfully submitted,
Terry Wotherspoon, Chair, Governance Committee

**UNIVERSITY COUNCIL
PLANNING & PRIORITIES COMMITTEE
FOR INFORMATION ONLY**

PRESENTED BY: Dr. Darrell Mousseau
Chair, Planning & Priorities Committee

DATE OF MEETING: June 16, 2022

SUBJECT: Annual Report to Council

PURPOSE: For Information only

The Planning and Priorities Committee (PPC) met on 16 occasions throughout 2021-22 (this includes the last scheduled meeting; June 13, 2022). The chair and some members of the committee also served on subcommittees of PPC (*e.g.*, the Centres Subcommittee) as well as on other University Council committees, including the Coordinating (*now* Executive) Committee, the Governance Committee, the Information Systems Steering Committee, and the Strategic Priority Steering Committee.

COUNCIL ITEMS

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

- Financial Update (Q4 results, budget 2021-22) and Strategic Planning, Dr. Airini, Provost and Vice President Academic, and Greg Fowler, Vice President Finances (Sept 16, 2021);
 - The renewal of the University of Saskatchewan's *Signature Areas of Research*, Dr. Baljit Singh, Vice President Research (Oct 21, 2021);
 - Tuition and Fees for 2022-23 and the Multi-Year Tuition Plan (Apr 21, 2022);
 - The Saskatchewan Provincial Budget and the Canadian Federal Budget 2022-23 (May 16, 2022);
 - The University Plan 2025 Update, Dr. Airini, Provost and Vice President Academic and Dr. Patti McDougall, Deputy Provost (June 16, 2022).
-

STRATEGIC AND INTEGRATED PLANNING

The PPC received presentations and provided feedback on the following university-level initiatives and plans:

- Enrolment reports and enrolment planning;
- Resource allocation process;
- Tuition rate setting.

UNIVERSITY POLICIES, FINANCES and CAPITAL

The committee considered the following:

- Signature Areas of Research update – Dr. Baljit Singh (Vice President Research);
 - Strategic Priorities – Dr. Airini (Provost and Vice-President Academic);
 - Microcredentials Development Framework and Pilot Programs – Dr. Nancy Turner (Director, Teaching and Learning Enhancement);
 - Crop Development Centre: Master Plan and Design Guidelines – James Cook (Manager, Campus Planning and Real Estate);
 - Planning & Budgeting (including Feedback on October 25, 2021, Planning & Budget Townhall) – Dr. Airini (Provost and Vice President Academic);
 - Establishment of the Budget Committee (replacing PAC, formerly PCIP) – Dr. Airini (Provost and Vice-President Academic);
 - Update on Resource Allocation and TABBS – Jennifer Beck (Senior Director, Resource Allocation and Planning) and Troy Harkot (Senior Director, Assessment and Analytics);
 - USask Indigenous Strategy – Dr. Angela Jaime (Interim Vice Provost, Indigenous Engagement);
 - Strategic Priorities Government Funding Report – Dr. Vince Bruni-Bossio (Interim Associate Provost, Strategic Priorities) and Sara Daniels (Associate Vice President, Government Relations);
 - Tuition – Dr. Patti McDougall (Deputy Provost) and Jennifer Beck (Senior Director, Resource Allocation & Planning);
 - Resource Allocation 2022-23 – Dr. Airini (Provost & Vice President Academic) and Jennifer Beck (Senior Director, Resource Allocation & Planning);
 - Uniforum – Troy Harkot (Senior Director, Assessment & Analytics, IPA) and Chris Gashler (Director and Chief Enterprise Architect, Identity and Data Management, ICT);
 - Arts & Science project to combine the fine arts departments - Art and Art History (Interim Head, Dr. Lisa Vargo), Drama (Interim Head, Dr. Greg Marion), and Music (Head, Dr. Dean McNeill);
 - College of Nursing – Dr. Airini (Provost and Vice President, Academic) and Dr. Solina Richter (Dean, College of Nursing);
-

- Microcredentials Update – Dr. Nancy Turner (Director, Teaching and Learning Enhancement);
- USask Senior Leadership Consultation with Indigenous Faculty and Staff – Dr. Angela Jaime (Interim Vice Provost Indigenous Engagement), Matt Dunn (Senior Strategic Officer), and Bob Badger (Cultural Coordinator);
- Renewal of Research Signature Areas – Dr. Baljit Singh (Vice President Research) and Tonya Wirchenko (Manager, Executive Initiatives and Projects);
- Cybersecurity Update – Shari Baraniuk (AVP Information Communication Technology & Chief Information Officer) and Jon Coller (Chief Information Security Officer);
- Health Sciences Strategic Priority Initiatives – Dr. Adam Baxter-Jones (Interim Associate Provost) and Crystal Maslin (Planning & Projects Officer, Office of Associate Provost, Health);
- Tuition and Fees for 2022-23 and the Multi-Year Tuition Plan – Dr. Patti McDougall (Deputy Provost) and Jennifer Beck (Senior Director, Resource Allocation & Planning);
- University of Saskatchewan Budget - Greg Fowler (Vice President Finance & Resources) and Dr. Airini (Provost & Vice President Academic);
- Provincial and Federal Budgets – Greg Fowler (Vice President Finance & Resources), Dr. Airini (Provost & Vice President Academic), and Sara Daniels (Associate Vice President, Government Relations).

ACADEMIC MATTERS

With the restructuring of the academic program approval process and the PPC's Terms of Reference, the PPC no longer requires Notices of Intent for proposals for new academic programs or changes to existing programs. The Academic Programs Committee now carries the full responsibility for program proposal reviews.

ACKNOWLEDGMENTS

Looking back over this second 'challenging' Covid19-dominated year, we managed to accomplish all we had on our agendas, with frank and insightful discussions and feedback on numerous items. I thank my Vice-Chair, Vicki Squires (Educational Administration), and all the members of PPC, many of whom wear several 'hats' and, as such, found themselves inevitably juggling schedules that required both remote and face-to-face (teaching) realities. They still found the time to read the supporting documentation and provided the biweekly meetings of the PPC with insightful and constructive commentary.

I again want to thank the PPC Executive for finding that additional hour in their busy schedules to meet and plan for agenda items that, in several cases, were challenged by rapid internal and/or external deadlines, and required the feedback from PPC to move forward in a healthy and timely manner. As ever, I am indebted to Dr. Jacquie Thomarat (Director, Academic Governance) for her knowledge of process and diplomacy as well as for her ability to organize

and prepare (me) for all of the meetings of the PPC. Finally, I thank all of the outgoing members of PPC and wish them the very best; they carried the PPC through some very challenging times here at the University, and their efforts and contributions to university planning is commendable.

This is my last year as Chair of the PPC and I want to thank everyone for making it a remarkable experience. Dr. Vicki Squires will be the Chair in the Fall sitting of PPC and I can assure you that she will bring new insight and energy to the role and the committee.

Respectfully submitted,



Darrell D. Mousseau, PhD
Chair, Planning and Priorities Committee
University of Saskatchewan
tel: (306) 966-8824 (voice)

BE WHAT THE WORLD NEEDS

UNIVERSITY COUNCIL
PLANNING & PRIORITIES COMMITTEE
FOR INFORMATION ONLY

PRESENTED BY: Darrell Mousseau, Chair, Planning & Priorities Committee (PPC)

DATE OF MEETING: June 16, 2022

SUBJECT: **Strategic Planning Update**

SUMMARY:

On June 13, 2022, PPC held a special meeting to receive an update on the *University Plan: 2025*. Dr. Airini, Provost & Vice President Academic, gave a presentation, and Julian Demkiw, Senior Strategist (Institutional Initiatives) from the Office of the President also attended the meeting. The presentation included video vignettes and success stories that exemplify the progress being made toward meeting the aspirations in the Plan.

While PPC did not achieve quorum of voting members at the meeting, those present appreciated receiving the report, and provided feedback, comments, and posed questions regarding our progress and the reporting strategy. Discussions considered types of metrics and measurements being used, graphical depictions of results, the balance of reporting on funding (inputs), activity and impact, EDI, reporting using quantitative data, focusing more on provincial impact and returns, international rankings, sustainability, the SDGs, and questions about areas where improvements are needed.

There were also questions about reporting on the 54 goals in the plan. Dr. Airini indicated that further conversations regarding the possible metrics for measuring the goals would be forthcoming for consideration by PPC in the Fall (Sept-Dec, 2022), which would then inform the development of subsequent reports.

ATTACHMENTS:

NA – Presentation to be provided at the Council meeting

**UNIVERSITY COUNCIL
JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS
FOR INFORMATION ONLY**

PRESENTED BY: Airini, Provost and Vice President Academic
Chair, JCCP

DATE OF MEETING: June 16, 2022

SUBJECT: JCCP 2021-2022 Annual Report

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The Joint Board/Council Committee on Chairs and Professorships (JCCP) is chaired by the Provost and Vice-President Academic or designate with representation from: University Council; the Board of Governors; the Research, Scholarly and Artistic Work Committee of Council; the Vice-President Research or designate; the Vice-President University Relations or designate; the Controller, Financial Services or designate; and the Secretary to the Board of Governors and Council or designate.

The committee is responsible for reviewing proposals for the establishments of chairs and professorships, receiving annual reports of chairs, and developing and reviewing procedures and guidelines related to the funding and on-going administration of chairs. The committee makes recommendations to University Council and the Board of Governors for the establishment of chairs and professorships that fall within its jurisdiction.

DISCUSSION SUMMARY:

Over the course of 2021/2022 JCCP reviewed and recommended establishment of the WCVI Research Chair in Pollinator Health, The Knight Family Enhancement Chair in Neurological Surgery, The E.D. Tymchatyn Chair in Topology, and the JSGS Research Chair in Métis Governance and Policy. University Council subsequently approved each of these Chairs. The Board of Governors' decision on the JSGS Research Chair in Métis Governance and Policy is pending their June meeting, but they have accepted each of the other recommendations.

The JCCP committee also reviewed terms of reference for the Beef Industry Integrated Forage Management and Utilization Chair, and the Cameco Chair in Indigenous Health and Wellness.

Other activity of the committee included, addressing concerns raised during an internal audit of the Chairs Program, and formalizing a framework for accepting donations intended to support chairs at the UofS.

Committee Membership:

Provost and Vice President Academic (Chair)
Board of Governors Representative
Vice-President Research Designate
Research, Scholarly and Artistic Work
Member of Council Representative
University Secretary's Office
Controller, Financial Services
University Relations Designate

Kenneth Wilson (designate)
Grant Devine
Dawn Wallin
Steve Milosavljevic
John Gjevre
Jacquie Thomarat
Terry Summers/Trevor Batters
Shandi Boser

Committee Support:

Research Services Resource Person
Secretary

Laura Zink
Anna Okapieć (up to April)
/Meghan McLaughlin (May
onward)

ATTACHMENTS:

None

AGENDA ITEM NO: 16.1

UNIVERSITY COUNCIL EXECUTIVE COMMITTEE REPORT FOR INFORMATION

PRESENTED BY:	Susan Detmer, Chair, Council Executive Committee
DATE OF MEETING:	June 16, 2022
SUBJECT:	Annual Committee Report
COUNCIL ACTION:	For Information Only

The following is a summary of the work of the Executive Committee for 2021-22.

The Council Executive Committee membership consists of all Council committee chairs and several members of the Governance Office. The committee met monthly throughout the year to set University Council agendas. In 2021-22, University Council considered new academic programs, strategic priorities, faculty council bylaws, university policies, nominations to committees, and much more. Council also received regular reports from the President, Provost, and student societies as well as special reports on items of importance to the university, such as from the Pandemic Response and Recovery Team (PRT).

Council Executive regularly discussed ongoing operational considerations for Council in the context of the COVID-19 pandemic. Over the course of 2021-22, the Executive continued to evaluate whether Council and Council committees should meet in-person. In all, only a few select committee meetings took place in person for specific purposes, otherwise all were held virtually. Based on the latest advice, in April 2022 the Executive determined that Council and its committees would return to regular in-person meetings starting in September 2022. No hybrid option will be available.

The Executive Committee of Council and the President's Executive Committee also met monthly from September-June to discuss key academic and strategic matters at USask. Standing agenda items were debriefs of the last Council meeting, and updates from the PRT. We also discussed such issues as the budget, tuition, TABBS, collaborative use of space and infrastructure, the Indigenous Strategy, the Post-Pandemic Shift Project, community-engaged research and scholarship, and much more. This time with senior leaders was appreciated by Council chairs.

I would like to thank the vice-chair of Council, Pamela Downe and the outgoing Council committee chairs: Susan Shantz, Scholarships & Awards; Alison Oates, Academic Programs; Darrell Mousseau, Planning and Priorities; Marjorie Delbaere, Research Scholarly and Artistic work; Terry Wotherspoon, Governance; and Paul Jones, Nominations. I look forward to working with the incoming and continuing Council chairs next year.

I also wish to recognize University Secretary and Chief Governance Officer, Dr. Chelsea Willness for her tremendous support throughout the year. I look forward to working with her replacement, Julian Demkiw, and continuing to work with the small but mighty Governance Office professionals: Michelle Kjargaard, Jacquie Thomarat, and Amanda Storey.

Thanks to members of Council committees, and all Council members. Your involvement in USask governance is key to its success.



Susan Detmer, DVM, PhD
Chair of University Council
Associate Professor, Veterinary Pathology

**UNIVERSITY COUNCIL
TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE**

FOR INFORMATION ONLY

PRESENTED BY: Kathleen James-Cavan, Chair
Teaching, Learning and Academic Resources Committee of
Council

DATE OF MEETING: June 16, 2022

SUBJECT: Teaching, Learning and Academic Resources Committee
Annual Report

COUNCIL ACTION: For Information Only

**ANNUAL REPORT OF THE
TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE OF COUNCIL
2021-2022**

The Teaching, Learning and Academic Resources Committee (TLARC) deals with a range of teaching and learning issues at the university.

The committee is composed primarily of faculty from colleges and departments across the institution who share their experience and expertise in many areas. University staff, who sit as committee members or resource people, provide important input from administrative and technical perspectives.

Terms of Reference

- 1) Commissioning, receiving and reviewing reports related to teaching, learning and academic resources, with a view to supporting the delivery of academic programs and services at the University of Saskatchewan.
- 2) Making recommendations to Council and the Planning and Priorities committee on policies, activities and priorities to enhance the effectiveness, evaluation and scholarship of teaching, learning and academic resources at the University of Saskatchewan.
- 3) Promoting student, instructor and institutional commitments and responsibilities, as set out in the University of Saskatchewan Learning Charter and as reflected in the top priority areas of the University of Saskatchewan integrated plans.
- 4) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.

- 5) The committee will carry out all of the above in the spirit and philosophy of equitable participation and an appreciation of the contributions of all people. As one of the university's priority areas is Indigenization, this includes rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, and the creation of learning outcomes tied to Indigenous content and experiences grounded in Indigenous world views. In this context, Indigenous refers to First Nations, Métis, and Inuit people of Canada. In addition, the prioritization of internationalization calls the committee to a focus on intercultural and international engagement among students, educators, and staff.

Membership

Membership comprises 11* members of the GAA, at least 5 of whom will be members of Council; includes 1 sessional lecturer.

Council Members

Kathleen James-Cavan (Chair)-Exec	St. Andrew's College	2022
John Gjevre	Medicine	2023
Natacha Hogan	Animal and Poultry Science	2023
Paul Jones	Toxicology	2022
Jo Ann Murphy	Library	2023

General Academic Assembly Members

Loleen Berdahl (Vice-chair)-Exec	Political Studies	2022
Mary Ellen Labrecque	Nursing	2024
Diego Ardenghi	Dentistry	2024
Greg Malin	Medicine	2024
Kelly Foley	Economics	2024
Ann Martin (1-yr leave 2021-22)	English	2023
Nicole Fernandez*	Veterinary Pathology	2022
*(replace A. Martin, 1-yr sabbatical 2021-22)		

Sessional

Jordan Raymond	Educational Foundations	2022
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Student Members

Tauqeer Iftikhar	USSU Designate	2022
Mostofa Kamal	GSA Designate	2022

Ex-officio (voting)

Jay Wilson -Exec	Interim Vice-Provost, Teaching, Learning and Student Experience
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Resource members (non-voting)

Shari Baraniuk	CIO, Information and Communications Technologies
Rachel Sarjeant-Jenkins	(designate for) Dean, University Library
Cheri Spooner	Director, Distance Education Unit
Nancy Turner -Exec	Director, Teaching and Learning Enhancement
Candace Wasacase-Lafferty	Director, Indigenous Initiatives
Candice Weingartner	Director, ICT Academic and Research Technologies
Erin Holcomb -Exec	Teaching and Learning (Committee Coordinator)

Associate Members

Kate Langrell	Copyright Coordinator
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Overview of TLARC Committee Responsibilities:

To accomplish its broad mandate of supporting the delivery of academic programs and services at the University of Saskatchewan, TLARC meets regularly as a full committee and separately in working groups dedicated to specific topics. At our September 2021 meeting, I encouraged members to choose one working group corresponding to their preference and interest. TLARC members, therefore, have four responsibilities: (1) receiving information about teaching and learning, (2) providing critical input and insight, (3) voting on teaching and learning issues, policies, and processes, and (4) contributing expertise and advice to a working group.

Continued Remote Meeting Structure

TLARC met as a full committee ten times during this academic year on Zoom with two hybrid meetings, December, and June. For some meetings we created smaller breakout groups in which members exchanged views and offered input on such specific matters as how TLARC relates and contributes to *ohpahotân/oohpahotaan/let's fly up together*: Indigenous Strategy for the University of Saskatchewan, the renewed signature areas of research, and student wellness.

Issues, Discussions and Work Completed

All working groups have presented detailed reports to TLARC. Having consulted widely, the Teaching Quality working group has proposed policy on Peer Review of Teaching which comes before Council in June 2022. Reports from the Assessment and Experiential working groups will be presented for broad consultation with appropriate groups across campus throughout the late spring and coming fall terms while the Wellness report has been presented to TLARC and awaits further dissemination.

Working groups

Because of several transitions and people new to the specific projects TLARC was advancing, Dr. Nancy Turner chaired all four working groups, and all were active throughout 2021-22.

Assessment: Building on the comprehensive resource for instructors launched in the Winter term of 2021, this continuing working group focuses on moving toward evidence-informed assessment practices at USask. Having completed the first phase of a multi-year project, the working group presented a detailed report to TLARC and will continue to consult, revise, and advance key actions throughout 2022-23.

Experiential Learning: Aimed at enhancing inclusive experiential learning opportunities for faculty and students, raising awareness, enabling support, and facilitating tracking and reporting, the Experiential Learning Framework was presented to TLARC in the Winter term. With feedback and approval from TLARC, the document formed the foundation of Nancy Turner's presentation at the Experiential Learning Symposium held on May 3, 2022. The working group will continue to seek opportunities for consultation and develop an implementation plan in 2022-23.

Teaching Quality: In December 2021, TLARC received the report on Teaching Quality out of which has come proposed policy on peer review of teaching. Following extensive consultation, it will be presented at University Council in May/June 2022. The policy and suggested templates are intended to improve transparency and consistency in peer review of teaching practices across University of Saskatchewan campuses.

Wellness: Following a pause during the pandemic, this working group returned to its focus on teaching and learning practices that support student mental health and well-being. This

exemplary report with input from faculty, students, staff, and the most recent evidence in the field was reviewed by TLARC in the Winter term of 2021-22.

Consultations:

January 11: Following a presentation by Dr. Angela Jaime, Matthew Dunn, and Robert (Bob) Badger of *ohpahotân/oohpahotaan/let's fly up together*: Indigenous Strategy for the University of Saskatchewan, committee members gave feedback on how TLARC's activities can contribute to the Indigenous Strategy.

February 22: Dr. Baljit Singh and Tonya Wirchenko requested a decision on the Signature Areas of Research Support Strategy.

April 5: Committee members offered responses to a presentation by Dr. Vince Bruni-Bossio and Tonya Wirchenko on Signature Pedagogies.

Reports Received:

January 11: *ohpahotân/oohpahotaan/let's fly up together*: Indigenous Strategy for the University of Saskatchewan

February 22: Signature Areas of Research Support Strategy

Other activities:

TLARC also welcomed presentations from its members and a variety of guests, who shared information and updates on programs and university-wide strategies including:

- Dr. Baljit Singh, Vice President Research, and Tonya Wirchenko on the renewed Signature Areas of Research
- Peter Hedley, Student Wellness
- Jo Ann Murphy, New Tutor Service
- Kate Langrell, Copyright Committee
- Dr. Vince Bruni-Bossio and Dr. Susan Bens, Academic Integrity Task Force

Acknowledgements

I am extremely grateful for the stellar support and organizational skills of our committee coordinator, Erin Holcomb, and for the engagement of all committee members, especially that of Nancy Turner whose indefatigable leadership sustains the committee's engagement in teaching and learning at the University of Saskatchewan.

Respectfully submitted,



Kathleen James-Cavan, Chair
Teaching, Learning and Academic Resource Committee of Council

UNIVERSITY COUNCIL
RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE
FOR INFORMATION ONLY

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

DATE OF MEETING: June 16, 2022

SUBJECT: Research, Scholarly, and Artistic Work Committee Annual Report

COUNCIL ACTION: For information only

**ANNUAL REPORT OF THE RESEARCH, SCHOLARLY, AND ARTISTIC
WORK COMMITTEE OF COUNCIL
2021-22**

Terms of Reference

- 1) Recommending to Council on issues and strategies to support research, scholarly and artistic work.
- 2) Recommending to Council on policies and issues related to research integrity and ethics in the conduct of research, scholarly and artistic work.
- 3) Recommending to Council and providing advice to the Vice-President Research on community engagement and knowledge translation activities related to research, scholarly and artistic work.
- 4) Providing advice to the Vice-President Research and reporting to Council on issues relating to the granting agencies which provide funding to the University.
- 5) Providing advice to the Vice-President Research, the Vice-Provost Teaching and Learning, and Dean of Graduate Studies and Research on the contributions of undergraduate and graduate students and post-doctoral fellows to the research activity of the University.
- 6) Examining proposals for the establishment of any institute or centre engaged in research, scholarly or artistic work at the University, and providing advice to the planning and priorities committee of Council.
- 7) Receiving an annual reports from the Vice-President Research and the Dean of Graduate Studies and Research.
- 8) Receiving and reporting to Council the University's research ethics boards' annual reports.

- 9) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.
- 10) Considering the priorities of the University community, such as Indigenization and internationalization, when assessing current and new research, scholarly, and artistic work activities.

Council Members

Marjorie Delbaere (Chair)	Management and Marketing	2024
Natasha Koechl (vice-Chair)	Drama	2023
Steven Rayan	Mathematics and Statistics	2024
Keith Walker	Educational Administration	2024
DeDe Dawson	Library	2023

General Academic Assembly Members

Stephan Milosavljevic	Rehabilitation Science	2024
Mathew Lindsay	Geology	2023
Jim Waldram	Archaeology and Anthropology	2022
Lori Bradford (Vice-chair)	SENS	2022

Other Members (voting)

Baljit Singh	Vice-President Research (ex officio)	
Deborah Burshtyn	Dean, College of Graduate and Postdoctoral Studies (ex officio)	
Charlene Sorensen/Melissa Just	University Library (ex officio)	
Tauqeer Iftikhar/ Sharon Jacob	USSU designate	2022
Rifat Zahan	GSA designate	2022

Resource Members

Dion Martens/ Alix Hayden	Director of Research Services and Ethics Office
Laura Zink	Director, Strategic Research Initiatives
Amanda Storey	Committee Secretary, Office of the University Secretary

The Research, Scholarly, and Artistic Work (RSAW) committee met 10 times during the 2021-22. At its meetings, the committee addressed many issues related to research, scholarly and artistic work at the University of Saskatchewan.

The committee received the annual report on breaches of the Responsible Conduct of Research policy and presented this report to University Council for information in November 2021.

The committee reviewed its priorities for the coming year and noted the importance of discussing ways in which RSAW could become a more engaged body of Council and take on more responsibility with respect to the research agenda at the University of Saskatchewan. The committee determined to organize a series of panel discussions on the definition of research, looking this year at what research means for the fine arts, for interdisciplinary research, and for community engaged research. This work identifies the

challenges that current understandings of research pose for these disciplines. The committee intends to continue this work in 2022-23 with the intention of producing a report on the definition of research at USask.

RSAW conducted its annual meeting with the chairs of the university's Research Ethics Boards (REB) and received their annual reports. The committee also discussed the review that was conducted of researchers' experience with the Research Ethics Boards. The REB reports were provided to University Council for information in November 2021.

The committee engaged in numerous consultations with the Vice-President Research as new Signature Areas of Research were proposed and selected. RSAW then worked with the Planning and Priorities Committee and the Teaching, Learning, and Academic Resources Committee to recommend a support strategy for the renewal of the signature areas.

The committee met with a representative to discuss impacts of changes to travel policies on researchers and had discussions with a representative from the OVPR to discuss continuous research funds. The committee continued its discussions on the removal of the active researcher designation from the TABBs model and look forward to hearing more about changes to the TABBs model in the upcoming year.

The RSAW committee received an annual update from the Tri-agency leaders Dawn Wallin (SSHRC), Ron Borowsky (NSERC), and Darcy Marciniuk (CIHR) at its May 5 meeting. Committee members were interested in the success rate of applications of tri-agency funding and with the year over year trends. The varying success rates depending on granting agency were discussed and RSAW appreciated the work being done by all tri-council leaders to improve success rates through mentorship and internal review.

During the final committee meeting in May 2022, the committee discussed the importance of working with the OVPR and other groups on campus to develop an inclusive definition of research, scholarly and artistic works for the University of Saskatchewan.


The service of Lori Bradford and Steven Rayan as representatives of RSAW on the Centres Subcommittee of Planning and Priorities Committee, Stephan Milosavljevic on the Joint Committee on Chairs and Professorships, DeDe Dawson as a representative on the New Researcher and Distinguished Researcher Awards Committee, and Steven Rayan and the CFI Advisory Committee is recognized with appreciation. Appreciation is also extended to all presenters who attended the RSAW committee this year. I also want to thank Lori Bradford and Natasha Koechl for their service as vice-chairs this year and acknowledge the outstanding administrative support provided by Amanda Storey.

Attached as appendices to this annual report are the annual reports of the Office of the Vice-President Research and the College of Graduate and Postdoctoral Studies 2021-22.

ATTACHMENTS:

1. Annual Report of the College of Graduate and Postdoctoral Studies for 2021-22

2. Annual report of the Vice-President Research for 2021-22



College of Graduate & Postdoctoral Studies Plan 2025 Report Card & Update



UNIVERSITY OF SASKATCHEWAN

College of Graduate
and Postdoctoral Studies

GRAD.USASK.CA

MESSAGE FROM THE DEAN

In lieu of the typical annual Dean's report, I provide you this update on the College of Graduate & Postdoctoral Studies' strategic plan.

Guided by the University of Saskatchewan's four principles of sustainability, diversity, connectivity, and creativity, the college continues to make progress within our three aspirational areas: *Achieving Inclusive Academic Excellence*, *Creating Knowledge and Skills*, and *Rejuvenating Relationships*.




I am immensely proud and grateful of the commitments and contributions made by our staff, the many volunteers who serve on our Standing Committees and Working Groups, the ongoing engagement of Graduate Chairs, Administrators, and faculty as we move the dial to bring our college to the forefront of graduate education in Canada and on the world stage.

A handwritten signature in blue ink, appearing to read 'D. B. L. J. M.' or similar, written in a cursive style.

INTRODUCTION

CGPS is uniquely woven into the University of Saskatchewan; shared values and partnerships are essential for college success. The guiding principles in the CGPS plan are collegiality, progressiveness, and to be aspirational, and the plan prepares the college to respond to new generations of students.

This CGPS Plan that was created in 2018 identified themes to guide our work. The plan stated goals to elevate our profile on and off campus and contribute to the significance and value of graduate education at the University of Saskatchewan. The plan was built to align with the principles of sustainability, diversity, connectivity, and creativity embodied by the University Plan 2025. We aspire to the themes: **Be Bold; Be Ambitious**.

Spring 2022 marks a midpoint and an important inflection point for Plan 2025. Since the launch of the plan in 2018, CGPS has seen significant changes in leadership, adjusted to operating in the pandemic and the need to respond to institutional priorities for equity, decolonization, and reconciliation. In this document, we report tremendous progress toward the original goals of the plan. We also refresh and reframe aspects of the plan to further align the college's priorities with the institution and the evolving environment in which we operate. Watch for orange text to highlight **Indigenization** and  for equity, diversity, and inclusion (EDI) items.

2025 ASPIRATIONS

ACHIEVING INCLUSIVE ACADEMIC EXCELLENCE by mobilizing and reinforcing exceptional graduate student experiences. The CGPS will facilitate and support **growth** of its student body; strengthen its **services** by adopting a strategic approach to recruitment, enrolment, and retention; and discover ways to be **flexible** through updating policies and procedures.

CREATING KNOWLEDGE AND SKILLS that take graduate students beyond traditional degree outcomes and support them as scholars to be global contributors prepared for a variety of career paths. CGPS will look for ways to challenge the status quo through program **innovation**, elevating equity, decolonization, and work toward lasting **impact** on our community and future graduates.

REJUVENATE RELATIONSHIPS to embolden and activate USask's internal and external graduate community. CGPS will bolster its value proposition, share its **story**, and look for ways to connect USask's graduate **community** in a vibrant community of practice.

ASPIRATION **ACHIEVING INCLUSIVE ACADEMIC EXCELLENCE** by mobilizing and reinforcing exceptional graduate student experiences. The CGPS will facilitate and support **growth** of its student body; strengthen its **services** by adopting a strategic approach to recruitment, enrolment, and retention; and discover ways to be **flexible** through updating policies and procedures.

GOAL 1: COMMIT TO ROBUST STUDENT INFORMATION SYSTEMS

Progress:

Admissions: RMS Recruit system fully implemented in 2021/22 to include preapplication feature.

Analytics: Creating self-service dashboards to better understand our student body, allow units direct access to data to inform decisions in real time.

Student Payments: Developed communications to guide students, units, and service providers to prevent unnecessary delays in scholarship and employment pay.

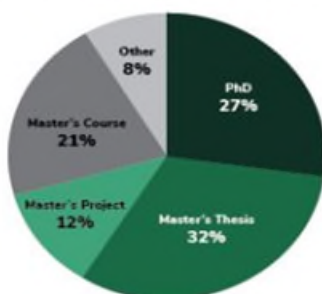
We further commit to:

Enhanced Reporting: For example, calculate time-to-completion and attrition in more sophisticated ways and correlate with other demographic information.

Support Student-Centered Program Management: Improving systems that track individual student progress to support program management (e.g. automated notification of overdue advisory committee meetings).

10,055 applications
4,405 students enrolled
1,041 credentials awarded

14% of Usask students are grad students



GOAL 2: SUPPORT STRATEGIC ENROLMENT MANAGEMENT & RECRUITMENT


Progress:

Centralized Strategic Recruitment: All recruitment positions moved from CGPS to Student Recruitment (TLSE) creating a collaborative approach. Central recruitment officers trained on graduate programs.

Increased domestic efforts: Leveraged new meeting platforms to hold virtual open houses for local students and have presence at regional recruitment events.

Competitive Tuition Strategy: Fall 2022 removal of international differential fees for PhD students.

Strategic Enrolment Management: Inaugural [Enrolment Report 2021/22](#) with demographics, patterns of student enrolment and key student outcomes. Intended to generate questions and discussion, the report will mature over time with additional metrics.

 **EDI and Admissions:** Introduced the graduate community to evidence-based approaches for holistic admissions (Panel Discussion May 27, 2021)

Recruiting Indigenous Students: Created Indigenous Graduate Student Initiatives Coordinator position (term role) to support retention and recruitment.

Reframed Priorities:

The goals around recruitment need to evolve. While many graduate programs are selectors, meaning their application pressure far exceeds capacity, others are recruiters, needing recruitment activity to position their program in competitive national and global contexts. Equity deserving groups need attention and international recruitment efforts should support diversity across programs and limit exposure by relying on a handful of regions. It is essential that we elevate

our effort to recruit Indigenous students to be responsive to the TRC calls to action and ohpahotân.

We further commit to:

Ensure Centralized Recruitment is Strategic: Examples:

i) liaison between colleges/schools and Student Recruitment ensuring needs are understood; ii) closely monitoring return on investment (conversion of activities to quality applications; iii) enhance promotional materials.

Promote EDI in admissions practices:

- Review admission requirements and policies.
- Educate units in best practices for admissions and for scholarships.
- Institute unconscious bias training for faculty serving on academic affairs/admissions committees.

Increase Indigenous Recruitment and Retention: reach parity with the provincial demographics and broaden interest in a range of disciplines.



7% of students self-declare as Indigenous

Indigenous PhD enrolment **increased by 38%***
Master's thesis enrolment **increased by 23%.***

GOALS 3 & 4 *Reframed*: COMMIT TO IMPROVED AND EQUITABLE SYSTEMS, POLICIES, PROCESSES AND SERVICE STANDARDS

The CGPS will complete a comprehensive review of its policies and processes to ensure they are responsive to

EDI and that they enhance the ability of academic units to deliver the best possible programming. Administrative load will be reviewed to identify creative and innovative approaches to improve the experience of CGPS stakeholders.

Progress:

Increasing flexibility overall was much accelerated by what was necessary to operate in the pandemic.

Highlights include:

i) Improvements to Admissions: digital transcripts now preferred; piloting delegating approval for domestic admissions to select departments.


ii) Student life-cycle process improvements: – expanding JIRA system to manage transactional processes, reducing forms, using electronic signoff, streamlined thesis submission to ETD, defenses by Zoom.

Policy Change to advisory and examination committee composition and thesis/dissertation defence processes lessens demands on faculty time and empower departments for master's defenses.

We further commit to:

Service Focus: Through fostering a mindset of continuous improvement in our staff, we will adopt best practices and continue to streamline processes to provide outstanding service while containing costs.

Transparent service standards: Publish targets for turnaround of standard items and report on performance.

 **A comprehensive EDI review:** Guided by the university's EDI policy (2020), perform a systematic review of CGPS academic policies, procedures, and practices.

ASPIRATION CREATING KNOWLEDGE AND SKILLS that take graduate students beyond traditional degree outcomes and support them as scholars to be contributors to the world prepared for a variety of career paths. CGPS will look for ways to challenge the status quo through program *innovation*, elevating equity, decolonization, and inclusion, and work toward lasting *impact* on our community and future graduates.

GOAL 5: MOTIVATE AND SUPPORT PROGRAM INNOVATION

Progress:

Increased Student Supports for onboarding, career exploration and professional development:

i) The Grad Hub: a website of specially curated information that allows students to onboard themselves at their own pace and connect to services, activities, and central offerings. ii) Pilot Aurora platform: empowering PhDs to transition to meaningful careers through a unique external professional development training platform launched in partnership with Career Services.

Making change toward reconciliation: The 4 Seasons of Reconciliation short course (via GMCTL) designed specifically for graduate students - promotes anti-racism education through an Indigenous Peoples and Canadians lens.

Removing barriers to incorporating Indigenous ways of knowing in the doctoral process such as our first oral dissertation success “**kihteyhayak pihkswestamawnan: Wisdom Keepers Will Speak for Us**” by trailblazer Chris Scribe (Assistant Professor FNU), supervised by Dawn Wallin.

Elevating Interdisciplinary Studies: Guided by external reviewer recommendations, a Director of Interdisciplinary Programming is now embedded within the CGPS Dean's Leadership Team. Increased resources to grow the Interdisciplinary Graduate Program and facilitating promoting activities of the program to a wide audience.



Graduate program review shines a light on the success of CGPS' Interdisciplinary graduate program.

We further commit to:

Encouraging program innovations: i) Foster distinguished learners through articulating degree-level learning outcomes. ii) Ensure efficient approval process

for certificates and diplomas and support microcredential development that are stackable, transferable, and applicable.

Expanding Professional Skills: i) Introduce individual development plan (IDP) tools for all graduate students. ii) create modular offerings in collaboration, leadership, innovation & entrepreneurship, project management, professional communication, EDI, and intercultural competencies for stand-alone use or to embed the training within program curriculum.

Increasing efforts to decolonize graduate education through anti-racism training for staff and faculty and structural changes that enable and validate Indigenous ways of knowing as scholarly output.

GOAL 6: EXPAND INTERNATIONAL OPPORTUNITIES



37% of students are international

The top three countries by student citizenship are **China** (16%), **Iran** (15%), and **India** (10%).

Progress:

Rejuvenating development of international sponsorship agreements with new agreements for China Scholarship Council students and sponsored students from Egypt.

Removing barriers for dual, cotutelle and visiting research students. For example, adopted the common cotutelle tuition model with to maintain registration while only charging students tuition in one institution at a time.

We further commit to:

Increasing opportunities for inbound and outbound mobility.

GOAL 7: WORK TOWARD MULTI-YEAR PLANNING

Progress:

Instituting multi-year commitments for graduate funding: The [reimagine funding review](#) proposal includes three-year rolling commitments.

Multi-year tuition plan. A multi-year tuition plan was developed that leverages stable government funding to 2024.

We further commit to:

Implementing changes to the student funding streams: to allow academic units to make firm multi-year commitments at the point of admission.

Working with the senior administration to continue multi-year tuition planning.



Reimagine Funding Initiative goal is to simplify allocation methods and provide units better flexibility.

GOAL 8: ENSURE PROGRAM QUALITY

Progress:

Quality Assurance Process Change: In 2019, academic program review was moved under the auspices of the Provost's Office with a new format for the review.

ASPIRATION to embolden and activate USask's internal and external graduate community. CGPS will bolster its value proposition, share its **story**, and look for ways to connect USask's graduate **community** in a community of practice.

Program Reviews to date –

2021: AgBio, Interdisciplinary Studies (virtual site visits)

2022: Education

We further commit to:

Following through on APR recommendations by supporting programs to make the changes.

Establishing cogent degree-level learning outcomes and supporting all programs to articulate aligned program learning outcomes in a way that validates program design and gives students the vocabulary to describe what they know and can do when they have finished supporting their transition to a range of careers.

Leading in inclusive excellence.

GOAL 9: SUPPORT OF POSTDOCTORAL FELLOWS

Progress:

Elevated Postdoctoral Fellow profile through website revisions that increased [SPS membership](#), and refined communication channels.

Resources for Fellowship Success: Developed and provided fellowship application training and support.


Career Development: Tools and activities created that provide postdocs opportunities to acquire skills important for all career paths (e.g., Individual Development, free access to Aurora Career Planning platform, 3MP communication competition)

REFRAMED GOAL 10: REVISE THE CGPS GOVERNANCE STRUCTURE

Participatory academic governance is the foundation of a strong, collegial, and nimble graduate community and the governance structures need to evolve to meet the needs of our programs, faculty, and students. The existence of two senior governing structures of CGPS in the Graduate Faculty Council and the Graduate and Postdoctoral Council with overlapping mandates and authorities creates confusion. The approval pathways for new and revised programs are deemed slow and at times counterproductive. A new set of college bylaws will feature a revised governance structure designed with a commitment to transparency and streamlined processes.

Progress:

Improved Program Approvals: removed unnecessary steps for approval; co-located course and program approvals in one committee.

Governance Renewal: Undertook phased approach to refresh and recalibrate the [college governance](#) that streamlined the number of committees, updated responsibilities and mandated an EDI lens be brought to each committee's work. 

We further commit to:

College bylaws - completion and implementation.

Membership Update – review and update policies and processes to better manage the membership and ensure services and supports are adequate.

Indigenization and decolonization - guided by Ohpahotân and supported by OVPIE, develop our college level Indigenous Strategy to provide access, mentorship, changes to structures, and training for faculty and staff.

REFRAMED GOAL 11: EMPOWER COLLEGES AND SCHOOLS BY DEVELOPING ROLE CLARITY BUILD A COLLABORATIVE RELATIONSHIP BETWEEN CGPS AND TEACHING COLLEGES/ SCHOOLS/DEPARTMENTS

CGPS and the teaching colleges/schools share responsibility for graduate programs and graduate students. The colleges and schools manage and resource programs while CGPS provides leadership by setting institution-wide policy and standards, stewards millions of dollars in graduate funding from internal and external sources and performs many registrarial functions with respect to the management of graduate programs. CGPS also provides service to solving complex multi-party problems and conflicts. Success for this joint responsibility requires continued collaboration and strong bidirectional communication. CGPS is committed to supporting units in their work with graduate students through communicating, training, and providing resource materials.

Progress:

Improved Internal Communications: regularized internal communications and created various channels to enhance stakeholder engagement and college communication efforts (e.g. operational bulletins, newsletters, stakeholder forums).

Increased Resources for Training Staff: Developed training tools and opportunities to connect with others who support graduate programming and students (e.g. graduate administrator handbook, graduate chair guide recruiter onboarding).

Projects with stakeholder engagement:

- [Reimagine Graduate Funding](#)
- [Advisory committee and defence](#) working group
- [EDI policy review](#) (in progress).
- Professional skills/990 project

We further commit to:

Sustained training for graduate administrators and graduate chairs.

Bringing ideas to the community: Catalyze change and best practices by inviting external experts to engage our community.

Rebalancing of decision-making authorities: Ensuring decisions are made at the right level (department, school/college or CGPS) by subject-matter experts and one-over-one approval required only as deemed necessary for risk to student or institution.

GOAL 12: TELL THE COLLEGE STORY

Formalized Communications Strategy: In 2019 the college adopted its first internal formal communication strategy and developed its Be Bold, Be Ambitious campaign. Key objectives of the strategy were to: communicate the college's mission and vision and create *brand awareness*; deepen, strengthen, and rediscover relationships in *celebration* of graduate student and postdoctoral scholarly success; Position the CGPS as a *leader of graduate education*.

Progress:

Recent **telling our story events** features have included: Rebranding the Distinguished Graduate Mentor award (2021); Showcasing our emerging talent by featuring current graduate students and postdoctoral fellows to Saskatchewan's Minister of Education (2021); "A toast to graduating doctoral students" synchronous celebration (June 2021); the [75th Anniversary magazine and website](#).

We further commit to:

Outstanding communications: through continued development on the college communication strategy with a heavy focus on stakeholder relationships and service ethos.

GOAL 13: CULTIVATE LASTING RELATIONSHIPS WITH ALUMNI

The experiences of our alumni while they were students and during their working careers can inform the evolution of our academic programs. Alumni will be invited to share their experiences to help our programs

remain relevant and strong. Alumni will also be instrumental in helping us to anticipate changes, opportunities, and challenges within our global environment, ensuring that our programs and institution are responsive to the expectations of the next generation of scholars.

We further commit to

Learning about and from our Alumni: Conducting a PhD/PDF Alumni Study, ongoing events that celebrate students and postdoctoral fellows' achievements beyond their tenure at USask, and finding ways to connect current students with Alumni.

Please send questions or feedback on this report to debby.burshtyn@usask.ca.



Office of the Vice-President Research

Annual Report

BE WHAT THE WORLD NEEDS



Land Acknowledgment

The University of Saskatchewan is on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.



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Office of the Vice-President Research

I am pleased to present an annual report from the Office of the Vice-President Research for the 2021-22 academic year.

Fifteen months have passed since I started in the role as Vice-President Research for the University of Saskatchewan. I vividly recall the moment I walked across Nobel Plaza and looked at the Peter MacKinnon Building in awe when I arrived for my inauguration in September 2020.

At that moment, I was overcome with a sense of pride because I would be returning to an institution whose esteemed history was built on the collective vision and cumulative accomplishments of many former leaders, scholars, alumni, students, and community partners. I also felt a deep sense of responsibility because I would soon have the privilege and honor of serving one of Canada's top research-intensive medical-doctoral universities. This sense of pride and responsibility guides me to this day.

The University of Saskatchewan is at a unique and pivotal juncture. At no point in our institution's more than one-hundred-year history have we witnessed greater opportunity – and more urgent possibility – than we do today.

Our University Plan calls on us to be “the university the world needs”. More than ever, researchers and scholars from all disciplines - ranging from fine arts, humanities, social sciences, health sciences, natural and engineering sciences - are galvanizing around this call and making a lasting and positive impact to the many communities we serve.

The Office of the Vice-President Research also plays a critical role in responding to this call. As a support centre, we provide visionary leadership and strategic direction to the university's research scholarly, and artistic works enterprise. This is achieved through the provision of programs, services, and supports that enable university scholars to maximize their potential.

I am deeply proud of the hard work, dedication, and commitment that all members of the research office bring to supporting university faculty, staff, and students. They demonstrate an unwavering commitment to five values in their day-to-day work - creativity, respect, integrity, results, and excellence.

In October 2021, I delivered my first “Campus Address from the Vice-President Research” at which time I committed to re-framing the research narrative of our institution to one characterized by greater inclusivity, inspiration, and innovation. This would be achieved by galvanizing community, aligning structures, and invigorating research, scholarly, and artistic works.

Significant progress has been made towards re-framing the research narrative over the past twelve months. Some highlights from 2021-22 include:

- Associate Vice-Presidents Research: Two positions were created in response to campus feedback - one focusing on engagement, the other on research ethics and infrastructure. I am proud to welcome Dr. Dawn Wallin and Dr. Terry Fonstad to each of these roles and my leadership team.
- Signature Areas Renewal: the Provost and Vice-President Research co-led a renewal of the university’s signature areas of research. Over 600 faculty engaged in the process, 23 “pitches” were received, and 3 new signature areas were established - health and wellness, communities and sustainability, and quantum innovation.
- Living Skies Post-Doctoral Fellows: The Dean, College of Graduate and Post-Doctoral Studies, and Vice-President Research established this program to attract and retain cohorts of interdisciplinary graduate students to the province. Funding was awarded for 18 post-doctoral fellows. The second annual call for applications will be released shortly.

I invite you to read about many other achievements in this annual report. Additionally, I want to commend our entire university community for their tremendous accomplishments over the past year. Together, we are proving that we are the university the world needs.

Baljit Singh
Vice-President Research
University of Saskatchewan

Highlights by the Numbers:

\$234,646,689 in total research revenue received by USask.

\$16.2 M received from the Canadian Institutes of Health Research (CIHR).

\$3.78 M received from the Social Sciences and Humanities Research Council (SSHRC).

\$25.4 M received from the Natural Sciences and Engineering Research Council (NSERC).

672 new research projects awarded leading to over **\$65 M** in new funding.

1,008 applications submitted to tri-council and non-tri-council research funding agencies.

100,740 animals cared for and used in USask facilities and field studies.

159 patent families and **79** licenses actively managed by USask.

659 new research contracts managed whose value exceeds **\$125 M**.

409 active international agreements managed with more than **360** entities in over **60** countries on behalf of USask.

142 Chairholders and Professorships, including **32** Canada Research Chair allocations, of which **18** are currently filled.

Home to **3** National Research Facilities, including the Canadian Light Sources (CLS), Vaccine and Infectious Disease Organization (VIDO), and SuperDARN.



Research Acceleration and Strategic Initiatives

Research Acceleration and Strategic Initiatives (RASI) provides a holistic approach to research and grant support for USask scholars. This is reflected in our two-part interrelated mandate:

- **Research Acceleration:** providing a full suite of strategic and practical supports to position researchers and research groups for success in individual, collaborative, and institutional awards.
- **Strategic Initiatives:** leading institutional initiatives to support research career development for faculty and undergraduate students including: research grant support (pre- and post-award), large-scale and institutional grant facilitation and management, undergraduate research, partner engagement, and research cluster development.

In 2021-22, RASI continued to support the university's research community through programs and services that build research capacity and strengthen connections across campus and with key partners.

Developing Research Capacity and Community

Research Development Support

RASI taps into existing expertise to support stronger proposals and partnerships, while providing mentorship, peer support and opportunities for growth. Some programs offered in 2021-22 include:

- **Specialized and Strategic Supports:** over 300 researchers participated in various programs, such as Test Your Concept (CFI-IF, CIHR Health Research Training Platform, NSERC CREATE, SSHRC Partnership), proposal development workshops (CFI JELF, NSERC CREATE, SSHRC PDG), pitch prep workshops, and virtual workshops and panels.
- **Peer Review Programs:** over 100 faculty participated in peer review programs for various federal granting programs. Internal reviews improve proposals and increase success rates.
- **Pre-Eminent Expert Reviewers (PEER):** promotes a culture of research intensity, through faculty

mentorship and expertise as panelists at workshops and Test Your Concepts, members on advisory committees and internal reviewers for draft research proposals.

- Reference tools: RASI's reference tools, including a grants repository, tri-agency program snapshots, and new this year an EDI guide to support scholars apply for grants across all disciplines, agencies, and programs.

Faculty-Focused Service Improvements

RASI's commitment to improving its services has led to several changes which ease administrative burden on researchers. In 2021-22:

- RASI secured funding through the Strategic Priority Initiatives and is working with staff and faculty in the social sciences, humanities and fine arts to implement a holistic approach to post award management. Roll-out of the new model will happen in summer 2022.
- RASI led a cross-unit team to complete revisions to Continuous Research Funds process and protocols. The new transparent guidelines will support researchers in maximizing use of their funds while also reducing administrative burden.
- Research Support Specialists advanced several process improvements including streamlining fund closure processes to eliminate duplication of requests on Principle Investigators, and revising sub-transfer agreement request processes to clarify post-award inquiries.
- Changes in CFI award management reduced the time spent re-confirming commitments at award acceptance, and changes to the Infrastructure Operating Fund have reduced administrative work.
- RASI redesigned the CFI-IF process to engage the provincial government in prioritizing proposals, and to develop, with researchers and college leadership, funding strategies, and strengthen engagement of IPLD, EPMO, ICT.
- Research Support Specialists have emerged as a first point of contact on award applications for colleges and schools without a research facilitator.

- A new budget model for Canada Research Chair program has been developed to improve and encourage college participation in the program.
- For 12 months, a Research Data Management Working Group has been developing institutional strategies using a gap analysis finished up the prior year. This group has representation from several units, including RASI, to ensure research administration perspectives are considered.

Support for Community-Engaged Research

RASI also provides partnership development and community engagement supports to researchers.

- Research Junction: facilitates partnership and collaborations between City of Saskatoon experts and university scholars. In 2021-22, the program awarded 4 new grants, hosted a 3-day virtual delegation with partnering institutions, launched a series of stories celebrating results and impacts of inaugural projects, and supported new applications for Mitacs and NSERC Alliance programs.
- Pathways to Equity: RASI continues to support the development of this cross-disciplinary and inter-sectoral research cluster. In November 2021, the working group hosted a virtual workshop with over 76 participants entitled "Housing Insecurity, Renter Equity & Homelessness".
- USask's SSHRC Partnership Development Grant Pilot: launched in summer 2021 to support a cohort of four faculty members to apply for a partnership development grant.

Research Performance and Grants

In 2021-22, RASI's grant management offerings, which include intuitive services across the research life cycle (pre- and post-award) as well as support for large-scale grant facilitation and management, supported:

- 672 newly funded research projects and a total of \$65 Million in external research grants awarded.
- 1132 research project amendments, which was a 30% increase from pre-pandemic times, attributed to pandemic-related grant extensions.
- 719 project applications submitted externally.

Tri-Agency Performance: Individual-Driven Grants

In 2021-22, RASI supported 91 proposals (55%) through the Internal Peer Review program available for CIHR Project Grant, SSHRC Insight, Insight Development, and Partnership Development, NFRF Exploration, and NSERC Discovery Grants and RTIs.

USask researchers were awarded \$10.M via these federal granting programs. Success rates for these programs are generally 19%. This increases to 20% for proposals that underwent internal review.

Strategic and Tri-Agency Large-Scale Grants

RASI offers strategic facilitation, proposal development and select post-award management for institutional and large-scale collaborative grants. Highlights from 2021-22 include:

- NSERC CREATE INSPIRE: Interdisciplinary Network for the Synchrotron: Promoting Innovation, Research and Enrichment - \$1.65 M (total project budget: \$3.5 M) awarded.
- NSERC Alliance Innovation and interdisciplinary research to understand the causes and mitigate consequences of environmental change in the Boreal Plains. - \$1.9 M (total project budget: \$2.9 M) awarded.
- CIHR SPOR SUPPORT Unit Phase II - SCPOR 2.0 (Saskatchewan Centre for Patient-Oriented Research Phase II Renewal) - \$12.5 M (total project budget: \$25.1 M) awarded.

RASI is also proud to have helped achieve several other outcomes related to grant submissions. In 2021-22:

- USask had an all-time high of 4 NSERC CREATE Full Proposals (invited from 6 Letters of Intent).
- USask was invited to submit a SSHRC Stage 2 Partnership Grant for the fourth year in a row (results embargoed).
- USask submitted an \$89.5 M LOI for the esteemed Canada First Research Excellence Fund.
- USask had its first successful large-scale, multi-sector NSERC Alliance application. This project includes private, public, industry, and Indigenous

community partners.

- 8 CFI NOIs submitted for two key competitions, including: the development of 5 NOIs for the CFI Major Science Initiatives Competition; support for 3 CFI Innovation Fund NOIs; and 4 CFI MSI full proposals submitted for \$275M.

Canada Foundation for Innovation (CFI)

CFI provides funding for research infrastructure, including labs, facilities and equipment. RASI's CFI team provides both pre- and post-award support for CFI programs. Highlights from 2021-22 include:

- \$1.2 M for CFI-JELFs (6 awarded) for CFI-JELFs awarded.
- Support for USask's first large-scale JELF. An internal Expression of Interest process took place in January 2022, with a full proposal expected to be submitted in October 2022.
- Provided post-award support for Integrated Genomics for Sustainable Animal Agriculture and Environmental Stewardship (IntegrOmics) - \$6.7 M (Total project budget - \$16.9 M) and the Canadian Agricultural Centre for Engineering Biology (CACEB) - \$3.2 M (Total project budget - \$9.2 M).

RASI supported other major CFI competitions including the: 2023 CFI Innovation Fund competition, and CFI Biosciences Research Infrastructure Fund (BRIF).

Canada Research Chairs (CRC) Program

The CRC Program invests and directs significant resources towards attracting and retaining some of the world's most promising minds. USask holds 32 CRC's- 17 of which are active or filled. Over the past academic year, RASI supported two new CRC nominations, and five CRC recruitments.

In 2021-22, USask was awarded or renewed three CRCs, for a total award of \$1.7M.

In 2021, the EDI Faculty Champions program, a two-module workshop, was implemented, with Human Resources, to support the leads of search committees in delivering on EDI goals. The program has trained 18 committee leads, associated with 7 searches including CRC & CERC.

Undergraduate Research Initiative

First Year Research Experiences (FYRE)

FYRE engages faculty to embed a mentored research experience into a first-year course; research coaches support students to experience the research cycle (question, investigate, share) and develop research confidence. Over 2200 students participated in FYRE courses in 2021-22. To date, almost 20,000 students developed research skills via FYRE courses.

NSERC USRAs

The NSERC Undergraduate Student Research Award (USRA) program transferred from CGPS to RASI this year. USask was awarded 60 NSERC USRAs for 2022 (with a value of \$6000/student) and received about 130 applications to fill those spots. USask was able to increase the number of Indigenous student awardees to 6. Delivery of the employment letters and journal entries improved considerably this competition through coordinated efforts with ConnectionPoint.

Student Undergraduate Research Experience (SURE)

SURE is a co-curricular program supporting undergraduate students conducting course-based, independent, or faculty-mentored research. In partnership with units across campus, SURE had 800 students participating in 100 events since May 2021. 200+ students qualified for co-curricular credit to date.

Supplementing the programming are podcasts, recorded SURE presentations, and a social media presence with over 2700 followers. The recorded SURE presentations have been viewed 9600 times and the 17 podcasts have been listened to 463 times.

MentorSTEP

The MentorSTEP pilot finished in fall of 2021, with a final report submitted to the funder, International Minerals Innovation Institute (iMii). The program was a huge success. In summer 2021, MentorSTEP successfully matched 9 students with summer internships, five off-campus with industry partners, and four on-campus with USask faculty.

The MentorSTEP model inspired the new program STEM+, funded by iMii and led by the Indigenous Students Achievement Pathways (ISAP) program in the College of Arts and Science. This program will run for two years and will work closely with RASI's Undergraduate Research Initiative.

Highlights by the Numbers:

672 new research projects awarded leading to over **\$65 M** in new funding, including:

\$4.8 M in NSERC Alliance grants

\$8.5 M in CIHR Project Grants

\$5.9 M in COVID-19 related funding

Supported **719** new project application submissions to external agencies.

27 strategic and large-scale Tri-Agency proposals submitted for \$379 M, results pending.

Over **\$16 M** in large-scale agency funding announced in 2021-22 (total project budgets: **\$31.5 M**).

100 researchers had their proposals reviewed and strengthened through RASI's internal review programs.

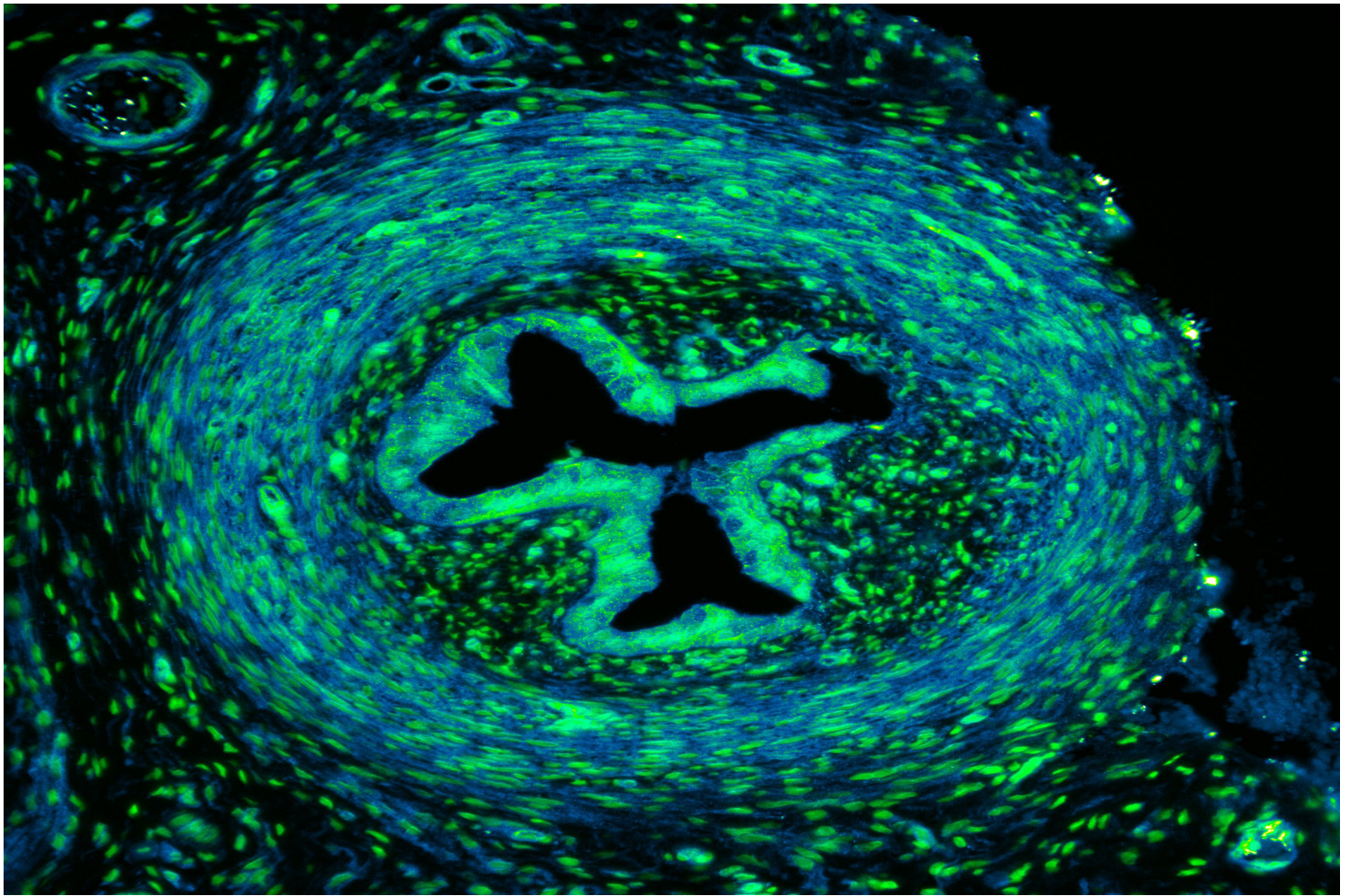
1132 research project amendments processed, a 30% increase from pre-pandemic times, attributed to pandemic-related grant extensions.

Over **300** researchers attended grant development, equity diversity and inclusion and other special topic workshops.

2200 enrolments in First Year Research Experience courses.

800 student participants in the new co-curricular Student Undergraduate Research Experience (SURE).

\$1.7 M in funding to support the Canada Research Chair program.



Research Excellence and Innovation

Research Excellence and Innovation (REI) aims to support and high-quality and ethical research, scholarly, and artistic pursuits. It has a two-part interrelated mandate:

- **Research Excellence:** Supporting high-quality research activities, by helping researchers engage in strategic research partnerships, manage risk, and meet relevant ethics, legal and safety standards.
- **Innovation:** Creating significant and sustainable value for society, industry and the environment, by helping researchers turn their discoveries into solutions the world needs.

REI's programs, services, and supports span the lab-to-market spectrum. It is comprised of several teams, including: Animal Care and Research Support, Behavioural and Biomedical Research Ethics, and Partnerships and Innovation Mobilization.

Animal Care and Research Supports

The Animal Care and Research Support (ACRS) office supports animal-based research in numerous ways including management of animal use protocol (AUP) review, post-approval review, training, advising, and performing animal work.

Due to the COVID-19 pandemic there was a significant reduction in animal-based research performed at the University of Saskatchewan. However, over the past 6-9 months, the level of animal-based research has increased to near pre-pandemic levels.

The Canadian Council on Animal Care (CCAC) requires scientific merit review of all new and 4-year renewal research Animal Use Protocols (AUPs). For any research AUPs which are not funded by a peer-reviewed agency, the AUP is reviewed by the OVPR Scientific Merit Review Committee for Animal-Based Research (SMRCABR).

The SMRCABR has been functioning since 2018. In 2021-22, thirty-six AUPs were reviewed during this reporting period. The SMRCABR continued to review AUPs related to SARS-CoV-2 research.

The CCAC requires pedagogical merit review of all new and 4-year renewal teaching AUPs. All USask courses for credit (undergraduate or graduate) which involve the use of animals require review by the Teaching, Learning and Student Experience (TLSE) Pedagogical Merit Review Committee (PMRC) prior to Animal Research Ethics Board (AREB) approval. This committee was established in spring 2019.

In 2021-22, the PMRC met several times to review the Pedagogical Merit Review Form for Use of Animals in Teaching and Training submitted by instructors. To date, pedagogical merit review is complete for 15 AUPs. The PMRC is using a phased-in approach to review the 28 active teaching AUPs to ensure all teaching AUPs receive merit review within the next 3-4 years. The ACRS Animal Specialist manages the AREB, SMRCABR and the PMRC.

The office has provided 95 training sessions for various animal research related needs. Training sessions include animal handling, surgical skills, anesthesia, euthanasia, and research specific techniques. All training is provided by the Clinical Veterinarians, Animal Order Desk Technicians, Animal Technicians, and the Aquatics Manager.

Additionally, the ACRS office trained two senior year veterinary students each spending two-week rotations with ACRS. The students are trained in laboratory animal medicine and learn about the specific processes used at USask for managing animal research, teaching, and testing.

The Animal Order Desk (AOD) coordinates the shipment and reporting of animals to USask and any animal shipments from USask to other institutions for collaborative research. In 2021-21, total animal order desk sales totaled \$695,000.

OVPR managed facilities include the Laboratory Animal Services Unit (LASU) in the Health Sciences Building and the animal vivarium in the Collaborative Research Services Building (CSRB).

The Animal Care and Research Supports team play a critical role in providing care and housing to over 100,000 animals involved in USask facilities and field studies, including: 29,737 chickens, 20,324 mice, 16,925 fish, 1,631 hamsters, 1,304 rats, 587 sheep, 362 dogs, 215 cats, 41 rabbits, and 4 reptiles, to highlight a few.

Behavioural and Biomedical Research Ethics

The Behavioural and Biomedical Research Ethics team provides compliance-related supports for research involving living human participants, human biological materials, and secondary use of data, health information, or biological research. In 2021-22:

- Biomedical ethics administered 275 new applications, 565 amendments, 706 renewals, and 127 closures. 67 full board reviews were required whereas 176 delegated reviews and 32 exemptions were granted. These metrics are consistent with the previous academic year.
- Behavioural ethics administered 550 protocol submissions, 414 amendments, 539 renewals, and 204 closures. 14 full board reviews were required whereas 336 delegated reviews and 162 exemptions were granted. These metrics are consistent with the previous academic year.
- Dr. Terry Fonstad, Associate Vice-President Research, was welcomed to the OVPR leadership team. Oversight of animal and human ethics are a critical component of his role and chief amongst his priorities includes improving processing time for human ethics applications and reviews. Short-term funding was allocated to reduce the backlog of research ethics applications and a long-term plan is being developed to streamline administration more holistically. This work will continue into the 2022-23 academic year.

The Behavioural and Biomedical Research Ethics team has been working hard to reduce administrative burden on USask scholars. In 2021-22, they:

- Continued supporting and improving data entry processes into UnivRS, the university's research management system. This system remains a challenge for USask scholars and the OVPR is investigating opportunities for its replacement.

- Concluded a one-year trial of a reciprocity agreement whereby local ethics committees (LEC's) were included in existing processes in order to provide local context regarding research ethics considerations for studies occurring outside of Saskatoon and Regina.
- Implemented several process improvements aimed at expediting research ethics processing times, including accepting exemption requests by email instead of requiring a full application, granting acknowledgments of research approved at other institutions, delegating authority for approval for low-risk submissions to senior staff members, and meeting with Metis Nations Saskatchewan to discuss issues and opportunities related to data sovereignty.

Partnerships and Innovation Mobilization

Innovation Mobilization

The process of innovation mobilization often begins with an innovation disclosure from a potential inventor, which is assessed by REI staff for commercial potential. In 2021-22, REI:

- Received 24 new disclosures from 16 different departments and eight different colleges or schools.
- Filed 13 new patents during the past fiscal year, contributing to a total of 159 patent families. A patent family is the collection of all patents that derive from a single invention, including separate patents and filings required globally. While patent approvals are pending, work begins to find potential partners interested in licensing rights to use the invention.
- Secured 27 license agreements, an increase of 6 over the previous year. These are now part of the 79 active licenses under management at REI.

Innovation Support Initiatives

In 2021-22, REI continued delivering a suite of programs and ecosystems supports aimed at fostering entrepreneurship and innovation mobilization. Highlights include:

- Mitacs Business Strategy Internships. REI provides project-management support for the Mitacs

Business Strategy Internships (BSI) program. A new Mitacs program in 2020, the program offers real world experience for undergraduate and graduate students through a four-month internship with a business or not-for-profit organization. Over the past 12 months, REI facilitated 103 placements for students, an increase of more than 80 compared to the first year of the program. These included students from 18 different departments/colleges and included five interns in a dedicated Indigenous Pathways stream.

- Ecosystem Partner highlights: REI continues to support the Co.Launch startup market validation program at Co.Labs, the technology incubator located in Saskatoon. During the past year, our support expanded to Co.Learn, which focuses on developing skills in students and youth interested in working in the province's growing tech sector.
- In 2021-22 REI entered a new partnership with Cultivator, the technology incubator located in Regina. USask joins Sask Polytech and the University of Regina in supporting a new venture capital-backed agtech accelerator program at Cultivator, which will allow our students and researchers to engage with agtech startups from across Canada and the UK.

New Inventions Management Framework

In 2021-22, REI developed a new approach to inventions management that embraces inventor ownership of intellectual property when inventors choose this path, paired with new dedicated supports for inventors throughout the commercialization process.

Principles of this framework eagerly support startup creation, commit to timeliness and increased transparency in our work with research sponsors, embrace manachitowin, and acknowledge that our motivation in our intellectual property mobilization work is not revenue generation, but rather achieving meaningful external impact in our mission to be the University the world needs.

Research Partnerships

Each year, USask partners with governments, industry, non-profits and other post-secondary institutions to advance discovery the world needs. The lawyers and contract specialists within the OVPR negotiate and

administer these partnership agreements. 2021-22 highlights include:

- 659 new research contracts managed valued at \$125,512,374, an increase of \$35.5 M over last year.
- 376 total contracts amendments managed valued at \$19,874,847.

Innovation Mobilization Highlight Industry partnerships are an important component of innovation mobilization at USask and the process of commercialization often involves licensing rights to these partners, so the impact of our work can be realized in the community.

A prime example from the past year is a medical device invented by Dr. Mike Moser, USask Associate Professor of General Surgery, who identified a need in his practice for a product that could enhance the efficiency of kidney transplantation by controlling organ temperature during surgery. This device has the potential to reduce early complications after surgery and to improve long term outcomes.

REI worked closely with Dr. Moser and his team to patent the medical device, provided proof-of-concept funding to advance prototype development, and developed a commercialization strategy. These efforts resulted in an exclusive license agreement with Paragonix Technologies, an international medical device company specializing in optimizing solid organ transplantation. The impact of this partnership will be seen not only through revenue back to USask, but also in the advancement of our inventor's research program and, most importantly, improved patient outcomes.

Soft Launch of Opus

REI is proud to have recently launched Opus, a pre-accelerator program designed to support the unique needs of USask founders. Pilot programming begins in June 2022 where individuals and teams with a "deep tech innovation" will be prioritized.

Opus provides business knowledge, access to infrastructure, and advice from business experts and mentors in order to help USask scholars who are ready to mobilize their invention on campus. A formal launch is scheduled for fall 2022.

Highlights by the Numbers:

36 Animal Use Protocols reviewed by the Scientific Merit Review Committee for Animal-Based Research.

95 animal research-related training sessions provided to the community community.

\$695,000 in total animal order desk sales.

100,740 animals cared for and used in USask facilities and field studies, including:

29,737 chickens

20,324 mice

16,925 fish

587 sheep

362 dogs

215 cats

41 rabbits

275 new applications, **565** amendments, **706** renewals, and **127** closures for biomedical ethics.

550 protocol submissions, **414** amendments, **539** renewals, and **204** closures for behavioural ethics.

24 invention disclosures received from **16** different departments.

13 new patents filed, contributing to a total of **159** patent families.

103 placements facilitated via the Mitacs Business Strategy Internship program, representing an increase of **80** placements from the previous year.

1,035 total research contracts managed whose value exceeds **\$145M**.



Research Profile and Impact

Research Profile and Impact (RPI) tells the university's research story to the world – through strategic communications involving print, video, web, social media, advertisements, speeches, opinion editorials, and events.

RPI plays a critical role in building USask's reputation as a U15 institution, which in turn helps bolster our placement in university rankings and attract top talent, public and private investment, as well as support from alumni and partners.

As the university's liaison with federal and provincial granting agencies, RPI ensures compliance with communication requirements and leading high-profile events to showcase our research funding successes.

Working in coordination with University Relations and a network of USask college and research centre communicators, RPI is here to help researchers celebrate their success, effectively tell their stories, and demonstrate their impact to the world.

Building Capacity and Growing Supports

In 2021-22, RPI secured short-term funding which enabled it to recruit three new staff members and expand its service offerings for university scholars.

Nikki Desjardins, Sarath Peiris, and Brooke Kleiboer were recruited into term positions which provide award nominations and communications support at the college and institutional level. In less than six months, they have prepared and submitted six faculty and staff award nominations externally. They have also played a critical role in developing various print and digital communications across the institution.

Jennifer Drennan was also recruited into a term position which provides cross-portfolio coordination, data analysis, and strategic planning to rankings activities at the university. Over the coming year, she will be working alongside college, school, and university leadership teams to implement initiatives which help improve our placement across several university rankings.

Transition Towards Digital First Strategy

RPI has two decades of experience leading strategic research communications and supporting university scholars in telling their story and demonstrating their impact to the world. Renewed leadership and staff members in this unit have brought new energy and plans to adopt a digital first strategy for research communications at USask.

In 2021-22, RPI continued to offer a full range of traditional research communications supports, including the highly-subscribed Discovery Digest, press releases, speaking notes, opinion editorials, and other print media. A suite of new tools have been developed to make external communications nimbler, fresher, and digital-first. Several examples of these tools are described below.

Telling Our Research Story

Stories and Releases

RPI, like all OVPR units, is busy supporting researchers and ensuring the world knows about the exciting work done at USask.

In 2021-22, a total of 99 press releases were prepared either solely by the unit or by working with college and centre communicators. Top news stories for the past year include:

- Visible tattoos give psychologist more cred
- USask researchers cited in Stanford list
- Disrupting COVID-19 with new treatments
- Who is avoiding COVID-19 vaccine
- USask PhD student earns Alexander Bell scholarship

The Conversation Canada

USask is a founding partner of national academic newswire, The Conversation Canada, which provides independent, high-quality journalism. In the past year, USask researchers authored a total of 20 news articles and opinion pieces.

Young Innovators

USask student researchers are harnessing creativity and drive to make discoveries and uncover new knowledge in areas that matter to Canadians. The ongoing Young Innovators series highlights examples of student research at USask in all disciplines.

This initiative is a partnership with USask Research Profile and Impact and The Saskatoon StarPhoenix. They are often shared both nationally and internationally by various media outlets.

From August 2021 to present, 27 Young Innovators stories have been sent to the Saskatoon StarPhoenix for publication.

Pitches and Expert Lists

RPI has developed a basic template to be used to pitch researchers and projects to the media. This is intended to promote and entice newsrooms and reporters into being interested in USask research. In 2021-22, RPI created more than 30 pitches.

Pitches can be used:

- To follow up on funding or other omnibus releases to ensure individual projects and researchers get the attention they deserve.
- When time does not permit for the creation of a full press release.
- When a targeted approach with specific media outlets makes more sense than a general release, or when we want to grant exclusivity to a reporter or outlet.
- In collaboration with University Communications, RPI is creating topical expert lists of researchers to provide to media in response to news events.

For example, when there are major events like flooding in British Columbia or drought on the Prairies, USask can provide media with a list to ensure our experts in climate change are being engaged. It is hard to create lists on short notice, so this is an effort to be proactive. In effect, this is a variation on our pitching tool. Other institutions have found this method to be highly effective in generating coverage.

RPI will take suggestions for researchers who should be included, will take responsibility for connecting with the researchers to ensure they are willing to be on the list, and keeping the lists updated. RPI will also offer media training to those who would like it prior to joining the list.

Researchers who wish to be on the expert list should be prepared to:

- Be on a public-facing, searchable list and generally available to take media requests on short notice (often the same day) to provide insight on a specific topic
- Have experience in media interviews or have received training/coaching in media relations

The media relations specialist in University Communications will sign off on the list and distribute to media as they see fit.

Research Minute

USask Research Minute videos are short-form video clips designed for social media that profile USask researchers and their work in 60-70 seconds of footage. Each video is unique, as footage of the researcher explaining a specific project, finding or impact of their work can be incorporated along with photos or project video clips.

They are also a flexible tool, as they can be filmed independently from a smartphone or computer, or via Zoom with a member of the RPI team. Video release can be timed with a written announcement, a special event or released on their own.

Professional Development

How to tell your research story is a new monthly professional development program which has been established on the last Wednesday of every month. Topics so far in 2022 included: basic media training, writing for The Conversation Canada, a session with Saskatchewan opinion editors, and plain language for researchers.

Discovery Digest

Discovery Digest is a monthly newsletter that highlights the best news and upcoming events from the world of USask research. It is automatically distributed to all USask faculty, staff and graduate students, as well as to a list of manual subscribers maintained on an internal listserv. RPI introduced a new submission form that makes it easier for communicators across campus to submit their research-related stories and events.

The average open rate for the newsletter is over 55%, whereas the average industry open rate is around 25%. Interest in research news remains high among our manual subscribers and USask community members that receive Discovery Digest.

LinkedIn

RPI launched a LinkedIn social media account as a pilot project to chart the public's appetite for research news in their professional networks. A total of 462 organic followers were gained with no budget expenditure on content.

Images of Research

Organized by RPI, USask's Images of Research competition is a chance for the USask community including students, faculty, staff, and alumni to submit photos that best represent their research, scholarly and artistic work.

The eighth annual competition featured:

- 92 image entries in five submission categories from students, faculty, staff and alumni representing 11 colleges, one school, one research centre, and the university library
- A total of seven judging panels made up of students, staff, faculty, and community members
- Over 2,000 public votes cast in the Viewer's Choice category
- Over 13,000 views of the contest online

Visiting

Visiting is a new video series that will help the university share its stories, strengthen kinship, and learn from one another.

A highlight of the year in RPI was the production and release of the four-part Visiting video series. USask alumni and engineer Matthew Dunn, Senior Strategic Officer, Indigenous Engagement interviewed guests, Indigenous researchers at USask who are carving out new paths.

There was an exciting kick-off event in February at Wanuskewin Heritage Park, and the video was featured on SaskTel Max across the province. A new season of videos is planned for release by end of 2022.

Signature Areas Renewal Communications

In 2021-22, RPI played a critical role in developing a communications strategy and products for the signature areas renewal project, including maintaining a project website and drafting institutional communications.

The unit's role in supporting communications for the signature areas is expected to grow when the new "signature areas support strategy" is launched.

Awards and Recognition

For the first time, RPI is coordinating the application for external faculty awards. There is one full-time equivalent position funded on a non-permanent basis.

In less than five months, staff have completed an external environment scan, internal inventory of past awards, nominees and existing processes, website updates (in progress), and identified awards that could immediately be supported.

RPI's awards and nominations team has already helped prepared several award nominations for prestigious recognitions, including: the Canadian Academy of Health Sciences Fellowship , SSHRC Awards , Multiple NSERC Prizes, and L'Oréal Canada For Women in Science Research Excellence Fellowships

Over the coming year, RPI's awards staff will be focused on promoting potential awards and upcoming deadlines, identifying suitable nominees and nominators, supporting award nominations, coordinating internal reviews, recognizing success through communications, tracking and reporting on nominations and success, and hold training/ promotional sessions to educate researchers and leaders on the nomination processes.

Highlights by the Numbers:

A total of **99** press releases were prepared which highlight the success and impact of USask scholars.

27 Young Innovators stories have been sent to the Saskatoon StarPhoenix for publication since August 2021.

18 USask Research Minute videos have been created and published.

Created **30+** pitches for USask scholars and established an institutional "expert list" for timely media access.

Engaged over **1,000** subscribers via the USask's monthly Discovery Digest newsletter.

Acquired **462** new followers to the OVPR LinkedIn account without any budgetary investment in content or marketing.

55% was the average open rate for Discovery Digest research newsletters, compared to an industry average of 25%.

USask researchers authored **20** news articles and opinion pieces.

Received **92** entries via the eight annual Images of Research Competition.

Over **2,000** public votes were cast in the viewer's choice category for Images of Research, and images were viewed over **13,000** times online.

152 people registered for the first three *How To Tell Your Research Story* learning sessions that launched in February 2022.



International Office

The International Office (IO) plays a pivotal role in advancing the university's internationalization goals, as well as supporting international research and partnership activities across the institution.

IO administers several programs, services, and supports for faculty, staff, students, and external partners, including:

- Partnership development: assisting with agreement preparation, facilitating review and renewal of agreements, identifying partnership opportunities, and making connections.
- Delegation Management: liaising with government officials and other agencies, and coordinating arrangements before, during, and after visits.
- International Research: facilitation of international research proposals and due diligence processes.

Research for Global Impact, Local Relevance

The past academic year has been a remarkable year for international research achievements despite the continuation of a global pandemic. In 2021-22:

- USask generated \$27,532,168 in external funding to support international research and development activities. This represents a 75.1% increase from when USask launched its International Blueprint in 2017-18.
- IO facilitated the development of 31 international projects with Global South partners in 17 countries.
- USask reached a new all-time high record of receiving \$2.8 million in international development funding. This represents a 297% increase from 2017-18.

Mobilizing Action Through Research Funding

IO has shared approximately 720 potential funding opportunities with university scholars to drive research growth and discovery. Highlights of successfully funded internal and external projects in 2021-22 include:

Notable Projects Funded Externally

1. A team of hydrologists from the University of Saskatchewan (USask) and University of Calgary (UCalgary) comprises the Canadian contingent in an unprecedented international collaboration that aims to revolutionize flood predictions and transform water predictions across North America.
2. The College of Arts and Science and College of Agriculture and Bioresources have been awarded a total of almost \$950,000 through the Government of Canada's Global Skills Opportunity (GSO) program. The Pilot phase GSO project builds on the Collaborative Online International Learning (COIL) model to accelerate inter-cultural competence development on campus, and facilitated by the IO, our USask experiences and resources have been shared with Saskatchewan institutions and GSO network members across Canada.
3. Dr. Carol Henry (PhD) of the College of Pharmacy and Nutrition at the University of Saskatchewan (USask) is the lead researcher of an international team awarded \$100,000 from the Templeton World Charity Foundation for work aimed at seeing young women on two continents thrive.
3. Investigate the feasibility of a stochastic ice-jam flood forecasting system for the Kuskokwim River, Alaska. Progress has been made in acquiring surveyed cross-sections of the Kuskokwim River in Alaska. This data stems from Donlin Gold LLC, a mining company in Alaska with a gold deposit owned by Indigenous Alaska Native landowners. The experience gained during this project helped secure funding from the Regional Municipality of Wood Buffalo, a project which looked into using a similar modelling system, as the one being applied to the Kuskokwim River, to explore ice-jam flood mitigation options for the town of Fort McMurray. Dr. Karl Lindenschmidt, Global Innovation Fund (United States)
4. Global Indigenous Health: Wahkotowina e Osihtahk/Creating Relationships for Indigenous land-based healing. Research retreat entitled "Land-Based Healing Across the Waters" focused on identifying pressing concerns regarding land-based healing research in communities, innovative research approaches, and nurturing research collaborations. Our delegation met with the team from Waipā Foundation whose mission is to restore the natural land-based systems of the Waipā region while inspiring healthy and thriving communities through connection with land-based resources. Dr. Katie Collins, Global Innovation Fund (US & New Zealand)

Notable Projects Funded Internally

1. A project team provided nutrition and gardening training for families involved in Chicken raising training program. Monthly training sessions on nutrition, food security and meal planning, as well as baseline surveys on income and food security of participant families have been set up. Results have been sent to USask College of Medicine for statistical analysis. Dr. Ron Siemens, Global Community Service Fund (Mozambique)
2. Building a Community of Practice for the TRANSECTS Research Training Partnership (TRANSDisciplinary Education and Collaboration for Transformations in Sustainability). This funding provided an opportunity to enhance capacity of

all partners to learn from one another and build a community of practice across geography, culture, and different ways of learning and doing. This Global Community Service Fund internal grant was leveraged to support tri-agency SSHRC Research Training Partnership Grant; stage 1 was awarded in July 2021, stage 2 award decision pending (\$2.5M request from SSHRC). Dr. Maureen Reed, Global Community Service Fund (multi-country).

Strategic Investments through the International Blueprint for Action 2025

In 2021-22, IO leveraged and invested funding via USask's International Blueprint for Action 2025 for various reasons:

- Supporting the development and dissemination of a Collaborative Online International Learning (COIL) Intercultural perception survey to gather

student perspectives on their virtual mobility experience. The response rate was 60/100 and data indicated that there was an increase in student confidence when working with different cultures, an overall increase in awareness, and an enthusiasm to learn more about intercultural education.

- 13 nominations packages were received for the 2021/2022 Internationalization Awards.
- 17 Travel grants (77% success rate) were awarded to faculty to support projects in physics and engineering, veterinary biomedical sciences, crop development, archeology and anthropology, nutrition, environment and sustainability, art and history, pharmacy, agricultural economics, water security, curriculum studies, and educational administration.
- 9 Project grants (success rate 69%) were awarded to faculty to address global challenges in areas of environment and sustainability, dentistry, pharmacy, anatomy physiology and pharmacology, educational administration, geography and planning, food security, and veterinary microbiology.
- 23 Countries were supported by our Project and Travel grants (North America: United States; Central and South America: Argentina; Europe: Germany, Greece, United Kingdom; Asia: China, South Korea, India, Turkey, Malaysia, Bangladesh, Japan. Middle East: Israel; Africa: South Africa, Kenya, Uganda, Ethiopia, Malawi, Tanzania, Ghana. Oceania: New Zealand, Timor Leste).

Academic Partnerships

In 2021-22, IO managed 409 active international agreements with more than 360 entities in over 60 countries on behalf of USask. This includes 39 new and 13 renewed agreements over the past academic year.

Over the past academic year, IO also facilitated over 100 exploratory partnership discussions with stakeholders from more than 30 countries. Notable aspects include:

- Top partnering countries with active international agreements (active agreements): China (57), Japan

(37), India (27), Germany (17), Brazil (14), Mexico (14), and South Korea (14).

- Top partnering countries with active student mobility agreements (active agreements): China (20), Japan (14), Germany (8), Finland (7), Brazil (6) and Norway (6).

In 2021-22, IO formalized partnerships with two highly ranked universities in the world - the National Tsing Hua University (QS #180; THE #351-400) in Taiwan and Sungkyunkwan University (QS #97; THE 122) in South Korea.

Visiting Professors and Visiting Research Students

Despite many international travel restrictions, visiting research students continued to be accepted to USask in 2021-22. IO supported mobility of the following:

- Visiting Professors (VPs): 19 professors from 10 countries were accepted to arrive. The top two countries were Iran (5) and China (4).
- Visiting Research Students (VRs): 106 students (both undergraduate and graduate) from 24 countries were accepted as VRs. The top six countries were China (30), India (15), United States (10), Iran (10), Germany (8) and Brazil (8).

Government Engagement

IO represents USask, alongside representatives from other post-secondary institutions in the province, in regular discussions with the province's Ministry of Advanced Education on topics related to internationalization.

In 2021-22, IO has had over 150 meetings with the Ministry of Advanced Education on topics related to the 5-year Saskatchewan International Education Strategy, the International Research Engagement framework for Saskatchewan, the International Student Ambassador program, international relations and mobility, and international research, development, and Sustainable Development Goals (SDGs).

Also in 2021-22, on a federal level, IO has had over 25 meetings with the Canadian government and over 20 meetings with foreign governments overseas. A total of 37 international briefings and speaking notes (19

for government, 18 for senior leaders) were created covering a breadth of topics in different countries and for a variety of initiatives.

In 2021-22, IO also coordinated several incoming visits and overseas missions over the past academic year, including a USask mission with the Premier to the United Kingdom, USask mission to Mexico and Yucatan with the Minister of Advanced Education; USask mission to United Arab Emirates with the Premier, and USask mission to Germany arranged by the German Academic Exchange Service (DAAD).

International-Focused Events

In 2021-22, IO organized events at many levels to support the internationalization of USask. Notable examples include:

- People Around the World 2022 conference partnered with the 27th National Congress on Rural Education in Canada for the very first time to broadly engage countries, government, educators, school and system leaders, parents, community members, and researchers to highlight global perspectives on rural and remote education and sustainability research. There were 139 conference attendees, 35 presenters (65% of which were international).
- Launch of a new campus “Country Conversations” initiative to promote campus internationalization.
- Organized or participated in several international MOU signing ceremonies, including events between USask and IT Ropar which included a research round table, with over 60 faculty and staff members from both institutions; USask and top-ranked German institutions (Helmholtz Centre for Infection Research and Friedrich-Loeffler-Institut), with presence of USask President and USask Vice-President Research, Ministry of Advanced Education, DAAD and embassies representing both countries; and USask and Universiti Malaysia Terengganu with presence of USask AVP Research.
- Organized an international event for the province in partnership with the Ministry of Advanced Education on the SDGs to highlight “Local Action, Global Impact – Building awareness on the UN SDGs in Saskatchewan’s Postsecondary Education”.

Highlights by the Numbers:

\$27,532,168 generated in external funding to support international research and development activities.

Received **\$2.8 M** in international development funding, an all-time-high for USask.

720 international funding opportunities shared and promoted to USask scholars.

17 international travel grants (77% success rate) awarded to faculty.

9 international project grants (success rate 69%) were awarded to faculty.

409 active international agreements managed with more than **360** entities in over **60** countries on behalf of USask.

Top **3** partnering countries with active international agreements:

China (57)

Japan (37)

India (27)

Facilitated **100+** exploratory partnership discussions with stakeholders from more than **30** countries.

Supported mobility of **9** visiting professors from **10** countries.

Supported mobility of **106** visiting research students from **24** countries.

139 attendees and **35** presenters at the People Around the World Conference 2022.

