UNIVERSITY OF SASKATCHEWAN

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, May 19th 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 māmawi apiyāhk, nikiskēhtiyinān ōma nikotwāsik kihci tipahamātowin askiy ēkwa mīna ēta āpihtowikosānak kā wīkicik. nikihcēyimānānak kahkiyaw iyiniwak ēkwa āpihtawikosānak osci ōta askīhk ēkwa kāwi ta kiskēhtamahk kiwahkohtowiniwa.

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

AGENDA *(updated May 17, 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 April 21, 2022**

6. **Business Arising**

7. **Council meeting dates and location 2022-23** – Susan Detmer, Chair
   https://governance.usask.ca/council/meetings.php#MeetingSchedule

8. **Report of the President**

9. **Report of the Provost**

10. **Pandemic Response and Recovery**

11. **Student Societies**
    11.1 Report from the USSU – presented by Abhineet Goswami, USSU President
    11.2 Report from the GSA – presented by Mostofa Kamal, GSA President

12. **Joint Committee on Chairs and Professorships**
    12.1 Request for Decision: JSGS Research Chair in Metis Governance and Policy

    It is recommended that Council approve the JSGS 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.

13. **Nominations Committee**
    13.1 Request for Decision: Council Committee Omnibus Nominations 2022-23

    It is recommended that Council approve the slate of nominations to University Council committees for 2022-23 effective July 1, 2022, as attached.

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

    It is recommended that Council approve the nomination of Dr. Petros Papagerakis, College of Dentistry, to the review committee for the Dean of Engineering effective immediately.

14. **Academic Programs Committee**
    14.1 Request for Decision: Change to Admissions Qualifications- Bachelor of Science in Nursing Program

    It is recommended that Council approve the changes to the admissions qualifications for the Bachelor of Science in Nursing program, effective the 2023-24 admissions cycle.

    14.2 Report for information: Change to Academic Calendar 2022-23

15. **Governance Committee**
    15.1 Request for Decision: Revisions to College of Pharmacy & Nutrition Faculty Council Membership

    That Council approve the changes to the Faculty Council Membership of the College of Pharmacy & Nutrition in the Council Bylaws effective immediately.

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

    That the slate of nominations to the Nominations Committee of University Council for 2022-23 be approved effective July 1, 2022, as attached.

    15.3 Request for Input: Peer Review of Teaching Policy (Joint with TLARC) – presenterd by Kathleen James-Cavan, Chair of TLARC and Nancy Turner, Director, Teaching and Learning Enhancement

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

16. **Planning and Priorities Committee**
    16.1 Report for information: Provincial and Federal Budgets 2022-23 – presented by Airini, Provost and Vice-President Academic and Greg Fowler, Vice-President Finance and Resources

    16.2 Report for information: University of Saskatchewan Budget 2022-23 – presented by Airini, Provost and Vice-President Academic and Greg Fowler, Vice-President Finance and Resources

17. **Scholarships and Awards Committee**
    17.1 Report for Information: Annual Report to Council - Undergraduate and Graduate Scholarships and Awards

18. **Other business**

19. **Question period**

20. **Adjournment**

Next Council meeting is June 16, 2022 – Please send regrets to michelle.kjargaard@usask.ca.
Deadline for submission of motions to the Executive Committee: May 20, 2022.

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Join Zoom Meeting:
https://usask-ca.zoom.us/j/93473209004?pwd=STlzbElyV0p3dHNxSGcrenVqcjM2QT09

Join by Telephone:
Local Saskatoon Zoom Dial-in Number: (639) 638-7474
Other Zoom Dial-in Numbers: https://usask-ca.zoom.us/u/a8JUuEeDn

Join by Video Conferencing Device (SIP):
93473209004@zoomcrc.com

Meeting ID: 934 7320 9004
Passcode: 07751834
Telephone Passcode: 07751834

The Council Chair, Dr. Susan Detmer, thanked Dr. Dean McNeil, Head of the Department of Music, and the performers for providing musical introductions for University Council. She noted that for the next few Council meetings, pre-recorded performances would feature students, and be shared before each of the Council meetings.

The musical performances were performed by: B.Mus. student Kaitlyn Suru (flute); B.Mus. student Naomi Suchan (piano); B.Mus. student Drusilla Waltz (violin); Dr. Dean McNeill (trumpet); and the Greystone Singers were conducted by Dr. Jennifer Lang.

1.   Call to Order

The meeting was called to order. Dr. Detmer summarized the meeting protocols.

Bryn Levy identified herself from the Star Phoenix. Dahlia Hassan was connecting by phone.

2.   Tributes
2.1   Tribute to Professor Emeritus Madan Gupta from the Department of Mechanical Engineering presented by Professor Chris Zhang

3.   Adoption of the agenda
(Grosvenor/Kalra): *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), which took place in early February and March. She reported that the discussion topics were the Pandemic Response and Recovery Team (PRT) report, the partnership with the City of Saskatoon, and USask's Land Use and Development Plan.

4.1   University Council Election 2022-23 Results
Dr. Detmer reported that the Council election results could be found in the link provided in the agenda package: https://governance.usask.ca/council/elections.php#ElectionsandCandidates.

5.   Approval of Minutes of the meeting of March 17, 2021
(Gjevre/Aitken): *That the minutes be approved.*

CARRIED.

6.   Business Arising
None.

7.   Report of the President
President Peter Stoicheff added to his written report as follows. He thanked Dr. Zhang for the tribute to Dr. Gupta, and conveyed respects to his friends and family. He reported that Vice President Research, Dr. Baljit Singh recently signed an MOU with three leading research organizations in Germany (Friedrich-Loeffler-Institut, Helmholtz Centre for Infection Research, and Helmholz Institute of One Health).

A three-year agreement was reached with the Saskatchewan Roughriders to recommence their spring training camps at Griffiths Stadium (which were paused at outset of pandemic).

He conveyed condolences to George Gordon First Nation where unmarked graves were discovered. He reminded Council members of USask's monthly gatherings to honour the survivors of residential schools, and intergenerational trauma.

President Stoicheff thanked the students, Dr. Lang, and the Greystone Singers for their performance, played at the beginning of the meeting.

The President acknowledged the ongoing conflict in Ukraine, and reported USask is working with partners to support those affected, for instance through extensions to research funding, student emergency aid and scholarships, and an upcoming 'Unite for Ukaine Luncheon' at TCU Place on May 4, 2022.

President Stoicheff reported that Dr. Chelsea Willness's term as University Secretary & Chief Governance Office will be completed at the end of June. He congratulated her for her work and accomplishments, and noted that she would be returning to the Edwards School of Business as a Professor of Organizational Behaviour.

He further thanked Tasnim Jaisee, outgoing President of the USSU, and Rifat Zahan, outgoing President of the GSA, for their service on behalf of Council, for their leadership, particularly during these difficult times.

There was a round of Q&A.

There was an inquiry as to whether there is a central website concerning the crisis in Ukraine, which the President affirmed (available at: https://updates.usask.ca/ukraine/).

There was also a request for a link to the multi-year accountability reporting of USask to the Government of Saskatchewan, in the interest of transparency and accountability. The President agreed that the reports should be made easily accessible [Action item no.1 Table 1].

8.   Report of the Provost
Dr. Airini, Provost and Vice President Academic highlighted elements of her report, including: sustainability priorities, tuition setting and consultation processes, advancement of Prince Albert Campus, and the 'Accommodate' web-based system to manage accommodations for students.

She reiterated President Stoicheff's thanks and best wishes to Tasnim Jaisee and Rifat Zahan.

Dr. Airini congratulated Dr. Keith Willoughby, who had been reappointed as Dean of Edwards School of Business.

She also thanked Dr. Willness for her service as University Secretary & Chief Governance Officer.

There was a round of Q&A.

There was a request for an update on the Cubane Uniforum initiative, and for a link on the USask website. Dr. Airini agreed that we need evidence-informed decision making, led by academic values. She reported that there is careful planning underway about this project. Over the next two months further updates would be provided across campus, including to Deans, Senior Leaders, and through a Townhall. She indicated that they are currently carefully working through the requirements for confidentiality in sharing data and results.

9.   Pandemic Response and Recovery Team (PRT) Verbal Report
    9.1   Verbal Report – from the Pandemic Response and Recovery Team (PRT)
Dr. Darcy Marciniuk, Associate Vice-President Research, PRT Chair, provided an update to Council. He reiterated the extension of the mask mandate to June 30, 2022 that was recently announced, given increasing cases and data from wastewater analysis. He summarized the current and recent cases of COVID-19 on and off campus at USask. He recalled that PPE and rapid antigen tests are available of USask community members. He reported that the focus continues to be on the health and wellness of the campus community, balanced with flexibility and return-to-normalcy (as much as possible).

    9.2   Continuation of Mask Requirement – Motion from Council Members
        9.2.1   Request for Decision: Continuation of Mask Requirement
Dr. Stephen Urquhart, Council member, presented the report as submitted. He thanked the PRT for continuing the mask mandate. He noted grievances regarding dropping of mask mandates at Brock University and University of Victoria. Thanked the PRT for their work throughout the pandemic. He summarized the report and rationale for the request. He acknowledged that there are senior leader members on Council, and that it would be understandable that they might abstain.

Dr. Detmer called for the motion.

(Urquhart/Vassileva): *That University Council recommend that the President direct the Pandemic Response Team to provide, in writing to Council, the scientific and public health evidence in favour of dropping the mask requirement before this requirement ends.*

There was a discussion about whether the parameters of the report, as requested, were feasible.

(Brothwell/Chowdhury): *Move to amend motion 9.2.1 to state: That University Council recommend that the President direct the Pandemic Response Team to provide, in writing to Council, <u>"a summary document highlighting the scientific and public health evidence considered"</u> in favour of dropping the mask requirement before this requirement ends.*

CARRIED.

There was a question about what action Council would take following receipt of such a report. Dr. Urquhart recognized the authority of Council does not cover the decision-making for pandemic planning, but that the information would be valuable to the campus community.

President Stoicheff agreed that it would be useful for campus to have more information and evidence regarding future decisions to potentially drop the mask mandate. He responded that the evidence that PRT has been using to inform decision making has been conveyed to the USask community in a transparent way throughout the pandemic. He agreed that seeing it in one report would be useful. The President reiterated that the PRT made recommendations to the PEC, and that the President makes and conveys the decisions.

Dr. Urquhart asked that in addition to the data previously communicated, there should be more. Dr. Detmer read the amended motion.

(Urquhart/Vassileva): *That University Council recommend that the President direct the Pandemic Response Team to provide, in writing to Council, a summary document highlighting the scientific and public health evidence in favour of dropping the mask requirement before this requirement ends.*

CARRIED.

10. Student Societies
10.1 Report from the USSU
Tasnim Jaisee, USSU President, presented the report as provided in the materials.

Questions were deferred.

10.2 Report from the GSA
Mostofa Kamal, Vice President Student and Academic Affairs, and incoming President of the GSA presented the report as provided in the materials on behalf of Rifat Zahan, outgoing GSA President.

Questions were deferred.

11. PPC/TLARC/RSAW Committees

Dr. Marjorie Delbaere, Chair of RSAW, presented the decision item. She reported that no additional feedback was received since the March 17, 2022 Council meeting. Therefore, no changes were made to the report.

11.1 Request for Decision: Signature Areas of Research Renewal Support Strategy

(James-Cavan/Mousseau): *It is recommended that pending receipt of USask's renewed Signature Areas of Research by University Council, that the strategy to support the Research Signature Areas be adopted by University Council.*

CARRIED.

12. Academic Programs Committee

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

12.1 Request for Decision: Bachelor of Science in Food Industry Management

(Oates/Xiao): *It is recommended that Council approve the Bachelor of Science program in Food Industry Management, effective May 2022.*

CARRIED.

12.2 Request for Decision: Change to Admissions Qualifications- Master of Physical Therapy Program

(Oates/Xiao): *It is recommended that Council approve the changes to the admissions qualifications for the Master of Physical Therapy program, effective the 2023-24 admissions cycle.*

CARRIED.

12.3 Report for information: Bioprocessing Option for the Bachelor of Science in Engineering Chemical Engineering Program and Termination of the Biochemical Option

12.4 Report for information: Academic Courses Policy Clause 1.2 – Changes to Syllabi

12.5 Report for information: Degree-level certificates in the College of Arts and Sciences
    12.5.1   Intermediate Certificate in French Language and Culture
    12.5.2   Advanced Certificate in French Language and Culture
    12.5.3   Certificate in Spanish Language and Culture
    12.5.4   Certificate in Japanese Language and Culture

13. Governance Committee

Dr. Terry Wotherspoon, chair of Governance, presented the items. First, he expressed appreciation for the work of Dr. Chelsea Willness on behalf of the Governance Committee. He also reiterated the President and Provost's thanks to the students' union presidents.

13.1 Notice of Motion: Proposed Revisions to College of Pharmacy & Nutrition Faculty Council Membership

It is recommended the Council approve the changes to the Faculty Council membership of the College of Pharmacy & Nutrition in the Council Bylaws effective immediately.

13.2 Request for Decision: Proposed Revisions to Council Bylaws

(Wotherspoon/Larre): *The Governance Committee recommends the approval of revisions to the University Council Bylaws (as attached) effective April 21, 2022.*

CARRIED.

14. Planning and Priorities Committee

Dr. Darrell Mousseau, chair of the committee, introduced the item. Dr. Airini gave an overview of the tuition setting process, consultation, and principles. Dr. Patti McDougall, Deputy Provost, gave a presentation (attached).

14.1 Report for information: Tuition and Fees for 2022-23 and the Multi-Year Tuition Plan

There was a comment that in the United States students do not have to pay their tuition from their grants or stipends. Is there any possibility that the Government of Canada might follow suit? Dr. McDougall agreed to take the question away [Action item no.2 Table 1]. Dr. Debby Burshtyn, Dean of the College of Graduate and Postdoctoral Studies (CGPS), clarified that grant funds cannot be used to make direct payments on student tuition, but that the stipends do not have the same restrictions.

15. Other business
None.

16. Question period

There was a question about the meaning of consultation for tuition rate-setting. Dr. McDougall summarized the components, including: surveys, requests for input on where to invest/disinvest, townhalls in all colleges and schools, meetings with students' unions and groups. She stated that the purpose of the consultations is to develop a shared understanding of tuition and tuition setting. Dr. Airini provided the following link regarding tuition consultation: https://leadership.usask.ca/provost/consultation.php. She noted that it includes a report on student feedback. She added that there is continuous work to increase student participation in these conversations.

17. Adjournment

(Aitken): The meeting was properly adjourned at 4:46pm.

Table 1. Action Items

Table 1. Action Items

Section	Topic	Action	Responsible
No. 9.2.1 (pg.4)	See motion as carried	Share with Council	President/PRT
No. 7 (pg. 3)	Report publicly on the Strategic Initatives Funding	Share with Council/ on USask website	Provost/President
No. 14 (pg. 6)	Information on use of graduate student grant and scholarship funding requirements for tuition	Respond to question at Council	Deputy Provost/ Dean of CGPS

Attachments

A. Listing of members in attendance

B. USask Tuition for 2022-23 and Progress on Multi Year Plan

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		
Adl	Sina	P	P	P	A	P		P	P		
Aitken	Alec	R	R	R	P	R		P	P		
Alcorn	Jane	P	P	P	P	P		P	P		
Augusta	Carolyn	P	P	P	P	P		P	R		
Bally	Jill	P	P	P	P	P		R	A		
Bauman-student	Elisabeth	P	P	A	R	P		P	P		
Bedard-Haughn	Angela	P	P	P	P	P		A	A		
Bedard-student	Derek	A	A	A	A	A		A	A		
Bell	Scott	P	P	P	P	P		P	P		
Bhatti-student rep	Haseeb	A	A	A	A	A		A	A		
Bilson	Beth	P	P	P	P	P		P	R		
Boden	Catherine	P	P	P	A	P		P	P		
Boland	Mark	P	P	P	P	A		A	A		
Bonham-Smith	Peta	P	P	P	P	P		P	R	R	
Bradley	Michael	R	R	R	R	P		A	A		
Brothwell	Doug	A	P	P	P	P		P	P		
Burshtyn	Deborah	P	P	P	P	P		P	P		
Card	Claire	A	P	P	P	P		P	A		
Chernoff	Egan	P	P	P	P	P		P	A		
Chowdhury	Nurul	P	A	P	A	P		P	P		
Cooper	David	P	P	R	P	P		P	R		
Dadachova	Kate	P	P	P	P	P		P	P		
DaSilva	Keith	P	P	P	P	P		P	P		
Dawson	DeDe	P	P	P	P	P		R	P		
de Boer	Dirk	P	P	A	P	A		P	P		
Delbaere	Majorie	P	P	P	A	P		P	P		
Deters	Ralph	P	P	P	P	P		P	P		
Detmer	Susan	P	P	P	P	P		P	P		
Downe	Pamela	P	P	P	P	P		P	P		
Gabriel	Andrew	P	P	P	P	A		P	R		
Gebreab-student	Henok	A	A	A	A	A		A	A		
Gjevre	John	P	P	P	P	P		P	P		
Grosvenor	Andrew	P	P	P	P	P		P	P		
Gyurcsik	Nancy	P	P	P	P	P		P	A		
Harasymchuk	Robert	P	P	P	P	A		P	A		
Harrison	William	A	A	P	A	A		P	A		
Hassan-student rep	Dalia	n/a	n/a	n/a	n/a	n/a		P	P		
Hogan	Natacha	P	A	P	A	P		A	A		
Jacob-student rep	Sharon	A	A	A	A	A		A	A		
Jamali	Nadeem	P	P	P	P	P		P	P		
James-Cavan	Kathleen	P	P	P	P	P		P	P		
Jensen	Gordon	P	P	P	P	P		P	R		
Jones	Paul	P	P	P	P	P		P	P		
Just	Melissa	R	P	P	P	P		P	P		
Kahn-student rep	Maria	R	A	P	A	A		A	A		
Kalra	Jay	P	R	P	P	P		P	P		
Khandelwal	Ramji	P	P	P	P	P		R	P		
Kim-student rep	David	A	A	A	A	A		A	A		
Kresta	Suzanne	R	P	P	A	P		A	P		
Lamb	Eric	R	R	R	R	P		P	R		
Larre	Tamara	P	P	P	A	P		P	R	R	R
Lindenschmidt	Karl-Enrich	P	A	P	P	A		A	A		
London	Chad	P	P	R	P	P		P	P		
Lovick	Olga	P	P	P	P	P		R	P		
Luke	Iain	A	R	R	A	A		A	A		
Lummerding-	Dominque	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		
Maguire-student	Robert	n/a	P	P	P	R		A	P		
Makarova	Veronika	P	P	P	A	P		P	P		
Mamun	Abdullah	P	P	R	P	P		P	R		
Manley-Tannis	Richard	R	R	R	P	R		R	R		
Marche	Tammy	P	P	P	A	P		A	A		
Martin	Stephanie	P	P	P	R	P		P	P		
Martina-Koechl	Natasha	P	P	P	P	P		P	P	R	R
Meda	Venkatesh	P	P	P	P	P		P	A		
Mousseau	Darrell	P	P	A	P	P		P	P		
Muir	Gillian	P	R	P	A	P		A	R		
Murphy	JoAnn	P	P	P	P	P		P	R		
Neufeld	Matthew	P	A	P	P	P		P	R		
Oates	Alison	P	P	P	P	P		P	P		
Paslawski	Teresa	A	P	P	P	P		P	P		
Peacock	Shelley	P	P	P	P	P		P	R		
Perrault-student	Levi	A	A	A	A	A		P	P		
Phillipson	Martin	P	A	A	P	P		A	P		
Pocha	Sheila	P	P	A	A	P		A	A		
Poettcker	Grant	A	A	A	A	A		A	A		
Pomazon	Alisha	P	P	P	P	P		P	P		
Rayan	Steven	P	P	P	P	P		P	P		
Richter	Solina	P	P	P	P	P		P	P		
Rohs-student rep	Jesse	A	A	A	A	A		A	A		
Ross-student rep	Cassidy	A	P	P	P	P		P	P		
Sarjeant-Jenkins	Rachel	P	P	P	P	P		P	A		
Shevchuk	Yvonne	P	P	P	P	P		P	P		
Singh	Jaswant	P	A	R	P	P		R	A		
Singh-student rep	Sanjana	n/a	P	P	A	R		R	P		
Smith	Preston	P	P	P	P	P		A	P		
Smyth	Stuart	P	P	A	P	P		P	P		
Somerville	Kara	P	P	P	P	P		P	A		
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		
Squires	Vicki	P	P	P	P	P		P	R		
Steele	Tom	P	P	R	P	P		P	P		
Stoicheff	Peter	P	P	R	P	P		P	P		
Stuart	Glenn	P	P	P	P	P		P	P		
Szmigielski	Jacek	P	P	P	P	A		P	P		
Urquhart	Stephen	n/a	n/a	n/a	n/a	P		P	P		
Vassileva	Julita	P	P	P	P	P		P	P		
Waldner	Cheryl	P	P	P	P	P		A	P		
Walker	Keith	P	A	P	P	A		A	P		
Willenborg	Christian	P	P	P	A	P		R	P		
Willoughby	Keith	P	P	P	P	P		P	P		
Woods	Phil	P	P	R	P	P		R	P		
Wotherspoon	Terry	P	P	P	P	P		P	P		
Wu	FangXiang	P	P	P	A	P		P	P		
Xiao	Jing	P	P	P	P	P		P	P		
Yao	Yansun	P	A	P	A	P		P	A		
Yu-student rep	Angela	A	A	A	A	A		A	A		
Zhang	David	n/a	n/a	n/a	n/a	P		A	P		
Zhang	Lifeng	P	P	R	P	P		P	A		

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		
Fowler	Greg	P	P	P	P	P		P	R		
Iftikhar-USSU VP 2021-22	Tauqeer	P	P	P	P	P		P	A		
Isinger	Russell	P	P	P	A	P		P	A		
Jaisee-USSU President 2021-22	Tasnim	P	P	P	A	P		P	A		
Jamie	Angela	A	A	A	P	A		A	A		
Kaminski-Senate rep	Nicholas	P	A	P	A	A		A	P		
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		
Still	Carl	P	P	P	P	P		P	P		
Thronberg-Senate rep	John	P	P	A	A	P		A	A		
Willness	Chelsea	P	P	P	P	P		P	A		
Wilson	Jay	P	P	A	P	P		P	P		
Zahan-GSA Pres 2021-22	Rifat	P	P	P	P	R		P	R		

University Council
USask Tuition for 2022-23 and Progress on Multi-Year Plan

April, 2022

BE WHAT THE WORLD NEEDS

Today's Highlights

- Background

- Tuition for 2022-23

- Student Fees

- Multi-year planning

- Next Steps

Website:

[Student Consultation on Tuition - Leadership | University of Saskatchewan (usask.ca)](usask.ca)

BE WHAT THE WORLD NEEDS

Tuition Consultation and Rate Setting – 2022-23

May to October	November + December	January + February	March + April
• Tuition Schedule to Ministry of Advanced Education (May 15) • Tuition Consultation Working Group develops recommendations • Tuition Comparator Analysis completed • Launch Financial & Consultation Info Modules on websites (for students) • Student Survey launch	• Student Survey report completed & posted on Student Consultation on Tuition website • Conversations: Student Leaders, Budget Committee, Deans/Executive Directors • BoG proposal on preliminary Multi-Year Tuition Plan	• Dean/Executive Director conversations with students • Conversations with Planning & Priorities Committee • Dean of CGSP conversations with Grad Supervisors • Final tuition rate recommendations from Colleges/Schools	• Tuition Rates and fees approved by Provost as per Tuition and Fees Policy • 2022-23 rates and fees and multi-year tuition plan presented to BoG • Public communication of 2022-23 tuition rates and fees and multi-year tuition plan • 2022-23 tuition rates and fees and multi-year tuition plan to Planning and Priorities Committee and University Council

Important Considerations

- ## USask Tuition Policy Principles

  - Enabling Quality, Affordability and Accessibility, Comparability, Predictability, Transparency through Consultation

- USask has an agreement with the Province of Saskatchewan that speaks to limiting tuition increases in programs that are at or above the U15 median comparators unless a special case can be made for an exception.

  - The agreement excludes international students; domestic tuition below the peer comparator median; programs in JSGS + WCVM

Overall Picture

Weighted Average ↑ of 3.7%

UG ↑ 3.8%

Grad ↑ 1.6%

Details on tuition by program:
See Fact Sheet
https://students.usask.ca/money/tuition.php

2022-23 Institutional Student Fees

- University fees: Athletic, recreation, student wellness and services
- Third party fees: USSU, GSA, WUSC, Sheaf, Canadian Federation of Students

Details on Student Fees:
See Fact Sheet
https://students.usask.ca/money/tuition.php

BE WHAT THE WORLD NEEDS

Mapping tuition rates over the next two years – planning

What is being planned?

Scenario Assumptions	21-22	22-23	23-24	24-25
Standard domestic - undergraduate	4%	4%	4%	4%
Standard domestic - masters	5%	5%	5%	5%
Standard domestic - PhD	5%	5%	5%	5%
International tuition (differential) - undergraduate	3.00	3.60	4.20	4.84
International tuition (differential) - masters	1.81	2.00	2.25	2.25
International tuition (differential) - PhD	1.81	1.00	1.00	1.00
Note: a multiplier of 1.0 means no differential applied & domestic tuition charged				

Next Steps

- Consultation Report (to be posted)

- Need-Based Bursaries 22-23 international UG and masters students

- Continue implementation – recommendations – Tuition Consultation Working Group (Spring, 2021)

- Build on information modules

- Annual cycles of communications – build on predictability

UNIVERSITY OF SASKATCHEWAN

PRESIDENT'S REPORT TO COUNCIL
May 2022

State of the University address: *A Post-pandemic look ahead*

In April, I delivered my annual General Academic Assembly (GAA) address. This opportunity is offered once a year, legislated through the University of Saskatchewan Act, to reflect on the university's recent past and its clear and promising future. A key theme that I highlighted was the perseverance of our students, faculty and staff throughout the pandemic, who continue to respond to such rapid change so successfully and confidently. USask has achieved so much over the past year, including research impact in many fields; continued advancement of innovation, EDI and sustainability; valued partnerships with community members; and being the university the world needs in a post-pandemic world.

I would like to thank all members of Council who took the time to attend the annual meeting. The full transcript and recording of the GAA address can be found here: General Academic Assembly 2022 (GAA) address.

USask ranks 58th among 1,400 universities worldwide in advancing sustainable development

USask tied for 58th place in the 2022 Times Higher Education (THE) University Impact overall rankings, which measured the success of more than 1,400 universities around the world in advancing the United Nations' Sustainable Development Goals (SDGs). The ranking is a sizeable jump of 38 spots from USask's 96th position in both 2020 and 2021, and is particularly noteworthy since nearly 300 additional universities joined THE's overall assessment process for 2022.

To be included in the overall ranking requires universities to submit data for at least four of the UN's 17 SDGs, one of which must be SDG 17—Partnerships for the Goals. USask's submitted data in eight categories this year, doing particularly well in SDG 17, ranking 16th globally among all participating universities. USask led all Canadian universities in this category. USask's two other top-25 rankings were in SDG 11, Sustainable Cities and Communities (17th), which was added this year to the university's signature areas of research, and 22nd in SDG 3, Good Health and Well-being. USask was second among U15s in SDG 3 and third in SDG 11.

Of Canada's U15 universities, only the University of Manitoba did not participate. USask ranked ninth among U15 in overall global rankings, ahead of the Universities of Montréal, Toronto, Dalhousie, McGill, and Ottawa.

USask to spotlight six honourary degree recipients at spring convocation

During this year's USask Spring Convocation celebrations scheduled to be held at Merlis Belsher Place from June 6-10, USask will pay tribute to six individuals who have made extraordinary contributions throughout their careers. The university will award honorary degrees to a celebrated philanthropist, an award-winning soil scientist, a progressive post-secondary leader, an esteemed B.C. Supreme Court Justice, a renowned foreign correspondent, and one of the world's premier construction technology researchers.

The university will be recognizing the following individuals with its highest honour:

Jane Graham (Honorary Doctor of Laws)
A visionary philanthropist and passionate proponent of post-secondary education, Graham has spent decades giving back to the university that has meant so much to her and her family. After graduating with a Bachelor of Education degree from USask in 1962, Graham went on to teach in Moose Jaw while raising a family with her husband Ron (Bachelor of Science in Civil Engineering at USask in 1962) as they built the Graham Construction family business into an international employee-owned corporation. Jane and Ron have gone on to become the largest cumulative alumni donors in USask history supporting student scholarships, programs, projects, research initiatives and Huskie Athletics.

Among the list of progressive projects that the Grahams have contributed to is one of special significance for Jane – the Jane and Ron Graham Centre for the Scholarship of Teaching and Learning in the College of Education, a centre unique in North America designed to help educators become classroom-ready entering the profession. Other major donations supported the establishment of the Ron and Jane Graham Sport Science and Health Centre in Merlis Belsher Place, the Ron and Jane Graham School of Professional Development in the College of Engineering, and the Graham Huskie Clubhouse. Jane and Ron raised three children – Jim, John, and Jeff – with Jeff and his wife Cindy both fellow USask alumni, along with all three of the Graham's grandchildren.

James Leslie (Les) Henry (Honorary Doctor of Laws)
Henry was born in Milden, Sask., and raised on nearby Brunswick farm. He received Bachelor of Science (1964) and master's (soil science, 1968) degrees at USask. His master's was extended by work with the Department of Soil Science on soil survey in summer months and laboratory instruction in winter months. Henry's academic appointment (1969) at USask was joint between the soil science department and the then campus-wide Extension Division. Extension work was proactive and ensured that research results were available to farmers and professionals. An important part of the job was to bring back information where research gaps could be filled by the soil science department.

Henry's research projects, driven by questions from the farm gate, included anhydrous ammonia effect on soils, nutrient requirements of irrigated crops, potassium deficient soils, and soil salinity. The soil salinity

work brought new light by clearly demonstrating the fundamental causes. International experience included Tanzania, Swaziland (now the Kingdom of Eswatini) and China. He has written a regular column for the farm paper *Grainews* for 45 years. Henry served as president of the Saskatchewan Institute of Agrologists, received numerous awards and has been inducted into the Saskatchewan Agricultural Hall of Fame (2004).

Catherine Wedge (Honorary Doctor of Laws)
Wedge was born in Saskatoon and attended USask, where she earned a Bachelor of Arts (Honours English) in 1974 and a Bachelor of Laws in 1980. She is also a graduate of the Saskatoon Pony Club (1968), which she credits with her later success as an equestrian. While attending USask, she was a member of the Canadian equestrian team, and was part of the team that won gold at the Pan-American Games in 1971, placed sixth at the 1976 Montreal Olympics, and won gold in the 1978 World Equestrian Championships. She has been inducted into the Saskatchewan Sports Hall of Fame, Canada's Sports Hall of Fame, and the Canadian Equestrian Sports Hall of Fame.

She articled and practiced law in Vancouver until 2001, when she was appointed a judge of the B.C. Supreme Court. She has presided over a spectrum of high-profile civil and criminal trials and has served as a guest lecturer for USask's College of Law in the McKercher Lecture Series. She has been a faculty member for programs offered by the Canadian Institute for the Administration of Justice, and the National Justice Institute. Her parents, James and Marian, also graduated from USask. James practiced law in Saskatoon and Marian sat as a provincial court judge and Court of Queen's Bench judge. Her grandfather, the Honourable Emmett Hall, was one of the first graduates of the USask College of Law, and went on to become a member of the Supreme Court of Canada.

Alan Wildeman (Honorary Doctor of Laws)
Wildeman was raised in a farm family in Lanigan, Sask. He enrolled at USask in 1971 in the College of Arts and Science and earned his bachelor's and master's degrees in biology. He completed his PhD in genetics at the University of Guelph and was awarded a NATO fellowship for post-doctoral work in France, where he contributed to some of the first studies showing how genes in tumour viruses become activated. He took up a faculty position in genetics at Guelph in 1985, expanding his research interests into agricultural biotechnology, and became vice-president (research) in 2001.

In 2008 he was appointed president and vice-chancellor of the University of Windsor, where he oversaw a major capital renewal of the campus including recognition of Indigenous lands on which the campus is situated. He believed in developing greater university-community partnerships and advocated for the importance of all academic disciplines to society. He retired in 2018, and currently serves as chair of the Board of the Chatham-Kent Health Alliance hospitals, and of the Board of the Centre for Biodiversity Genomics. He received the Queen's Diamond Jubilee Medal in 2013, and the Herb Gray Harmony Award for Multiculturalism in 2017. He credits the faculty and staff in biology at USask for all they did to set the stage for the full life he has led, and is particularly proud of the 2016 Alumnus of Influence Award he received from the College of Arts and Science.

Susan Ormiston (Honorary Doctor of Letters)
An award-winning journalist and one of Canada's most respected foreign correspondents, Ormiston has sent dispatches from around the world to Canadians. In her career spanning 30 years and 30 countries, she has been the CBC's war correspondent on the front lines in Syria, Lebanon, Afghanistan, and recently in Ukraine. She's also captured the folly and majesty of the Royal Family, reported on multiple Olympic Games, and covered giants like Nelson Mandela. As an investigative reporter and host at CTV and as CBC's foreign correspondent in London, Washington and Moscow, Ormiston has been on the front lines of history.

While politics and power dominate news, she has always focused on the people living with the consequences, including her recent coverage in Ukraine. In Canada she's reported from every province and territory, sometimes as witness to our greatest tragedies, like in Humboldt in 2018. A skilled interviewer, Ormiston has probed hundreds of newsmakers, from Bill Clinton to Vladimir Putin, and from Celine Dion to Sting. Ormiston's reporting has earned her many honours including London's Foreign Press award, an international Gracie for reporting on women, and multiple Canadian Screen Awards including Best Reporting (Afghanistan), and for live reporting on CBC's The National during the protests after George Floyd's murder. Ormiston earned a bachelor's degree in journalism with honours from Carleton University, but she nurtured her ambition growing up in Saskatoon and graduating from Evan Hardy Collegiate, and remains a proud prairie woman.

Nicholas J. Carino (Honorary Doctor of Science)
Carino was born in a small village in the region of Campania in southwestern Italy. His family emigrated to the United States and settled in a suburb northeast of New York City. Upon graduation from New Rochelle High School, he was admitted into the College of Engineering at Cornell University in Ithaca, N.Y., where he earned bachelor's, master's, and PhD degrees in structural engineering. While a graduate student, he joined the Cornell Rugby Club, and remained an active player with other teams until he hung up his boots at the age of 64.

Carino was an assistant professor at The University of Texas at Austin, where he received awards for teaching excellence and was the faculty advisor for the university's first concrete canoe team. Subsequently, he became a research structural engineer at the National Institute of Standards and Technology (NIST), in Gaithersburg, Md., where he performed research in concrete technology and participated in investigations of the causes of major construction failures. He retired from NIST after 25 years of service. Carino is a Fellow of ASTM International and an Honorary Member of the American Concrete Institute. He received numerous awards for his accomplishments in research and standards development in support of the construction industry.

māmowi āsohtētān Fifth annual Internal Truth and Reconciliation Forum

For the fifth straight year, members of the USask campus community gathered for the māmowi āsohtētān ('Let's Cross this Together') annual Internal Truth and Reconciliation Forum. After holding the first National Reconciliation Forum back in 2015, the university has hosted an internal forum every year since 2017, in response to the Truth and Reconciliation Commission of Canada Calls to Action.

The theme of this year's forum was "Continuing the Conversation on Anti-Racism and Anti-Oppression" and built upon last year's theme of "Theories, Principles and Practices of Anti-Racism and Anti-Oppression."

This year's events featured a panel of USask senior leaders, who discussed their experiences with taking the powerful anti-racism and anti-oppression education and training led by Dr. Verna St. Denis (PhD), special advisor to the president and professor in educational foundations, and Liz Duret, USask's senior diversity and inclusion consultant.

I want to thank Dr. Angela Jaime, Interim Vice-Provost, Indigenous Engagement and the members of the Office of the Vice-Provost Indigenous Engagement for organizing this important event, as well as the many volunteers and participants who make this annual event a success.

OPUS: Incubating USask startups

In April, USask launched the Opus incubator to foster entrepreneurial thinking and culture by engaging students, faculty, staff and the community. Opus is a pre-accelerator program designed to help mobilize innovations developed on campus by supporting the unique needs of USask founders through access programming, infrastructure, and a network of mentors and advisors.

Applications are currently being sought from USask graduate, postdoc or PhD students; faculty, staff or recent alumni. Individuals and teams are encouraged to apply. It is expected that the first group of applicants will begin working with Opus this summer.

For more information, please visit the Opus website at **https://opus.usask.ca/**

Congratulations to Dr. Vince Bruni-Bossio for receiving prestigious 3M National Teaching Fellowship

USask associate professor Dr. Vince Bruni-Bossio (PhD) has received a 3M National Teaching Fellowship, the most prestigious national teaching award in Canada. Vince began teaching at USask in the Department of Management and Marketing at the Edwards School of Business in 2010 and currently serves as an associate professor. He developed a reputation as not only an excellent teacher, but as a resourceful and innovative leader and champion for change on campus.

At the USask level, Vince has received the Master Teacher Award, the Provost's Outstanding New Teacher Award, and the provost's college award. He has won the MBA Professor of the Year award twice, the Edwards Business Students' Society Most Effective Professor award twice, and the USask Students' Union Teaching Award once—all nominated by students. He has also contributed to numerous projects across the institution to positively affect the student learning experience.

This year, the Society for Teaching and Learning in Higher Education (STLHE) and 3M Canada recognized Vince and nine others for their exceptional contributions to teaching and learning in Canadian post-secondary education.

This is the 10th 3M Fellowship for USask since the award's inception in 1986. Vince joins previous USask winners: Dr. Jay Wilson (EdD), professor of curriculum studies in 2017; Dr. Fred Phillips (PhD), professor of accounting in 2011; Dr. Baljit Singh (MVSc, PhD), professor of veterinary biomedical sciences in 2009; Dr. Ernie Walker (PhD), professor of archaeology in 2007; Dr. John Thompson (PhD), professor of sociology in 2005; Dr. Rick Schwier (EdD), professor of curriculum studies in 2005; Dr. Len Gusthart (PhD), professor of kinesiology in 2002; Dr. Mel Hosain (PhD), professor of civil engineering in 1994; and Dr. Ron Marken (PhD), professor of English in 1987. In addition, Dr. Colin Laroque (PhD), professor of soil science, joined the Fellowship in 2013 and joined USask in 2014.

Provost's Report to Council
May 2022

Hello Council Chair, members, and visitors. Bonjour.
tānisi. hãn. ëdłanet'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 aspirations in our University Plan 2025.

Winter assessments: A hearty congratulations to all students who have recently completed their winter assessments and exams. For some these were their final exams, and for some, their first. We acknowledge your learning, stamina, and success. Thank you to faculty colleagues for all the ways in which you have made learning possible, and for the time and expertise in assessing learning. Thank you to the huge team who has supported the examinations at USask – scrutineers, facilities, access and equity services, and more. Thank you to family, friends, pets for the support you provided also.

Welcome to the new student executives for the Graduate Students Association, and the University of Saskatchewan Students Union. The Graduate Students' Association (GSA) is a not-for-profit organization that represents the graduate students at USask. The GSA provides professional, academic, and social activities and services, and promotes awareness of issues relevant to graduate students. The University of Saskatchewan Students' Union represents, serves and supports the academic and non-academic needs of undergraduate students of the University of Saskatchewan through accountable, dynamic, and unified leadership. It also serves to protect and maintain the integrity of quality, accessible public education. The President's Executive Council meets regularly with the student executives. Very best wishes to the new student executives who started in the roles on 1 May 2022.

Planning and budget townhalls

Vice-President Finance and Resources (Greg Fowler) and I will hold a planning and budget townhall on May 18. There are two sessions to choose from: 10.30am-12pm, and 1-2.30pm. Information has been circulated through email and PAWS. Thank you to the Planning and Priorities Committee who has provided feedback on the initial materials, and for their continued support.

The townhall will feature an open chat line, the preferred longer session of 1.5 hours to allow for q/a and discussion, and three opportunities for questions and answers. Thank you to administration colleagues also available for questions.

The recordings from the October and November 2021 town hall meetings and presentations are posted and available for asynchronous viewing. A FAQ is also published and will remain a living document as an avenue for providing further input and a running list of questions and answers to these. A recording of each presentation (2021, 2022) along with the slides and questions will be found at the Planning and budget townhall site. This will be updated following the May 2022 presentation and discussion.

Greg and I are very grateful for the support from the hundreds of faculty, staff and students who attend each session, and for the planning team itself.

The planning and budget townhalls are now a regular feature of our university calendar, as part of a commitment to open planning. These townhalls will happen twice yearly, in the fall and spring. Further information about university finances and reports can be found at the update site here
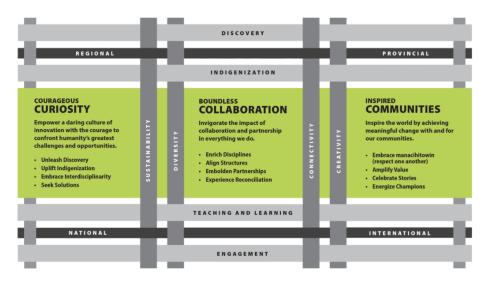
Indigenous Engagement

USask verification task force focuses on Indigenous membership/citizenship: USask, along with external Indigenous partners, has launched a task force that will create a policy for Indigenous Membership/Citizenship Verification with Documentation. The purpose of the deybwewin (Saulteaux) | taapwaywin (Michif) | tapwewin (Cree) Taskforce and Advisory Circle is to create a policy, procedures, and an implementation plan for Indigenous membership/citizenship verification with documentation at the University of Saskatchewan.

The task force, comprised of Indigenous members, is focused on ensuring Indigenous peoples are hired for positions created for Indigenous peoples and for Indigenous programming, funding, and scholarships at the university. 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.

Planning for the task force began in 2021 with focused work commencing in January 2022. 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. This initiative is led by USask's Office of the Vice-Provost, Indigenous Engagement.

Teaching, Learning and Student Experience

Enrolment consultations will take place in May and June with direct entry colleges. This process gauges progression towards University Plan 2025 enrolment goals. It will also be a time to discuss our Strategic Enrolment Management (SEM) processes and how TLSE can assist colleges and schools with student recruitment, conversion, and retention. Meetings with all colleges will take place in the fall to devise SEM plans for the 23-24 academic year.

University 2025 Plan Aspirations: Tracking our Progress

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 2025 Aspirations, are included.

Transformative decolonization leading to reconciliation

Vice-Dean Indigenous Health position created at USask College of Medicine: The College of Medicine at USask has hired its first [vice-dean Indigenous Health](). The position was created to bring Indigenous health and issues more fully to the forefront in college priorities, while also serving to improve how these critical areas are addressed. Dr. Janet Tootoosis (MD) will serve as interim vice-dean Indigenous health to advance work in the portfolio while a search for a permanent vice-dean is conducted. She's been hired for a one-year period, starting June 1, 2022, with the expectation that the search will be completed and the role will be filled permanently in that timeframe.

In the interim role, Tootoosis will bring together a team to form the college's new Division of Indigenous Health and lead that team in co-ordinating and enhancing existing initiatives and laying the groundwork for the longer-term plans and work of the division. The vice-dean will provide key leadership in more effectively addressing Indigenous health needs in Saskatchewan and Indigenization of the college.

Exploring Indigenous identity and resistance: USask graduate and visual artist Wally Dion (BFA'04) returns to campus for [skodenstoodis](), a major solo exhibition at the College Art Galleries. Visitors to the University of Saskatchewan (USask) are sure to notice skodenstoodis. The 58-foot-long neon sculpture, created by visual artist Wally Dion, was installed this month outside the Peter MacKinnon Building, in the Nobel Plaza facing The Bowl area. When lit at night, the glow of the neon is reminiscent of a fiery prairie sunset—a nod to a sense of place, perhaps, but created with a modern aesthetic that contrasts the stonework of the National Historic Site, built between 1910 and 1912.

Campus comes together to mark Red Dress Day: USask held the commemorative event on May 5 in partnership with Iskwewuk E-wichiwitochik (Women Walking Together) as one of several days throughout the year to remember missing and murdered Indigenous women and girls and to strengthen the call for concrete actions to end the violence. A crowd more than 100 people met outside at the Gordon Oakes Red Bear Student Centre for a short program that included prayer, drumming and dancing, and speeches. The event concluded with a silent procession around the bowl, where new banners have been installed marking the day, and listing the calls to action from the Truth and Reconciliation Commission. Thank you to the [Mistatimōk Committee](), led through the OVPIE.

Māmowi āsohtētān 5th annual Internal Truth and Reconciliation Forum: For the fifth straight year, members of the University of Saskatchewan campus community gathered on May 11 for the māmowi āsohtētān ("Let's Cross This Together") annual Internal Truth and Reconciliation Forum. The māmowi āsohtētān Internal Truth and Reconciliation Forum provides an opportunity for the campus community to gather and have constructive dialogue on creating the university environment that is needed for meaningful reconciliation to occur. The theme of this year's forum was "Continuing the Conversation on Anti-Racism and Anti-Oppression". This year's events featured a panel of USask senior leaders, who discussed their experiences with taking the powerful anti-racism and anti-oppression education and

training led by Dr. Verna St. Denis (PhD), special advisor to the president and professor in educational foundations, and Liz Duret, USask's senior diversity and inclusion consultant.

Edwards School of Business: Associate Professor Dr. Lee Swanson's (PhD) research videos in Cree and Dene were recently released and highlight the results of a project that partnered with seven Indigenous communities to study ways to build social and economic capacity for living well in the province's North. The complex project, *Building Northern Capacity Through Aboriginal Entrepreneurship*, began in 2014 with a five-year grant of $291,000 from the Social Sciences and Humanities Research Council of Canada (SSHRC) as well as support from Edwards, the Johnson-Shoyama Graduate School of Public Policy, and USask's former International Centre for Northern Governance and Development. Watch the videos [here](#).

Productive collaboration

Edwards School of Business celebrated the 15th annual presentation of the Haddock Entrepreneurial Speaker Series in March 2022. Guest speaker and alumnus, Alex Cruder spoke to students, staff, and the business community about his entrepreneurial journey and lessons learned at Curbie Cars. Sponsored by two passionate and dedicated alumni, Gordon, and Maureen Haddock, the annual event included the "Get a Bigger Wagon Young Entrepreneur Awards." These awards celebrate and reward children with cash prizes for their innovative businesses.

St Thomas More College, USask: Researching "Old" War, Experiencing "New" War: Oksana Dudko, *Petro Jacyk Postdoctoral Fellow in Ukrainian Studies, details new reality in Ukraine*: The affiliated Prairie Centre for the Study of Ukrainian Heritage is the perfect place to pursue research about Ukrainian history. [Read](#) about Dr. Dudko's experience that brings old history and new history together in a time of war: "My teaching and research at St Thomas More College were interrupted by the full-fledged Russian invasion of Ukraine on Feb. 24, 2022. When the war started, I immediately rushed to Ukraine to provide support and evacuate two vulnerable family members. When I transited through Warsaw, I was impressed by the enormous support for Ukraine and volunteer initiatives... After I arrived in Lviv, Roza [my friend] and I continued to help Kharkiv residents obtain essential medical supplies. I also continued teaching the Ukrainian history course online, incorporating my first-hand experience of the war into the classes...When I return to Saskatoon, I hope to begin a new research project to gather and examine the testimonies of Ukrainians who were forced to flee the war and are now starting a new life in Saskatchewan." See [here](#) for USask supports for Ukraine.

Meaningful impact

National Nursing Week: May 9th till 15th, we recognized the nursing profession and all the wonderful nurses who make a difference each and every day by celebrating 2022 National Nursing Week. College of Nursing Dean Dr. Solina Richter (DCur) brought [greetings](#) in honour of this important week. Established in 1938 the USask College of Nursing has more than 10,700 alumni. Four of those graduates are now teaching University of Saskatchewan nursing students, educating the future nurses of Saskatchewan, Canada, and the world. Congratulations to Tania Bergen, Dr. Anthony de Padua, Dawna Fletcher-Tung, and Dr. Tania Kristoff on 25 years of nursing. Read about their nursing careers [here](#).

Tania Bergen   **Dr. Anthony de Padua**   **Dawna Fletcher-Tung**   **Dr. Tania Kristoff**

New Graduate Certificate in Leadership (GCL). The GCL is a three-course graduate certificate that supports working professionals who want to elevate their careers and become more effective leaders. Interested candidates are encouraged to apply to the Edwards School of Business before the May 31, 2022, deadline for a September 2022 start.

USask research reveals pandemic had negative impact on mental health of Sask. children, youth: Nearly 40 per cent of children and youth in Saskatchewan reported their mental health was worse compared to the beginning of the pandemic, according to survey results published by an interdisciplinary research team at the University of Saskatchewan (USask). The research brief entitled, *See Us, Hear Us 1.0: Mental Health Experiences of Children, Youth, and Families in Saskatchewan During the First Year of the Pandemic,* details the results of survey questions answered by children and youth about their mental health during the pandemic. The survey also asked whether they were receiving support, and how they felt about the support they received. The research project is funded by the Saskatchewan Health Research Foundation and Mental Health Research Canada. Drs. Hinz, Muhajarine and their research team is currently preparing the next survey See Us, Hear Us 2.0. They hope to recruit children and families living in underrepresented areas of the province. The research team includes graduate students, medical learners, psychiatrists, public health experts, nurses and epidemiologists.

Distinguished Learners

University of Saskatchewan graduate Nikaela Lange (BA'21) has been selected for the next class of McCall MacBain Scholars at McGill. She will begin a master's degree in political science this fall. Nikaela was in the top 20 of nearly 700 applicants this year and the selection committees were truly impressed by her potential. We are thrilled to have our first McCall MacBain scholar from the University of Saskatchewan.

In addition, Vaidehee Lanke (BSc'22) earned a $10,000 Finalist Award. Congratulations to our award recipients.

First place: Antonia Powell, MSc candidate in Applied Microbiology from USask, won First Place in the 2022 Western Regional Three-Minute Thesis Competition. Congratulations Antonia. Your achievement made the University of Saskatchewan, CGPS, and the Graduate Student Association proud. We wish you the best of luck in the National 3MT competition.

Global impact

USask associate professor Dr. Vince Bruni-Bossio (PhD) has received a 3M National Teaching Fellowship, the most prestigious national teaching award in Canada. "I have always loved teaching and I am very honoured and humbled to be recognized with a 3M Teaching Fellowship," said Bruni-Bossio. "As a teacher I strive to help students gain confidence in their abilities and in themselves. My goal is to walk with students, so that their learning process is driven by their questions." This year, the Society for Teaching and Learning in Higher Education (STLHE) and 3M Canada recognized Bruni-Bossio and nine others for their exceptional contributions to teaching and learning in Canadian post-secondary education. Read more about this award, here.

USask student uses digital tools to explore 19th-century British fashion

Undergraduate course taught by Dr. Jim Clifford (PhD) introduces students to new ways of researching and presenting history. A University of Saskatchewan (USask) undergraduate research project is showcasing 19th-century British fashion and is using digital tools to share information about the historical and social contexts associated with the clothing materials. The online project, Piece by Piece, was undertaken by College of Arts and Science student Sam Huckerby for a digital history course taught in the winter term.

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 (winter 2022)

Searches:
Commencing FY 2021-22

- Dean, College of Arts and Science (completion fall 2022)

- Dean, College of Education (winter 2022)
- Dean, College of Dentistry (spring 2022)

Commencing in FY 2022-23

- Vice-Provost Indigenous Engagement (winter 2023)
- Vice-Provost, Teaching, Learning and Student Experience (completion fall 2022)

……..

thank you

mąsi / pidamaya / pinámaya miigwetch / marsee / hiy hiy

May 2022,

As May comes around, greenery is ready to propagate by taking help from melted snow. Similarly, the 2021-2022 USSU executives team helped the incoming 2022-2023 executive team to start their term and achieve their goals through a transition period. During the transition, executive members set up meetings and pass on institutional and project knowledge. We want to thank the 2021-2022 USSU executive team (Tasnim Jaisee, President, Abhineet Goswami, Vice-President Operations and Finance, Tauqeer Iftikhar, Vice-President Academic Affairs, and Nickol Saenz, Vice-President Student Affairs) for their outstanding support and guidance.

I am happy to introduce the elected 2022-2023 USSU executive team, President Abhineet Goswami, Vice-President Operations and Finance Lia Storey-Gamble, Vice-President Academic Affairs Sharon Jacob, and Vice-President Student Affairs Punya Miglani.

Deferred Exam Fees

April is the exam time for most colleges. This year due to a sudden increase in covid cases, many of our students were unable to attend final exams, and for the safety of our USask community, they were asked to write a deferred exam. The USSU discussed with Jay Wilson-VP TLSE and Russell Isinger- University Registrar, to eliminate deferred exam fees for the student for the June deferred exams.

Anti-Racism and Anti-Oppression MOU

Anti-Oppression and Anti-Racism, Equity, Diversity and Inclusion, Decolonization, Accessibility, Affordability, Internationalization and Indigenization are some of the critical priorities for the USSU. The USSU tries to incorporate these vital priorities into advocacy, governance, and events. The USSU and USask have an ARAO MOU, and to follow up on the MOU, USSU executives and the USask administration organize regular follow-up meetings. In April, meeting with Verna St. Denis, Christopher Martin, and Dara Hrytzakwe updated one another on different ongoing projects and initiatives. Some of the projects led by USSU are UCRU's letter to the federal government focusing on the Truth and Reconciliation Commission of Canada's Calls to Action (specifically on resources for Indigenous students, signed off by all nine student unions), lobbying recommendation to focus on increasing scholarships, bursaries and grants for Indigenous students & International student-focused, implementation of Campus Group (CG) funding EDI (Disability, gender diverse students, Indigenous students, International

students) ARAO to CG who demonstrate EDI and ARAO components in their events, using training modules around EDI/ARAO for CGs, implementation of SDGs for sustainability grant applications, advocacy for Changes to the Curriculum. And USask is working on creating learning modules for staff and faculty, including an EDI component into research grant funding. Dr. St Denis is also investigating providing ARAO learning resources to USask students.

Centre Coordinators

Currently, USSU operates five centres Pride Centre, Help Centre, Women Centre, Safewalk and Student Crew, and Food Centre. Student leaders lead all these centres. USSU centres provide various resources, training, events, and peer support to USask students. As the new term rolls, we welcome our new centre coordinators, Rayna Rahman- Help Centre, Kseniah- Pride Centre, Yashica Bither- Women's Centre, Veronica Dirth-Pothier- Food centre, Lucas Kobashi - Safewalk and Student crew.

Academic Help

The office of the VP Academic Affairs provided significant support to applying for deferred exams, sharing resources with them on exam stress management, and connecting the students with their respective departments to gain academic support.

Campus Groups

VP Operations and Finance provided more than $25,000 in campus group grants to 130+ ratified campus groups to start their projects & initiatives. More grant applications from the student community indicated that students organize events, projects, and club activities after two years. We are looking forward to more campus group engagements in the upcoming year.

As incoming and outgoing USSU executives, we prioritize our values in Anti-Oppression and Anti-racism, Equity, Diversity and Inclusion, Decolonization, Accessibility, Affordability, Internationalization and Indigenizations. We truly appreciated the support from our student community in engaging student governance and advocacy. The 2022-2023 executives are looking forward to the upcoming academic year.

Respect,

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

University of Saskatchewan Graduate Students' Association

GSA's Report - University Council Meeting, May 2022

Dear Members of Council,

The Graduate Students' Association welcomes a new executive team for 2022-2023 fiscal year. The team is as follows:

- President: Mostofa Kamal
- Vice-President Finance and Operations: Ehsan Moradi
- Vice-President Academic and Student Affairs: Sristy Sumana Nath
- Vice-President External Affairs: Ozra Mohammadi
- Vice-President Indigenous Engagement: Vacant

This report lists the priorities for the 2022-2023 GSA executive committee for this fiscal year and presents some key initiatives that the Executives have been working on.

1. **Election Platforms of the 2022-2023 GSA Executive Committee**

   The GSA Executive Committee 2022-2023 got elected based on the following platforms:

   a. To advocate for a minimum guaranteed funding for all thesis-based graduate students not less than the equivalent amount of Saskatchewan's minimum wage salary.
   b. To advocate to ensure 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.
   c. Work with various colleges to help bring down the University of Saskatchewan's median graduation timeline under the U15 median.
   d. Advocacy for the introduction of part-time study opportunities coupled with part-time tuition fees options for part-time students.
   e. To ensure more flexible Saskatoon Transit bus pass (UPASS) services for different graduate students (e.g., opt-out options for remote students, students living in university residences, more frequent bus services within the city, etc.)
   f. To advocate for increased College of Graduate and Postdoctoral Studies (CGPS) bursary grants to match the GSA's additional bursary funding.
   g. Enhancing existing Health and Dental Plan coverages through Studentcare.
   h. Advocacy for broader and faster adoption of Equity, Diversity, and Inclusion principles across different levels of the university services.
   i. Advocacy for the introduction of universal parental benefits for the graduate students (currently, a limited number of colleges offer such benefits at USask).

j. Advocacy for the introduction of a university-wide emergency graduate childcare bursary.

k. Advocacy for the reduction/removal of international tuition differential for master's students.

2. GSA Need-Based Winter Bursary

The graduate students are passing through an unprecedented financial hardship since the pandemic for many reasons, including rapid tuition fees hike, Canada's record-breaking inflation rate, lack of part-time job opportunities, and limited part-time job hours. Further, many international students paid a hefty amount of money when they arrived in Canada during the last two years because of mandatory hotel quarantine. Furthermore, many international graduate students' home countries suffer from global geopolitical issues; thus, students struggle to bring money to Canada from their home countries, and even if they do, the currency significantly depreciates.

The GSA has received an unusually high number of need-based bursary applications over the last two years. Unfortunately, the GSA could only offer need-based bursaries to only 25 to 28 graduate students (approximately 15% of the total applicants) in each semester because of GSA's limited financial capacity and matched with CGPS's financial assistance. The GSA is grateful to the CGPS for this financial support to our graduate students.

Because of the overwhelming financial hardship of graduate students and to support more graduate students, the GSA members in the Annual General Meeting (AGM) approved providing 40 additional need-based bursaries during the Winter 2022 semester in addition to 28 regular bursaries. Thus, the GSA provided a total of 68 bursaries during winter 2022. At the AGM of GSA, the council also approved $40k additional funding to provide 40 other need-based bursaries (will be equally divided into three terms) during the 2022-2023 GSA fiscal year besides the standard 25-28 bursaries per term.

The GSA sincerely requests the CGPS to match the additional GSA bursary funding so that the GSA can provide bursaries to a maximum number of financially struggling graduate students in the upcoming terms.

3. Spring-term Swag Bag Distribution

The GSA distributed about 100 swag bags among incoming graduate students in Spring 22.

4. GSA Fall Orientation

As part of the Fall orientation activities, the GSA is working on the handbooks for the 2022-2023 academic year. The GSA is currently soliciting for the advertisement to cover its printing cost. The GSA requests respected council members at the university to circulate this news among their network and will appreciate any help.

Mostofa Kamal

President, Graduate Students' Association

UNIVERSITY COUNCIL

Joint Committee on Chairs and Professorships

REQUEST FOR DECISION

PRESENTED BY: Airini, Provost and Vice-President Academic
                      Acting Chair, Joint Committee for Chairs and
                      Professorships

DATE OF MEETING: May 19, 2022

SUBJECT: **JSGS Research Chair in Métis Governance and
                      Policy**

DECISION REQUESTED: *It is recommended:*

                      That Council approve the JSGS 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.

PURPOSE:
The purpose of the Johnson Shoyama Graduate School of Public Policy (JSGS) Research
Chair in Métis Governance and Policy is to conduct research on Métis governance issues
aligned to reflect the provisions laid out in the USask/Métis Nation of Saskatchewan
(MN-S) Memorandum of Understanding: "Advancing Métis Post-Secondary Education"
and grounded in the ethical framework outlined in the Tri-Council Policy Statement:
Ethical Conduct for Research Involving Humans – TCPS 2 (see Chapter 9, Research
Involving the First Nations, Inuit, and Métis Peoples of Canada).

CONTEXT AND BACKGROUND:
This Chair has been developed in consultation and partnership with the Métis Nation of
Saskatchewan and is aligned to reflect the provisions laid out in the USask/Métis Nation
of Saskatchewan (MN-S) Memorandum of Understanding. The position holder is
expected to support the supervision of students (including Métis students and others)
interested in Métis governance during their Master of Public Policy (MPP) or PhD in
Public Policy thesis projects at JSGS – as well as develop mentorship opportunities for
Métis students with interest in such programs. They will establish, in collaboration with
JSGS's Executive Education Unit, a Métis executive governance training program for
staff and elected officials at MN-S and other interested organizations. They will also
work with JSGS (USask and the University of Regina as a single school between the two
universities) to develop an MN-S cooperative internship program for Métis
undergraduate and graduate students.

This purpose aligns with the school's Strategic Plan commitments to embed Indigenous perspectives throughout their programs; advance foundational knowledge and innovative research in Canadian, Indigenous, and comparative policy and governance; and strengthen our engagements with Indigenous organizations and governments, northern communities, and First Nations University of Canada, thereby advancing the University's goals.

CONSULTATION:
Indigenous Peoples and culture have been an integral part of the university throughout is existence. It's work in innovative Indigenous programming, research and scholarship is built upon that connection. Over the last number of years, the University and MN-S have advanced their mutual commitment to improve upon university academic programs and services currently in place and explore new opportunities to establish additional programs through collaborative and coordinated partnership for improving university education access, relevance and achievement of Métis People and their communities within the University.   The creation of the Chair and furthering research and scholarship in Métis governance and policy development is another step in advancing this commitment to improve upon the education status of Métis people, remove barriers and close the university achievement gaps between Métis and non-Indigenous populations.

SUMMARY:
The JSGS Research Chair in <u>Métis Governance and Policy</u> is being established for an initial four-year term period beginning in 2022-23 with the option to be renewed for additional term(s) based on success of the chair and the availability of continued doner support.

The Chair will be held by a faculty member with a tenure stream faculty appointment and Métis citizen/have verified Métis citizenship status with experience in Métis governance and knowledge of public policy impacting Métis people. Through community engagement and in consultation with Métis communities, the chair will develop and enhance research on Métis public policy development and governance. The chair will act as liaison and advocate of the Métis communities to support and advance Métis Post-Secondary Education.

ATTACHMENTS:
JSGS Research Chair in Métis Governance and Policy Terms of Reference.

UNIVERSITY OF SASKATCHEWAN

JSGS Research Chair in Métis Governance and Policy
Terms of Reference

Purpose:

To support the full cost of salary and benefits for the individual holding the JSGS Research Chair in Métis Governance and Policy, provide $40,000 in research/activities of the Research Chair, and provide a contribution to the administrative support for JSGS operations associated with the Research Chair.

The JSGS Research Chair in Métis Governance and Policy will be a faculty member of Métis ancestry with experience in Métis governance and knowledge of public policy impacting Métis people. Through community engagement and in consultation with Métis communities, the chair will develop and enhance research on Métis public policy development and governance. The chair will act as liaison and advocate of the Métis communities to support and advance Métis Post-Secondary Education.

Chair Type:

This will be a Defined/Limited Term Research Chair.

Source and Amount of Funding:

A pledge of $690,000 from the Métis Nation-Saskatchewan ($172,500/year over four years) will provide the initial funding for this Research Chair.

Tenability:

An annual gift of $172,500 for four years, beginning July 1, 2022.

Selection Committee:

As determined by the Provost and Vice-President Academic and the Executive Director of the Johnson Shoyama Graduate School of Public Policy (JSGS), in accordance with Section 4.1 of the *Guidelines for the Establishment of Chairs and Professorships*. The selection committee will operate in accordance with Section 4.1 of the *Guidelines* as approved by University Council and the Board of Governors. It is anticipated that the chair position will be filled on or about July 1, 2022.

Chairholder Responsibilities:

The Research Chair holder will:

- Conduct research on Métis governance issues aligned to reflect the provisions laid out in the USask/Métis Nation-Saskatchewan (MN-S) Memorandum of Understanding: "Advancing Métis Post-Secondary Education" and grounded in the ethical framework outlined in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (see Chapter 9, Research Involving the First Nations, Inuit, and Métis Peoples of Canada).

- Support the supervision of students (including Métis students and others) interested in Métis governance during their Master of Public Policy (MPP) or PhD in Public Policy thesis projects at JSGS.

- Establish, in collaboration JSGS's Executive Education Unit, a Métis executive governance training program for staff and elected officials at MN-S and other interested organizations.

- Work with staff at JSGS, University of Saskatchewan, and the University of Regina (as JSGS is a single school between the two universities) to develop an MN-S co-operative internship program for Métis undergraduate and graduate students.

- To seek additional research funding to support ongoing research on Métis governance.

- Through development of collaboration efforts and information sharing, support and enhance continuation and funding of approaches and activities that support the advancement of Métis governance.

- At the community level, the chair involvement in research will be as a facilitator and knowledge/resource sharer, acting as a liaison and facilitator to ensure opportunities and innovations in Métis governance stemming from research can be utilized to best advantage.

- To develop mentorship opportunities for Métis students with interest in post-secondary opportunities in areas of Métis governance and public policy

Term of Chair: The Research Chair title will be conferred for a four-year term, renewable based on success of the chair and the availability of continued donor support. The incumbent will hold a a tenure-stream faculty appointment. At the time that the chair appointment ends, the faculty member will assume the full scope and responsibilities expected of a regular faculty position at JSGS.

Management Committee:

The Research Chair will be managed as per Section 5 of the *Guidelines for the Establishment of Chairs and Professorships (Guidelines).* Given the nature of the Research Chair, the JSGS Executive Director will assume responsibility of the Management Committee as described in Section 5.1. The Management Committee shall consist of the following positions (or their designates):

- Executive Director, JSGS
- Chief Strategy Officer, Métis Nation-Saskatchewan (advisory)
- Manager, Donations and Trusts, University Relations
- Vice-Provost, Indigenous Engagement (advisory)

The JSGS Executive Director will act as the chair of the Management Committee. The Executive Director, at their discretion, may also appoint additional members to the Management Committee as circumstances warrant to support to the Research Chair's objectives.

The Management Committee's responsibilities shall include the following:

1. Oversee the activities of the chair to ensure they are in keeping with the Research Chair's purpose and are integrated with the University's and JSGS's priorities.
2. Provide guidance to the Research Chair holder on activities to ensure progress relative to annual and long-term objectives.
3. Approve annual budgets.
4. Receive and review the annual and financial report on the activities of the Research Chair.
5. Provide an annual financial and activity report of the chairholder with commentary as appropriate to the Joint Committee on Chairs and Professorships.
6. Provide a copy of the annual financial and activity report to funders of the Research Chair.
7. Review the performance of the Research Chair holder as prescribed in the University of Saskatchewan Faculty Association agreement and according to the Standards for Promotion and Tenure set by JSGS. If the Management Committee determines the incumbent's performance is not meeting the required standards, then corrective procedures will be carried out according to the collective agreement for faculty.

As per Section 5 of the *Guidelines*, the JSGS Executive Director or Associate Executive Director of the JSGS-USask campus as appropriate will conduct an annual review of the performance of the incumbent in accordance with the University's practices for the review of equivalent positions.

Eligible Expenditures: Expenditures will be in alignment with Section 2 of the *Guidelines* and the annual budget (to be developed) for the Research Chair.

Excess/Insufficient Funds: Should there be insufficient funds to cover all eligible expenditures for the Research Chair, JSGS will allocate funds to complete the term of the Chair.

At such time that the Research Chair ceases to be in existence, any unspent funds will be used for scholarships for Métis students in JSGS degree programs.

In the event that circumstances make the specified use or administration of this fund no longer practical or desirable, the Board of Governors of the University of Saskatchewan is hereby authorized to make changes in the use or administration of the fund to maintain, as much as is reasonably possible, its spirit and general intent.

The Johnson Shoyama Graduate School of Public Policy recommends the creation of this Fund based on the above terms:

Loleen Berdahl, PhD   Date
Executive Director
Johnson Shoyama Graduate School of Public Policy

The Office of the Vice-Provost, Faculty Relations recommends acceptance based on the above terms.

_____   _____
Dr. Airini   Date
Provost and Vice President Academic

Approved and accepted on behalf of the Board of Governors of the University of Saskatchewan:

_____   _____
Danielle Dunbar   Date
Interim Vice-President, University Relations

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

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

DATE OF MEETING: May 19, 2022 (updated May 17, 2022)

SUBJECT: **Council Committee Omnibus Nominations 2022-23**

DECISION REQUESTED:

That Council approve the slate of nominations to University Council committees for 2022-23 effective July 1, 2022, as attached.

SUMMARY:

Each year, the Nominations Committee reviews the membership of Council committees and other university-level committees, and submits a list of nominees to Council for approval. The attached report contains this year's nominees for the consideration of Council. In addition to meeting throughout the year as required, the Committee met on April 11, 18, and 25, 2022, specifically to consider the vacancies arising from annual membership rotations per the Council Bylaws and the USFA Collective Agreement.

Each spring the committee issues a call-for-interest to the GAA, inviting volunteers to Council and Collective Agreement Committees. Volunteers are considered first in determining the list of nominees. The Nominations Committee attempts to include individuals who are broadly representative of disciplines across campus, and prioritizes equity, diversity, and inclusion in representation. In recommending committee chairs, the Nominations Committee considers experience, leadership, continuity, and commitment as key attributes of chair nominees. Council committee chairs are nominated for one-year terms and are eligible for renewal for up to a maximum of three years of service. Those nominations are also included in the attached.

This year, there were 31 faculty volunteers and 27 faculty vacancies on Council and Collective Agreement Committees. There were 17 more vacancies for full professors on the Promotion Appeals Panel (not the committee, which is selected by lot annually). There are differences in requirements for GAA and Council membership on each of the committees.

NEXT STEPS:
Outstanding vacancies will be presented at the June 16, 2022 Council meeting or in September, once they have been filled. Sessional Lecturers will be nominated to Council committees in September once the new Sessionals employee list is available.

The Governance Committee is responsible for nominating members of the Nominations Committee. Those recommendations are presented under a separate Council agenda item.

ATTACHED: 2022-23 List of Committees and Nominees <mark>(nominees highlighted in yellow)</mark>

UNIVERSITY COUNCIL COMMITTEE MEMBERSHIP LIST 2022-23

CHAIR OF COUNCIL

Susan Detmer   Veterinary Medicine (Pathology)   2021-2023

VICE-CHAIR OF COUNCIL

Dirk de Boer   Geography & Planning   2022-2023

EXECUTIVE COMMITTEE

Susan Detmer	Chair, University Council	2021-2023
Dirk de Boer	Vice-chair, University Council	2022-2023
Carolyn Augusta	Chair, Academic Programs Committee	2022-2023
Roy Dobson	Chair, Governance Committee	2022-2023
Eric Lamb	Chair, Nominations Committee	2022-2023
Vicki Squires	Chair, Planning and Priorities Committee	2022-2023
Steven Rayan	Chair, RSAW	2022-2023
Abdullah Mamun	Chair, Scholarships and Awards Committee	2022-2023
Kathleen James-Cavan	Chair, TLARC	2021-2023

Resource Members (non-voting)

Chelsea Willness	University Secretary and Chief Governance Officer
Jacquie Thomarat	Director, Academic Governance
Amanda Storey	Academic Governance and Hearings Advisor
Michelle Kjargaard	Administrative Assistant, Governance Office (Committee Coordinator)

ACADEMIC PROGRAMS COMMITTEE

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

Council Members

Carolyn Augusta (chair)	Finance and Management Science	2024
Keith Da Silva	Dentistry	2022-2025
Ralph Deters	Computer Science	2023
Yansun Yao	Physics	2024
Jing Xiao (sabbatical July 1/22 to June 30/23)	Educational Administration	2024
Yvonne Shevchuk (to replace Jing Xiao July1/22 to June 30/23)	Pharmacy & Nutrition	2023 (fill a 1-year position)

General Academic Assembly Members

Brent Bobick	Veterinary Biomedical Sciences	2022-2025
Jan Gelech	Mehanical Engineering	2022-2025
Carin Holroyd	Political Studies	2023
Regina Taylor-Gjevre	Medicine	2022-2024
Petros Papagerakis	Dentistry	2023
Maruti Chandra Uppalapati	Pathology	2024

Sessional Lecturer

Pearson Ahiahonu TBD	Chemistry	2022

Other Members

Russell Isinger-Exec	University Registrar (*ex officio*)	
Jay Wilson-Exec	(Provost Designate) Interim Vice-Provost, Teaching, Learning, and Student Experience (*ex officio*)	
Trevor Batters	(VP Finance designate) Interim Controller	
Sharon Jacob	USSU VP Academic	2022-23
Sristy Sumana Nath	GSA VP Academic	2022-23

Resource Members (non-voting)

Vince Bruni-Bossio	Interim Associate Provost, IPA
Jason Doell	Manager and Associate Registrar (Academic)
Karen Gauthier	Designate, Assistant Vice-Provost, Strategic Enrolment Management
Jennifer Beck	Director, Resource Allocation and Planning, IPA
Amanda Storey-Exec	Academic Governance and Hearings Advisor (Committee Coordinator)

GOVERNANCE COMMITTEE

- Reviews Council bylaws including committee terms of reference; develops policies relating to student academic appeals and conduct.
- Membership comprises the Council chair, chair of planning and priorities committee, chair of the academic programs committee, to include three elected members of Council; presidents designate.

Council Members

Roy Dobson (chair)	Pharmacy & Nutrition	2022-2025
Rachel Sarjeant-Jenkins	Library	2022-2025
Kate Dadachova	Pharmacy & Nutrition	2020-2023
(6 month sabbatical July 1/22 to Dec 31/22)		

Ex officio Members

Chelsea Willness	University Secretary	
Susan Detmer	Chair, Council	2021-23
Vicki Squires	Chair, Planning and Priorities Committee	2022-23
Carolyn Augusta	Chair, Academic Programs Committee	2022-23

Other Members

Tamara Larre (Vice-chair)-Exec	President's designate	2023

Student Members (non-voting)

Abhineet Goswami	USSU President	2022-23
Mostofa Kamal	GSA President	2022-23

Resource Members (non-voting)

Jacquie Thomarat-Exec	Director, Academic Governance	
Michelle Kjargaard	Administrative Assistant, Governance Office (Committee Coordinator)	

PLANNING AND PRIORITIES COMMITTEE

- Reviewing and advising Council and the university administration on planning, budgeting, and academic priorities.
- Membership comprises 11 members of the GAA, at least 6 of whom will be elected members of Council; at least 1 member from the GAA is to have some expertise in financial analysis; 1 sessional lecturer; 1 dean

Council Members

Darrell Mousseau	Psychiatry, Medicine	2020-2023
Vicki Squires (chair)-Exec	Educational Administration	2021-2024
Shelley Peacock	Nursing	2023
Rainer Dick	Physics & Engineering Physics	2022-2025
Jaswant Singh	Veterinary Biomedical Sciences	2024
Terry Wotherspoon	Sociology	2022-2023

General Academic Assembly Members

Lynn Lemisko	Educational Foundations	2024
Angela Lieverse	Archaeology & Anthropology	2024
Kerry Mansell	Pharmacy	2024
Tim Hutchinson	Library	2022-2025
Volker Gerdts	WCVM/VIDO	2022-2025

Dean

Jane Alcorn	Dean, Pharmacy & Nutrition	2023

Sessional Lecturer

Cody Sharpe	JSGS	2022

Other Members

Airini-Exec	Provost and Vice-President Academic (ex officio)	
Terry Fonstad	Designate for VP Research (ex officio)	
Greg Fowler	VP Finance and Resources (ex officio)	
Angela Jaime	Interim Vice-Provost Indigenous Engagement (ex officio)	
Susan Detmer (non-voting)	Council Chair (ex officio)	
Lia Storey-Gamble	USSU VP Operations	2022-23
Mostofa Kamal	GSA President	2022-23

Resource Members (non-voting)

Patti McDougall	Deputy Provost
Jennifer Beck	Director, Resource Allocation and Planning, IPA
Troy Harkot	Director, Assessment & Analytics, IPA
Shari Baraniuk	CIO, Information and Communications Technologies
Meghna Ramaswamy	Director, International Office
Jacquie Thomarat-Exec	Director, Academic Governance (Committee Coordinator)

RESEARCH, SCHOLARLY AND ARTISTIC WORK COMMITTEE

- Reviews and advises Council on issues related to research, scholarly and artistic work including advising on research grant policies and the establishment of research centres.
- Memberships comprises 9 members of the GAA, at least 3 of whom will be elected members of Council; 1 of the 9 members will be an assistant or associate dean with responsibility for research

Council Members

Marjorie Delbaere	Management and Marketing	2024
DeDe Dawson	Library	2023
Natasha Koechl	Drama	2023
Steven Rayan (Chair)	Math and Statistics	2024
Keith Walker	Educational Administration	2024

General Academic Assembly Members

Lingling Jin	Computer Science	2022-2025
Mathew Lindsay	Geology	2023
Stephan Milosavljevic	Rehabilitation Science	2024
Robert Green	Physics & Engineering Physics	2022-2025

Other Members

Debby Burshtyn	Dean, College of Graduate and Postdoctoral Studies (*ex officio*)	
Baljit Singh	Vice-President, Research (*ex officio*)	
Melissa Just	Dean, University Library *(ex officio)*	
Sharon Jacob	USSU designate (VP Academic Affairs)	2022-23
Sristy Sumana Nath	GSA VP Academic	2022-23

Resource Members (non-voting)

Alix Hayden	Interim Director Research Excellence and Innovation
Laura Zink	Director, Strategic Research Initiatives
Amanda Storey-Exec	Academic Governance and Hearings Advisor (Committee Coordinator)

SCHOLARSHIPS AND AWARDS COMMITTEE

- Grants awards, scholarships and bursaries which are open to students of more than one college or school, advises Council on scholarship and awards policies and issues.
- Membership comprises 9 members of the GAA, at least 3 of whom are elected members of Council

Council Members

Abdullah Mamun (chair)	Finance and Management Science	2024
Catherine Boden	Library	2024
Venkatesh Meda	Chemical and Biological Engineering	2024

General Academic Assembly Members

Susan Shantz	Art & Art History	2023
Randi Strunk	Engineering	2022-2025
Saman Razavi	SENS	2024
Renata Grazziontin	Dentistry	2022-2025
Jason Perepelkin	Pharmacy	2024
Fan Yang	Finance and Management Science	2024

Other Members

Debby Burshtyn	Dean, Graduate and Postdoctoral Studies (*ex officio*)	
Candice Pete-Cardoso	Director, Office of the Vice-Provost Indigenous Engagement	
Pirita Mattola	Director, Strategic Enrolment Management (*ex officio*)	
Danielle Dunbar	Interim Vice-President, University Relations (*ex officio, non-voting*)	
Abhineet Goswami	USSU designate (President)	2022-23
TBD	GSA designate	2022-23

Resource Members (non-voting)

Shandi Boser	Manager, Donation and Trusts Services
Russell Isinger	Registrar
Heather Lukey	Director, Graduate Awards and Scholarships
Alex Beldan-Exec	Student Finance and Awards (Committee Coordinator)

TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE

- Reviews and advises on pedagogical issues, support services for teaching and learning, Indigenous teaching and learning, and policy issues on teaching, learning and academic resources.
- 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)	English	2022
John Gjevre	Medicine	2023
Natacha Hogan	Animal and Poultry Science	2023
Sarah Donkers	Rehabilitation Sciences	2022-2025
JoAnn Murphy	Library	2023

General Academic Assembly Members

Alec Aitken	Geography & Planning	2022-2025
Mary Ellen Labrecque	Nursing	2024
Diego Ardenghi	Dentistry	2024
Greg Malin	Medicine	2024
Kelly Foley	Economics	2024
Ann Martin	English	2023

Student Members

Sharon Jacob	USSU Designate (VP Academic Affairs)	2022-23
Sristy Sumana Nath	GSA VP Academic and Student Affairs	2022-23

Ex-officio (voting)

Jay Wilson-Exec	Interim Vice-Provost, Teaching, Learning and Student Experience

Sessional Lecturer

Jordan Raymond	Educational Foundations	2022

Resource Members (non-voting)

Shari Baraniuk	CIO, Information and Communications Technologies
Rachel Sarjeant-Jenkins	*(designate for)* Dean, University Library
Vacant (retired Feb/2022)	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 (non-voting)

Associate members are administrative and technical staff with valuable expertise and experience, who receive committee agendas and can attend TLARC meetings on request or at their initiative.

Kate Langrell	Copyright Coordinator

COLLECTIVE AGREEMENT COMMITTEES 2021-22

UNIVERSITY REVIEW COMMITTEE

Reviews college recommendations for awards of tenure, renewals of probation, and promotions to professor; reviews and approves college standards for promotion and tenure. This committee is mandated by the **Collective Agreement (15.8.4):**

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

Ken Wilson (Chair)	Vice-Provost, Faculty Relations	
Maureen Bourassa	Management & Marketing	2023
Nurul Chowdhury	Electrical and Computer Engineering	2023
Glen Gillis	Music	2024
Jim Handy	History	2022-2025
Veronika Makarova	Linguistics	2022-2025
Alexander Moewes	Physics	2022-2025
Dev Mishra	Finance	2024
Scott Napper	Medicine – Biochemistry, Micobiology & Immunology	2023
Chris Zhang	Mechanical Engineering	2024

Resource Members (non voting)

TBD	Faculty Relations Officer (Committee Coordinator)

PROMOTIONS APPEAL PANEL

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

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

a)   **The Nominations Committee of Council shall strive to achieve a gender balance based on the overall membership of the General Academic Assembly;**

b)   **The Nominations Committee of Council shall strive to achieve representation from a wide range of disciplinary areas based on the faculty complement in each College.**

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

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

To June 30, 2025

Alec Aitken	Geography & Planning
Rainer Dick	Physics
Roy Dobson	Pharmacy & Nutrition
Regina Taylor-Gjevre	Medicine
Terry Wotherspoon	Sociology
Tom Steele	Physics
Eric Lamb	Plant Sciences
Jaswant Singh	Veterinary Biomedical Sciences
Brenna Bath	Rehabilitation Sciences
Jeff Taylor	Pharmacy & Nutrition
Megan O'Connell	Psychology
Liz Snead	Small Animal Clinical Sciences
Lindsey Banco	English
Paul Newton	Educational Administration
TBD	

To June 30, 2023

Kirsten Bett	Plant Sciences
Bev Brenna	Curriculum Studies
Egan Chernoff	Curriculum Studies
Valery Chirkov	Psychology
John Gjevre	Medicine
Donna Goodridge	Nursing
~~Jim Handy~~ TBD	~~History~~ (replace as nominated for URC)
Janet Hill	Veterinary Microbiology
Emily Jenkins	Veterinary Microbiology
Vikram Misra	Veterinary Microbiology
Ingrid Pickering	Geological Sciences
Jerzy Spzuner	Mechanical Engineering
Verna St. Denis	Educational Foundations
Karen Tanino	Plant Sciences
Stephen Urquhart	Chemistry
Keith Walker	Educational Administration
Alex Wilson	Educational Foundations

To June 30, 2024

Daniel Chen	Mechanical Engineering
Harley Dickinson	Sociology
Jo-Anne Dillon	Biochemistry, Microbiology & Immunology
Jill Hobbs	Agricultural and Resource Economics
Ed Krol	Pharmacy and Nutrition
Rein Lepnurm (12 month sabbatical Jul 1/2022-Jun 30/2023)	School of Public Health
~~Veronika Makarova~~ TBD	~~Linguistics~~ (replace as nominated for URC)
Stephanie Martin	Educational Psychology
Haizhen Mou	Johnson-Shoyama Graduate school of Public Policy
Kalyani Premkumar	Community Health & Epidemiology
Steve Siciliano	Soil Sciences
Walter Siquira	Dentistry
Jian Yang	Pharmacy & Nutrition
Sherif Faried	Electrical and Computer Engineering
Rob Flannigan (6 month sabbatical Jan 1-Jun 30/2023)	Law
Bindu Nair	Medicine

RENEWALS AND TENURE APPEAL COMMITTEE

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

GAA Members

Chris Ambrose	Biology	2022-2025
Dirk DeBoer	Geography& Planning	2024
Veronkia Makarova	Linguistics	2024
Kerry Mansell	Pharmacy & Nutrition	2023
Venkatesh Meda	Chemical & Biological Engineering	2024
Petros Papagerakis	Dentistry	2023
Noelle Rohatinski	Nursing	2023
Stella Spriet	Linguistics	2022-2025
Bindu Nair	Medicine	2022-2025

Senior Administrators

Heather Heavin	Associate Dean, College of Law	2023
Dawn Wallin	Associate Vice President, Research	2022-2025
Yvonne Shevchuk	Associate Dean, Pharmacy and Nutrition	2024

Resource Members (non-voting)

Amanda Storey	Academic Governance and Hearings Advisor (Committee Coordinator)

OTHER COMMITTEES 2021-22

JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS

- Brings the approving bodies of Council and the Board of Governors to a joint table to ensure the academic and financial concerns regarding chairs and professorships can be addressed simultaneously.
- Research, Scholarly and Artistic Work Committee (RSAW) appoints the RSAW representative at their first committee meeting in the Fall

Ken Wilson (Chair)	Vice-Provost Faculty Relations	
Grant Devine	Board of Governors representative	
John Gjevre	Council Member	2023
Stephan Milosavljevic	Research, scholarly and artistic work committee of Council Representative	2022 (TBD selected by RSAW)
Andy Potter	VP Research designate	
Danielle Dunbar	Interim Vice-President, University Relations	
Trevor Batters	Interim Controller	
Jacquie Thomarat	Director, Academic Governance	

Resource Members (non-voting)

Anna Okapiec	Faculty Relations Officer (Committee Coordinator)

POLICY OVERSIGHT COMMITTEE

- Advises on the development and approval of university-level policies and procedures

Chelsea Willness (Chair)	University Secretary and Chief Governance Officer	
Ravindra Chibbar	Plant Sciences, Council representative	2023
Keith Walker	Educational Administration, Council representative	2024
Debby Burshtyn	Deans' Council representative	
Dailene Kells	Internal Auditor	
All Vice-Presidents		
All Vice-Provosts		
All Associate Vice-Presidents		

Resource Members (non-voting)

Jacquie Thomarat	Director, Academic Governance (Committee Coordinator)

UNIVERSITY COUNCIL

NOMINATIONS COMMITTEE

REQUEST FOR DECISION

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

DATE OF MEETING: May 19, 2022

SUBJECT: **Nomination to Senior Administrator on Dean, Engineering Review Committee**

DECISION REQUESTED:

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

DISCUSSION SUMMARY:

The Nominations Committee considered the nomination of a senior leader member of the General Academic Assembly (GAA) to the review committee for the Dean of Engineering.

The previous appointee, Karsten Liber resigned from the committee and a replacement is required.

In its decision processes, the Nominations Committee considers the particular vacancy, the list of volunteers to Council committees, the list of GAA and Council members (depending on the vacancy), the representation of disciplines, areas of expertise, and EDI. The committee then discusses who may be interested and willing to serve on different university search and review committees.

The committee recommends Dr. Petros Papagerakis, Associate Dean, Research, College of Dentistry, to the Dean of Engineering review committee.

REFERENCES/ATTACHMENTS:
Board-approved Search and Review Committee Procedures:
https://governance.usask.ca/documents/governing/search-review.pdf

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Alison Oates, chair, Academic Programs Committee

DATE OF MEETING: May 19, 2022

SUBJECT: **Change to Admissions Qualifications- Bachelor of Science in Nursing Program**

MOTION: *It is recommended that Council approve the changes to the admissions qualifications for the Bachelor of Science in Nursing program, effective the 2023-24 admissions cycle.*

PURPOSE:
University Council has the authority to approve changes to admissions qualifications. Senate confirmation of the decision is required before the changes can take effect.

CONTEXT AND BACKGROUND:
The College of Nursing is proposing changes to the admissions requirements for its Bachelor of Science in Nursing (BSN) program. The BSN program is marketed as a 1+3 degree program, with the first year of prerequisites being taken by students prior to application of admission to the College of Nursing. The prerequisite courses are requirements for admission to the BSN program. These courses are taught mostly by the College of Arts and Science, with the exception of a required Basic Nutrition course.

The proposed required courses for admission to the program are to ensure students have the grounding in the required math and sciences, have had an opportunity to develop their writing skills, and have an understanding of Ethics and Indigenous worldviews before entering the BSN program.

CONSULTATION:
These changes received approval at the Undergraduate Education Committee in the College of Nursing on February 17, 2022 and were approved at Faculty Council on March 25, 2022. The Academic Programs Committee reviewed the proposed changes at its April 20, 2022 meeting. While the committee recommended that the College consider having more general requirements as opposed to listing specific required USask courses, the committee appreciated the work that the College has undertaken to identify specific courses that will ensure students coming into the BSN program have an appropriate grounding in required subjects.

ATTACHMENTS:

1.Undergraduate Nursing Curriculum Renewal: Pre-professional Year

Admission Changes

	Proposal for Academic or Curricular Change
UNIVERSITY OF SASKATCHEWAN	

PROPOSAL IDENTIFICATION

u will need to ensure that the rationale for the change it communicated, the impact it will have on applicants, and show consultation with affect units/colleges (if applicable)."

Title of proposal: Undergraduate Nursing Curriculum Renewal: Pre-professional Year Admission Changes

Degree(s): BSN

Field(s) of Specialization:

Level(s) of Concentration:

Option(s):

Degree College: College of Nursing

Contact person(s) (name, telephone, fax, e-mail): Dr. Hope Bilinski 306 966-8982, 966-6621(fax), hope.bilinski@usask.ca; Dr. Don Leidl don.leidl@usask.ca

Proposed date of implementation: Fall 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.* **This revised pre-professional year will create a new knowledge baseline for students accepted into the renewed undergraduate nursing program. This revised pre-professional year is**

better aligned with the new undergraduate nursing curriculum outcomes and will contribute to the students' levels of confidence and overall program success.

b. *Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.* **The revised pre-professional year is aligned with foundational Nursing knowledge essential to meeting professional practice standards and entry to practice competencies. College of Nursing BSN/PDBSN program is approved by the CRNS (College of Registered Nurses of Saskatchewan) and accredited by CASN (Canadian Association Schools of Nursing). All courses are mapped to the competencies of the CRNS and the standards of CASN.**

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 proposed change to the pre-professional year is targeted to all student demographics entering the College of Nursing.**

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

2. **Admissions**

   a. *What are the admissions requirements of this program?*
   Proposed Required Pre-Professional Courses
   HIST 165.3 - History Matters Health and Society – 3cu
   MATH 101.3 – Quantitative Reasoning – 3cu
   SOC 112.3 - Foundations in Sociology Social Construction of Everyday Life – 3cu
   INDG 107.3 – Introduction to Canadian Indigenous Studies – 3cu
   or
   HIST 195.3 – History Matters Indigenous Perspectives on Canadian History – 3cu
   PHIL 133.3 – Introduction to Ethics and Values – 3cu
   BIOL 120.3 – The Nature of Life – 3cu
   PSY 120.3: Biological and Cognitive Bases of Psychology – 3cu
   or
   PSY 121.3: Social Clinical Cultural and Developmental Bases of Psychology – 3cu
   NUTR 120.3 – Basic Nutrition – 3cu

   Restricted Electives - 6cu (Need to take two courses from the following list)
   INST 103.3 - Writing for Academic Success – 3cu
   INST 102.3 – Studying in Science Essential Skills & Strategies – 3cu
   CLAS 103.3 - Medical Terminology – 3cu
   MATH 125.3 - Mathematics for the Life Sciences – 3cu
   INDG 201.3 - Introduction to Health and Well Being of Indigenous Peoples – 3cu
   WGST 112.3 - Introduction to Womens and Gender Studies – 3cu
   Total - 30 cu

3. **Description of the program**
   a. *What are the curricular objectives, and how are these accomplished?*
   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.*
   This program in delivered face to face, online, or via hybrid course in several sections across College of Nursing sites throughout the province.
   c. *Provide an overview of the curriculum mapping.*
   See Appendix A – Preprofessional Year – Competency Mapping
   d. *Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.*
   The content from preprofessional courses will broaden the students understanding of the cultural aspects of assessment and the application to client care, the use of evidence-based practice policy and procedures that are integral to safe and competent nursing practice.
   e. *Explain the comprehensive breadth of the program.*
   Please refer to the Conceptual Model for the Undergraduate Nursing Program, U of S, College of Nursing (https://nursing.usask.ca/documents/handbooks/UndergraduateStudentHandbook2019-2020.pdf)
   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.*
   g. *Describe how students can enter this program from other programs (program transferability).*
   Transferability processes within the College of Nursing will remain unchanged but reflect the different course requirements consistent with the changes to the pre-professional year.
   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.*
   i. *If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.*
   The College of Nursing BSN program/PDBSN option is approved by the CRNS (College of Registered Nurses of Saskatchewan) and accredited by CASN (Canadian Association Schools of Nursing). The revised pre-professional year has been mapped to the competencies of the CRNS and the standards of CASN.

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?*

Courses included in the pre-professional year are recognized as requirements in other programs, colleges, and departments across the USask community.

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

The following units were consulted between February 22, 2022 – March 8, 2022. Meetings were primarily held by zoom between Dr. Hope Bilinski, Associate Dean Academic, College of Nursing and the individuals listed below. Please see Appendix B for more detailed information.

UNIT	Individual(s) consulted	Summary
Arts & Science	Dr. Peta Bonham-Smith Dean Dr. Lorin Elias, Vice Dean Academic Dr. Tracy Marchant (Biology) Dr. Christopher Todd (Biology) Dr. Peter Alward (Philosophy) Dr. Jim Handy (History) Dr. Sandy Bonny (INTS)	Six (History, Sociology, Biology, Philosophy, Nutrition, Psychology) out of the eight 'required courses' in the pre-professional year have the capacity to meet the increased demand of the 2023 BSN pre-professional. There were concerns with the capacity of two required classes, INDIG 107 & INTS 102. INDIG 107, while a required class in the current pre professional year, the recent high demand across campus may negatively impact the ability to meet the increased demand of the 2023 BSN pre professional year. A & S recommended that the addition of an alternative class e.g.) History 195, would result in a distribution of the need and in meeting the demands of the 2023 BSN pre-professional year. The proposed solution was accepted by the College of Nursing. INTS 102, is a new class for the BSN pre professional year. The lack of core faculty and typical lower enrollment would create instability in the ongoing delivery of this class. A & S recommended the alternative

		classes of Math 101 or Math 125, both of which could meet the increased demand in enrollment. The final College of Nursing decision was to replace INTS 102 with Math 101 (because there was no prerequisite) as the required course and move INTS 102 into the restricted elective list. There were no concerns in meeting the increased demand in all the proposed restricted electives
Pharmacy & Nutrition	Dr. Jane Alcorn, Dean Dr. Yvonne Shevchuk, Associate Dean, Academic	NUTR 120 is a required class in the current pre professional year. The resources and capacity are available to meet the increased demands in fall 2023.
St. Thomas Moore	Dr. Gerry Farthing, Interim Associate Dean Dr. Cindy Wallace. Dept Head	INTS 103 is a new class in the restricted elective list. There is capacity for the increased demand in fall 2023.

   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.*
   d. *Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*
   e. *List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*

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).*
   b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*
   c. *How are the teaching assignments of each unit and instructor affected by this proposal?*
   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).

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.*

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

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

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).* **Category 9**

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)*

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?*

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?*
   Same as existing pre-professional year.

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

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).*

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*

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
  Motion - To approve the recommendation in principle from the curriculum renewal subcommittee on the revised pre-professional format.
  This motion was approved at Undergraduate Education Committee February 17, 2022
  Same Motion put forward to Faculty Council on March 16, 2022
  Pre-professional year approved by faculty on March 25, 2022
- Description of the College process used to arrive at that recommendation
- Summary of issues that the College discussed and how they were resolved

Related Documentation

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

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

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

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

Required for all submissions:

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

Required for all new courses:

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

Required if resources needed:

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

Bachelor of Science in Nursing (B.S.N.)

- **Admissions**

- **Academic policies**

- **Pre-Professional Year 1 (30 credit units)**
- **Nursing Year 2 (37 credit units)**
- **Nursing Year 3 (36 credit units)**
- **Nursing Year 4 (30 credit units)**

- **Top**

Bachelor of Science in Nursing (B.S.N.) (133 credit units)

The College of Nursing offers three years of nursing education that builds upon a pre-professional year leading to the Bachelor of Science in Nursing (B.S.N.) degree. Students in the pre-professional year study courses in the humanities, natural, social and health sciences, all of which are foundational for the nursing program. The complete program is offered at the College of Nursing campuses in Saskatoon, Regina, Prince Albert, or through distributed learning at sites in Ile-a-la-Crosse, La Ronge, and Yorkton.

Part-time study is an option, but all courses must be completed within six years of commencing the first nursing course.

For additional information on the B.S.N. and other nursing educational programming, please contact the College of Nursing at 306-966-6221 or visit the **College of Nursing website**.

In order to be eligible for licensure with the College of Registered Nurses of Saskatchewan (CRNS) graduates must pass a national council licensure examination (NCLEX) and pay the required fees.

Admission and Academic Requirements

For information, please visit the **Admissions website**.

Indigenous Ancestry

For information, please visit the **Admissions website**.

Persons with Disabilities

For information, please visit the **College of Nursing website.**

International Students

For information, please visit the **Admissions website**.

Pre-Professional Year 1 (30 credit units)

In order to study some university-level courses, you are required to have completed certain high school classes.

FOR EXAMPLE:

- to study university-level biology, chemistry or physics, the Grade 12 (senior-level) course of the same subject is required.
- to study university-level calculus, Grade 12 (senior-level) pre-calculus or a university-level pre-calculus class is required.

The pre-professional year of study at a post-secondary level consists of 30 credit units of courses. A minimum weighted average of 60% in these pre-professional courses is required for admission. Admission to Year 2 of Nursing is competitive. The average for admission to Year 2 is normally higher than 60%. Please contact the College of Nursing for details.

The pre-professional year classes: 60% weighting

Situational Judgement Test Score: 40% weighting

Applicants are ranked according to admission score and the top candidates are selected.

English Language Proficiency: All students whose first language is not English must present evidence of English proficiency. Details on acceptable examinations and

minimum requirements that must be attained are available under Information for Students. For information, please visit the **English Language Requirements**.

After receiving admission to the B.S.N., the following program requirements must be completed. Please check the following website for completion dates: **https://nursing.usask.ca/clinical/health-and-safety.php**

- CPR-C Certification and AED*
- Workplace Hazardous Materials Information System (WHMIS)
- Transferring Lifting Repositioning (TLR) course*
- Respiratory Protection Fit Testing
- Immunizations
- Criminal Record Check and Vulnerable Sector Search: Students who fail to submit the results will be excluded from contact with clients and may be required to withdraw from the program. Updated criminal record checks may be required later in the program based on clinical agency requirements. Criminal record checks can sometimes take a few months to process, so it is important you arrange for this as soon as possible.
- Workers Compensation Board (WCB) forms
- Uniforms
- Other supplies and resources

Please visit the **College of Nursing website** for information on costs for the above requirements.

Students who fail to submit proof of the above requirements will be unable to attend clinical placements.

Registration:

Students are responsible for the continuing completeness and accuracy of their registration(s). Note that clinical placements are arranged across the province and students will not always be placed in their place of residence, nor at one site for their whole program.

Students are not usually permitted to register in more than 15 credit units per term. Permission to take an extra course may be given in special situations and is limited to students with a cumulative weighted average of 70% or over.

The following University of Saskatchewan courses meet the requirements for the Pre-Professional year in the nursing program. Other educational institutions may offer equivalent courses. Please consult the College of Nursing regarding equivalencies from other institutions.

Register for the following courses (or their equivalents) (21 credit units):

- **HIST 165.3**
- **MATH 101.3**
- **SOC 112.3**
- **INDG 107.3** OR **HIST 195.3**
- **PHIL 133.3**
- **BIOL 120.3** The Nature of Life
- ~~**CHEM 112.3** General Chemistry I Structure Bonding and Properties of Materials~~
- **NUTR 120.3** Basic Nutrition* (pre-existing Nutrition credit must have been obtained within the past 10 years)
- **PSY 120.3** OR **PSY 121.3** Social Clinical Cultural and Developmental Bases of Psychology

- ~~**3 credit units of English, as follows:**~~
  - ~~**ENG 110.6** Literature and Composition~~
  - ~~**ENG 111.3** Literature and Composition Reading Poetry~~
  - ~~**ENG 112.3** Literature and Composition Reading Drama~~
  - ~~**ENG 113.3** Literature and Composition Reading Narrative~~
  - ~~**ENG 114.3** Literature and Composition Reading Culture~~
  - ~~**ENG 120.3** Introduction to Creative Writing~~

- ~~**3 credit units of Statistics**:~~

  - ~~**STAT 244.3** Elementary Statistical Concepts, or equivalent, as follows:~~
  - ~~**STAT 242.3** Statistical Theory and Methodology~~
  - ~~**STAT 245.3** Introduction to Statistical Methods~~
  - ~~**STAT 246.3** Introduction to Biostatistics~~
  - ~~**PLSC 214.3** Statistical Methods~~
  - ~~**COMM 104.3** Foundations of Business Statistics~~
  - ~~**PSY 233.3** Statistical Methods in Behavioural Sciences~~
  - ~~**SOC 225.3** An Introduction to Survey Research and Data Analysis in Sociology~~
  - ~~**GE 210.3** Probability and Statistics~~

- ~~**3 credit units of Indigenous Studies, as follows**:~~
  - ~~**INDG 100 - 400 level**, or~~
  - ~~University of the Arctic Courses BCS 321.3 or BCS 322.3~~

~~Social Science Requirement (3 credit units)~~

~~Social Sciences include any 100-400 level of the following:~~

- ~~**ANTH — 100-Level, 200-Level, 300-Level, 400-Level**~~

- ~~ARCH — 100-Level, 200-Level, 300-Level, 400-Level~~
- ~~ECON — 100-Level, 200-Level, 300-Level, 400-Level~~
- ~~INDG — 100-Level, 200-Level, 300-Level, 400-Level~~
- ~~LING — 100-Level, 200-Level, 300-Level, 400-Level~~
- ~~POLS — 100-Level, 200-Level, 300-Level, 400-Level~~
- ~~PSY — 100-Level, 200-Level, 300-Level, 400-Level~~
- ~~SOC — 100-Level, 200-Level, 300-Level, 400-Level~~
- ~~WGST — 100-Level, 200-Level, 300-Level, 400-Level~~

~~Students are encouraged to choose a social science in an area of interest to them.~~

~~**NOTE**: Please ensure the linguistic class is a social science as some linguistic classes are humanities program type.~~

Restricted Electives (6 credit units) Need to take two courses from the following list:

- **Interdisciplinary Studies 103.3 - Writing for Academic Success – 3cu**
- **Interdisciplinary Studies 102.3 – Studying in Science Essential Skills & Strategies – 3cu**
- **Classics 103.3 - Medical Terminology – 3cu**
- **Math 125.3 – Mathematics for Life Sciences – 3cu**
- **Indigenous Studies 201.3 - Introduction to Health & Well Being of Indigenous Peoples – 3cu**
- **WGST 112.3 - Introduction to Women's and Gender Studies – 3cu**

Restricted electives provide students with choice to customize their program. Students are encouraged to take courses that interest them in areas that meet the restricted elective credit requirements. ~~Some suggested elective courses include: Kinesiology, Women's and Gender Studies, Anatomy, Medical Terminology, and Interdisciplinary Studies:~~

- ~~CLAS 103.3 Medical Terminology~~
- ~~INTS — 100-Level, 200-Level, 300-Level, 400-Level~~
- ~~KIN — 100-Level, 200-Level, 300-Level, 400-Level~~
- ~~WGST — 100-Level, 200-Level, 300-Level, 400-Level~~

~~**Please note**: Any course for which the University of Saskatchewan gives credit is acceptable except HSC 120.3 or **HLTH 100.3** Health Concepts for Elementary and Middle Years. Kinesiology activity courses (KINA) are not acceptable. Students taking electives from the University of Regina should note that most courses offered through the Schools of Human Justice and Social Work are NOT granted credit by the University of Saskatchewan and are NOT acceptable as open electives. KHS 470.3 is not acceptable. If you have already taken one of these University of Regina courses or if~~

Students will be considered for admission with one deficiency in either three credit units of a Social Science, Nutrition, ~~Statistics or~~ Indigenous Studies, or History. A grade of 50% will be assigned to this deficient course for purposes of calculating an admission average. Proof the deficiency is cleared must be submitted to the University by January 31st of the academic year the student was admitted.

Nursing Year 2 (37 credit units)

Fall Term (16 credit units)

- **MCIM 223.3** Principles of Microbiology and Immunology for Nursing*
- **NURS 200.3** Nursing Foundations Perspectives and Influences
- **NURS 202.3** Assessment and Components of Care I
- **NURS 204.3** Communication and Professional Relationships
- **NURS 206.1** Foundational Care in Clinical Practice
- **NURS 207.3** Human Body Systems for Nursing I

*Students who have taken other courses that meet the requirements for **MCIM 223.3** Principles of Microbiology and Immunology for Nursing, or **NURS 207.3** Human Body Systems for Nursing I and **NURS 208.3** Human Body Systems for Nursing II must have a minimum weighted average of 60% and the course(s) must be less than ten years old from the time of admission.

Please note: The **MCIM 223.3** Principles of Microbiology and Immunology for Nursing requirement can be met by the following courses: **BMSC 210.3** Microbiology; **FABS 212.3** Agrifood and Resources Microbiology (formerly FAMS 212)

Winter Term (15 credit units)

- **NURS 201.3** Perspectives on Health Wellness and Diversity in a Global Context
- **NURS 203.3** Assessment and Components of Care II
- **NURS 208.3** Human Body Systems for Nursing II
- **NURS 220.3** Concepts of Patient and Family Centered Care
- **PHAR 250.3** Pharmacology for Nursing*

*Students who have taken other courses that meet the requirement for **PHAR 250.3** Pharmacology for Nursing must have a minimum weighted average of 60% and the course(s) must be less than 5 years old from the time of admission.

Spring Term (6 credit units)

- **NURS 205.3** Research for Evidence Informed Practice
- **NURS 221.3** Patient and Family Centered Care in Clinical Practice*

*Students are expected to have at least one clinical experience outside of the city in which they study.

Nursing Year 3 (36 credit units)

Terms 1, 2, 3 (36 credit units)

- **NURS 304.3** Family Nursing
- **NURS 306.3** Exploring Chronicity and Aging
- **NURS 307.3** Integrating Mental Health and Addiction into Nursing and **NURS 308.3** Integrating Mental Health and Addiction Within Nursing Practice*
- **NURS 311.3** Core Competencies for the Management of Complex Patient Care I
- **NURS 312.3** Core Competencies for the Management of Complex Patient Care II
- **NURS 321.3** Therapeutic Interventions for Individuals and Groups
- **NURS 322.3** Leadership in Education and Care
- **NURS 330.3** Maternal Child and Adolescent Family Centered Nursing and **NURS 331.3** Maternal Child and Adolescent Family Centered Nursing Practice*
- **NURS 332.3** Exploring Complexity and Acuity and **NURS 333.3** Complex Nursing Care Practice*

*Students are expected to have at least one clinical experience outside of the city in which they study.

Nursing Year 4 (30 credit units)

- **NURS 422.3** Issues in Leadership and Management Transformative Practice in Health Care Organizations
- **NURS 430.3** Community Health Nursing Building Partnerships
- **NURS 431.6** Community Nursing Practice*
- **NURS 440.3** Interprofessional Perspectives Health Systems and Policy Development within a Global Context
- **NURS 441.3** Transitioning to Professional Practice
- **NURS 450.9** Practice Integration*

Restricted elective (3 credit units). Students will choose one of the eligible electives from the Restricted Electives List below, or other courses with approval from the College of Nursing. Students must complete the Restricted Elective at the same time or before **NURS 431.6** Community Nursing Practice and **NURS 450.9** Practice Integration.

*Students are expected to have at least one clinical experience outside of the city in which they study.

Restricted Electives List

To receive credit for a restricted elective, the course must have been completed within the last 6 years from the date of admission to the program. A grade of 60% will be required to receive credit from courses taken outside the College of Nursing.

University of Saskatchewan:
Athabasca University:
Saskatchewan Polytechnic:
University of Regina:

College of Nursing – Revised Pre-Professional Year

Preamble to Change

The courses in the pre-professional year were carefully chosen to better prepare novice students for the type of critical thinking, writing, communication, and problem solving expected in the College of Nursing. The idea is to also better prepare students to understand the context of nursing and healthcare. The overall goal is to initiate the development of clinical judgment skills by exposing them into a holistic learning environment rich in critical analysis, and in topics more relevant to their future careers. The diversity of the courses will help them build a foundation for their future in nursing.

Proposed Required Pre-Professional Courses

1. **History 165.3 - History Matter in Health & Society – 3cu**
Courses in this series examine how historians have understood the complex relationship between health, society, and historical change. Health is used as a vehicle for understanding political, social and cultural change throughout history. Topics range from antiquity and the birth of Galenic healing through western and non-western traditions that have guided our understandings of bodies, pain, gender, and power and into the modern era of health and medicine with the rise of professional medicine, ethics, experimentation and institutionalized healing. Health is widely defined to capture experiences that fall outside the traditional doctor-patient relationship, and to explore issues including: mental health; the politics of healthcare; health economies; the health professions; disease's power to shape human history. These courses rely on a variety of sources: food and nutrition, to medical treatises, patient narratives, activist and anti-medical establishment texts, artwork, and institutional reports, and a rich historical tradition of examining health and medicine and its influence on human history. Possible areas of exploration include: madness; the body; pain; health and disease.

Learning Outcomes
LO1 - To understand how the history of health and medicine has contributed to our understanding of human history
LO2 - To demonstrate knowledge of the sources, methodologies, and theories that historians have used to approach issues such as health, healing and medicine
LO3 - To contemplate how decisions in the past have and continue to influence the choices we face today
LO4 - To consider how historians construct arguments, analyze sources and compose texts • To develop skills for evaluating change over time
LO5 - To communicate historical ideas, orally and textually, using a balance of critical analysis and evidence

2. **Math 101.2 – Quantitative Reasoning – 3cu**
This course will expose students to various aspects of quantitative reasoning, including the use of quantitative arguments to analyze problems, critique arguments, and draw and justify conclusions; the recognition and evaluation of quantitative assumptions; and the detection

and interpretation of trends and patterns in quantitative data drawn from real-world sources and case studies. The course will nurture basic skills in numeracy, arithmetic, and estimation. In the process, students will learn to use algebraic and statistical methods to solve problems and understand changing quantities. They will also use visual and technological tools to assist with
calculations and analysis. The format of the course involves 1 hour of lecture and 3 hours of lab-based active learning activity per week, emphasizing inquiry and practice.

Learning Outcomes
LO1 - Demonstrate quantitative reasoning to analyze problems, critique arguments, and draw and justify conclusions.
LO2 - Accurately perform arithmetic operations involving fractions, decimals, percents, and signed numbers.
LO3 - Recall and apply the standard order of operations.
LO4 - Use proportional reasoning in solving applied problems.
LO5 - Use statistical and probabilistic reasoning in solving applied problems.
LO6 - Explain how quantities change, including multiplicative vs. additive and relative vs. absolute.
LO7 - Use estimation skills to solve problems, detect errors, and check accuracy.
LO8 - Interpret and use scientific notation.
LO9 - Make comparisons of relative magnitudes and work with various representations of quantitative information: ratios, rates, percentages, conversions, indices, scales, etc.
LO10 - Organize and summarize data using a variety of representations, such as tables, graphs, and formulas
LO11 - Use variables to represent quantities.
LO12 - Solve simple algebraic equations.
LO13 - Read and interpret quantitative information from a variety of real-world sources.
LO14 - Analyze and use quantitative information to support an argument.
LO15 - Recognize, make, and evaluate quantitative assumptions.
LO16 - Communicate quantitative results both in writing and orally using appropriate language, symbolism, data, and graphs.
LO17 - Use technology appropriately as a tool for calculations.

3. Sociology 112.3 - Foundations in Social Construction of Everyday Life – 3cu
One part of a two-part introduction to the discipline of sociology, the study of society. It examines how we come to understand and experience ourselves and the world around us and how we create culture. Students will be introduced to the study of culture, socialization, social interaction, identity formation and self-fashioning, the social construction of class, gender and race, age, deviance, and other social phenomena.

Learning Outcomes
LO1 - Understand the core knowledge base of social constructionist and interpretive approaches to sociological research
LO2 - Comprehend how sociologists use interconnected skill sets of critical thinking, qualitative

research methodologies and interpretive/constructionist theoretical frameworks to investigate and explain processes of social order and social change

LO3 - Explore how we understand and experience ourselves and the everyday world around us

LO4 - Develop ability to formulate sociological questions about society, social interaction and contemporary social issues

LO5 - Examine a selection of sociological research within various substantive areas of the discipline

LO6 - Strengthen academic communication skills through reading, writing and participation in classroom activities and discussion.

4. Indigenous Studies 107.3 – Introduction to Canadian Indigenous Studies – 3cu

This course aims to develop critical reading, writing, and thinking skills and provide the background necessary for advanced Indigenous Studies courses. Through course lectures and seminar discussions this course presents an overview of Aboriginal societies across Saskatchewan and Canada by linking processes of the past with contemporary issues.

Learning Outcomes

LO1 - Students will acquire the skills necessary to be successful in the discipline of Indigenous studies and other advanced university classes.

LO2 - Students will develop critical thinking and enhance their writing skills.

LO3 - Students will become familiar with Indigenous perspectives of Saskatchewan and Canadian history, as well as be introduced to the diversity of Indigenous culture and revitalization in a global context.

LO4 - Students will develop deeper understandings of the politics of identity, and how personal identity and communal identity can work synergistically.

LO5 - Students will gain language and interpersonal skills fostering constructive discussions of reconciliation, racism, decolonization and allyship.

LO6 - Students will participate in reflective activities aimed at personal growth and understanding in the realm of race relations, identity, decolonization, respect, humility and the fostering of acceptance of other ways of knowing and learning.

Or

History 195.3 - History Matters Indigenous Perspectives on Canadian History – 3cu

This course addresses and challenges settler-colonialism from Indigenous perspectives. It examines Indigenous societies, with specific focus on Plains communities in what became Canada. We focus on a broad historical span from the distant past to the early twentieth century. Drawing on Indigenous voices and perspectives, the course focuses on how historic and ongoing events and structures have displaced Indigenous peoples from their lands, forced change and re-enforced continuity for Indigenous peoples, while simultaneously highlighting the way Indigenous peoples have shaped those events and structures.

Learning Outcomes

By the end of this course students will:

LO1 - Be able to identify and explain the significance of key historical events in Canadian Indigenous history to the early twenty-first century.

LO2 - Understand the major themes and trends in the history and historiography of this period from Indigenous perspectives.

LO3 - Have developed skills in analyzing and contextualizing primary and secondary sources Through seminar/on-line discussion and written assignments.

LO4 - Have developed their writing and communication skills.

LO5 - Be able to recognize that past and present social relationships (whether between Indigenous peoples and settlers, or between people defined along lines of ethnicity, race, ideology, gender, class, sexuality, etc.) as well as relationships between human beings and the natural environment are the products of complex historical forces that the discipline of history can help us understand in distinctive ways.

5. Philosophy 133.3 - Ethical Reasoning for a Just Society – 3cu

This course explores fundamental questions regarding morality, justice, life's meaning, or beauty. Questions covered may include: What makes a society just? Do we have obligations regarding what is right? What makes acts good? Are values merely relative? What makes something a work of art? Philosophy proceeds by the presentation and evaluation of reasons for alternative answers to fundamental questions and leads to improved critical, evaluative, and writing skills.

Learning Outcomes

Knowledge acquisition:

LO1 - You will be introduced to basic ethical questions, concepts, and views as they are worked out in classical and contemporary sources.

LO2 - You will become familiar with the basic pieces in the philosopher's toolbox: concepts, judgments, propositions, and arguments.

LO3 - You will also appreciate the pertinent use of a variety of tools and figures: metaphors, analogies, examples, thought experiments, but also myths, allegories, stories, and so on.

Development of cognitive skills:

LO4 - You will train in reading and discussing texts in ethics.

LO5 - You will learn to identify ethical arguments, to analyze their structure and to reconstruct them in a clear and effective way.

LO6 - You will learn how to put the basic philosophical tools in practice, and understand how they apply to any ethical questioning, including your own.

LO7 - You will learn to formulate ethical arguments.

6. Biology 120.3 – The Nature of Life – 3cu

An introduction to the underlying fundamental aspects of living systems: covering cell biology, genetics and the evolutionary processes which lead to complex, multi-cellular life forms.

Learning Outcomes
LO1 - Students will be able to describe, classify, and discuss aspects of cell theory, cell division, genetics, bioenergetics, and the molecular basis for variation and natural selection.
LO2 - The lab portion of the course will help link these topics together with hands-on exercises.
LO3 - After completing the lab section of the course, you should know how to use a microscope to visualize cells and tissues and how to solve basic genetics problems.

7. Psychology 120.3: Biological and Cognitive Bases of Psychology – 3cu

This course familiarizes students with scientific theories and research related to the major biological and cognitive areas of psychology. Particular emphases will be placed on the advances that have been made in the fields of neuroscience, sensation and perception, consciousness, memory, learning, language, and motivation and emotion.

Learning Outcomes
LO1 - To become familiar with many of the major concepts, terms, and theories in psychology, including classic and more recent studies.
LO2 - To form a foundation of knowledge of the biological bases of behaviour, including the roles of genes, hormones, and neuronal activity.
LO3 - To become knowledgeable about the major cognitive processes we make use of on a daily basis including thinking, perceiving, learning, and remembering.

Or

Psychology 121.3: Social Clinical Cultural and Developmental Bases of Psychology – 3cu

This course familiarizes students with scientific theories and research related to the major social, clinical, cultural and developmental areas of psychology. Particular emphasis will be placed on the advances that have been made in the fields of intelligence, child/adolescent development, culture, personality, social psychology, psychological disorders and treatment, and health, stress, and coping

Learning Outcomes

LO1 - Students will know how psychologists think and communicate.
LO2 - Students will know what psychology really is.
LO3 - Students will know the basic areas with which psychology deals.
LO4 - Students will understand the way psychology is relevant in your own life.

8. Nutrition 120.3 – Basic Nutrition
An introduction to nutrition and health. The concepts of recommended nutrient intakes and dietary guidelines are introduced. The major nutrients and their functions in the body are outlined. Nutrition issues facing the general public are presented.

Learning Outcomes
LO1 - Outline the nutrients in the diet and describe their general functions
LO2 - Discuss the typical dietary patterns and nutrient intake in the western world
LO3 - Describe and interpret: Eating Well with Canada's Food Guide; nutrient recommendations for Canadians (the DRI's Dietary Reference Intake values); and Nutrition Facts labels and nutrient claims
LO4 - Explain associations between nutrients and key chronic diseases (i.e. diabetes, heart disease, cancer, osteoporosis….)
LO5 - Evaluate reliable versus questionable sources of nutrition information
LO6 - Discuss specific nutrition issues pertaining to different stages of the lifecycle
LO7 - Implement dietary and lifestyle patterns for optimal health, weight maintenance and prevention of chronic disease

Restricted Electives - 6cu (Need to take two course from the following list)

Interdisciplinary Studies 103.3 - Writing for Academic Success – 3cu
The purpose of this course is to help students become stronger writers. To the end of sculpting effective essays, the course will teach students the principles of good reading; essay structure; editing and revision; and the effective use of rhetoric. The course proceeds upon the premise that clear writing is rooted in sound grammar, and that even analysis cannot properly proceed without this basis. For this reason, the course will necessarily include instruction in grammar.
Learning Outcomes
LO1 - Use clear, functional language in an academic context
LO2 - Read texts critically for useful information and concepts
LO3 - Confidently build sentences and paragraphs
LO4 - Choose an appropriate essay topic, develop ideas, conduct research, and organize evidence into a complete argument

Interdisciplinary Studies 102.3 – Studying in Science Essential Skills & Strategies – 3cu
This course provides beginning undergraduate students with a core set of essential skills and academic strategies to bring their personal strengths forward for success in science and related professional programs. Key topics which will be explored through a combination of lecture and experiential learning include the nature of science, methods of discovery and communication in science, methods of teaching and evaluation used in the sciences, writing for the sciences, and forms of reasoning and argumentation (including mathematics) that are foundational to scientific literacy.

Learning Outcomes
LO1 - Apply strategies and skills for success in studying undergraduate science courses
LO2 - Apply problem solving strategies and the scientific method as a tool for discovery
LO3 - Describe and apply Indigenous ways of knowing in science
LO4 - Describe and apply Indigenous principles of learning
LO5 - Search, read, summarize, and critique academic and non-academic references in scientific writing; write scientifically using proper citation and APA standards

LO6 - Work collaboratively on a lab experiment and report results

Classics 103.3 - Medical Terminology – 3cu

Presents the most important Greek and Latin roots of the vocabulary of contemporary medicine and demonstrates the predictable patterns by which these roots combine. Students will learn to define new compounds and phrases by analysis of their parts and will be introduced to language history, linguistic principles and etymology.

Learning Outcomes

By the end of this class, students should be able to:

LO1 - Identify the English meanings of the most commonly used combining forms and terminations in medical terminology.

LO2 - Understand the grammar involved in combining these roots and terminations into complex medical words.

LO3 - Define the thousands of resultant medical terms, including those which they have never seen before.

LO4 - Translate the Latin terms used in the Nomina Anatomica into standard medical English.

LO5 - Follow the established rules described in the course in order to create new medical terms which can be easily understood by other medical professionals.

Math 125.3 - Math for Life Sciences – 3cu

An introduction to mathematical modeling with a focus on applications to the life sciences. Topics include: algebraic functions and their graphs, limits and rates of change, differentiation techniques and applications, exponential and logarithmic functions, integration and the area under a curve, introduction to differential equations. The main feature of this course is the use of structured examples from life sciences to establish a need for mathematical techniques. Necessary mathematical terms and concepts will be developed. The emphasis throughout this course is on applications of mathematics to life sciences with enough theory to support applications. Extensive examples from Biology, Health Sciences, Chemistry and Physics will be used. Pre-requisite – MATH 102.3

Learning Outcomes: Student will…

LO1 - Be expected to analyze polynomial, rational, exponential and logarithmic functions;

LO2 – Be able to solve applied differential and integral calculus problems;

LO3 – Be able to translate word problems and life science problems into mathematical equations/problems;

LO4 - Demonstrate these skills in written assignments, quizzes, tests and exams
.

Indigenous Studies 201.3 - Intro to Health & Wellbeing of Indigenous Peoples – 3cu

This course introduces students to the broad issues relating to Indigenous People's Health & Well-Being in Canada and internationally through a decolonizing lens. It will cover foundational historical, political, social, economic, cultural and contemporary determinants of health. These will include, but are not limited to, issues relating to treaties & health, Indigenous health traditions of healing and care, Indigenous cultural values on health & well-being, traditional

medicines, colonialism and decolonization, Indigenous health status, Indigenous health services, impacts of social determinants of health, mental health issues including intergenerational trauma, environment related issues of food, water security and climate change, and impacts of Indigenous social movements, international cooperation, UNDRIP and TRC, and emerging Indigenous health research.

Learning Outcomes

LO1 - Students will be able to better understand, identify and explain key theoretical concepts and issues related to Indigenous health and well-being both in Canada and internationally.

LO2 - Students will be able to better understand and explain Indigenous health collaborations and innovations within the contemporary context of Truth and Reconciliation.

LO3 - Students will be able to critically engage in decolonial perspectives and how these have shaped Indigenous peoples' experiences within health systems.

LO4 - Students will be able to demonstrate critical and analytical thinking and writing skills through the class readings, discussions and assignments.

WGST 112.3 - Introduction to Women's and Gender Studies

Introduces students to selected research and writings in the area of Women's and Gender Studies, emphasizing the diversity of debates informing the field. Examines changing gender positions and representations across regional, national and international perspectives. Special attention will be given to experiences of gender inequities from the Canadian context.

Learning Outcomes

By the end of the course students will be able to;

LO1 - Explain the main concepts, debates and traditions of feminist theory.

LO2 - Analyze the relationship between oppression, activism and social change.

LO3 - Analyze their own position in complex structures of power.

LO4 - Conduct a research project.

*Education ***.3 - Anti-Racist Education Course (Not in calendar yet)

Total - 30 cu

Courses Recommended to be Removed

English 3cu
Statistics 3cu
Chemistry 3cu

- As identified from student feedback, students reported that English, Statistics, and Chemistry were the least beneficial/relevant courses for helping them in preparation for the nursing program. Students learned more about expectations for university education but wanted to also know more about nursing during this year. They suggested courses like A&P, & medical terminology (Culture, context of healthcare/nursing, study skills, expectations, critical thinking).
- Courses in history allow students to learn more about the context of healthcare, nursing, and medicine. To think more broadly about the context of healthcare and society. These courses also encourage the kind of writing and thinking that is expected in nursing education. Critical thinking and analysis are expected in these courses.
- Structured, leveled, systematic approach to teaching academic writing in undergraduate - Standardized and leveled rubrics, assignments, and teaching/learning outcomes. INST 103,3 elective option.
- Stats to be embedded into research courses (Generalist stream and Honors Pathway), this is very common at other programs across the country.
- Imbed Chemistry into Pharmacy/Anatomy/Physiology courses

College of Nursing – Revised Pre-Professional Year

Table 1 - Learning Outcome Mapping Pre-Professional Courses and New Curriculum Outcome Domains

	HIST 165.3	MATH 101.3	SOC 112.3	INDG 107.3 Or HIST *195.3	PHIL 133.3	BIO 120.3	NUTR 120.3	PSY 120.3 or *121.3	CLA 103.3	MATH 125.3	INDG 210.3	WGST 112.3	INTS 103.3 or *102.3
Program Outcome Domains	Pre-Professional Year Required Courses								Restricted Elective Courses				
Nursing Practice – USask nursing graduates demonstrate a broad knowledge base in nursing and related disciplines to support a safe and competent generalist nursing practice	LO1	LO1 LO2 LO3-LO17	LO1 LO5	LO1	LO1	LO1 LO2 LO3	LO1 LO4 LO6	LO1 *LO1 *LO3	LO1 LO2	LO1 LO2 LO3 LO4	LO1 LO2 LO3 LO4	LO1 LO2 LO4	LO1 LO2 *LO1 *LO2 *LO3
Professionalism – USask nursing graduates demonstrate a commitment to professional responsibilities and the adherence to ethical principles, professional practice standards, and societal expectations	LO4	LO1 LO2		LO1 *LO3 *LO4	LO4 LO5 LO6 LO7		LO3	LO2 *LO2	LO2	LO1 LO4	LO1 LO2 LO3 LO4	LO1 LO2	*LO1 *LO5
Scholarship & Innovation – USask nursing graduates demonstrate a spirit of inquiry and curiosity, lifelong learning, and critical inquiry that will support nursing scholarship and research activities	LO2 LO5	LO1 LO2 LO3 - LO17	LO2 LO6	LO2 LO4 *LO3	LO3 LO4		LO5		LO2 LO3 LO4	LO1 LO4	LO2 LO3 LO4	LO1 LO4	LO3 *LO1 *LO6

Domain	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13
Personal Health & Resilience Domain - USask nursing graduates demonstrate the qualities necessary to sustain lifelong learning to grow personally and professionally	LO3				LO1		LO2				LO1	LO1 LO3	
Self-Awareness, Well-being & Development – Usask nursing graduates demonstrate the qualities necessary for well-being, effective interaction with others, and lifelong, personal and professional development			LO3 LO4	LO3 LO6	LO5 LO6			LO3 *LO4			LO1	LO1 LO3	LO4
Leadership & Systems of Care – USask nursing graduates understand the importance of context and take leadership roles within complex, ever changing systems to improve health outcomes				LO5	LO2		LO7				LO1 LO3	LO1 LO2	
Relating in a 'Good Way' Domain - USask nursing graduates provide care that is client centered, relational, compassionate, effective in meeting the needs of individuals, families, communities, and populations; and aligned with the principles of Wahkohtowin	LO1 LO2 LO3			LO1 LO2 LO3 *LO1 *LO2 *LO5				LO3			LO1 LO2 LO3	LO1 LO3	LO6 LO3 *LO3 *LO4

Table 2 – Side by side Comparison

Existing Pre-Professional Year	Revised Pre-Professional Year
English 3cu	History 3cu
Indigenous Studies 3cu	Indigenous Studies 3cu
Chemistry 3cu	Sociology 3cu
Biology 3cu	Biology 3cu
Statistics 3cu	Philosophy 3cu
Nutrition 3cu	Nutrition 3cu
Psychology 3cu	Psychology 3cu
Social Science Elective 3cu	Interdisciplinary Studies 3cu
Open Electives 6cu or 3cu each	Restricted Electives Two 3cu courses from list

Consultations re: Pre-professional year courses in new BSN

Dr. Hope Bilinski RN PhD Associate Dean, Academic   April , 2022

The renewal of the 1 & 3 BSN curriculum includes a revised pre-professional year followed by a 'reimagined' three years of nursing curriculum.

The planned revisions of the pre-professional year includes some of the same courses that are in our current pre-professional year, and others that will be new (see table 1) . The recent government request to increase seats in the BSN program, by approximately 60 seats, may also increase the demand for courses in the pre professional year. Prior to the final decisions being made about the new courses in the pre-professional year, consultations with course teachers and/or academic leads (Department head, Associate deans, or Deans) were conducted to determine and confirm that the capacity and resources are available for the courses to be consistently delivered and accessible to potential future applicants of the new BSN program.

Table 1. Side by side comparison of pre-professional years

Existing Pre-Professional Year	Revised Pre-Professional Year
English 3cu	History 165 3cu
Indigenous Studies 3cu	Indigenous Studies 107 3cu
Chemistry 3cu	Sociology 3cu
Biology 3cu	Biology 120 3cu
Statistics 3cu	Philosophy 133 3cu
Nutrition 3cu	Nutrition 120 3cu
Psychology 3cu	Psychology 120 or 121 3cu
Social Science Elective 3cu	Interdisciplinary Studies 102 3cu
Open Electives	Restricted Electives

Consultations re: Pre-professional year courses in new BSN

Dr. Hope Bilinski RN PhD Associate Dean, Academic   April , 2022

6cu or 3cu each	Two 3cu courses from list :
	INST103.3 - Writing for Academic Success – 3cu
	INST102.3 – Studying in Science Essential Skills & Strategies – 3cu
	Classics 103.3 - Medical Terminology – 3cu
	Math 125.3 - Math for Life Sciences – 3cu
	INST 201.3 - Intro to Health & Wellbeing of Indigenous Peoples – 3cu
	WGST 112.3 - Introduction to Women's and Gender Studies – 3cu

Summary of Consultations

Consultations with the course teachers and/or academic leads (Department head, Associate deans, or Deans) of all courses in the new pre-professional year were conducted between February 22, 2022 and March 8, 2022.

Overall, six (History, Sociology, Biology, Philosophy, Nutrition, Psychology) out of the eight classes that were planned as 'required courses' in the pre-professional year have the capacity to meet the increased demand of the BSN pre-professional year that is set to begin in fall 2023.

Potential challenges for meeting the increased demands were identified in two classes: Indig 107 and INTS 102 (Studying in Science Essential Skills & Strategies) Currently, INDIG 107 has been a highly sought after class across campus in the last several years with the department experiencing challenges in meeting the increased demands. The lack of core faculty teaching INTS 102 and the typically low enrollment in this class has resulted in instability in the ongoing delivery of this course.

 Two solutions were proposed to address the demand for INDIG 107 and INTS 102:

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1) Consider alternatives/additional classes to meet these specific requirements of these classes (see below)**
2) Consider the development of learning communities where students have the ability to pre-register, thereby guaranteeing registration, for a grouping of classes in the pre professional year (e.g. Biology, Indigenous class, Philosophy class). The development of the learning communities would begin in collaboration with the academic lead of Arts & Science in January 2023.

Of the five classes identified in the restricted elective list* all classes would be available to meet the increased demands for the pre professional year. It was noted that INTS 103, is only offered twice a year and thus may have some limitations in enrollment.

Proposed alternatives for Indig 107 & INTS 102

Indig 107:   Indig 107, a class in the current pre professional year, has been a highly sought after class across campus in the last several years with the department experiencing challenges in meeting the increased demands. As a result, the department cannot guarantee this class would meet the increased demands of the new BSN pre-professional year, even though it is already in the current pre professional year. A recommendation was to consider a model utilized by Arts & Science, such as providing a suite of indigenous courses* to meet the indigenous learning requirement of the BSN preprofessional year. If more than Indig 107 was included as an option, then the additional demands for the indigenous learning requirement would be met.

*Classes used to meet the Indigenous Learning requirement in Arts & Science

- ANTH 202.3 Anthropological Approaches to Aboriginal Research in Canada
- ANTH 480.3 Indigenous Peoples and Mental Health Anthropological and Related Perspectives
- ARCH 350.3 Introduction to Boreal Forest Archaeology
- DRAM 111.3 Practicum I Indigenous Performance Methods
- ENG 242.3 Indigenous Storytelling of the Prairies
- ENG 243.3 Introduction to Indigenous Literatures

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- ENG 335.3 The Emergence of Indigenous Literatures in Canada
- GEOG 465.3
- HIST 195.3 History Matters Indigenous Perspectives on Canadian History
- HIST 257.3 The Canadian Prairie to 1905
- HIST 266.3 History Wars Issues in Native Newcomer Relations
- HIST 315.3 Indigenous Health History
- HIST 316.3 History of the Métis in Twentieth Century Prairie Canada
- INDG 107.3 Introduction to Canadian Indigenous Studies
- LING 253.3 Indigenous Languages of Canada
- PLAN 445.3 Planning with Indigenous Communities
- POLS 222.3 Indigenous Governance and Politics
- INDG — 200-Level, 300-Level, 400-Level

Interdisciplinary Studies 102 Studying in Science Essential Skills & Strategies

This is a new class for the BSN pre professional year. The Academic lead in A & S noted the lack of core faculty teaching the class and typically low enrollment would create instability in the ongoing delivery of this course.

The recommendations for alternatives were:

- Math 101 Quantitative Reasoning. This class has no prerequisite and is offered a minimum of 3 x a year, both F2F and online
- Math 125 Mathematics for the Life Sciences. Has a prerequisite (Math 102)

Restricted elective 6 cu

Of the five classes were identified in the restricted elective list (see below) all classes would be available to meet the increased demands for the pre professional year. It was noted that INTS 103, is only offered twice a year and may have some limitations.

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Classes in restricted elective list

Classics 103.3 - Medical Terminology

Math 125.3 - Math for Life Sciences

Indigenous Studies 201.3 - Intro to Health & Wellbeing of Indigenous Peoples

WGST 112.3 - Introduction to Women's and Gender Studies

Interdisciplinary Studies 103.3 - Writing for Academic Success

Meeting Notes:

Date	Teacher/Dept	Class	Comments
Feb 22 2022	Dr. Tracy Marchant tracy.marchant@usask.ca Dr. Christopher Todd, Dept Head chris.todd@usask.ca Dr. Lorin Elias, Vice Dean Academic	Biology 120	This class is in the current BSN pre professional year. No concerns with extra students needing this class. Deliver course term 1 multiple sections >1200 seats T2 ~ 700 seats and term 3 Q1 Currently in Educ bldg. while WP Thompson is being renovated, so capacity is not as good as usual. No issues with brokering course to community colleges, staff create kits to be sent to off campus sites May move to hybrid online theory and F2F lab in future Dr. Lorin Elias felt this class may be a 'pinch point' as demand across campus is very high. With community Colleges offering the class , the on line delivery modality, and once renovations are complete, there should be no concerns with meeting the demands.

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Feb 22 2022	Dr. Yvonne Shevchuk Associate Dean, Academic Dr. Jane Alcorn, Dean	Nutrition	The resources and capacity are available to meet the increased demands for this class Have three sections of 500 F2F in fall and winter terms and one virtual section in term 2
Feb 22 2022	Dr. Peter Alward, pea565@mail.usask.ca Dr. Lorin Elias, Vice Dean Academic	Philosophy 133	3-4 sections a year in both fall and winter term all capped at 65/section. STM also delivers 3-4 sections a year, also capped at 65/section. Between both 5-7 sections offered a year. All sections usually full so a total of 350-455 seats/yr Department very open and cooperative in adding sections and potentially a remote delivery but cannot do so in the existing resources. There would be no barrier in finding the extra sessional instructors for extra sections This is the right course for our needs and it has the most capacity to increase sections. Lorin Elias, AD confirmed the increased demand for this class can be met
Feb 23	Dr. Jim Handy Dept Head	History 165	If the demand increased, the department would have the capacity and ability to increase section sizes and increase the number of sections delivered. They could offer History 165 in fall, winter, and summer. In addition to F2F classes, on line delivery could be offered in summer and fall/winter as demand requires.

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		Classics 103	Classics 103.3 Medical Terminology is delivered to 1,300 students a year and can easily be expanded as demand increases *Additional Notes:* They also deliver History 195 (History matters Indigenous Perspectives on Canadian History) as an alternative (not equivalent) to Indig studies 107. They may have capacity to increase seats in this class if needed. Currently it is offered 2-3 times a year with each section 180 seats. Other 2nd (Infectious diseases ?name) and 3rd (Indigenous health history, History 314) yr courses may also be of interest to the BSN program.
Feb 28	Dr. Sandy Bonny, faculty Arts & Science Dr. Lorin Elais Vice Dean Academic	INTS 102	The faculty, Dr. Sandy Bonny felt that although there may be challenges in increasing capacity, it may be possible. Dr. Elais noted the lack of core faculty and low enrollment would create instability in the ongoing delivery of this course. A good alternative would be Math 101 Quantitative Reasoning; no pre req, offered a minimum of 3 x a year, both F2F and online Math 125 Mathematics for the Life Sciences may also be a good alternative but has a pre req (Math 102)

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			Art & Science use the following suite of courses to meet the math requirements: - CMPT 140.3 Introduction to Creative Computing - ECON 111.3 Introductory Microeconomics - ECON 114.3 Introductory Macroeconomics - MATH 101.3 Quantitative Reasoning - MATH 102.3 Precalculus Mathematics - MATH 104.3 Elementary Calculus - MATH 110.3 Calculus I - MATH 121.3 Mathematical Analysis for Business and Economics - MATH 125.3 Mathematics for the Life Sciences - MATH 133.4 Engineering Mathematics I - MATH 150.3 Mathematics for Early and Middle Years Teachers - MATH 163.3 Introduction to Mathematical Reasoning - MATH 164.3 Introduction to Linear Algebra - MATH 176.3 Advanced Calculus I - MATH 177.3 Advanced Calculus II - STAT 103.3 Elementary Probability - STAT 244.3 Elementary Statistical Concepts - STAT 246.3 Introduction to Biostatistics - PHYS 115.3 Physics and the Universe - PSY 233.3 Statistical Methods in Behavioural Sciences

			• SOC 225.3 An Introduction to Survey Research and Data Analysis in Sociology
Feb 28	Dr. Lorin Elias, Vice Dean Academic A&S (Email sent to Dr. Peta Bonham-Smith Dean A&S Feb 23rd)	Indig 107	Limited instructional capacity to increase demand of this course. Consider adding an alternative such as HIST 195. Arts & Science use a suite of classes to meet the Indigenous requirement: • ANTH 202.3 Anthropological Approaches to Aboriginal Research in Canada • ANTH 480.3 Indigenous Peoples and Mental Health Anthropological and Related Perspectives • ARCH 350.3 Introduction to Boreal Forest Archaeology • DRAM 111.3 Practicum I Indigenous Performance Methods • ENG 242.3 Indigenous Storytelling of the Prairies • ENG 243.3 Introduction to Indigenous Literatures • ENG 335.3 The Emergence of Indigenous Literatures in Canada • GEOG 465.3 • HIST 195.3 History Matters Indigenous Perspectives on Canadian History • HIST 257.3 The Canadian Prairie to 1905 • HIST 266.3 History Wars Issues in Native Newcomer Relations • HIST 315.3 Indigenous Health History

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			- HIST 316.3 History of the Métis in Twentieth Century Prairie Canada - INDG 107.3 Introduction to Canadian Indigenous Studies - LING 253.3 Indigenous Languages of Canada - PLAN 445.3 Planning with Indigenous Communities - POLS 222.3 Indigenous Governance and Politics - INDG — 200-Level, 300-Level, 400-Level
		Sociology 112.3	No concerns in meeting increased demand, class is offered F2F and on line
		Psych 120	No concerns in meeting increased demand, class is offered F2F and on line
Feb 28	Dr. Lorin Elias, Vice Dean Academic	Electives	Classics 103 - Can be expanded (see History discussion above) Math 125 - No concerns in meeting increased demand Indig 201 - Has pre req, if Indig requirement is expanded to a suite of course , demand will be manageable WGST 112 - No concerns in meeting increased demand

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| March 8, 2022 | Dr. Gerry Farthing Interim Associate Dean, St. Thomas Moore

Dr. Cindy Wallace, Dept Head, English St. Thomas Moore | Electives | INTS 103 - There are spaces in both fall and winter classes for nursing students , faculty would be happy to add the course to the elective list in the new BSN pre professional year. |

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?

> [60 character maximum for the long description; 30 character maximum for short description; 6 character maximum for code]

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

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

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

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?   Yes ☐   No ☐

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

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

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

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

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

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

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

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

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

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

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

[ ]

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 [X] Revised [ ]
If you've answered NO, please continue on to the next section.

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

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

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

5

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

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

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?   Yes [ ] No [X] Revised [ ]
If you've answered NO, please continue on to the next section.

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

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

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

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

4b

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

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

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

1 Is this a new college, school, center, or department?   Yes [ ] No [X]

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

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

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

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

[   ]

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

[   ]

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

[   ]

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

[   ]

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

[   ]

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

[   ]

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

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

2

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

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

4 Does the program timetable use standard class time slots, terms, and sessions?   Yes ☐ No ☐

If NO, please describe.

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?   Yes ☐ No ☐

If YES, please describe.

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

Section 8: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP EXCEPT AS NOTED

NOTE: These changes are for the BSN [Bachelor of Sc Nursing] Program ONLY

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.)

The revised Pre-Professional Year includes the following 30 credit units or equivalent:
 - History 3 cu - HIST 165.3
 - Indigenous Studies 3 cu - INDG 107.3 or HIST 195.3
 - Sociology 3 cu - SOC 112.3
 - Biology 3 cu - BIOL 120.3
 - Philsoophy 3 cu - PHIL 133.3
 - Nutrition 3 cu - NUTR 120.3
 - Psychology 3 cu - PSY 120.3 or PSY 121.3
 - Mathematics 3 cu - MATH 101.3
 - Restricted Electives 6 cu (2 from list) - INTS 103.3, INTS 102.3, CLAS 103.3, MATH 125.3, INDG 201.3, WGST 112.3

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 - AS PER CURRENT SET-UP

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

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

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

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

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

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

3 When is the first class expected to graduate?

4

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

Section 11: Schedule of Implementation Information

1 What is the start term?

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 - AS PER CURRENT SET-UP

1 What year in program is appropriate for this program (NA or a numeric year)?
(General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

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

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

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

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

1 Should classes count towards T2202s?   Yes ☐ No ☐

Section 15: Awards Information - AS PER CURRENT SET-UP

1 Will terms of reference for existing awards need to be amended?   Yes ☐ No ☐
2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

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

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?   Yes ☐ No ☐
To qualify the program must meet the following requirements:
- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

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

   If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination?   Yes [   ] No [   ]

   If yes, what courses?

4 Are there currently any students enrolled in the program?   Yes [   ] No [   ]

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

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

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

7 Is there mobility associated with this program termination?   Yes [   ] No [   ]

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

       Dual Degree Program   [   ]

       Joint Degree Program   [   ]

       Internship Abroad Program   [   ]

       Term Abroad Program   [   ]

       Taught Abroad Course   [   ]

       Student Exchange Program   [   ]

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the
International Office been informed of this program termination?   Yes [   ] No [   ]

Section 18: Proposed Tuition and Student Fees Information - AS PER CURRENT SET-UP

1 How will tuition be assessed?

Standard Undergraduate per credit	
Standard Graduate per credit	
Standard Graduate per term	
Non standard per credit*	
Non standard per term*	
Other *	
Program Based*	

     * See attached documents for further details

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

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

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

   If NO, please describe.

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

6 IPA Additional comments?

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

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

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

10 Do standard cancellation fee rules apply?

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

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

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

13 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 ☐ No ☐

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

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

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

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

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

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

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

9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?   Yes ☐ No ☐

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

11 What is the highest level of financial approval required for this submission? Check all that apply.

   a. None - as it has no financial implications   ☐

   OR

   b. Fee Review Committee   ☐

   c. Institutional Planning and Assessment (IPA)   ☐

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

   e. Board of Governors   ☐
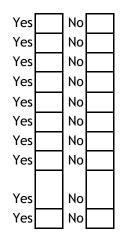
   f. Other   ☐

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY: Alison Oates, chair, Academic Programs Committee

DATE OF MEETING: May 19, 2022

SUBJECT: **Change to Academic Calendar 2022-23**

COUNCIL ACTION: **For Information Only**

SUMMARY:

At its meeting of April 20, 2022, the Academic Programs Committee received a request from the College of Medicine to adjust the final date of the Fall 2022 term for students in the Doctor of Medicine program to allow one additional day of independent study time. Independent study time is a requirement for accreditation.

With this change, the last day of classes for Fall 2022 will be Monday, December 5 and final exams will start on Tuesday, December 6.

It is recommended that the Academic Programs Committee approve the proposed changes to the Academic Calendar 2022-23, effective immediately.

ATTACHMENTS:
   1. College of Medicine proposed changes to the Academic Calendar 2022-23

The College of Medicine Undergraduate Medical Education Program is in the process of implementing curriculum renewal for the Pre-Clerkship portion of the program. As we built the detailed term schedule it was identified that the program required one additional day of 'independent study time' within the term curriculum schedule in order to meet our program accreditation requirements for 20% independent learning time in each semester. It should be noted that the independent learning time allocation is necessarily based on the curriculum schedule and so the various Fall statutory holidays, and the newly included Fall Reading Week break would not be eligible time to meet this requirement.

This identification of the need for an additional day of independent study time has led to this request for a one-day shift in the formal 'last day of classes' date and similar one-day shift in the date for the start of the final examination period. At present we have Friday December 2nd as our last day of classes and first day of examinations are on December 5th. We wish to adjust this to the formal 'last day of classes' be instead on Monday December 5, 2022, pushing the formal first day of the examination period to Tuesday December 6th, 2022.

Current Schedule:

Fri. Dec 2, 2022	Last day of Fall Term classes for Medicine Year 1
Mon. Dec. 5, 2022	First day of Fall Term examinations for Medicine Year 1

Adjusted Schedule:

Mon. Dec 5, 2022	Last day of Fall Term classes for Medicine Year 1
Tues. Dec. 6, 2022	First day of Fall Term examinations for Medicine Year 1

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Terry Wotherspoon, Chair, Governance Committee

DATE OF MEETING: May 19, 2022

SUBJECT: **Revisions to College of Pharmacy & Nutrition Faculty Council Membership**

DECISION REQUESTED: *That Council approve the changes to the Faculty Council Membership of the College of Pharmacy & Nutrition in the Council Bylaws effective immediately.*

SUMMARY

Proposed revisions to the Faculty Council membership from 2012 were approved at Pharmacy & Nutrition Faculty Council on January 24, 2022.

Jane Alcorn, Dean, College of Pharmacy and Nutrition, presented the proposed Faculty Council membership to the Governance Committee of University Council on April 5, 2022.

Council received the Notice of Motion at the April 21, 2022 meeting.

ATTACHMENTS:
1. Recommended Changes to Pharmacy & Nutrition Faculty Council Membership

REFERENCES
1. College of Pharmacy & Nutrition Faculty Council Bylaws (2012)
   https://governance.usask.ca/documents/governing/bylaws/Pharm.%20and%20Nutr.%20FC%20Bylaws.pdf

Attachment 1
Recommended Changes to the College of Pharmacy & Nutrition Faculty Council Membership

Faculty Council of Pharmacy & Nutrition (2012)
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 College of Pharmacy & Nutrition
- Associate Dean (Research and Graduate Affairs)
- Associate Dean (Academic)
- Representatives from the following Colleges & Departments:
  - College of Arts & Science: Department Head or Designate of Chemistry (10); Mathematics & Statistics (1)
  - College of Medicine: Dean or designate (1); Department Head or designate of: Anatomy & Cell Biology (1); Biochemistry (1); Community Health & Epidemiology (1); Microbiology and Immunology (1); Pathology and Laboratory Medicine (1); Pharmacology (1); Physiology (1)
  - College of Agriculture and Bioresources: Department Head or designate: Animal and Poultry Science (1); Food and Bioproduct Sciences (1)
  - College of Kinesiology: Dean or designate (1)
  - College of Nursing: Dean or designate (1)
  - College of Dentistry: Dean or designate (1)
  - School of Public Health: Executive Director or designate (1)
  - Edwards School of Business: Department Hear or designate of Management & Marketing (1)
  - Toxicology Centre: Director or designate (1)
  - Western College of Veterinary Medicine: Dean or designate (1)
- Student Representatives:
  - One student for every 100 students in the Pharmacy undergraduate program
  - One student for every 100 students in the Nutrition undergraduate program
  - One graduate student from either the Pharmacy or Nutrition graduate program

Recommended Membership of Pharmacy & Nutrition Faculty Council (2022)

in the University Council Bylaws

p. Those Professors, Associate Professors, Assistant Professors, fulltime Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Pharmacy and Nutrition.

q. Department Heads or their designated representatives from the Department of Biomedical Sciences (1); Department of Pathology and Laboratory Medicine (1); Department of Food and Bioproduct Sciences (1); Department of Plant Sciences (1); Deans or designates of Arts and Science, Dentistry*, Edwards School of Business, Kinesiology*, Medicine*, Nursing*; Director or designate of School of Rehabilitation Sciences*

r. One undergraduate student representative for every 100 students in the Doctor of Pharmacy (PharmD) program and one undergraduate student representative for every 100 students in the Bachelor of Science in Nutrition program. Undergraduate student representatives will be named by the SPNSS (Saskatchewan Pharmacy and Nutrition Student Society).

s. Graduate students from Pharmacy (MSc or PhD) (1); Nutrition (MSc or PhD) (1). Graduate student representatives will be named by the Graduate Programs Administrator.

t. Executive Assistant to the Dean*
u. Administrative Officer (Undergraduate Affairs) *

v. Administrative Assistant (Dean's Office) *

w. Graduate Programs Administrator*

* *Denotes non-voting membership*

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Terry Wotherspoon, Chair, Governance Committee

DATE OF MEETING: May 19, 2022 (document to Council updated May 17, 2022)

SUBJECT: **Nominations to the Nominations Committee 2022-23**

DECISION REQUESTED:

That the slate of nominations to the Nominations Committee of University Council for 2022-23 be approved effective July 1, 2022, as attached.

SUMMARY:
The Governance Committee is responsible for nominating members of Council to the Nominations Committee, as well as the Nominations Committee Chair.

The Governance Committee uses the same parameters as the Nominations Committee in the nomination of candidates to Council committees, per the Council Bylaws. The list of volunteers is also considered first, based on the annual call-for-interest. The Governance Committee met on May 3, 2022 to decide on nominees.

ATTACHED: 2022-23 Nominations Committee List of Nominations

NOMINATIONS COMMITTEE

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

Name

Jill Bally	Nursing	2022- 2025
Eric Lamb (chair) - Exec	Plant Sciences	2022-2023
Scott Bell	Geography & Planning	2024
Veronika Makarova	Linguistics	2024
Teresa Paslawski	School of Rehabilitation Sciences	2023
Yvonne Shevchuk	Pharmacy & Nutrition	2023
Jaswant Singh	WCVM	2021-2024 (extend)
Tom Steele	Physics	2023
Keith Walker	Educational Administration	2024

Resource Members (non-voting)

Jacquie Thomarat-Exec	Director, Academic Governance
Michelle Kjargaard	Administrative Assistant, Governance Office (Committee Coordinator)

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

TEACHING LEARNING AND ACADEMIC RESOURCES COMMITTEE

REQUEST FOR INPUT

PRESENTED BY: Kathleen James-Cavan, chair, teaching, learning and
                              academic resources committee of Council
                              Nancy Turner, director, teaching and learning
                              enhancement

DATE OF MEETING: May 19, 2022

SUBJECT: **Peer Review of Teaching Policy**

DECISION REQUESTED:

Motion to be submitted June 16, 2022
*(Fernandez / Labrecque) It is recommended that Council approve the Peer Review of
Teaching Policy*

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.

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 proceeses. 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 expertise and/or identities, etc.).

Policy Statement

1. Under typical circumstances, for those seeking renewal, tenure, or promotion 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

UNIVERSITY OF SASKATCHEWAN

Peer Review of Teaching Template

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 you would welcome feedback on (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:

Goals, Content and Alignment
Learning Materials
Canvas Course
Syllabus/Course outline
Planning Materials
Assessments

Assessment Practices
Teaching Observations
Canvas Grading Tools
Student Work
Syllabus/Course outline
Assessments

Learning Environment
Communication with Students
Syllabus
Learning Materials
Canvas Course
Teaching Observations

Instructional Practices
Teaching Observations
Learning Materials and Activities
Canvas Modules
Communication with Students
Instructional Video

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.

	Feedback for the Educator
• **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	**Evidence Found:** **Strengths:**

Where to look	What you could comment on	
• Course syllabus • Teaching observation: directions given • Assessment information	• 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	
• Modules in Canvas • Learning materials • Session plans or other planning material	• 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
• **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 is 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	**Evidence Found:** **Strengths:**

Where to look	What you could comment on	
• Learning materials • Teaching observation: responses to students Educator videos • E-mail messages	• 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	**Areas for Improvement:**

• Course syllabus • Teaching observation: student learning activities • Directions to students • Discussion forums	• 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	
• Course syllabus • Discussion forums • Teaching observation: student learning activities	• 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.	

Criterion 2b: Assessment practices

How the educator helps students develop the intended learning outcomes for the course and checks to see if students have achieved them.

	Feedback for the Educator
• **Assessment practices facilitate achievement of learning outcomes** • **Assessment of student learning are relevant, aligned with learning goals (outcomes), transparent, and fair** • **Feedback to students is prompt and constructive, and at regular intervals throughout the course** **You might see:** • A series of formative assessments (practice, no marks) or a staged/laddered (doing a series of parts over time) summative one • Clearly stated assessment requirements, criteria, rubrics, and/or samples • Constructive and timely feedback • Students complete tasks building cumulatively toward learning outcomes • Students doing varied tasks to check their knowledge, attitudes and skills (e.g., videos, self-assessment, essays, quizzes, blogs, podcasts, etc.) • Use of self and peer feedback or assessment	**Evidence Found:** **Strengths:**

Where to look	What you could comment on	
• Course syllabus • Assignment directions • Pages/Modules in the course	• Assignment grading criteria are clearly communicated • Examples of previous student work of varying quality are provided, along with a discussion of the differences between them • The course outcomes assessed by specific assignments or tests are overtly stated in the assignment description or syllabus	**Areas for Improvement:**
• Student Assignments • Discussion boards • Feedback samples	• Impact of educator feedback on drafts of assignments • Timeliness of feedback • Effectiveness of feedback (clear, positive, specific, and focused on observable behavior that can be changed) • Feedback communicates to students where to focus their learning effort	

Criterion 3: Learning Environment

How the educator makes learning/content relevant to students and engages students in thinking and doing independently and together.

	Feedback for the Educator
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	**Evidence Found:** **Strengths:**

Where to look	What you could comment on	
- Teaching observation: student learning activities - Teaching observation: student & educator interactions - Discussion forums - E-mail messages - 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:**

• Course syllabus • Modules in the course • Learning materials	• 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	

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:

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 you would welcome feedback on (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:

UNIVERSITY OF SASKATCHEWAN

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.

<table>
<tr>
<td colspan="2">

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

</td>
<td rowspan="3">
<p align="center">Feedback for the Educator</p>
<p>Evidence Found:</p>

<p>Strengths:</p>

<p>Areas for Improvement:</p>
</td>
</tr>
<tr>
<td>Where to look</td>
<td>What you could comment on</td>
</tr>
<tr>
<td>

Course syllabus
Course homepage and navigation structure
Course calendar
Assignment directions

Pages/Modules in the course
Learning resources

</td>
<td>

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

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

</td>
</tr>
</table>

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
• **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 is 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	**Evidence Found:** **Strengths:**

Where to look	What you could comment on	
• Pages/Modules in the course • Educator videos • E-mail messages	• 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	**Areas for Improvement:**

• Course syllabus • Student Assignments provided by educator • Discussion forums	• 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	
• Course syllabus • Discussion forums • Video conferencing sessions (recorded or observed live) • Chat space	• 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.	

Criterion 2b: Assessment practices

How the educator helps students develop the intended learning outcomes for the course and checks to see if students have achieved them.

	Feedback for the Educator
Assessment practices facilitate achievement of learning outcomes **Assessment of student learning are relevant, aligned with learning goals (outcomes), transparent, and fair** **Feedback to students is prompt and constructive, and at regular intervals throughout the course** **You might see:** - A series of formative assessments (practice, no marks) or a staged/laddered (doing a series of parts over time) summative one - Clearly stated assessment requirements, criteria, rubrics, and/or samples - Constructive and timely feedback - Students complete tasks building cumulatively toward learning outcomes - Students doing varied tasks to check their knowledge, attitudes and skills (e.g., videos, self-assessment, essays, quizzes, blogs, podcasts, etc.) - Use of self and peer feedback or assessment	**Evidence Found:** **Strengths:**

Where to look	What you could comment on	
- Course syllabus - Assignment directions with assessment criteria - Pages/Modules in the course	- Assignment grading criteria are clearly communicated - Examples of previous student work of varying quality are provided, along with a discussion of the differences between them - The course outcomes assessed by specific assignments or tests are overtly stated in the assignment description or syllabus	**Areas for Improvement:**
- Student Assignments provided by educator - Discussion boards - Announcements after assignments	- Impact of educator feedback on drafts of assignments - Timeliness of feedback - Effectiveness of feedback (clear, positive, specific, and focused on observable behavior that can be changed) - Feedback communicates to students where to focus their learning effort	

Criterion 3: Learning Environment

How the educator makes learning/content relevant to students and engages students in thinking and doing independently and together.

	Feedback for the Educator
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 - Resources included that support students with learning online - 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	**Evidence Found:** **Strengths:**

Where to look	What you could comment on	
- Discussion forums - E-mail messages - 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:**

• E-mail messages • Posted announcements • Course syllabus	• 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)	
• Course syllabus • Pages/Modules in the course • Learning resources and videos	• 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:

Educator:

Reflection on the feedback and plans for future enhancement:

UNIVERSITY COUNCIL

GOOVERNANCE COMMITTEE

NOTICE OF MOTION

PRESENTED BY: Terry Wotherspoon, Chair, Governance Committee

DATE OF MEETING: May 19, 2022

SUBJECT: **Revisions to Edwards School of Business Faculty Council Membership**

COUNCIL ACTION: Notice of Motion

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

This is a Notice of Motion, as required by the University Council Bylaws to approve the recommended changes to the Edwards Faculty Council membership. A Request for

Decision will be presented to University Council in June 2022, following receipt of questions and/or feedback.

Faculty Council Revision Record

Date Approved	Approved by	Description
May 15th 2018	Faculty Council	Edwards School of Business Bylaws
September 27th 2019	Faculty Council	Revision to membership/roles for Research Committee: Chair may be the Associate Dean, Research & Academic *or faculty designate may be Chair*.
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, provision for designates and guests 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

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

BE WHAT THE WORLD NEEDS

22/23 Provincial Budget Impacts - Agenda

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

- Other Highlights

BE WHAT THE WORLD NEEDS

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 WCVM and Library Outreach (incl expected increase of $84K)

- $1.8M nursing seat expansion (new)

BE WHAT THE WORLD NEEDS

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)

BE WHAT THE WORLD NEEDS

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

BE WHAT THE WORLD NEEDS

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

BE WHAT THE WORLD NEEDS

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

UNIVERSITY COUNCIL

SCHOLARSHIPS AND AWARDS COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY:	Prof. Susan Shantz Chair, Scholarships and Awards Committee
DATE OF MEETING:	May 19, 2022
SUBJECT:	Annual Report to Council: Undergraduate and Graduate Scholarships and Awards
COUNCIL ACTION:	For information only

ORIGIN OF REQUEST AND ADVANCED CONSULTATION:

This report summarizes the activities of the Scholarships and Awards Committee for two overlapping time periods:

1) 2021-2022	Annual summary of centrally administered *and* college administered awards distributed to students
2) 2021	Calendar year description of Committee Activities

The Committee has four responsibilities and this report outlines the Committee's activities with respect to undergraduate scholarships and awards within the framework of the four areas of responsibility.

The Student Finance and Awards Office disbursed approximately $**13.6** million in undergraduate student awards in 2021-2022 on behalf of the Scholarships and Awards Committee of University Council, the college deans, and Huskie Athletics. The majority of this funding is awarded as Guaranteed Entrance Scholarships, Competitive Entrance Awards, Transfer Scholarships, and Continuing Awards (both scholarships and bursaries). **This annual report also includes information regarding the distribution of graduate awards for the 2021-2022 year, as this is the reporting vehicle upon which graduate scholarships and awards can be reported to Council.**

DISCUSSION SUMMARY:

Part A – Undergraduate

Responsibility #1: Recommending to Council on matters relating to the awards, scholarships and bursaries under the control of the University.

This Committee last reported to University Council on June 17, 2021.[1] Since that time, the Committee had three regular meetings during the 2021 and 2022 calendar years. The Committee collectively reviewed 230 Best and Brightest Scholarship applications, selecting 17 recipients who were then offered awards valued between $24,000 and $40,000. The Committee also formed three subcommittees to select recipients for lower-valued awards with subjective criteria.

Responsibility #2: Recommending to Council on the establishment of awards, scholarships and bursaries.

The Awards Development Liaison, Student Finance and Awards, and Development Officers within University Relations and the respective colleges work with donors to establish new scholarships, bursaries, awards, and prizes, and revise Terms of Reference for previously existing awards. During the 2021-2022 fiscal year, the University of Saskatchewan signed Terms of Reference agreements to accept donations establishing 103 new awards for undergraduate students and 12 new awards for graduate students. Of the 103 undergraduate awards, 26 are merit-based, 16 are need-based, and 61 are a combination of merit and need. Of the 12 graduate awards, all are merit-based. Eight of the new undergraduate awards and 2 of the graduate awards are for indigenous students.

Responsibility #3: Granting awards, scholarships, and bursaries which are open to students of more than one college or school.

Four primary undergraduate award cycles exist: Entrance Awards, Transfer Scholarships, Scholarships for Continuing Students, and Bursaries for Continuing Students.

Entrance Awards
Entrance Awards are available to students who are entering the University of Saskatchewan with no previous post-secondary experience.[2] There were two components to the Entrance Awards cycle in 2021-2022: Guaranteed Entrance Scholarships and Competitive Entrance Awards. The Guaranteed Entrance Scholarships are distributed to students upon applying for admission and are guaranteed to students, so long as they meet the average requirements outlined in Table 1.

Students who did not proceed directly from high school to the U of S but had less than 18 transferable credit units were considered for Guaranteed Entrance Scholarships based on their final Grade 12 marks.

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[1] *The June 17, 2021 Report to Council was based on data compiled **April 13, 2021. $1,104,202 in undergraduate student awards was disbursed as part of the 2020-2021 academic year after that date.***

[2] *18 credit units or less of transferable credit if they have attended another post-secondary institution.*

Table 1 - Guaranteed Entrance Scholarship Distribution for 2021-2022[3]

Award Tier	Number of Recipients Paid	Total Value
$3,000 Guaranteed Entrance Scholarship (95% +)		
Agriculture and Bioresources	40	$20000
Arts and Science	399	$1,197,000
Education	33	$99,000
Engineering	122	$366,000
Edwards School of Business	65	$195,000
Kinesiology	67	$201,000
Total $3,000 Guaranteed Entrance Scholarships	**726**	**$2,178,000**
$2,000 Guaranteed Entrance Scholarships (93 - 94.9%)		
Agriculture and Bioresources	35	$70,000
Arts and Science	190	$380,000
Education	17	$34,000
Engineering	49	$98,000
Edwards School of Business	43	$86,000
Kinesiology	27	$54,000
Total $2,000 Guaranteed Entrance Scholarships	**361**	**$722,000**
$1,000 Guaranteed Entrance Scholarships (90 – 92.9%)		
Agriculture and Bioresources	40	$40,000
Arts and Science	227	$227,000
Education	37	$37,000
Engineering	62	$62,000
Edwards School of Business	50	$50,000
Kinesiology	34	$34,000
Total $1,000 Guaranteed Entrance Scholarships	**450**	**$450,000**
$500 Guaranteed Entrance Scholarships (85 – 89.9%)		
Agriculture and Bioresources	41	$20,500
Arts and Science	261	$130,500
Education	48	$24,000
Engineering	70	$35,000
Edwards School of Business	67	$33,500
Kinesiology	26	$13,000
Total $500 Guaranteed Entrance Scholarships	**513**	**$256,500**
Total Guaranteed Entrance Scholarships	**2,050**	**$3,606,500**

The Competitive Entrance Awards Program requires a separate application, and includes both centrally and donor-funded scholarships, bursaries and prizes. The majority of the awards are one-time, but there are several awards which are renewable if certain criteria are met each year. Prestigious renewable entrance awards include the George and Marsha Ivany - President's First and Best

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[3] Data as of April 19, 2022.

Scholarships, valued at $40,000 over four years, and the Dallas and Sandra Howe Entrance Award, valued at $32,000 over four years.

Based on a policy exception approved by University Council in 2012, entering students were eligible to receive both a Guaranteed Entrance Scholarship and a Competitive Entrance Award in 2021-2022. There are also a few very specific awards which are also listed as an exception in the *Limits on Receiving Awards* section of the Undergraduate Awards Policies approved by University Council. Because of their very specific nature, these awards with subjective criteria may be distributed to students who have won another Competitive Entrance Award. Also, most college-specific awards[4] may be received in addition to the Guaranteed Entrance Scholarship and Competitive Entrance Awards governed by the Scholarships and Awards Committee.

Table 2 - Competitive Entrance Awards Distribution for 2021-2022[5]

	Number of Recipients[6]	Total Value
University of Saskatchewan Funded Competitive Entrance Awards		
Agriculture and Bioresources	0	$0
Arts and Science	26	$175,542
Education	1	$7,500
Engineering	9	$73,000
Edwards School of Business	4	$21,500
Kinesiology	5	$35,000
Total U of S Funded	**45**	**$312,542**
Donor Funded Competitive Entrance Awards		
Agriculture and Bioresources	23	$153,400
Arts and Science	69	$339,956
Education	14	$103,800
Engineering	17	$159,100
Edwards School of Business	15	$46,950
Kinesiology	10	$32,050
Total Donor Funded	**148**	**$835,256**
Total Competitive Entrance Awards	**193**	**$1,147,798**

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[4] *College-specific entrance award recipients are selected by the Student Finance and Awards Office but are reported in Table 8 - College Administered University of Saskatchewan Undergraduate Awards.*

[5] *Rounded to the nearest dollar.*

[6] *Here and elsewhere in this document, each recipient is only counted once on a given table, regardless of the number of awards they received relevant to the table in question.*

Transfer Scholarships

Students who are transferring to a direct entry college at the University of Saskatchewan from another post-secondary institution are not eligible for entrance awards or awards for continuing students. Consequently, a transfer scholarship program was developed to provide scholarships, based solely on academic achievement, to students transferring to the University of Saskatchewan. Students are awarded U of S Transfer Scholarships when they apply for admission. Scholarships are guaranteed to students based on their transfer average, as outlined in Table 3. Students with the highest academic average from 18 specific institutions targeted are offered Transfer Scholarships valued at $2,500.

Table 3 - Transfer Scholarship Distribution for 2021-2022

Transfer Average	Scholarship Amount	Number of Recipients Paid	Total Distributed
Incentive Institution[7]	$2,500	0	$0
85% +	$2,000	29	$58,000
80-84.9%	$1,500	19	$28,500
78-79.9%	$1,000	4	$4,000
TOTAL		**52**	**$90,500**

Continuing Awards

Continuing students are defined as students who attended the University of Saskatchewan in the previous fall and winter terms (September to April) as full-time students. Students who completed 18 credit units[8] or more in 2020-2021 were eligible for the 2021-2022 continuing scholarships and continuing bursaries. Awards are offered to these students both centrally (because the awards are open to students from multiple colleges) and from their individual colleges (because the awards are restricted to students from that specific college). Table 4 outlines the **centrally-administered awards** (excluding the Transfer Scholarships) distributed to continuing students in 2021-2022.

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[7] *Incentive institutions include: Athabasca University; Beijing Institute of Technology (BIT), China (Dual degree program, flagship partner institution); Briercrest College; Camosun College; Columbia College; Coquitlam College; Douglas College; Grand Prairie Regional College; Huazhong Agricultural University (HZAU), China (Dual degree program, flagship partner institution); INTI College, Malaysia; Lakeland College; Langara College; Lethbridge Community College; Medicine Hat College; Red Deer College, Saskatchewan Polytechnic; Taylor's College, Malaysia; Xi'an Jiaotong University (XJTU), China (Dual degree program, flagship partner institution). The list of institutions is reviewed annually.*

[8] *Students registered with Access and Equity Services (AES) and approved to study on a Reduced Course Load (RCL) are required to complete 12 credit units in the previous fall and winter terms.*

Table 4 – Centrally-Administered[9] Continuing Awards Distribution for 2021-2022

	Number	Total Value
University of Saskatchewan Funded Continuing Awards		
Agriculture and Bioresources	38	$119,850
Arts and Science	441	$850,863
Dentistry	9	$22,450
Education	199	$366,599
Edwards School of Business	79	$202,450
Engineering	136	$200,768
Kinesiology	28	$108,261
Law	24	$58,550
Medicine	11	$17,950
Nursing	73	$121,700
Pharmacy and Nutrition	26	$62,000
Western College of Veterinary Medicine	41	$76,950
Graduate Studies and Research[10]	16	$19,000
Total University of Saskatchewan Funded	**1,121**	**$2,227,391**
Donor Funded Continuing Awards		
Agriculture and Bioresources	19	$94,386
Arts and Science	78	$261,957
Dentistry	6	$9,646
Education	47	$213,826
Edwards School of Business	11	$42,738
Engineering	31	$172,146
Kinesiology	9	$29,646
Law	24	$63,500
Medicine	12	$22,000
Nursing	23	$72,403
Pharmacy & Nutrition	37	$100,300
Western College of Veterinary Medicine	37	$144,217
Graduate Studies and Research[11]	5	$12,600
Total Donor Funded	**338**	**$1,239,364**
Total Continuing Awards	**1,381**	**$3,466,755**

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[9] *Some continuing awards are funded from U of S funds but selected by the college/department (e.g., U of S Scholarships, U of S Undergraduate Scholarships, etc.). Also, the Indigenous Achievement Book Prizes and Indigenous Students with Dependent Children Bursaries are paid in two installments and counted as such.*

[10] *There are a few select Continuing Awards administered by the Student Finance and Awards Office that are open to both undergraduate and graduate students.*

[11] *There are a few select Continuing Awards administered by the Student Finance and Awards Office that are open to both undergraduate and graduate students.*

University of Saskatchewan Faculty Association (USFA) Scholarship Fund Program
Each year $250,000 is contributed to the USFA Scholarship Fund. The amount in the fund is divided by the number of credit units eligible applicants have successfully completed. In 2020-2021, 157 applications were received. Five of the applicants were considered ineligible for consideration. The total paid out for the credit units completed during the 2020-2021 academic year, was $248,725. Eligible applicants received $60 per credit unit they successfully completed. The 2021-2022 USFA Scholarships have not been awarded yet.

Table 6 – University of Saskatchewan Faculty Association (USFA) Scholarship Fund 2020-2021 Distribution[12]

	Number of Recipients
Undergraduate	130
Graduate	22
Total	**152**

Administrative and Supervisory Personnel Association (ASPA) Tuition Reimbursement Fund
In 2020-2021, there were 124 applications for the ASPA Tuition Reimbursement Fund. Seven applicants were considered ineligible. Eligible applicants received partial tuition reimbursement for the credit units completed during the academic year of May 1, 2020-April 30, 2021. There was $179,107 available for allocation and it was divided among the number of eligible credit units the applicants successfully completed. Given the number of completed credit units, eligible applicants received $61 per credit unit they successfully completed.   The total payout for tuition reimbursements in 2020-2021 was $177,385.50. The 2021-2022 ASPA Tuition Reimbursements have not been awarded yet.

Table 7 – ASPA Tuition Reimbursement Fund 2020-2021 Distribution[13]

	Number of Recipients
Undergraduate	106
Graduate	11
TOTAL	**117**

Responsibility #4: Recommending to Council rules and procedures to deal with appeals from students with respect to awards, scholarships and bursaries.

In 2010, Policy #45 *Student Appeals of Revoked Awards* was implemented. As such, the Awards and Financial Aid Office, on behalf of the Scholarships and Awards Committee of University Council, adjudicates the student appeals of revoked awards. There were two student appeals submitted to the

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[12] *The funding source for the USFA Scholarship Fund is the University of Saskatchewan, as negotiated in the USFA Collective Agreement. The USFA Scholarship Fund awards are based on credit units completed in the 2019-2020 academic year.*
[13] *According to Article 12.4 of the old Collective Agreement (May 1, 2011 – April 30, 2014), "Effective 1 May 2012, the university will provide an annual allotment of $180,000 to the TRF." Based on this agreement, two allotments are anticipated one on May 1, 2012 and the second on May 1, 2013 for a total of $360,000. The ASPA executive agreed to divide the $360,000 over three years in order to provide tuition reimbursement to applicants for the 2011/12, 2012/13 and 2013/14 academic years. In May 2020, $180,000 was received. The ASPA TRF is based on credit units completed in the 2019-2020 academic year.*

Student Finance and Awards Office during the 2022 calendar year, and in each case the appellant was allowed to retain their award.

Additional Section: 2021-2022 Total Distribution of College Administered University of Saskatchewan Undergraduate Awards

Although awards distributed by the colleges are not within the purview of the Committee except the requirement that they are created and disbursed in compliance with the Undergrad Awards Policy, the members felt it appropriate to include them in order to give an accurate picture of the total state of awards on campus. The following table indicates how many college-specific awards were given to undergraduate students in each college.

Table 8 – College-specific Awards at the University of Saskatchewan 2021-2022 [14]

College	Total Payouts	Total Value
Agriculture and Bioresources[15]	233	$531,747
Arts and Science[16]	207	$398,303
Dentistry	25	$36,505
Education	71	$90,340
Edwards School of Business[17]	277	$668,185
Engineering[18]	368	$771,191
Kinesiology	20	$17,800
Law	175	$442,450
Medicine	132	$486,072
Nursing	49	$114,617
Pharmacy and Nutrition	69	$55,310
Veterinary Medicine	138	$279,600
Huskie Athletics	594	$932,147
TOTAL	**2,358**	**$4,824,267**

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[14] *Number and values reported as of **April 19,** 2022. Totals are rounded to the nearest dollar.*

[15] *Numbers include awards and values for College of Agriculture and Bioresources entrance awards administered by Student Finance and Awards.*

[16] *Number does not include Aboriginal Student Learning Community Award, as the fund is under the University Registrar Organization.*

[17] *Numbers reported include the Edwards Undergraduate Scholarships and other Edwards-specific entrance awards administered by Student Finance and Awards.*

[18] *Numbers include awards and values for College of Engineering entering and continuing awards administered by Student Finance and Awards.*

Part B – Graduate
The College of Graduate and Postdoctoral Studies (CGPS) administers approximately $8.4 million of centrally funded money for graduate student support. The majority of this funding is allocated between three major scholarship programs: Devolved, Non-Devolved, and the Dean's Scholarship programs.

Funding Programs
Approximately 3.9 million is available to support students through the Devolved and Non-Devolved funding arrangements. The amount of funding available through each pool is determined based on the number of scholarship-eligible students to be funded.

Devolved Funding Program
"Devolved" refers to an arrangement whereby larger academic units receive an allocation from the CGPS to award to their graduate students at the academic unit level. To be eligible for this pool of funding, departments must have a minimum of twelve full-time graduate students in thesis-based programs on a three-year running average and been awarded two non-devolved scholarships on a three-year average.

Allocations to "devolved" departments are determined by a formula created in 1997 and based on the average number of scholarship-eligible graduate students in thesis-based programs during the previous three years in each program, as a proportion of the number of graduate students in all programs averaged over the same three years. Doctoral students beyond the fourth year and Master students beyond the third year of their programs are not counted in the determination. Doctoral students are valued at 1.5 times Master students. Each academic unit participating in the devolved funding program is thus allocated a percentage of the total funds available in the devolved pool.

Allocations for Devolved Graduate Programs for 2021-2022

Graduate Program	Allocation
College of Agriculture & Bioresources	
Agricultural & Resource Economics	$59,396.75
Animal and Poultry Science	$110,451.99
Food and Bioproduct Sciences	$71,471.60
Plant Sciences	$138,315.57
Soil Science	$90,172.87
College of Arts and Science	
Archaeology	$31,279.30
Biology	$136,144.88
Chemistry	$140,498.51
Computer Science	$216,331.83
Economics	$37,931.86
English	$66,643.71
Geography and Planning	$76,680.61
Geological Sciences	$90,445.47
History	$80,503.81
Graduate Program	**Allocation**
College of Arts and Science (cont.)	
Mathematics & Statistics	$39,262.01

Physics and Engineering Physics	$113,289,80
Political Studies	$30,937.09
Psychology	$125,814.18
Sociology	$59,728.98
Writing	$29,713.04
Edward School of Business	
Finance & Management Science	$23,827.00
College of Education	
Educational Administration	$102,781.69
Educational Foundations	$32,055.23
Educational Psychology and Spec. Ed.	$53,224.91
College of Engineering	
Biomedical Engineering	$81,940.73
Chemical and Biological Engineering (Biological)	$42,511.91
Chemical and Biological Engineering (Chemical)	$82,033.49
Civil and Geological Engineering	$120,443.42
Electrical and Computer Engineering	$149,646.99
Mechanical Engineering	$177,786.80
Interdisciplinary Studies	
Interdisciplinary Studies	$29,478.45
College of Kinesiology	
Kinesiology	$77,750.36
College of Law	
Law	$29,927.85
College of Medicine	
Anatomy Physiology, and Pharmacology	$42,000.69
Biochemistry Microbiology and Immunology (BMI)	84,100.47
Community Health and Epidemiology	$90,201.78
Health Sciences	$91,909.45
College of Nursing	
	$71,536.36
College of Pharmacy and Nutrition	
Pharmacy and Nutrition	$106,324.41
College of Veterinary Medicine	
Veterinary Biomedical Sciences	$63,479.46
Veterinary Microbiology	$55,413.61
Schools	
School of Environment and Sustainability	$137,746.78
School of Public Health	$75,975.94
School of Public Policy	$86,153.51
Toxicology	
Toxicology	$70,273.44
Total	**$3,723,538.59**

Non-Devolved Funding Program
Departments that do not qualify for the Devolved Funding Program may nominate students for consideration in the campus-wide Non-Devolved Scholarship Program. Effective September 2013, Non-Devolved Scholarships values were increased from $15K to $16K for the Master's and $18K to $20K for the PhD.

The following is a list of new and continuing awards in 2021/2022, as part of the Non-Devolved Funding Program.

Table 9 – Number and Value of Non-Devolved Funding in 2021-2022

Anthropology	2 Master's	$32,000
Applied Economics	1 Doctoral	$20,000
Art & Art History	3 Master's	$48,000
Education Dean's Office	3 Doctoral	$60,000
Indigenous Studies	2 Master's; 1 Doctoral	$52,000
Linguistics	1 Master's; 2 Doctoral	$56,000
Philosophy	1 Master's	$16,000
Veterinary Pathology	1 Master's	$16,000
Total		**$300,000**

Teacher-Scholar Doctoral Fellowships
The Teacher-Scholar Doctoral Fellowships provide an annual stipend of approximately $20,000 and a mentored teaching experience, which is made possible by partnerships with other graduate units and the Gwenna Moss Centre for Teaching and Learning. Sixteen doctoral students across campus received this Fellowship in 2021/2022.

Graduate Teaching Fellowships Program
The CGPS allocated 47 Graduate Teaching Fellowships (GTF's) in 2021/2022 valued at approximately $17,617 each for a total of approximately $828,000. The GTF's are allocated to the 12 colleges with graduate programs based on a formula that takes into account the number of undergraduate course credits and the number of graduate students registered in each college.

Graduate Research Fellowships
The CGPS introduced the Graduate Research Fellowship program several years ago funded by the Provost's Committee on Integrated Planning. This is a shared-cost program that provides $8,000 per year to 30 graduate students across campus who receive at least an equal amount in salary or scholarship funds from faculty research grants or contracts from external sources.

Dean's Scholarship Program
The Dean's Scholarship Program was created in early spring of 2005. The budget for the 2021-2022 Dean's Competition is $2,133,000.

The PhD Dean's Scholarship is valued at $22,000 per year for three years and the Dean's Master award is valued at $18,000 per year for two years. This program requires one year of funding (either $18,000 or $22,000 for Master or PhD students, respectively) from the departments for the final year of funding of these awards.

Effective September 1, 2017, doctoral students holding a Dean's Scholarship became eligible to receive up to 3 years of tuition scholarships. The CGPS received $483,000 from the Academic's Priorities Fund to establish the Dean's Doctoral Tuition Scholarship Program.

At the time of this report, 4 Master's (all Canadian) and 22 PhD (14 Canadian and 8 International) students were awarded Dean's and International Dean's Scholarships in 2021/2022.

Indigenous Graduate Leadership Award
In 2018/2019, CGPS awarded the first Indigenous Graduate Leadership Awards. The purpose of this award is to recognize students who have demonstrated academic excellence and leadership with a personal commitment to improving their communities. The value of the PhD award is $20,000 plus tuition per year for up to 4 years and the Master's awards are valued at $16,000 plus tuition per year for up to 2 years.

In 2021/2022 the committee received 10 applications and awarded 6 recipients (3 PhD and 3 Master's).

The Saskatchewan Innovation and Opportunity Scholarship (SIOS) program (in partnership with the province of Saskatchewan)

At the time of this report the SIOS competition has not been held.
Approximately $678,000 of this year's SIOS funding envelope was used for top-ups for national award holders (again, recognizing excellence and innovation).

New Faculty Graduate Student Support Program
The CGPS administers the New Faculty Graduate Student Support Program to provide start-up funds to new tenure-track faculty to help establish their graduate education and research programs. In 2021/2022, $268,000 was allocated to 13 new tenure-track faculty across campus.

Graduate Teaching Assistantships
In 2021/2022, the CGPS allocated approximately $299,567 in graduate teaching assistant support to colleges with graduate programs. The annual distribution is based on relative enrollment of full-time graduate students in thesis-based programs, using annual census data. This fund was established to provide support to colleges for teaching or duties specifically related to teaching (e.g. marking, lab demonstrations, and tutorials).

Graduate Service Fellowships
The CGPS created the Graduate Service Fellowship Program to provide fellowships to graduate students who will carry out projects or initiatives that will enhance services and the quality of graduate programs

for a broad base of graduate students. In addition to the financial support, each Graduate Service Fellow receives valuable work experience and learns skills related to project organization, delivery, and reporting. In 2021/2022, approximately $75,000 was allocated for various projects across campus.