UNIVERSITY COUNCIL AGENDA
May 18, 2023
2:30 - 4:30pm
Arts 241, Neatby Timlin Theatre

Call to Order

1. **Agenda**
   1.1. Adoption of the Agenda

2. **Chair's Opening Remarks**

3. **Minutes**
   3.1. Approval of Minutes – April 20, 2023

4. **Business Arising**

5. **Research, Scholarly and Artistic Works Committee (RSAW)**
   5.1. For Information: University Rankings - presentation from Dr. Dawn Wallin, Associate Vice President Research, and Jennifer Drennan, University Rankings Strategist (deferred from April 20, 2023)

6. **Planning & Priorities Committee (PPC)**
   6.1. For Information: USask Budget 2023/24 – Presented by Dr. Airini, Provost and Vice-President Academic and Dr. Devan Mescall, Chief Financial Officer (CFO)
   6.2. Notice of Motion to endorse "A University for Everyone: Equity, Diversity and Inclusion Framework for Action" – Presented by President Peter Stoicheff
   6.3. Notice of Motion: Proposal to Merge the Departments of Art and Art History, Drama, and Music into New College-Level School – Presented by Dr. Airini, Provost and Vice-President Academic and Dean Peta Bonham-Smith
   6.4. For Information: Tuition 2023/24
   6.5. Request for Decision: Name change of the Canadian Centre for Health and Safety in Agriculture to the Canadian Centre for Rural and Agricultural Health (late addition to agenda)

7. **Governance Committee**
   7.1. Request for Decision (joint with APC/PPC): Microcredentials Framework and Nomenclature Policy – Presented by Dr. Nancy Turner, Senior Director, Teaching and Learning Enhancement
   7.2. Notice of Motion: College of Nursing Faculty Council Bylaws Revisions
   7.3. For Information: Summary Report on Student Appeals 2021/22

8. **Academic Programs Committee (APC)**
   8.1. Request for Decision: Graduate Degree-level Certificate in Substance Use Health and Wellbeing
   8.2. Request for Decision: Master of Science in Precision Oral and Systematic Health
   8.3. Request for Decision: Master of Science and Doctor of Philosophy in Statistics
   8.4. Request for Decision: Admissions Qualification Changes – Master of Business Administration
   8.5. Request for Decision: Admissions Qualification Changes – Johnson Shoyama Graduate School of Public Policy programs
   8.6. Notice of Motion: Revisions - Academic Courses Policy
   8.7. For Information: Changes to Academic Calendar 2022/23 and 2023/24

9. **Scholarships & Awards Committee**
   9.1. Annual Report 22/23

10. **Reports**
    10.1.President's
    10.2.Provost's
    10.3.USSU
    10.4.GSA

11. **Other Business**

12. **Question Period**

13. **Adjournment**

Next Council meeting is June 15, 2023 – Please send regrets to shirley.cuschieri@usask.ca. Deadline for submission of motions to the Executive Committee: May 22, 2023.

Zoom Link:

Join Zoom Meeting:
https://usask-ca.zoom.us/j/97351824093?pwd=b3hsMDdWK016cFVmQnZkRFYvMWVNUT09

Join by Video Conferencing Device (SIP):
97351824093@zoomcrc.com

Meeting ID: 973 5182 4093
Passcode: 20692289
Telephone Passcode: 20692289

UNIVERSITY OF SASKATCHEWAN

University Council Agenda Motions
May 18, 2023

Planning and Priorities Committee

6.5 Name change of the Canadian Centre for Health and Safety in Agriculture to the Canadian Centre for Rural and Agricultural Health

Motion: *The Planning and Priorities Committee recommends approval for the proposed name change for the University of Saskatchewan research centre Canadian Centre for Health and Safety in Agriculture to the Canadian Centre for Rural and Agricultural Health, effective May 18, 2023.*

Governance Committee

7.1 Micro-Credentials Guidelines and Nomenclature Policy

Motion: *That University Council adopt the Micro-Credentials guidelines.*

Motion: *That University Council approves the addition of Micro-Credentials to the Nomenclature Policy.*

Academic Programs Committee

8.1 Graduate Degree-level Certificate in Substance Use Health and Wellbeing

Motion: *It is recommended that University Council approve the graduate degree-level Certificate in Substance Use Health and Wellbeing, effective September 2023.*

8.2 Master of Science in Precision Oral and Systemic Health

Motion: *It is recommended that University Council approve the Master of Science in Precision Oral and Systematic Health program, effective September 2023.*

8.3 Master of Science and Doctor of Philosophy in Statistics

Motion: *It is recommended that University Council approve the Master of Science and Doctor of Philosophy programs in Statistics, effective September 2023.*

8.4 Change to Admissions Qualification – Master of Business Administration

Motion: *It is recommended that University Council approve the changes to the admissions qualifications for the Master of Business Administration program, effective the 2024-25 intake.*

8.5 Change to Admissions Qualification – Graduate programs in the Johnson Shoyama Graduate School of Public Policy

Motion: *It is recommended that University Council approve the changes to the admissions qualifications for graduate programs in the Johnson Shoyama Graduate School of Public Policy, effective the 2024-25 intake.*

UNIVERSITY OF SASKATCHEWAN

UNIVERSITY COUNCIL
Meeting Minutes
Thursday April 20, 2023
2:30-4:30pm
ARTS 241 and Zoom

Call to Order

The meeting was called to order at 2:33pm.

The Chair, Dr. Susan Detmer, summarized the meeting protocols. No members of the media identified themselves.

1. Tribute

Dr. Stephen Urquhart, Department of Chemistry, provided a tribute to Professor Emeritus Ronald Sutherland of the College of Arts and Science.

2. Adoption of the agenda

(Rayan/Dobson): *That the agenda be approved as circulated.*

CARRIED.

3. Chair's Opening remarks

Chair 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. As attendees may have been connecting from elsewhere, she acknowledged our shared relationships with the Indigenous people of this province.

Chair Detmer welcomed the University of Saskatchewan Chancellor, Grit McCreath, and the Chair of the Board of Governors, Shelley Brown to the University Council meeting. The Chair acknowledged outgoing USSU President Abhineeet Goswami and thanked him for his service. Congratulations were extended to Mostofa Kamal who was acclaimed as the GSA President again for 2023/24.

Chair Detmer reported on the monthly meeting between the President's Executive Committee and the Council Executive Committee, noting that at their last meeting they last met they discussed the Equity, Diversity, and Inclusion Framework for Action, which will be presented at the May 2023 Council meeting.

4. Minutes of the meeting of January 26, 2023

4.1 Chair Detmer noted that the minutes of January 26, 2023 were not posted in time to request Council's approval at the March meeting.

(Dobson/Bradford): *That Council approves the January 26, 2023 minutes.*

CARRIED.

4.2 March 16, 2023 Minutes:

(Rayan/Wotherspoon)*: That Council approves the March 16, 2023 minutes.*

CARRIED.

5. Business Arising

No new business noted.

6. "Be What the World Needs" Campaign Update

Chair Detmer invited the Vice-President, University Relations, Cheryl Hamelin to discuss the launch of the university's fundraising campaign. Current total of funds raised was $322,894,498 which is significant, but donor requests continue to be made and the momentum will continue. Following her remarks, a campaign video was played for University Council.

7. Executive Committee

Dr. Roy Dobson, Chair of the Governance Committee, and Julian Demkiw, University Secretary & Chief Governance Officer, provided an update on Council membership for 2023/24. No questions or comments.

8. Planning & Priorities Committee (PPC)

Dr. Vicki Squires, Chair of PPC, presented the items.

8.1. Request for Decision: Proposal to Establish a Department of Indigenous Health & Wellness in the College of Medicine

Dr. Janet Tootoosis, interim Vice-Dean Indigenous Health attended as a guest at University Council.

(Squires/Mousseau): *That University Council authorize the University of Saskatchewan Board of Governors to provide for the establishment of a Department of Indigenous Health and Wellness in the College of Medicine, effective April 24, 2023, pending the recommendation of the Senate.*

CARRIED.

8.2. Request for Decision: Change in Reporting Structure for the Toxicology Centre

Dr. Patti McDougall was introduced for this item and answerd questions that were posed at the March Council meeting. After some questions from Council members were brought forward and answered by Dr. McDougall, the motion was held to a vote.

(Squires/Mousseau): *That University Council approve the change in reporting structure for the Toxicology Centre such that as of April 24th, 2023, the Toxicology Centre reports into the School of Environment and Sustainability (SENS), pending the approval of the Board of Governors, and confirmation of Senate.*
Objection noted: Dr. Lori Bradford

CARRIED.

8.3. Notice of Motion: Name change of the Canadian Centre for Health and Safety in Agriculture to the Canadian Centre for Rural and Agricultural Health

No questions or comments.

8.4. Request for Decision: Indigenous Land Management Institute (ILMI) - Name Change and 5-Year Renewal

An extensive revew will inform future centres reviews. No questions or comments.

(Squires/Mousseau): *The Planning and Priorities Committee (PPC) recommends to Council the approval of the name change of the Indigenous Land Management Institute to the kihci-okâwîmâw askiy Knowledge Centre. PPC also recommends that University Council accept the review of the Centre in accordance with the revised USask Centres Policy.*

CARRIED.

8.5. For Information: Provincial and Federal Budgets 2023/24

Dr. Airini, Provost and Vice President Academic presented a brief summary of the 2023/24 provincial and federal budgets. Sara Daniels, Associate Vice President, Government Relations was available to give a brief update on funding at the federal level.

Overall, funding was flat, as expected. However, there were increases noted in a few line items: preventative maintenance and renewal, student support, and research in agriculture. There is also funding support for the renovations to the Dental Clinic and a commitment for health human resources.

A question from a Council member addressed the increase in Nursing seats:

- What is the financial situation to support the large increase in the College of Nursing seats, while we see a decline in Nursing faculty? Dr. Airini noted that there are seven approved positions and a CRC for the college.

9. Governance Committee

9.1 Request for Input: Micro-Credential Guidelines and Nomenclature Policy (joint with APC and PPC)

Dr. Nancy Turner, Senior Director, Teaching and Learning Enhancement, spoke to this item with a brief presentation to Council. Dr. Turner addressed some questions afterwards and they included:

- What proportion of faculty will deliver these courses?
- Who will deliver these courses and how does this contribute to precarity in academia?
- Will it be possible to take some of the USask degree level classes, and package these into microcredentials?
- Can existing courses be changed into microcredential courses?
- Are microcredentials a way to engage with Indigenous/newcomer populations? Suggestion made that there be a process for accountability on these courses for the campus community. Listings of all microcredential courses on offer, and the skills they are connected to will be made available.
- What is the difference between a non-degree course and a microcredential? The assessment of competency is the main thing.

10. Academic Programs Committee (APC)

Dr. Yansun Yao, Chair of APC, presented the items.

10.1 Request for Decision: Change to Admissions Qualifications - Bachelor of Science in Nursing

(Yao/Shevchuk)*: It is recommended that Council approve the changes to the admissions qualifications for the Bachelor of Science in Nursing program, effective the 2024-25 intake.*

CARRIED.

10.2 Request for Decision: Change to Admissions Qualifications – Master of Science in Field Epidemiology

(Yao/Shevchuk): *It is recommended that Council approve the changes to the admissions qualifications for the Master of Science in Field Epidemiology effective the 2024-25 intake.*

CARRIED.

10.3 Request for Decision: Change to Admissions Qualifications – Master of Science and direct-entry PhD Programs in Kinesiology

(Yao/Shevchuk): *It is recommended that Council approve the changes to the admissions qualifications for the Master of Science and direct entry Doctor of Philosophy Programs in Kinesiology, effective the 2024/25 intake.*

CARRIED.

10.4 For Information: College of Arts and Science Degree-level Certificates

11. Joint (Council and Board) Committee on Chairs and Professorships (JCCP)

Dr. Mary Buhr, Interim Vice-Provost Faculty Relations, presented the item from the Joint Committee on Chairs and Professorships. It was noted that the revision was minor.

11.1 Request for Decision: Jarislowsky Chair in Regenerative Agriculture – Revision

(Bedard-Haughn/Yao): *Subject to the approval of the Board of Governors, the Joint Committee on Chairs and Professorships recommends that University Council approve the revision to the Jarislowsky Chair in Regenerative Agriculture.*

CARRIED.

12. Nominations Committee

Dr. Eric Lamb, Chair, Nominations Committee gave an update on the call-for-interest for volunteers to serve on various committees including Council, Collective Agreement, and Searches and Reviews. An email would be coming out soon.

12.1 Call-for-Interest to University Council, USFA, and Search and Review Committees

13. Teaching, Learning, and Academic Resources Committee (TLARC)

13.1 For Information: Experiential Learning Framework

Dr. Kathleen James-Cavan, Chair, TLARC, walked through a brief presentation at the meeting.

14. Scholarships & Awards Committee

14.1 For Information: Best and Brightest Scholarships Recipients

Dr. Abdullah Mamun, Chair, Scholarships and Awards Committee presented on recipients of the awards as noted in the materials provided.

15. RSAW

15.1 For Information: University Rankings

Due to timing, a motion to defer this item until May was made.

(Deters/Dobson): *That University Council defer item 15.1 "University Rankings" to the May 18, 2023 University Council meeting.*

CARRIED.

16. Reports

16.1 USSU

Abhineet Goswami, USSU President, presented the report as provided in the materials. This was his last report as USSU President and the Chair thanked him for his service to University Council.

16.2 GSA

Mostofa Kamal, President of the GSA, presented the report as provided in the materials.

16.3 Provost's Report

Dr. Airini greeted Council again, and in the first languages of these lands. She reported on various items in the report, as provided in the materials.

16.4 President's Report

President Peter Stoicheff provided a summary of his written report and also noted the great momentum happening with the recent launch of the USask Comprehensive Campaign.

17. Other business

There was no other business.

18. Question period

Questions from Counicl members included:

- When will see a move to refill the faculty positions that we have lost, to continue to support the success of the university? Provost Airini provided some commentary on faculty compliment planning and noted that it continues. There are approximately 40 academic positions posted at this time. This is a balance between our needs and staying within our means. USask is in a cautiously positive budget environment at this time.

19. Adjournment

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

Action Items List

Page	Item No.	Agenda Item	Responsible	Date
6	15.1	RSAW item for information: University Rankings deferred to May 18, 2023	Steven Rayan	May 18, 2023

COUNCIL ATTENDANCE 2022-2023

Attendance Summary - Voting Participants

P-Present, R-Regrets, A-Absent											
Last Name	**First Name**	**Sep 29**	**Oct 20**	**Nov 17**	**Dec 15**	**Jan 26**	**No Mtng**	**Mar 16**	**Apr 20**	**May 18**	**Jun 15**
.	Airini	P	P	P	P	P		P	P		
Adl	Sina	A	A	A	A	A		A	A		
Alam	Shafiq	P	P	P	P	P		P	A		
Alazawi-student rep	Tania	R	R	R	R	R		R	R	R	R
Alcorn	Jane	P	R	R	P	R		P	P		
Anderson	Kyle	P	P	P	A	A		A	P		
Augusta	Carolyn	P	P	P	R	P		A	A		
Bally	Jill	P	P	P	P	P		P	A		
Bedard-Haughn	Angela	P	P	P	P	P		P	P		
Bell	Scott	P	P	P	P	P		A	P		
Bilson	Beth	P	P	P	P	P		P	P		
Binarif-student rep	Talha	n/a	n/a	n/a	n/a	A		A	A		
Boden	Catherine	A	P	P	P	P		P	P		
Bonham-Smith	Peta	P	P	P	P	P		P	P		
Bradford	Lori	P	P	P	P	P		P	P		
Bradley	Michael	A	A	P	A	A		A	P		
Burshtyn	Deborah	P	P	P	P	P		P	P		
Card	Claire	P	P	P	P	P		P	A		
Chernoff	Egan	P	R	A	P	P		P	R		
Choksi-student rep	Kathan	A	A	A	A	A		A	A		
Chowdhury	Nurul	A	P	A	A	a		A	A		
Clark-student rep	Sherrissa	n/a	n/a	n/a	n/a	P		A	A		
Cody-student rep	John	P	P	A	P	P		A	A		
Dadachova	Kate	R	R	R	R	P		P	P		
DaSilva	Keith	P	P	A	P	P		A	P		
Dawson	DeDe	P	P	P	P	P		P	R		
de Boer	Dirk	P	P	P	P	P		P	P		
Delbaere	Majorie	R	A	P	A	P		P	P		
Deters	Ralph	P	P	P	A	P		P	P		
Detmer	Susan	R	P	P	P	P		P	P		
Dick	Rainer	A	P	P	P	R		A	P		
Dobson	Roy	P	P	P	P	P		P	P		
Donkers	Sarah	A	P	A	A	A		A	A		
Downe	Pamela	P	R	P	R	P		P	P		
Ferrari	Maud	P	P	P	A	A		P	P		
Gabriel	Andrew	P	R	P	P	R		R	P		
Gjevre	John	R	P	R	P	P		R	P		
Grosvenor	Andrew	P	P	P	P	P		P	P		
Harasymchuk	Robert	A	P	A	A	P		P	A		
Harrison	William	A	A	A	A	R		A	A		
Hassan-student rep	Dalia	P	P	P	A	A		A	A		
Hogan	Natacha	A	P	P	A	A		P	P		
Jamali	Nadeem	A	P	R	P	P		P	P		
James-Cavan	Kathleen	R	P	P	R	P		R	P		
Jenkins-student rep	Haley	A	A	A	A	A		A	A		
Just	Melissa	P	R	P	P	P		P	P		
Kalra	Jay	A	P	A	P	P		P	A		
Kent-Wilkinson	Arlene	P	P	P	P	P		P	A		
Kresta	Suzanne	P	P	A	A	A		P	A		
Lamb	Eric	P	R	P	P	P		R	P		

Last Name	First Name	Sep 29	Oct 20	Nov 17	Dec 15	Jan 26	No Mtng	Mar 16	Apr 20	May 18	Jun 15
Lanovaz	Joel	P	P	P	P	P		P	P		
Larre	Tamara	A	P	A	A	P		A	A	R	
Leidl	Don	P	P	A	A	A		P	A		
Lovick	Olga	P	P	P	P	R		P	P		
Luke	Iain	R	A	A	R	R		R	R	R	
Macfarlane	Cal	A	A	A	A	A		A	A		
Makarova	Veronika	P	R	P	P	A		P	A		
Mamun	Abdullah	P	P	P	R	P		A	P		
Manley-Tannis	Richard	R	R	R	R	R		A	R		
Marche	Tammy	P	P	P	P	P		A	P		
Martin	Stephanie	A	R	P	P	P		R	A		
Martina-Koechl	Natasha	P	P	P	R	P		P	P		
McKeown-student rep	Shanleigh	A	P	P	A	P		A	A		
Meda	Venkatesh	P	A	P	A	P		P	A		
Mousseau	Darrell	A	P	P	P	P		P	P		
Muir	Gillian	P	R	R	A	A		P	A		
Murphy	JoAnn	P	P	P	P	P		P	A		
Okoko	Janet	P	P	P	P	P		P	P		
Onasanya-student rep	Moyin	A	R	R	A	A		A	A		
Papp	Zsuzsa	NA	NA	P	P	P		P			
Paslawski	Teresa	P	A	P	P	A		P	P		
Peacock	Shelley	P	R	R	P	P		P	P		
Perrault-student rep	Levi	P	P	P	R	P		A	P		
Phillipson	Martin	A	P	P	P	A		A	A		
Pocha	Sheila	A	P	P	A	A		A	A		
Poettcker	Grant	A	A	A	A	A		A	A		
Pomazon	Alisha	A	A	A	P	A		A	A		
Rayan	Steven	P	P	P	P	P		P	P		
Richter	Solina	P	A	P	P	P		P	P		
Sakharkar	Meena	P	P	A	A	P		P	A		
Salsbury-student rep	Alexis	P	P	P	A	P		P	A		
Sarjeant-Jenkins	Rachel	P	P	P	P	P		P	P	R	
Sarty	Gordon	P	P	R	P	P		P	P		
Shevchuk	Yvonne	P	P	P	P	P		P	P		
Singh	Jaswant	P	R	R	R	P		P	P		
Siqueira	Walter	P	R	A	P	P		A	P		
Smith	Preston	A	P	P	P	A		P	A		
Smyth	Stuart	A	P	A	A	P		A	A		
Squires	Vicki	R	P	P	P	P		P	P		
Steele	Tom	A	P	P	R	P		A	P	R	
Stoicheff	Peter	R	P	P	P	P		R	P		
Szmigielski	Jacek	P	R	P	P	P		P	P		
Todd	Christopher	P	P	R	P	P		P	P		
Tomczak	Corey	P	P	P	P	A		R	P		
Urquhart	Stephen	P	P	R	P	P		R	P		
Vassileva	Julita	P	P	P	P	P		P	P		
Wakefield-student rep	Shelby	A	A	A	A	A		A	A		
Waldner	Cheryl	P	P	P	P	P		A	P		
Walker	Keith	P	P	P	R	P		P	P		
Willenborg	Christian	R	P	P	A	P		P	A		
Willoughby	Keith	P	R	P	P	P		P	P		
Woods	Phil	P	P	P	P	R		R	P		

COUNCIL ATTENDANCE 2022-2023

Last Name	First Name	Sep 29	Oct 20	Nov 17	Dec 15	Jan 26	No Mtng	Mar 16	Apr 20	May 18	Jun 15
Wotherspoon	Terry	P	R	P	P	P		P	P		
Wu	FangXiang	A	A	P	P	P		A	P		
Yao	Yansun	A	P	P	P	A		P	P		
Zello	Gordon	P	P	P	A	P		P	R		
Zhang	David	P	P	P	A	P		P	A		
Zhang	Lifeng	P	P	P	A	A		P	P		

Attendance Summary - Non-voting participants

P-Present, R-Regrets, A-Absent											
Last Name	**First Name**	**Sep 29**	**Oct 20**	**Nov 17**	**Dec 15**	**Jan 26**	**No Mtng**	**Mar 16**	**Apr 20**	**May 18**	**Jun 15**
Demkiw	Julian	P	P	P	P	P		P	P		
Fowler	Greg	P	A	P	P	A		A	P		
Goswami-USSU President 2022-23	Abhineet	P	P	P	P	P		P	P		
Hamelin	Cheryl	R	P	P	P	R		R	P		
Isinger	Russell	P	P	P	P	P		P	P		
Jacob-USSU VP Academic 2022-23	Sharon	P	P	P	R	R		A	P		
Jamie	Angela	A	A	P	A	A		A	A		
Kamal-GSA President 2022-23	Mostofa	P	P	P	P	P		R	P		
Kaminski-Senate Rep 2022-23	Nicholas	A	A	A	A	A		A	A		
Nath-GSA VP Academic 2022-23	Sristy Sumana	P	R	P	P	A		P	A		
Papp	Zsuzsa	NA	NA	P	P	P		P	P		
Singh	Baljit	A	P	A	P	A		P	A		
Still	Carl	R	A	R	A	A		R	R		
Thomarat	Jacquie	P	P	P	P	P		P	P		
Wagner-Senate Rep 2022-23	Larry	A	A	P	A	A		A	A		
Wilson	Jay	P	P	n/a	n/a	n/a		n/a	n/a	n/a	n/a

AGENDA ITEM NO: 5.1

UNIVERSITY COUNCIL

RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY:	Steven Rayan; chair, Research, Scholarly and Artistic Work Committee
DATE OF MEETING:	May 18, 2023
SUBJECT:	**University Rankings**
COUNCIL ACTION:	**For Information Only**

SUMMARY:

As part of an ongoing consultation process, Jennifer Drennan (University Rankings Strategist) delivered an update regarding the University Rankings Project at the February 2, 2023 meeting of the RSAW Committee. Given the broad interest in the current rankings strategy and the potential impact it will have upon the institution both internally and externally, the RSAW Committee would like Council members to have the opportunity to hear details of the project and to be able to ask questions.

Dr. Dawn Wallin (Associate Vice President Research) and Jennifer Drennan will speak to the attached presentation.

ATTACHMENTS:
University Rankings Presentation

University Rankings

University Council
April 20, 2023

University Rankings

The Goal (University Plan)

- To achieve "notable improvement in academic rankings within disciplines and across the university as a whole"

University Rankings

Why Do Rankings Matter?

Rankings affect our reputation which in turn impacts many aspects of our work:

- Attracting talent: student, colleagues, leaders
- Funding: agencies and industry
- Government relations
- Partnerships: other universities and third parties

Rankings can be a valuable source of comparative information and an opportunity to tell our story to the world. They also provide an affirmation of the excellent work occurring across campus that evidences our intentionality to "be what the world needs"!

University Rankings

- Academic Ranking of World Universities (ARWU)
- Quacquarelli Symonds (QS)
- Times Higher Education (THE)

- Maclean's
- Research Infosource

- World University Rankings
- Subject/Program Rankings
- Sustainability/Impact Rankings

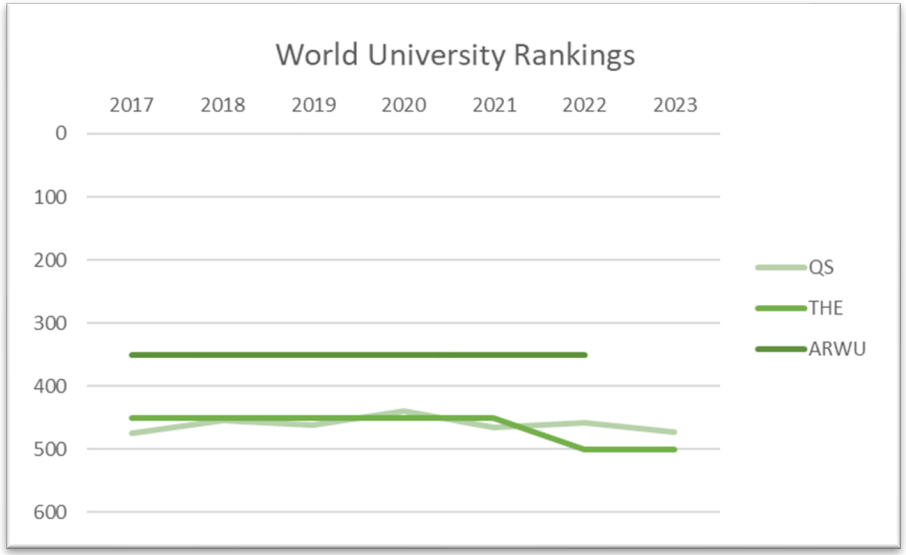
11

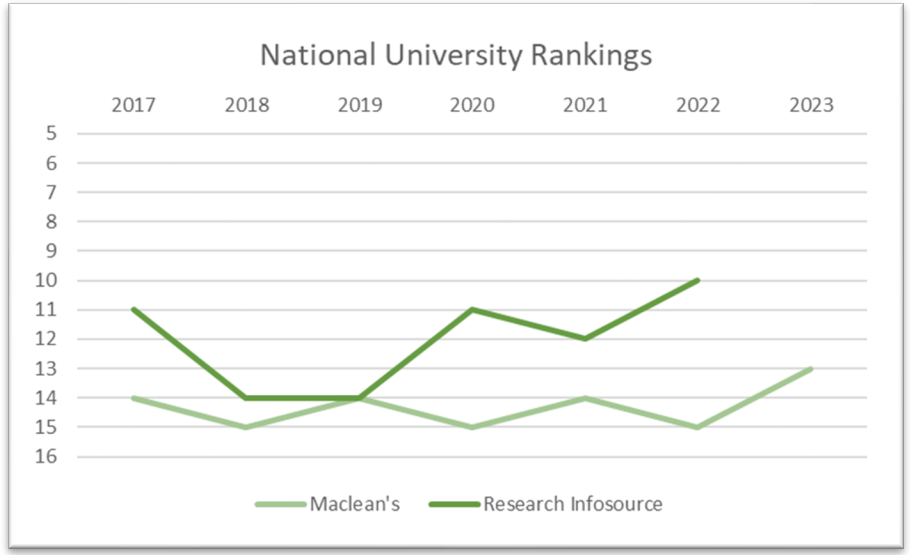
Rankings releases annually

Rankings Metrics

ARWU	%	QS	%	THE	%	Macleans	%
Star Alumni • Nobel	10	**Academic Rep** • (survey)	40	**Teaching** • rep (survey) • fac/studs • PhD,income/fac	 15 15	**Students** • awards • stud/fac	 10 10
Star Faculty • Nobel • Citations	 20 20	**Employer Rep** • (Employee survey)	10	**Research** • rep (survey) • papers/fac; res$/fac	 18 12	**Faculty** • awards • SSHRC/NSERC/CIHR	 8 12
Star Pub • Nat/Sci • SCI/SSCI	 20 20	**Citation/Faculty**	20	**Citations**	30	**Resources** • Op $/stud • Res $/stud • Lib $	 5 8 9
Above/# Faculty	10	**Faculty/Students**	20	**Industry $/Faculty**	2.5	**Student Support** • Stud serv $ • Schol/burs $	18
		Intl Fac + stud	10	**Intl staff/stud/co-author pap**	7.5	**Reputation**	20

Rankings Trajectories: Last Five Years

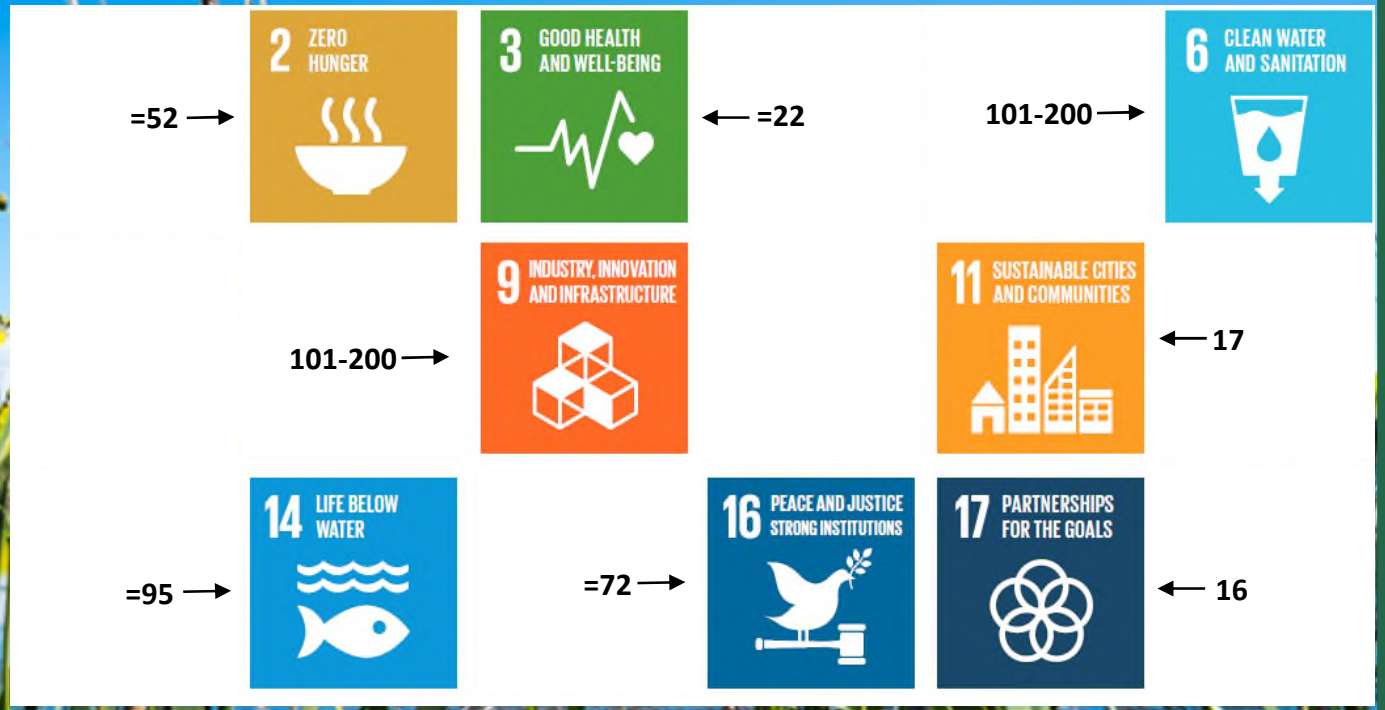




Sustainability and Impact Rankings

- Influenced by the United Nations' 17 Sustainable Development Goals.
- Assess progress toward the 17 goals focused on:
  - academics (research, program offerings, etc.);
  - institutional operations (sustainable policies and practices, equity, diversity and inclusion in employee and student realms, etc.)
- Recognizes and rewards community engagement/impact, EDI efforts, government & NGO collaboration, creative work, etc.

UNIVERSITY OF SASKATCHEWAN



For the 2023 submission we submitted to the same eight SDGs, and added SDG 10

2022 THE Results

- Tied for 58th globally (1406 institutions ranked)
- Up 38 spots from 2021 (even with ~300 more institutions added to participant pool = more competition)
- 9th overall among U15

BE WHAT THE WORLD NEEDS

Questions?

Initiatives are designed to achieve the university's goals that support the research, teaching, and engagement endeavours of USask students, faculty and staff. Being intentional about collecting data and sharing the stories that help the university plan for, and achieve, those goals offers the added benefit of contributing to positive momentum in rankings.

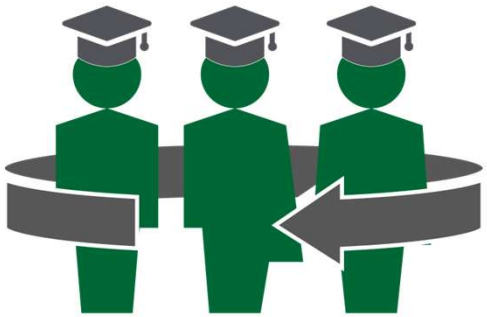
Budget Presentation
May 18, 2023
University of Saskatchewan
usask.ca
BE WHAT THE WORLD NEEDS

Budget 2023/24 Highlights

Notable accomplishments:

- For the first time in years we do not have growing debt due to accumulated deficits
- All of our colleges, schools, and service centres have balanced budgets
- All six units with manageable deficits were able to address these deficits ($4.8M)
- We are seeing some colleges address their accumulated deficits (these include Dentistry, Education, and Pharmacy and Nutrition)
- We are seeing improvement in our risk and opportunity reserves

Budget 2023/24 Highlights



Enhancing the student experience:

- To mitigate the impact of economic barriers for students with financial need, USask has budgeted nearly $56 million in 2023/24 for student aid, through scholarships, bursaries, and tuition waivers.
- In the upcoming 2023/24 academic year, needs-based funding of $1 million will be allocated toward financial support for continuing international undergraduate and master's degree students.
- USask is also investing in other key student supports, including additional funding for the University of Saskatchewan Students' Union (USSU) Food Centre, which is accessed by students across campus.

Budget 2023/24 Highlights

Notable challenges ahead:

- Colleges, schools, and service centres receiving short-term additional funding (subvention) will need to continue to work toward financial sustainability
- We have work to do to pay back past debt
  - Colleges, schools, and service centres with accumulated deficits

Key Assumptions

- Provincial base operating grant – No change
- Tuition and fees are estimated using:
  - Enrolment growth projections
  - Rate increase projections for domestic tuition
  - International differentials
- Investment returns use a long-term weighted average rate of 6.24%, including a 6.19% rate of return for the operating reserve
- Salaries and Benefits – Escalated based on known and expected negotiated changes

Budget 2023/24 Fund Balances

Fund Type	21/22 Actual	22/23 Budget	22/23 Budget	Variance 22/23 to 23/24 budget
General Funds				
Operating	7,680	12,696	(6,184)	(18,880)
Ancillary	4,388	7,875	5,266	(2,609)
Restricted Funds				
Student Financial Aid	(394)	1,113	2,734	1,621
Research	(4,813)	(3,680)	8,409	12,089
Capital	12,539	(4,948)	(28,130)	(23,182)
Endowment	3,390	18,648	21,587	2,939
Subsidiaries	(488)	12,411	8,030	(4,381)
Total Funds	**22,302**	**44,115**	**11,712**	**(32,403)**

Note that the figures in 23/24 Budget column can be found in Schedule 2 of the detailed schedules provided

Financial Sustainability

We define financial sustainability as having sufficient and predictable revenue to:

1. Cover annual costs
2. Pay down our debts
3. Maintain sufficient savings for emergencies
4. Invest for the future by funding strategic priorities
5. Maintain our assets
   a. Student experience
   b. Research
   c. Buildings, technology, and infrastructure
6. Grow revenues to cover future costs

Our Budget 2023/24

USASK GOALS

1. Cover annual costs
2. Pay down our debts
3. Maintain sufficient savings for emergencies
4. Invest for the future by funding strategic priorities
5. Maintain our assets
6. Grow revenues to cover future costs

USASK – CURRENT

1. We are able to cover the costs of our colleges, schools, and service centres for the first time since 2017.

1. Cover the Annual Costs of our Colleges, Schools, and Service Centres

Colleges, schools, and service centres

	2022/23 Budget	2023/24 Budget
Operating Deficit	$(21.4)	$(3.8)

NOTE: ALL $ VALUES IN MILLIONS

**Accounting adjustments include the pension special payment, employee future benefits remeasurement, and subsidiary consolidation.*

Our Budget 2023/24

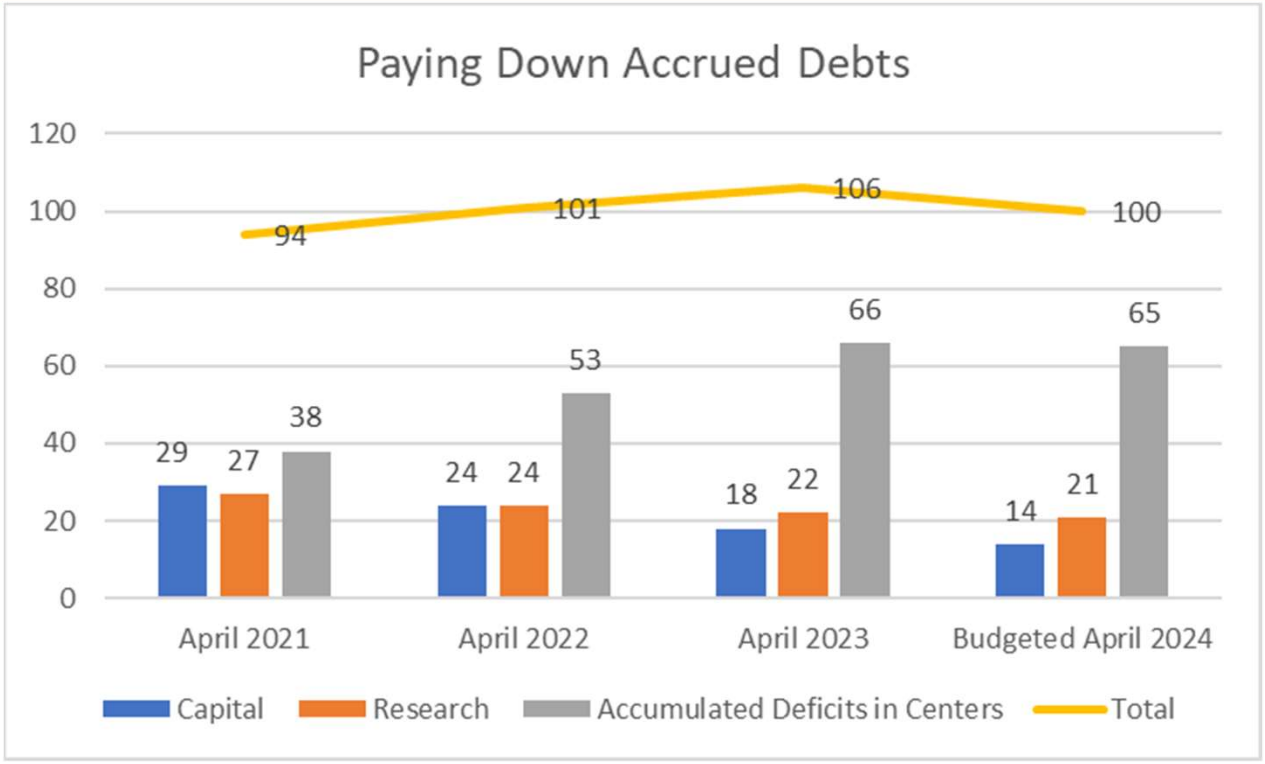
USASK GOALS

1. Cover annual costs
2. Pay down our debts
3. Maintain sufficient savings for emergencies
4. Invest for the future by funding strategic priorities
5. Maintain our assets
6. Grow revenues to cover future costs

USASK – CURRENT

1. We are able to cover the costs of our colleges, schools, and service centres for the first time since 2017.
2. We are not growing debt. We are paying some down. We have more work to do.

2. Paying Down Accrued Debts



KEY TAKEAWAYS

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

Our Budget 2023/24

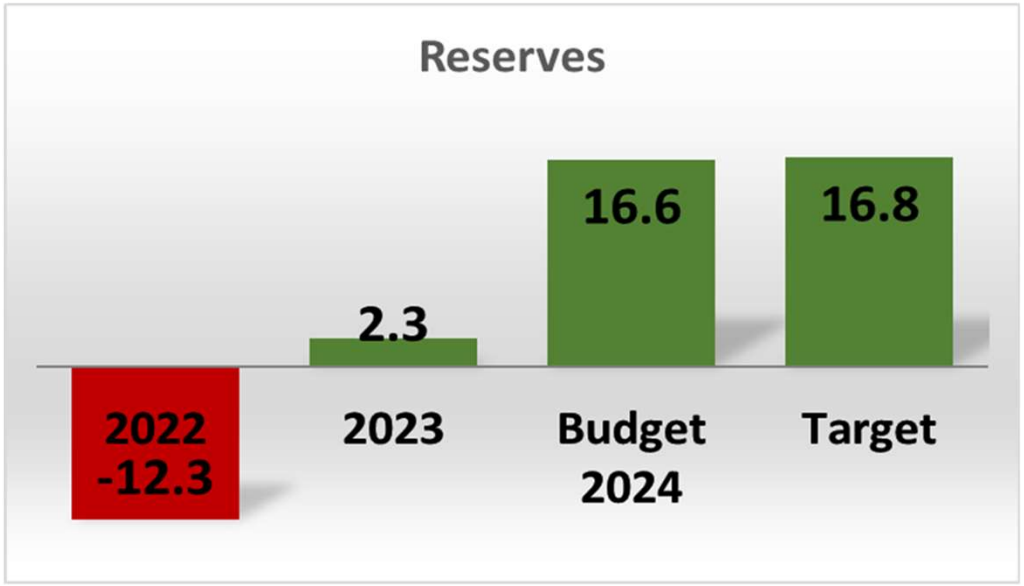
USASK GOALS

1. Cover annual costs
2. Pay down our debts
3. Maintain sufficient savings for emergencies
4. Invest for the future by funding strategic priorities
5. Maintain our assets
6. Grow revenues to cover future costs

USASK – CURRENT

1. We are able to cover the costs of our colleges, schools, and service centres for the first time since 2017.
2. We are not growing debt. We are paying some down. We have more work to do.
3. We are rebuilding our reserves and are getting closer, but we are not at our target.

3. Maintain Sufficient Reserves to Cover Risks



KEY TAKEAWAYS

As an institution, we have made significant progress in restoring our reserves.

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

USask's reserves policy requires balances at a minimum of 1.5 per cent of overall expenses ($16.8M).

Our Budget 2023/24

USASK GOALS

1. Cover annual costs
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USASK – CURRENT

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3. We are rebuilding our reserves and are getting closer, but we are not at our target.
4. We do not have much allocated for strategic investment, as focus was on balancing colleges.

4. Strategic Funds

Budget Classification	2022/23 budget	23/24 Budget	Change
Colleges, Schools and Service Centres (Operational)	(18.1)	(1.2)	16.9
Colleges, Schools and Service Centres (Temporary)	3.3	(2.6)	0.7
Strategic Funding and Other Institutional (One-time amounts)	13.3	3.0	(10.3)
Financial Sustainability (One-time amounts)	11.4	8.7	(2.7)
Net change in fund balance before extraordinary items	3.3	7.9	4.6
Provincial Funding Spend Down (Temporary Timing Amount)	9.4	(14.1)	(23.5)
Total Net Change in Fund Balance	**12.7**	**(6.2)**	**(18.9)**

Our Budget 2023/24

USASK GOALS

1. Cover annual costs
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3. We are rebuilding our reserves and are getting closer, but we are not at our target.
4. We do not have much allocated for strategic investment, as focus was on balancing colleges.
5. We are able to do some investment in infrastructure, but not everything.

5. Investment in Infrastructure

KEY TAKEAWAYS

1

We have budgeted continued investment in capital projects:

- WP Thompson
- Murray
- VIDO
- Arts and Science

2

We continue to maintain our core research centres, such as VIDO and CLS

3

Our increased allocation to our colleges and schools is an investment in maintaining our student experience

Our Budget 2023/24

USASK GOALS

1. Cover annual costs
2. Pay down our debts
3. Maintain sufficient savings for emergencies
4. Invest for the future by funding strategic priorities
5. Maintain our assets
6. Grow revenues to cover future costs

USASK – CURRENT

1. We are able to cover the costs of our colleges, schools, and service centres for the first time since 2017.
2. We are not growing debt. We are paying some down. We have more work to do.
3. We are rebuilding our reserves and are getting closer, but we are not at our target.
4. We do not have much allocated for strategic investment, as focus was on balancing colleges.
5. We are able to do some investment in infrastructure, but not everything.
6. Limited growth in revenues and growing costs creates future challenges.

Questions?

Information Resources

- **USask** Finances (includes Budget 2022/23 Information)
- Planning and Budget Town Halls (USask login required)
- USask Annual Financial Reports
- What is Resource Allocation at USask?

Questions?

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Chief Financial Officer
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A UNIVERSITY FOR EVERYONE

EQUITY, DIVERSITY AND INCLUSION FRAMEWORK FOR ACTION

University of Saskatchewan

TABLE OF CONTENTS

3 President's Message
4 Introduction
5 What Equity, Diversity and Inclusion Mean to Us
6 Our Strategic Priorities
9 Framework for Action
11 Cross-Cutting Enablers
11 Impact

A UNIVERSITY FOR EVERYONE

Dear Colleagues,

If a strategy is both a description of a desired future and an expression of a moment in time, the University of Saskatchewan's equity, diversity and inclusion (EDI) Framework for Action could not have arrived at a more decisive moment for our shared future.

Consistent with our University Plan: **nīkānītān manācihitowinihk | ni manachīhitoonaan,** this strategy underpins our aspiration to be the University the World Needs, because we cannot be that place unless we are a place for everyone.

This framework binds us ever more tightly to our **four guiding principles:**

- to the **diversity** of journeys that bring us closer to an enlightened understanding of the world
- to the **sustainability** of our relations with each other and with the land
- to the **creativity** that is sparked by a tapestry of experiences and journeys
- to the **connectivity** that energizes us and makes us resilient

A University for Everyone is not a static blueprint for the future; rather it is a living document requiring constant questioning, validation and refinement. It invites us to engage and to learn. We are advancing this framework in a dynamic environment, shaped by the changing needs of the University of Saskatchewan's many communities, by the EDI initiatives we are leading and will lead, and by an evolving understanding of EDI standards and practices.

This framework does not tick a box – it shows us the way. This framework will guide our university community in realizing our goal of an equitable, diverse and inclusive future for everyone.

The University of Saskatchewan is rooted in a commitment to building community by investing in a shared future. We aspire to be recognized for our warmth, collaboration and enduring capacity to pull together for the common good. We therefore have a shared responsibility to respond to this strategy with urgency. When each of us feels that we belong, we are respected, accepted and supported within our community, and we will create a better university, a better Saskatchewan and a better world with, by and for everyone.

Thank you,

Peter Stoicheff
President and Vice-Chancellor

INTRODUCTION

A university for everyone. The University of Saskatchewan aspires to be the university the world needs. This aspiration is borne of our bold optimism, our welcoming community and, our belief that together, we have the courage and determination to tackle humanity's greatest challenges. It is an outward-looking aspiration nourished by our strong Saskatchewan roots and relationship with the land. It is an aspiration irrevocably tied to the gifted Indigenous name of our University Plan 2025: **nīkānītān manācihitowinihk | ni manachīhitoonaan** ("Let us lead with respect").

It is also an aspiration that critically depends on action toward equity, diversity and inclusion (EDI). Through EDI we will help activate the **principles that are core to our University Plan:**

- we will achieve greater diversity, welcoming people on different journeys and pursuing a deeper understanding of humanity
- we will enhance sustainability, bringing mindfulness, respect and reverence to all our relations including with each other and with the land
- we will power creativity, open to the possibilities for growth and change that inspire imagination and invention
- we will strengthen connectivity, tied to each other by shared values, intentions and ambition

We took the first step by codifying our commitment to the principles of equity, diversity, human dignity and manacihitowin in our EDI Policy. We convened a Working Group and Advisory Committee embodying the perspectives of individuals across the gender spectrum, people with differing abilities, individuals who identify with the LGBTQ2S+ community, individuals who identify with Indigenous communities, individuals who identify as persons of color, and individuals with a wide range of spiritual beliefs. We consulted extensively with students, staff, faculty and leaders across our campus community to create our EDI Policy and subsequent Framework for Action. We listened and we learned.

This framework embodies the voices, experiences and expectations of marginalized and underrepresented communities. It is an expression of hope and courage – one that must be met by the courage and determination of a university community committed to becoming the university the world needs.

WHAT EQUITY, DIVERSITY AND INCLUSION MEAN TO US

As we continue our journey to create an equitable, diverse and inclusive university we must recognize that equity, diversity and inclusion mean different things for different people and that people come to this strategy with different degrees of understanding of the principles it aspires to advance. Therefore, to lay the foundation for this EDI framework, we hope to build a shared understanding of and appreciation for what the following EDI concepts mean to all of us.

	Definitions[1]	What it Means to the University of Saskatchewan & Our EDI Framework
Equity	Taking the range of human attributes and qualities into account and providing each individual with what they need to be successful.	We know that people at our university come from different countries, cultures and circumstances that can provide advantages or disadvantages—be it when applying for admission, gaining employment, being rewarded or realizing success. We must do everything we can do to ensure that each person has access to the opportunities and supports needed to have a fair chance of reaching their full potential in their academic and professional pursuits.
Equality	Providing each individual with the same or similar opportunities and ensuring fairness in processes and outcomes so that each individual has an equal opportunity to make the most of their abilities.	We acknowledge that current systems and structures can propagate inequities, racism and oppression across the university and we are committed to rebuilding these structures to ensure that we treat our students, faculty, staff and leaders in a way that is fair, just and free of bias, discrimination and prejudice.
Diversity	The range of human differences, including diverse talents, perspectives, backgrounds, worldviews, ways of knowing, skills, and abilities.	We are committed to building a diverse community of students, faculty and staff. Not only is this the right thing to do that reflects the communities that we serve but, when complemented by a commitment to equity and inclusion, it is the way to unlock the full potential of the curiosity, creativity and innovation that will drive academic, teaching and professional excellence across our university.
Manācihitowin	A Cree/Michif phrase that translates to 'let us respect each other'.	
Inclusion	Ongoing practice of embracing equity, diversity, and manācihitowin and taking action to create a supportive and welcoming environment.	We will foster a welcoming, engaging and respectful environment that ensures we are all able to freely express who we are, our opinions and our points of view. We will bring focus to the need to engage, integrate and empower greater diversity among our university's leaders and decision-makers.
Belonging	When each individual is supported, respected, and valued for their identity and unique traits that make them different from each other. Belonging is feeling part of a collective that is co-created by diverse individuals in the university community.	We want all students, faculty members, staff members and leaders to see themselves reflected in our EDI Framework and to feel that they are respected, accepted and supported within our university community.
Human Dignity	The right to be safe, valued, respected, and treated ethically.	Through our EDI Framework we will hold our staff, faculty, students and leaders accountable to upholding the fundamental and universal right of every human to be treated with a level of respect.

[1] The definitions for Equity, Equality, Diversity, and Intersectionality are from the Center for the Study of Social Policy's Key Equity Terms & Concepts document; the definition for Inclusion is adapted from this source. The definitions for Belonging, Human Dignity and Manācihitowin are from the University of Saskatchewan's EDI Policy.

OUR STRATEGIC PRIORITIES

Our ambition is to be a university for everyone, one where we all belong and can flourish. To realize this ambition we will concentrate our efforts on advancing **six strategic priorities:**

1

Student Experience

Enrich the student experience by enhancing the diversity of our student body, appreciating this diversity, and creating environments that foster belonging for all students

2

Teaching and Learning

Integrate EDI concepts into our teaching and learning programming, services and activities and evolve our learning environments to be inclusive, accessible and supportive

3

Research, Scholarly and Artistic Work

Enhance our research excellence by integrating EDI concepts into research programs, activities and environments and encouraging those with diverse perspectives, worldviews and contributions

4

Employee Experience

Evolve our working environment and workplace culture by integrating EDI concepts into human resources and talent management processes, decisions and activities

5

Systems

Be intentional and proactive in challenging the status quo and changing our structures, systems, policies, procedures and processes to include EDI concepts

6

Physical Space

Create inclusive, supportive, accessible and safe spaces where everyone has the opportunity to participate meaningfully and experience a sense of belonging

Each strategic priority will be advanced by goals that will guide our efforts to embed and reflect EDI across our university. We recognize the needs of our community, the success of our strategies and understanding of EDI will change over the coming years. Therefore, we will leverage data, feedback, stakeholder engagement and continuous learning to inform the evolution of our actions to achieve impact.

Strategic Priority 1: Student Experience

To enhance the student experience in learning environments and campus life, we need a student body with a variety of perspectives and worldviews – supported by a community and an environment responsive to their diverse social and academic needs. This requires an authentic appreciation for the complex values, abilities, worldviews and aspirations of our student body and the creation of welcoming and safe environments that foster a sense of belonging.

Goals

- Enrich the student experience with a diversity of perspectives and worldviews among our student body
- Support and enhance academic and social programming, services, extracurricular activities and events that build inclusion and meet the unique needs of our students
- Engage with our student body to understand their diversity and address barriers to learning and participating meaningfully in all aspects of campus life

Strategic Priority 2: Teaching and Learning

We all need to be educators and learners in the EDI conversation in order to have the greatest impact. Building capacity to engage and advance EDI through taking responsibility for our own learning, and coming together to deepen our collective understanding and move to action, is key. We must create and sustain environments that support the many ways our educators and learners implement EDI.

Goals

- Ensure we implement the commitments and goals of our Learning Charter (2018) to create and foster inclusive learning environments
- Review and evolve teaching and learning programming, services and activities to reflect cross-cultural knowledges and experiences and foster inclusivity and intercultural understandings
- Create learning environments that are inclusive, accessible and supportive for our educators and learners

Strategic Priority 3: Research, Scholarly and Artistic Work

We must build a research community that includes a diversity of perspectives and worldviews that recognize EDI as key to enhanced excellence in innovation, learning, creativity and discovery. This requires a thoughtful approach to redefining what excellence in research means to the university, integrating the concepts of EDI throughout the research enterprise and uplifting those who offer diverse contributions.

Goals

- Enrich our research community with diverse perspectives and worldviews among our researchers and research teams
- Create and foster research environments and opportunities that are inclusive, accessible, supportive and responsive to the diverse needs of educators and learners
- Integrate EDI concepts into research structures, systems, policies, procedures and processes

Strategic Priority 4: Employee Experience

To enhance the experience of leaders, faculty and staff in our university community we require equitable and inclusive work environments that acknowledge EDI as key to enhanced excellence, innovation and creativity. The university's commitment to EDI must be reflected in our employment strategies (i.e., talent management), collective bargaining mandates, safety and wellness resources and our terms and conditions of employment.

Goals

- Enrich our environments by welcoming diversity of thought, perspectives and worldviews from our colleagues
- Integrate EDI concepts into employment strategies, collective bargaining mandates, safety and wellness resources and terms and conditions of employment
- Review and evolve our employment structures, systems, policies, procedures and processes to create a culture of belonging

Strategic Priority 5: Systems

Systems and culture are inextricably linked. Our systems include structures, policies, procedures and processes that contribute to creating and maintaining our culture, beliefs and values. To build an inclusive culture where we live, work, learn and discover we must intentionally challenge those systems that do not advance EDI and replace them. Creating systems that embrace EDI concepts will reinforce a culture of inclusion and belonging.

Goals

- Engage in an ongoing dialogue to promote understanding of EDI concepts, how to embody them and how to enact them individually and collectively
- Collect, apply and share quantitative and qualitative data, including stories and experiences, as a basis for understanding and informing change
- Critically reflect on and align our structures, policies, procedures and processes so that they support a culture of inclusion and belonging

Strategic priority 6: Physical Space

Ensure our physical space visibly reflects the diversity of our students, faculty and staff. To create and sustain an inclusive work and learning environment and enhance a sense of belonging we require physical and virtual spaces that are accessible and responsive to the diverse needs of students, faculty and staff.

Goals

- Reflect diverse identities in our visual icons, signage, artwork and ceremonies
- Enhance accessibility of our physical spaces
- Ensure dedicated and safe spaces for spiritual, social and wellness needs

FRAMEWORK FOR ACTION

This Framework defines our vision for a more equitable, diverse and inclusive university that will be advanced through our strategies and goals. Yet turning our vision into a reality will require us to be concrete and intentional about what needs to be done and how we need to do it. We will invest in people and resources to spearhead activities and efforts that will drive meaningful change across our university community. We will establish appropriate governance structures and ensure roles and responsibilities are clear to hold people – our leaders, in particular – accountable for leading the EDI Framework and implementation. We will commit to action to deliver on our EDI Strategy thereby creating a university for everyone.

We recognize that colleges, schools, departments, research centres, units and university groups are all starting at different points in their EDI journey and will need to chart their own path forward for success. Our approach will ensure that we gather around a shared vision for our future and that we integrate equity, diversity and inclusion across our university in a meaningful, collaborative and sustained way.

The framework for action is intended to provide a high-level blueprint to support implementation and defines a broad set of actions that will underpin the foundation for our moving forward. While the majority of identified activities or actions are unique to each stage of implementation, there are a core set of cross-sectional enablers that will be critical to realizing the objectives among all stages of implementation. An overview of the stages of implementation and activities that will help turn our EDI Framework into action are presented as follows.

Stage 1: Setting the Foundation for our EDI Framework

A critical first step in our EDI journey will be to take stock of where our university, colleges, schools, departments, research centres, units and university groups stand when it comes to equity, diversity and inclusion. This will require self-reflection/assessment to identify our current status, while identifying gaps and opportunities within our strategy. Engagement with our community is also key to understanding the many needs and barriers, as well as to supporting education and awareness-building around EDI.

Key activities defining Stage 1 include:

- Establishing appropriate governance and accountability structures for the EDI Framework, both at the university level and within individual colleges, schools, departments, research centres, units and university groups
- Investing in people, infrastructure (e.g., data/analytical capabilities) and resources (e.g., educational materials) to support implementation of the EDI Framework
- Forming diverse, tailored committees to lead reviews of policies, processes, systems and decision-making frameworks across all facets of the university
- Engaging in comprehensive reviews and taking an inventory of existing policies, processes, systems and decision-making frameworks
- Building awareness of EDI across the university community and encouraging participation and dialogue through outreach and education activities (e.g., seminars, workshops)
- Updating foundational policies at the university to reflect the university's EDI commitment

Stage 2: Creating Change through Action

Once we have set the foundation for the strategic priorities and goals in our EDI Framework, the next stage will be to develop, refine and implement new processes, systems and frameworks to help us achieve our EDI goals and, importantly, move toward a more equitable, diverse and inclusive university and community.

Key activities defining Stage 2 include:

- Updating and/or creating new systems, processes and frameworks based on the outputs of the reviews and assessments conducted in Stage 1
- Facilitating the creation of communities of practice (i.e., groups of people who share a common concern, interest or passion for equity, diversity and inclusion) with diverse representation and diversity of thought for knowledge-sharing and learning
- Creating and providing access to knowledge, resources and training opportunities to empower diverse groups and embed EDI principles
- Facilitating events, workshops and Town Halls that bring together the university community to build capacity and exchange knowledge around EDI best practices
- Revisiting people, infrastructure and resource needs and ensuring adequate investments to support and uplift the university's commitment to EDI

Stage 3: Sustaining Progress

In the long term, sustaining the impact of our EDI Framework will be predicated upon investing in an ongoing process of assessment, refinement and engagement in order to ensure that we are continuing to meet – and exceed – our EDI goals.

Key activities defining Stage 3 include:

- Assessing the impact and effectiveness of new policies, processes, systems and decision-making frameworks, and developing/refining these mechanisms and approaches as needed
- Continuing to invest in training, resource development and engagement efforts to sustain EDI across the university community (and beyond)

CROSS-CUTTING ENABLERS

In addition to the specific activities indicated across each stage of implementation, several additional activities are relevant to and will enable progress toward the goals of each stage of implementation. **Key cross-cutting activities and enablers include:**

- Collecting and sharing quantitative and qualitative data and monitor and report on the status of strategic priorities and markers metrics of EDI on a regular basis (e.g., semi-annually, annually)
- Reviewing resources dedicated to uplifting and supporting the EDI Strategy and its implementation, and making investments/commitments where needed to support this effort
- Recognizing and celebrating the achievements of traditionally underrepresented groups/people, individuals that lead EDI efforts across our university and broader community, and special occasions and events that are important to our community
- Strengthening existing and fostering new, meaningful partnerships with EDI champions at regional, provincial and national levels to support the university's EDI efforts
- Keeping our key guides at the forefront (e.g., UPlan, Living our Values Policy, EDI Policy and Indigenous Strategy)

IMPACT

Through our EDI Framework, we aspire to bring equity, diversity and inclusion to the core of the university and, in doing so, become a university for everyone – unleashing untapped potential for excellence in teaching, research and outreach. This work will lead to a bright future; but to get there we must be ready to do the difficult work. We will need to confront difficult truths, address complex problems and transform existing ways of thinking. This work will require flexibility and openness, but it will also demand clarity of purpose. Our knowledge and awareness are constantly expanding as we discover new ways of expressing ourselves and push the boundaries of human creativity and experiences. This work is urgent, but it will take time. We are on a journey that isn't leading to a fixed destination; rather it is revealing the complexity and beauty of human identity that is central to who we are and who we aspire to become.

University of Saskatchewan

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AGENDA ITEM NO: 6.**3**

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

NOTICE OF MOTION

PRESENTED BY:	Vicki Squires, Chair, Planning and Priorities Committee
DATE OF MEETING:	May 18, 2023
SUBJECT:	**Amalgamation of the Departments of Art and Art History, Drama, and Music into a College-Level School**
COUNCIL ACTION:	**N**OTICE OF MOTION

MOTION: *The Planning and Priorities Committee recommends to University Council the establishment of a college-level interdisciplinary school in the College of Arts & Science temporarily called "the school" effective July 1, 2024. The school will consist of the amalgamated departments of Art & Art History, Drama, and Music; these departments will be disestablished once the school is established. The interdisciplinary school will be the new academic authority for the existing programs in the disestablished departments of Art & Art History, Drama, and Music.*

It is the expectation that a formal name for the school be brought forward to Council prior to July 1, 2024, as per the governing practices, policies, and Bylaws of University Council.

PURPOSE: The purpose of this proposal is to ensure that the organizational structure of the Fine and Performing Arts at the University of Saskatchewan facilitates collaboration, maintains disciplinary identity and distinctiveness while promoting research, scholarly and artistic (RSAW) interactions, provides effective voice for these disciplines within the University and College, and ensures financial sustainability of the Fine and Performing Arts, enabling them to thrive.

SUMMARY: The value of the Fine and Performing Arts disciplines is implicit. Each of the three departments has a proud and storied history. Graduates of their programs have influenced every aspect of the Arts in Saskatchewan. The relationships these departments have with the larger Arts communities are exemplary and contribute greatly to the reputation and impact of the university, the city, and the province. The past successes of these units, coupled with the impressive talent of faculty, staff and students, provides a solid platform for future advancement and growth.

Each of the Fine and Performing Arts disciplines is distinctive in its origins, traditions and knowledge systems, and this distinctiveness has ongoing utility within the academy and in many places within the Arts community. By loosening the rigidity created by departmental boundaries, and gathering the distinct disciplines under one administrative umbrella, we will allow for the development of collective strategies and priorities for the Fine and Performing Arts as closely related fields. Disciplinary depth will be maintained, while opportunities for interdisciplinarity will be increased and simplified, as will greater ease of inclusion of diverse cultures.

The merger creates favourable conditions for maintenance and evolution of existing academic programs and to improve fine arts students' access to courses in other disciplines within the School; sustainable enrolment

growth at both undergraduate and graduate levels; enhanced RSAW including Tri-Council funding and collaboration in signature areas; and inclusion of the worldviews of Indigenous peoples alongside Western traditions in the academic enterprise. Though excellent work is ongoing in each area, more is possible in the areas of: Indigenization, decolonization and reconciliation; shaping the student experience with collaborative learning opportunities; and contributing to building the culture of trust essential to collaboration.

Amalgamation into one School will enable the voice and influence of the Fine and Performing Arts to be magnified, more effectively represented, and have greater impact when and where decisions are made within the college and university. Appropriate metrics will be developed that reflect the distinctiveness of the ways in which scholarship is experienced and recognized. Rebranding within a comprehensive School will increase the range of opportunities for securing partnerships and gifts, continuing to encourage discipline and program specific partnerships and gifts while offering opportunities for gifts and partnerships at the intersection of disciplines and at the level of the entire family of Arts disciplines. The School will exercise leadership on behalf of the college and university in expanding and/or enhancing new and existing formal partnerships with larger community arts and culture organizations, creating an effective centre of responsibility for such partnerships within the university.

Amalgamation of the existing departments will allow for prioritization of budget among the disciplines to be determined in a more contextual way, considering the opportunities to make best use of resources across the full range of programs, rather than those in three separate competing departments. The amalgamation will mitigate the risks inherent with small departments, risks that include proportionally higher administrative costs, higher total administrative workload for faculty, difficulty securing department leadership from amongst a small group of faculty and difficulty populating collegial process committees.

> *The Arts must challenge the choice of competition over collaboration, fragmentation over resource-sharing, and growth at all costs over sustainable development. To achieve this, the sector must innovate. (Canada Council for the Arts, 2021)*

The change in organizational structure proposed is one of four actions described in the project charter that taken together are intended to renew the vision for the Fine and Performing Arts at USask. The others are:

- **Vision**: We will have an ambitious vision for the Fine and Performing Arts at USask that advances the College's strategic plan, supports and enriches the University's vision and priorities, engages with the community, and demonstrates responsiveness to the fundamental commitments and calls to action of the USask Indigenous Strategy.
- **Infrastructure**: We will develop a framework for infrastructure to support the Fine and Performing Arts and their collaborations and partnerships within community.
- **Policy Environment**: We will achieve the adoption of productivity and impact metrics that recognize the distinctiveness of teaching, community engagement, and research, scholarly and artistic work within the Fine and Performing Arts disciplines.

The outcomes articulated are ambitious and aspirational. It will be up to the School to establish priorities and create action plans. This proposal is consistent with priorities articulated in the University Plan 2025 and the college's "Think Big – Be Bold" Plan 2025. Without the likelihood of being able to return to past states and decades of time that contained greater funding for the Arts, we need to be collectively realistic and future oriented. The College holds that it is necessary at this point to embrace a bold new structure where the Fine and Performing Arts will be stronger together and determine essential implementation decisions after University Council vote.

ATTACHMENT: Proposal to Merge the Departments of Art and Art History, Drama, and Music into a New College-Level School

UNIVERSITY OF SASKATCHEWAN
College of Arts and Science
ARTSANDSCIENCE.USASK.CA

PROPOSAL

TO MERGE THE DEPARTMENTS OF

ART AND ART HISTORY
DRAMA
MUSIC

INTO A NEW COLLEGE-LEVEL SCHOOL

SUBMITTED FOR CONSIDERATION BY THE PLANNING AND PRIORITIES COMMITTEE

APRIL 5, 2023

DR. PETA BONHAM-SMITH, DEAN AND PROFESSOR

COLLEGE OF ARTS AND SCIENCE DEPARTMENT RESTRUCTURING

Request:

The College of Arts and Science requests that Council:

- *Approve the establishment of a new academic unit, The School, created by the merger of three existing academic units: the Departments of Art and Art History, Drama, and Music. The three named departments will be disestablished coincidentally with the establishment of the School.*
- *Amend Council Regulations to reflect this change to the departments in the College of Arts and Science.*

Prologue:

The change in organizational structure proposed herein is one of four actions that taken together are intended to renew the vision for the visual and performing arts at USask, and to ensure that the Arts are appropriately structured and supported to enable them to thrive. The four actions are described in the attached project charter (Appendix A):

- ***Vision****: We will have an ambitious vision for the Fine and Performing Arts at USask that advances the College's strategic plan, supports and enriches the University's vision and priorities, engages with the community, and demonstrates responsiveness to the fundamental commitments and calls to action of the USask Indigenous Strategy.*
- ***Infrastructure****: We will develop a framework for infrastructure to support the Fine and Performing Arts and their collaborations and partnerships within community.*
- ***Policy Environment****: We will achieve the adoption of productivity and impact metrics that recognize the distinctiveness of teaching, community engagement, and research, scholarly and artistic work within the Fine and Performing Arts. disciplines.*
- ***Organizational Change****: We will create a new organizational structure for the Fine and Performing Arts which facilitates collaboration, maintains disciplinary identity and distinctiveness while promoting interdisciplinarity, provides effective voice for these disciplines within the University and College, and ensures financial sustainability of the Fine and Performing Arts.*[1]

The value of the visual and performing arts disciplines is implicit. Each of the three departments has a proud and storied history. Graduates of their programs have influenced every aspect of the Arts in Saskatchewan. Many current and former faculty have earned recognition and prestigious awards for their scholarly and artistic work. The relationships these departments have with the larger Arts community are exemplary and contribute greatly to the reputation and impact of the university, the community, and the province. The past successes of these units, coupled with the impressive talent of faculty, staff and students, provides a solid platform for future advancement and growth.

[1] The preferred language to describe the collection of disciplines to be housed in the School has been evolving throughout the project.

Each of the visual and performing arts disciplines is distinctive in its origins, traditions and knowledge systems, and this distinctiveness has ongoing utility within the academy and in many places within the Arts community. However, notwithstanding some existing initiatives such as the wîcêhtowin Theatre program and specific courses in Art History, there are ways in which other worldviews are not reflected in these mostly Western discipline-specific approaches. In alignment with university and college priorities, and in order to address the ever-changing needs of communities and learners, including those of Indigenous peoples, and the evolving demand to embrace interdisciplinary approaches to education and scholarship, it is reasonable to assume that an accessible way to increase interdisciplinarity is to loosen the rigidity created by department boundaries. Gathering the distinct disciplines under one administrative umbrella will allow for the development of collective strategies and priorities for the visual and performing arts as closely related fields. Disciplinary depth will be maintained, while opportunities for interdisciplinarity will be increased and simplified, as will greater ease of inclusion of diverse cultures.

Amalgamation will enable the voice and influence of the visual and performing arts to be magnified and more effectively represented when and where decisions are made within the college and university. One single voice will have more resonance and impact with university and community leaders, compared to three small departments, and one School contains the promise of a boon to reputation, enrolment and prestige, and for investments such as donations. Appropriate metrics will be developed that reflect the distinctiveness of the ways in which scholarship is experienced and recognized in the visual and performing arts. Rebranding within a comprehensive School for visual and performing arts will increase the range of opportunities for securing partnerships and gifts, continuing to encourage discipline and program specific partnerships and gifts while offering opportunities for gifts and partnerships at the intersection of disciplines and at the level of the entire family of Arts disciplines. The School will exercise leadership on behalf of the college and university in expanding and/or enhancing new and existing formal partnerships with larger community arts and culture organizations, creating an effective centre of responsibility for such partnerships within the university.

Amalgamation of the existing departments will allow for prioritization of budget among the visual and performing arts disciplines to be determined in a more contextual way, considering the opportunities to make best use of resources across the full range of programs, rather than those in a single department. The amalgamation does not introduce any new competition for resources, but increases the opportunity for individual program proponents to be better understood at the decision-making level. The merger of the departments will mitigate the risks inherent with small departments, risks that include proportionally higher administrative costs, higher total administrative workload for faculty, difficulty securing department leadership from amongst a small group of faculty and difficulty populating collegial process committees. Without the likelihood of being able to return to past states and decades of time that contained greater funding for the arts, we need to be collectively realistic and future oriented. The College holds that it is necessary at this point to embrace a bold new structure where the fine arts will be stronger together, and determine essential implementation decisions after University Council vote.

> *The Arts must challenge the choice of competition over collaboration, fragmentation over resource-sharing, and growth at all costs over sustainable development. To achieve this, the sector must innovate. (Canada Council for the Arts, 2021)*

1. Departments to be Merged

Department of Art and Art History
Department of Drama
Department of Music

2. Proposed Name of New Department

The new unit will use the designation "School" in its name. This *school* nomenclature is familiar to the Arts community, carries a gravitas that exceeds that of *department*, and is indicative of the diversity and breadth of disciplinary expertise and academic programs of the unit. This term also lends itself to adding a benefactor's name(s) or honorary name to the School, should external funding be achieved that could confer naming rights.

This use of *school* is consistent with university policy:
https://governance.usask.ca/governance/nomenclature.php#SectionIOrganizationalDefinitions

> ***School***
> *A school may be a university-level or a college-level school. Differences between colleges and university-level schools exist relative to representation on University Council, the appointment of faculty, and the collegial review processes and career progression of faculty within the school.*
>
> *The **college-level school** is an academic unit focused on the delivery of programs and courses within a college. These programs may be accredited and prepare their students for particular professional designations. The college-level school carries a status that is similar to a department, with the head of the school reporting to the dean of the associated college. The college-level school may be governed by a faculty council. Examples of college-level schools are the School of Rehabilitation Science in the College of Medicine, which offers the Master of Physical Therapy and the School of Professional Development in the College of Engineering, which offers the Certificate in Professional Communication.*

The School will be a college-level school, within the College of Arts and Science. The visual and performing arts are very much part of College of Arts and Science, and will continue to contribute to, and benefit from, being a unit within this college.

The full name of the School is yet to be finalized. The name of the unit will ideally be consistent with these criteria:

- The name will authentically signal the scope of current academic programs and faculty's areas of RSAW. Whereas prospective students will be directed to descriptions of individual academic programs by the names of those programs, the name of the unit should make sense to the public as well as those who are very familiar with the fine and performing arts. The name should resonate with partners, collaborators and benefactors. The name should be indicative of the distinctive scope of disciplinary and cross-disciplinary expertise, people and programs contained within, when considered alongside the full set of USask academic units.

- The name will establish a platform for future expansion of the unit's scope, to include specific disciplinary areas not currently present at USask (e.g., architectural studies). The name must still work if a benefactor's name(s), or an honorary name(s) identified by a financial benefactor(s), is subsequently added.

- The name should be exciting, create a feeling of interest, and elicit a desire to find out more about the unit, its people and its programs. It should be contemporary, modern and inclusive of Indigenous and non-Indigenous ways of knowing.

- The name should be easy to say in conversation, to be a set of words that will not be shortened or replaced by an acronym in everyday conversation by students, faculty and staff, university senior leaders, and partners. Less is more – can the name be put on a sweatshirt?

- The name should not reduce to an acronym that is offensive or confusing in those instances where an acronym may be used or written.

- The name should be translatable into other relevant languages, such as Cree, Dakota, Dëne, French, Lakota, Michif, Nakota and Salteaux.

3. Academic Rationale

The merger creates favourable conditions for (a) evolution of academic programs to include cross-disciplinary programming while maintaining disciplinary-specific programs; (b) sustainable enrolment growth at both undergraduate and graduate levels; (c) enhanced research, scholarly and artistic work; and (d) inclusion of the worldviews of Indigenous peoples alongside Western traditions in the academic enterprise; and (e) enhanced collaborations. More specifically, the merger will:

- facilitate easier collaboration and interdisciplinary initiatives and place a premium on collaboration over competition;
- enable nimble responses to evolving needs and desires of learners, and increase enrolment;
- accelerate Indigenization, decolonization and reconciliation;
- reduce the administrative load per faculty member and thereby foster more favourable conditions for RSAW across the Arts. This could in turn increase ability to submit grant applications and success in securing RSAW funding for the Arts;
- amplify the voice and influence of the Arts internally and externally;
- enable Arts disciplines to compete more effectively for revenue and recognition, internally and externally; and
- reduce administrative costs through elimination of two department head positions and reduce faculty workload in administration through efficiencies of scale and streamlined processes.

These objectives are consistent with priorities articulated in the University Plan 2025 and the college's "Think Big – Be Bold" Plan 2025. Restructuring the visual and performing arts now will enable these disciplines to make an increasingly important contribution to priority initiatives and outcomes articulated in the College Plan 2025 and beyond, including:

- Demonstrating interdisciplinarity as a key to college identity

- Encouraging and supporting faculty to offer courses and programs that cross traditional departmental and disciplinary lines
- Increasing emphasis on recruitment of students into programs with capacity
- Lowering curricular, regulatory and administrative barriers to collaboration between programs and instructional units
- Enabling Indigenous student success
- Boosting Indigenous faculty and staff recruitment and success
- Improving Tri-Agency outcomes by increasing intensity of RSAW objectives and accelerating RSAW performance and success
- Developing strategies for external funding specifically for the Arts disciplines

The visual and performing arts already make measurable contributions towards achieving USask commitments, goals and aspirations as articulated in the University Plan 2025. Areas of strength and leadership include:

- community engagement, including supporting local practitioners, and direct contributions to overall community health and wellness, quality of life, and capacity to achieve social intents; and
- applied learning experiences for students, and preparation of students for productive careers and citizenship.

Though excellent work is ongoing in each area, more is possible in the areas of:

- Indigenization, decolonization and reconciliation;
- research, scholarly and artistic work, including Tri-Council funding and collaboration in signature areas;
- collaboration and interdisciplinarity, including in RSAW, shaping the student experience by collaborative learning opportunities, and contributing to building the culture of trust essential to collaboration; and
- strengthening alumni relations and the donor base for support of the University mission.

The outcomes articulated here are ambitious and aspirational. It will be up to the School to establish priorities and create action plans. Some of the objectives may require a longer timeframe and securing of additional resources.

4. Impact of the Changes:

The merger, through its design and implementation, will have no negative impacts on students, on the careers of the faculty and staff, or on internal and external relationships. To the contrary, desired outcomes of the restructuring, along with other initiatives that are part of the overall project, are forward looking and positive.

Impact on Students and Academic Programs: The restructuring in and of itself will have no immediate effect on academic programs or student services and will not affect individual programs of study of current students. There will be an early opportunity to build community among students in these closely related disciplines. Following the amalgamation, the faculty of the School will consider and where appropriate, implement changes in programs and course offerings that will adapt to changing needs of students and their careers and life aspirations. Faculty will consider the demand for both disciplinary

and interdisciplinary programs and pursue, as a priority, the continuing journey toward decolonization and fulfilling their role in answering the Calls to Action recorded by the Truth and Reconciliation Commission of Canada.

The programs now offered by the three departments and the headcounts and enrolments for each are shown in Appendix B. Enrolment across all programs has been stable or declining across all measures, while overall enrolment in the college has increased by one per cent over the same 10-year period. With rebranding as a School, and considering the diversity of expertise, opportunities exist to increase enrolment and to optimize the use of existing resources and to secure additional resources.

The academic programs in the three departments are currently being reviewed (Academic Program Review) and it is anticipated that insights gained in this process will be helpful for future program planning.

Impact on Faculty and Staff: All existing faculty and staff will be offered a transfer to the School, effective July 2024. Access to infrastructure for teaching, research, scholarly and artistic work is unchanged in the restructuring. The School structure is being designed to encourage collegiality and to reduce the time faculty as a whole expend on administrative functions. Some restructuring of the duties of staff may occur following establishment of the School and in anticipation that there may be some functions that are better realized across multiple disciplines. No faculty or staff positions will be deleted as a result of this merger.

Impact on Relationships with Other Departments: The merger will have no direct impacts on other departments within the college or elsewhere in the university. There are many established collaborations that are unaffected by the restructuring, including with, but not limited to, the Departments of Computer Science, English and Geography & Planning and the College of Education.

Impact on Research, Scholarly and Artistic Work: The restructuring creates new opportunities for collaboration as the faculty of the three departments become more familiar with each other and their scholarly interests. Current initiatives of the vice-president research and the college are casting attention to the administrative and other supports needed by faculty in the Arts to be successful in securing grants. The college will collaborate with the School to develop and adopt metrics and standards that more appropriately recognize the distinctive approaches and outcomes of scholarship and artistic work in these disciplines. The School will prioritize existing and new collaborations of faculty within the university signature area programs and initiatives; the collaboration that has recently been established at the intersection of Arts, health and well-being is one to be fully nurtured and used as an exemplar for how the visual and performing arts contribute to expansion of knowledge.

Impact on Outreach and International Activities: Faculty in the three departments have nurtured an extraordinary number of productive community collaborations and partnerships, and these will continue to be encouraged and facilitated. New relationships at the intersection of the current departments may be possible and will be more easily facilitated by the merger into an integrated School. A number of formal memoranda of understanding have been entered into, by the university, with some larger cultural institutions; the university's engagement with these agreements will be enhanced through the leadership of the School. Faculty relationships and collaborations with peers at other academic and professional institutions are unaffected by the restructuring. Development of a website for the School will be a priority and its design will ensure enhanced connectivity within and beyond the university.

5. Department Management

The School will function as a department within the College of Arts and Science and the Head of School (HoS) will report to the dean. The School will come into effect on July 1, 2024. An open search will be conducted for the head of the School, beginning in 2023. The dean will appoint an interim Head of School if the search and appointment of the Head of School is not completed by July 2024.

The departments of art and art history, drama and music will continue operations until June 30, 2024, at which time the departments will be disestablished. Until June 30, 2024, the department heads will continue their current leadership and administrative responsibilities.

The department heads have been serving together on the project steering committee since July 2022 and have used this experience as an opportunity to share information about their departments with each other. A full implementation plan will be developed collaboratively with the heads as soon as the merger is approved by University Council.

While details have yet to be finalized, an academic structure is anticipated in which existing program responsibilities will continue in a semi-autonomous manner and led by program chairs/leads, with ultimate accountability for academic programs residing with the faculty of the School. Internal department administrative, committee and staffing structure will be determined by the head of the School, with staffing structure approved by the dean.

The College Plan 2025 identified the development of architectural studies as a priority for expansion of academic programming, contingent on securing adequate new resources. The School is being designed in a way to make the future inclusion of architectural studies a possibility without any significant restructuring of the School.

Collegial processes at the department level are well defined in the faculty collective agreement and apply to the School. New faculty standards for salary review, tenure and promotion will be required. While some advance deliberations are possible and encouraged, the standards will not be finalized until after the School is established in July 2024 and following the established approval process at senior levels.

6. Resources and Budget

The School will retain the combined financial resources of the current three departments and all funds currently managed by the three departments will transfer to the School. The collective resources will include all operating fund balances, reserve funds, department discretionary funds and special purpose funds. The head will be responsible for evolving the fund structure to be appropriate to the School, including amalgamation of current funds where that will support academic goals and result in effective financial management. Donor supported funds will continue to be used for their identified purposes. Specific funds/activity codes will be retained where revenue/expenses need to be separately tracked, such as for Greystone Theatre, music ensembles, or gallery events unless it is agreed to, by the faculty of the School, to amalgamate these revenues/expenses.

All current faculty and staff positions of the three departments (Appendix C) will transfer to the School effective July 2024 and in accordance with the collective agreements. One new faculty position will be allocated to the School for the appointment of the Head of School of the School.

Financial stability during the transition period (2022-2026) will enable the new academic unit to focus on developing its operating procedures and nurturing collaboration among faculty and staff. Maintaining the number of faculty and staff positions at 2022 levels is contingent upon approval of the academic restructuring. Until the School comes into being in July 2024, it is expected that the three department heads will collaborate in making recommendations to the dean about recruiting into any vacant faculty positions and staff positions.

Revenue diversification to support the visual and performing arts will continue to be a necessity. The departments have already received generous donor support for undergraduate student awards and in the case of music, with financial support for an endowed faculty chair. Rebranding the three departments and their programs within a School, coupled with development of a renewed vision in collaboration with the Arts communities, will provide new opportunities to increase donor support for the School's mission.

7. **Space and Infrastructure Requirements**

The merger itself does not create a need for additional space, nor does it depend explicitly on having new spaces. However, the infrastructure currently available to the three departments and galleries is inadequate in some ways, particularly in quality and accessibility. Additionally and significant to the goal for greater collaboration among the visual and performing arts disciplines, the departments and the galleries are geographically dispersed (Education Building, Murray Building, John Mitchell Building, Anthropology and Archeology Building, Research Annex, Peter MacKinnon Building and Agriculture Building). An Infrastructure Development Team has begun engagement with Infrastructure Planning and Land Development (IPLD) in a systematic space review, to be followed by condition and sustainability assessments and ultimately to produce a framework for infrastructure improvement and renewal that will support the vision of the visual and performing arts. This will be a complex undertaking because of the varied and specialized student learning spaces, research spaces, and performance spaces. In its early years, the School will need to be imaginative about how it can create connectivity for students, faculty and staff, notwithstanding the infrastructure constraints. An early outcome of the space analysis will be to identify an appropriate location for the School's administrative head office, with the goal of having this ready for occupancy by July 2024.

8. **Consultation Undertaken and Letters of Support**

The mandate to merge the departments was initiated by the dean in 2021. The dean secured funding through the university's Horizons Fund to support the project, notably paying for start-up costs for the Head of School of the merged unit and contributing funds toward the costs of minor renovations to establish a head office for the School.

The project was designed to engage faculty, staff and stakeholders, both for the restructuring component as well as for the parallel initiatives around longer-term visioning, infrastructure review and renewal, and policy evolution. (See Appendix D).

The project lead, Dr. Ernie Barber, selected by the dean in consultation with the department heads, began engagement with the departments in January 2022. In addition to meetings of each department, approximately half of the faculty and staff also responded to an invitation for individual meetings with the project lead. A steering committee was created as a principal mechanism for the department heads to regularly advise the project lead and as an essential two-way communication link with the departments.

The project lead also consulted with:

- the President's Executive Committee and with these leaders individually;
- staff in key university administrative offices;
- the chairs, and then the entire membership, of the PPC and RSAW committees of University Council;
- the Dean's Executive Committee and with these leaders individually;
- the dean of the College of Education and the head of the Department of Indigenous Studies; and
- leaders of key community partners (Remai Modern, Saskatoon Symphony Orchestra and Wanuskewin Heritage Park).

Consultation with Indigenous faculty and leaders in the departments, college and university has been a priority. Given that there are only two Indigenous faculty in the three departments combined, it was important to amplify their voices. These two faculty were consulted at key decision points throughout the project. The project lead met, sometimes more than once, with university Indigenous leaders, including the vice-provost Indigenous, the vice-dean Indigenous, the head of the Department of Indigenous Studies, and the director of the Gordon Oakes Red Bear Student Centre. Notwithstanding intentions in place at the outset of this project, the extent and effectiveness of engagement with Indigenous faculty and communities could have been better, and will need to be better in development of the vision and priorities of the School, imagining interdisciplinary academic programming, establishment of revised metrics to recognize scholarship, and designing infrastructure. Finding effective ways to amplify the voice of underrepresented Indigenous faculty among the larger faculty complement within the School will be essential. A more formal Indigenous advisory circle was imagined for the project, but not yet realized; establishing this advisory body remains a high priority recommendation for the implementation phases of the project.

In May 2022, the dean published the project charter "Renew a Vision for the Fine and Performing Arts at the University of Saskatchewan" (Appendix A). A project website was created and letters were sent from the dean to community partners and stakeholders, students, key alumni and benefactors. The charter document was distributed to faculty and staff of the departments and is an important record of intentions and commitments. The document was informed significantly by the conversations with the departments, individuals from the departments, and discussions with department heads on the steering committee. These discussions prompted the following changes in the project scope, timeline and financial support:

- The project scope was explicitly enlarged to include, parallel with the department restructuring, holistic engagement with the external communities, a review of infrastructure, and an examination of the college and university policy environment regarding faculty standards and RSAW metrics.
- The timeline for the merger was extended by one year, to allow more time for collaborative engagement with the departments and more opportunity for conversation with community partners and collaborators. A further pre-implementation year was added to enable preparations for the formal launch of the School. (See Appendix E for complete project timeline).
- The dean and provost agreed to hold the number of faculty and staff positions at 2022 levels for a transition period ending April 2026, to provide financial stability through the transition from three departments to a School.

In June 2022 the Dean communicated with all students in the three departments by email. These same students were also invited to two town-hall meetings in March/April 2023, where they were presented with information on the proposed amalgamation, followed by a robust discussion of the transition and it having little to no effect on students and their programs.

Following development of the project charter, faculty and staff of the three departments were identified by the department heads to serve on four teams focusing attention on parallel streams of the overall project:

- Visioning Team – This team surveyed department faculty and staff for feedback on the merger. The team also met with key community stakeholders and partners, and gathered information from peer universities where the visual and performing arts disciplines have been brought into a formal structural relationship with each other, in some way similar to what is proposed here.
- Infrastructure Team – This team toured all of the spaces used by the three departments and the galleries, in the company of the assigned strategic business advisor – space and officers from Integrated Planning and Land Development (IPLD). IPLD has initiated a comprehensive space review which ultimately will lead to a framework for infrastructure improvement and renewal. The Infrastructure Team will be a first line of engagement with IPLD during the space review and reporting out of that review.
- Policy Team – This team has begun a review of the faculty standards of the three departments. The team will participate with the vice-dean research and the OVPR in joint college-university level initiatives to improve existing metrics and/or add new metrics that define how productivity in these disciplines is understood, measured, reported and valued.
- Organizational Structure Team – This team engaged in deliberations on the name and internal organizational structure of the School.

The Visioning Team was very active, logging many hours in consultations and reporting out since beginning its work in August 2022. The other three teams were initiated slightly later, in September/October 2022, and have each met at least once. The work of these teams will continue, although the teams and their terms of reference may be restructured as the project evolves.

A penultimate draft of this proposal was distributed to the departments in February 2023 with an invitation to provide feedback that would improve the content or clarity of the proposal. The proposal

will stand alongside the previously published project charter as a record of expectations and commitments that have been made. Faculty were specifically invited to provide letters of support or concern for transmittal with this proposal to the planning and priorities committee.

The Faculty Council of the College of Arts and Science was informed of the merger proposal, and the full scope of the project, on various occasions, including at a special Faculty Council meeting in March 2023, ahead of submission of the final merger proposal.

Feedback from Faculty, Staff, Stakeholders and Partners

Especially early in the project, some faculty and staff, as well as some leaders of community organizations, expressed concerns about the project, specifically the intention to merge the three departments within a single academic unit. There is a very strong disciplinary attachment among faculty and staff, which is expressed as a desire to maintain autonomous departments. Many of those working in the Arts community are alumni of the programs of these three departments; alumni, as well as key community collaborators and partners, wanted to be certain that disciplinary visibility and distinctiveness would not be jeopardized, and that there would be no disinvestment by the university in the visual and performing arts. Preexisting issues such as underfunding of the Arts, as well as previous failed initiatives to invest in the Arts, contributed to misgivings of many when they first learned about the project.

While some remain opposed to the merger, others have been supportive. Many welcome the opportunities especially for cross-disciplinary and interdisciplinary programming, and for the expectation of collaboration among the visual and performing arts disciplines, which they see as having been lacking with the current structures.

Both positive and negative feedback have informed this restructuring proposal. Many of the concerns which were communicated to the project lead have been addressed in this proposal; other unresolved concerns will be resolved through the effective implementation of the restructuring, including appointing an experienced leader, supporting faculty and staff, and continuing engagement with the Arts community.

For completeness of the record, key concerns and responses are documented in Appendix F within four major categories of concern: (a) preservation of disciplinary identity and expertise, and acknowledgement of the distinctive culture of each discipline; (b) process, including how the project was initiated; (c) leadership and management; and (d) working within geographically dispersed infrastructure.

A report of the findings of the Visioning Team from its extensive stakeholder constituencies is appended (Appendix G). A key finding is that there is an inseparable and essential link between the Arts community, especially in Saskatoon, and the university. The community is a strong advocate for the visual and performing arts at USask and the university contributes in measurable ways to the vitality and completeness of the Arts community. Visioning for the visual and performing arts at USask must continue to be done with full engagement of the Arts community.

9. Timeline

The project timeline is outlined in Appendix E. Significant phases of the project and milestones include the following:

- The proposed change in structure for the departments of music, drama, and art and art history was initiated in 2021. The project lead and administrative lead were assigned to the project in January 2022.
- The goals and expected outcomes of the restructuring, as well as for a parallel set of initiatives designed to support the visual and performing arts, were published in June 2022 after extensive consultation with the departments and stakeholders.
- A period of intense engagement with internal and external stakeholders and partners ensued in the last half of 2022. Faculty and staff were engaged in conversations about infrastructure, policies and metrics, and structure of the School.
- A penultimate draft of this merger proposal document is being distributed to the departments in February 2023 for their further input, and to invite their written letters of support and/or concern.
- The dean will present the penultimate draft of the document to the College of Arts and Science Faculty Council for review and feedback in March 2023.
- Discussions will continue regarding a name for the School, and its internal administrative structure, until decisions are made that are satisfactory to the faculty and to the dean.
- Approval of the merger by University Council in the spring of 2023 will usher in a pre-implementation year. Key activities during this period include: (1) recruitment of the head of the School; (2) continuation of visioning with stakeholders; (3) continuing engagement with IPLD in review and analysis of infrastructure used by the departments and required to support the School; (4) completion of a headquarters space for the School; (5) development of a website and a plan for the launch of the School; and (6) engagement by the dean with all faculty and staff regarding the transfer of their appointments to the School.
- The existing departments will be disestablished and the School will formally be established effective July 1, 2024.
- The project includes a formal evaluation of progress toward expected outcomes, to be completed no later than October 2025, in time to inform 2026 college and university budgets.

APPENDIX A

RENEW A VISION FOR THE FINE AND PERFORMING ARTS AT THE UNIVERSITY OF SASKATCHEWAN

UNIVERSITY OF SASKATCHEWAN
College of Arts and Science
ARTSANDSCIENCE.USASK.CA

“Renew a Vision for the Fine and Performing Arts at the University of Saskatchewan”

COLLEGE OF ARTS AND SCIENCE – PROJECT CHARTER

FOR INTERNAL AUDIENCES

APPROVED BY DR. PETA BONHAM-SMITH, DEAN AND PROFESSOR

JUNE 6, 2022

Opportunity / Context Statement

The Fine and Performing Arts have a key place in the history, values, and life of the College of Arts and Science, the University of Saskatchewan (USask) and the Province of Saskatchewan. These disciplines play a leading role in creating healthy and resilient communities and economies. Art and Art History, Drama and Music have and continue to enrich and advance the University's mission, vision, and goals, resulting in a deeper engagement with communities and an enhanced awareness and reputation of USask as a cultural institution. The College and University are proud of its Fine and Performing Arts programs and are especially proud of the graduates from these programs who lead the way in Saskatchewan and beyond, both in their own artistic and professional practice and in their citizenship and their contributions to the social, cultural, creative, and economic fabric of the country and beyond. The Fine and Performing Arts are playing a key role as we emerge as a post-pandemic community. While the Fine and Performing Arts already contribute to a realization of the five aspirations articulated in University Plan 2025, and the College's "Think Big – Be Bold" Plan 2025, we believe that more is possible.

The Fine and Performing Arts have an important place and role in a medical-doctoral research-intensive university, intersecting with other disciplines to co-create knowledge, channel community commentary, and interpret societal challenges. At this point in the University's history, the Fine and Performing Arts are preparing the way for their continued excellence and resiliency. Close engagement with Indigenization, decolonization, and reconciliation: *ohpahotân* | *oohpaahotaan*, the Indigenous Strategy for the University of Saskatchewan, and the Indigenization Plan within the College of Arts and Science, will be central to renewing a vision for the Fine and Performing Arts.

In the College of Arts and Science, a single, strong, and sustainable academic unit will be created by combining the departments of Art and Art History, Drama, and Music. By coming together under common leadership, the programs in each of these disciplines will continue building on their solid foundations of excellence. Building on strengths, the disciplines will be enabled to set more expansive goals for attracting students and faculty, research investment, alumni and donor support, and community partners and collaborators. The unit will reaffirm and celebrate the essential and distinctive role of the Fine and Performing Arts in connecting the University with the local community, as well as nationally and internationally. Opportunities to optimize and renew infrastructure will be pursued.

This is a strategic initiative of the College of Arts and Science, supported as a strategic initiative of the University, based on the mission-critical place of the Fine and Performing Arts at USask and to enable these disciplines to flourish within a research-intensive university. This initiative will maintain a strong and influential place within and further enrich the Fine and Performing Arts communities beyond the University and will engage our partners and collaborators as we imagine ways to future-proof and strengthen the College's programming.

Scope

VISION

We will have an ambitious vision for the Fine and Performing Arts at USask that advances the College's strategic plan, supports and enriches the University's vision and priorities, engages with the community, and demonstrates responsiveness to the fundamental commitments and calls to action of the USask Indigenous Strategy.

INFRASTRUCTURE

We will develop a framework for infrastructure to support the Fine and Performing Arts and their collaborations and partnerships within community.

POLICY ENVIRONMENT

We will achieve the adoption of productivity and impact metrics that recognize the distinctiveness of teaching, community engagement, and research, scholarly and artistic work within the Fine and Performing Arts disciplines.

ORGANIZATIONAL CHANGE

We will create a new organizational structure for the Fine and Performing Arts which facilitates collaboration, maintains disciplinary identity and distinctiveness while promoting interdisciplinarity, provides effective voice for these disciplines within the University and College, and ensures financial sustainability of the Fine and Performing Arts.

Key Performance Indicators

Aspirational goals for this project:

- Demonstrated responsiveness to foundational commitments and calls to action in the USask Indigenous Strategy and College Indigenization Strategy
- Increased enrolment in Fine and Performing Arts programs and courses (number, quality, diversity), including increased enrolment and retention of Indigenous students
- Recruitment and retention of Indigenous faculty to tenure track positions
- Further steps toward Indigenization of curricula
- Increased research, scholarly, and artistic work (RSAW) in the Fine and Performing Arts, especially external funding
- Increased inclusion of Fine and Performing Arts within USask research signature areas
- Enhanced collaborations with Fine and Performing Arts community organizations and professionals
- Enhanced number and total value of all gifts and sponsorships in support of Fine and Performing Arts
- Maintain disciplinary distinctiveness and increase visibility for art and art history, drama and music
- Expansion of interdisciplinarity in programs, teaching, RSAW, and community engagement
- Enhanced employee engagement within the Fine and Performing Arts
- Financial sustainability of new Fine and Performing Arts unit
- Successful recruitment of unit head

Determinants of Success

- Benchmarking with high performing peer university units in Fine and Performing Arts
- Institutional and College support for the project
    - Senior University leaders continuously apprised of the project and its goals
    - Support given for an initiative to assess infrastructure and develop a plan for infrastructure renewal and development
    - Explicit inclusion of Fine and Performing Arts among College priorities for philanthropic gifts
    - Commitment to examination of metrics defining world-class scholarship, and impacts from RSAW, to ensure the contributions of the Fine and Performing Arts are appropriately recognized in institutional reporting and internal resource allocation

- Full and meaningful involvement of the Fine and Performing Arts faculty and staff in all aspects of the project
    - Commitment to student success and learning outcomes
    - Respect for reasonable timelines while remaining action-oriented
    - Maintaining a collegial environment that provides safe spaces for the offering of dissenting views
    - A Steering Committee with Development Teams to allow for wide participation and consultation

- Collaboration within the University and with community partners
    - Extensive, meaningful, and ongoing engagement with Indigenous scholars, knowledge keepers, Indigenous students, and Indigenous communities
    - Full and meaningful engagement with external collaborators and partners
    - Effective engagement with private and public Fine and Performing Arts educators, especially those who influence students in their choice of post-secondary education provider

- Meaningful progress toward revised standards for tenure, promotion and salary review
    - Reflect measures of scholarly activity, productivity and impact that are appropriate for creative and performing arts
    - Reflect interdisciplinarity, collaboration, and community engaged scholarship
    - Value Indigenous peoples' ways of knowing, being and doing

- Continuity through leadership transitions
    - Project will continue, and commitments will be honored, despite changes in University or College leadership

- Institutional support for transition
    - Provision of project funding for planning and transition expenses (secured through Strategic Priorities Fund, "College of Arts and Science Amalgamation" initiative)
    - Financial stability during transition period (until April 2026) is assured, including no reduction in number of faculty or staff positions
    - Addition of one faculty FTE above 2021-22 level, to facilitate possible appointment of an external unit head

      Commitment to continual review during transition and establishment years and a full summative review five years after establishment of a new organizational structure

Principles

- Outcomes focused – explicitly contributing to aspirations within University Plan 2025 and the College's Think Big – Be Bold 2025 Plan
- Focus on growing and evolving from platform of existing strengths
- Financial sustainability
- Commitment to Indigenization, decolonization, reconciliation
- Student success
- Adherence to collective agreements
- Collegiality and consensus seeking
- Respect for academic disciplinary integrity
- Transparency and effective communications
- Widely consultative
- Reasonable timelines

Impacts and Outcomes

Non-financial:

- Explicit recognition of the distinctiveness of scholarship in the Fine and Performing Arts will future-proof the Fine and Performing Arts by defining a sustaining rationale for investment in these disciplines commensurate with the value they bring to the University and the province
- Visioning for the Fine and Performing Arts at this time, with community and in an integrated way, will accelerate actions toward the University's goals of Indigenization, decolonization and reconciliation
- An infrastructure renewal plan will guide the University in providing the Fine and Performing Arts with the infrastructure required to support the desired excellence and outcomes in education, research (RSAW), community engagement, and Indigenization
- An integrated academic unit that includes all of the Fine and Performing Arts will increase ongoing recognition, and elevate the status and influence, of these disciplines within the College and the University, the Province, nationally and internationally
- An organizational structure design will meet the needs of the current disciplines and invite future additional Fine and Performing Arts disciplines as may occur
- Collaborations in academic programs and collaborative use of infrastructure will be enhanced

- Combining smaller academic units will increase administrative efficiency and reduce the amount of faculty time and effort required for administrative functions and thereby maximize scholarly productivity, while continuing to ensure faculty responsibility for academic oversight

Financial:

- Financial sustainability by design
    - Provision of project funding for planning and transition expenses (secured through Strategic Priorities Fund, “College of Arts and Science Amalgamation” initiative)
    - Enhanced revenue generation through increased enrolment and incremental external research grants is anticipated
    - Promotion of the Fine and Performing Arts in an integrated manner will broaden the opportunities for sponsorships and philanthropic gifts and thereby continue to diversify revenue streams to support the Fine and Performing Arts
    - Possible savings in administrative costs will be shared and where possible redirected to academic enhancements
- Investment in short and longer term improvements in facilities will be guided by a vision for the Fine and Performing Arts as an interconnected set of distinct disciplines, thereby optimizing the necessary investments for infrastructure renewal and replacement

Milestones

- Define project objectives and outcomes (Mar 2022)
- Establish project governance and timelines (May 2022)
- Describe vision for the Fine and Performing Arts sufficient to inform policies, Indigenization, infrastructure planning, and design of organizational structure (Dec 2022)
- Validate vision and goals internally and externally, secure assurance of conditions for success; seek Council approval for organizational structure (Apr 2023)
- Implementation of new organizational structure, including recruitment of unit head, and alignment of faculty, students, staff and programs within the new structure (April 2024)

TIMELINE AND IMPLEMENTATION PLAN	ACTIVITY	2021-22	2022-23	2023-24
November 2021 - May 2024	Project Start	November 2021		
	Initiation			
	Planning and Design			
	Approval Process			
	Implementation			
	Project End			May 2024

Project Structure

PRESIDENT'S EXECUTIVE COMMITTEE SPONSOR
Dr. Airini, Provost and Vice-President Academic

EXECUTIVE SPONSOR
Dr. Peta Bonham-Smith, Dean of the College of Arts and Science

PROJECT LEAD
Dr. Ernie Barber, Professor Emeritus

ADMINISTRATIVE LEAD
Andrea Wasylow, Director of Planning and Communications, College of Arts and Science

STEERING COMMITTEE (ADVISORY TO PROJECT LEAD)
Fine Arts Department Heads (additional members TBA)

DEVELOPMENT TEAMS
TBD

APPENDIX B

ENROLMENT IN UNDERGRADUATE AND GRADUATE PROGRAMS AND COURSES

Reporting Level	*Major Department*	*Major*	*Program*	*Fall Census Enrolment 2022-23 (10 year Academic Year average)*	*Qualifications Awarded in 2022 (10 year average)*		*Course subject*	*3 cue per subject in 2021-22 (10 year average)*
Under-graduate	**Art and Art History**	**Art History**	B of Arts (Double Honours)	0 (0.3)	0 (0.4)		**ARTH**	585 (636)
			Bachelor of Arts (3 Yr)	2 (3.7)	0 (0.9)			
			Bachelor of Arts (4 Yr)	11 (11.2)	1 (2.1)			
			Bachelor of Arts (Honours)	1 (2.3)	0 (1.1)			
		Studio Art	B of Arts (Double Honours)	1 (1.5)	1 (0.4)		**ART**	1359 (1418)
			Bachelor of Arts (3 Yr)	13 (20)	5 (6.3)			
			Bachelor of Arts (4 Yr)	53 (10.4)	3 (5.3)			
			Bachelor of Fine Arts(Honours)	23 (25.25)	9 (13)			
			Art and Art History Total	**104**	**19 (29.5)**		**Total**	**1943 (2055)**
	Drama	**Drama**	B of Arts (Double Honours)	1 (0.2)	0 (0)		**DRAM**	712 (915)
			Bachelor of Arts (3 Yr)	3 (3.5)	0 (0.7)			
			Bachelor of Arts (4 Yr)	23 (32.8)	0 (1.3)			
			Bachelor of Fine Arts(Honours)	15 (30.6)	3 (10.5)			
		wîcêhtowin Theatre	Certificate	0 (1.7*)	2 (1.5*)			
			Drama Total	**42**	**5 (13.7)**		**Total**	**712 (915)**
	Music	**Music**	Bachelor of Arts (3 Yr)	0 (2.6)	0 (0.8)		**MUS**	1802 (1534)
			Bachelor of Arts (4 Yr)	2 (6.2)	1 (0.6)			
			Bachelor of Arts (Honours)	0 (1)	2 (1)			
			Bachelor of Music	20 (24.5)	4 (2)			
			Bachelor of Music (Honours)	4 (7.2)	2 (2.7)		**MUAP**	146 (178)
		Music Education	Bachelor of Music	22 (25)	0 (0.1)		**EMUS**	57 (84)
			Bachelor of Music (Honours)	2 (13.1*)	9 (7.8*)			
		Jazz	Certificate in Jazz	1 (0.1*)	2 (2*)			
			Music Total	**51**	**20 (14.8)**		**Total**	**2005 (1796)**
			Undergraduate Total	**197**	**44 (58)**		**UG Total**	**4660 (4766)**
				*average enrolment since inception	*average qualifications since inception			

Reporting Level	*Major Department*	*Major*	*Program*	*Fall Census Enrolment 2022-23 (10 year Academic Year average)*	*Qualifications Awarded in 2022 (10 year average)*
Graduate Studies	**Art and Art History**	**Special Case - Art History**	Master of Arts-Thesis	0 (0.4)	0 (0.2)
		Studio Art	Master of Fine Arts-Thesis	10 (12.6)	7 (4.5)
			Art and Art History Total	**10**	**7 (4.7)**
	Drama	**Drama**	Master of Arts-Thesis	0 (.4)	0 (0)
			Drama Total	**0**	**0 (0)**
	Music	**Composition**	Master of Music-Thesis	0 (.1)	0 (0.1)
		Music Education	Master of Music-Course	3 ()	0 (0)
			Master of Music-Thesis	2 ()	0 (0)
		Music Theory	Master of Music-Thesis	3 (0.3)	0 (0)
		Musicology	Master of Arts-Thesis	4 (2)	1 (0.1)
		Performance	Master of Music-Project	3 (1.4)	1 (0.6)
			Music Total	**11**	**2 (0.8)**
			Graduate Studies Total	**21**	**9 (5.5)**
Grand Total				**218**	**53 (63.5)**

Course subject	*3 cue per subject in 2021-22 (10 year average)*
ARTH	9 (4.3)
ART	10 (21.95)
Total	**19 (26.25)**
DRAM	1 (1.6)
Total	**1 (1.6)**
EMUS	4 (0.4)
MUS	32 (9.75)
MUAP	1 (0.3)
Total	**37 (10.4)**
CGPS Total	**57 (38.3)**
Grand Total	**4717 (4805)**

APPENDIX C

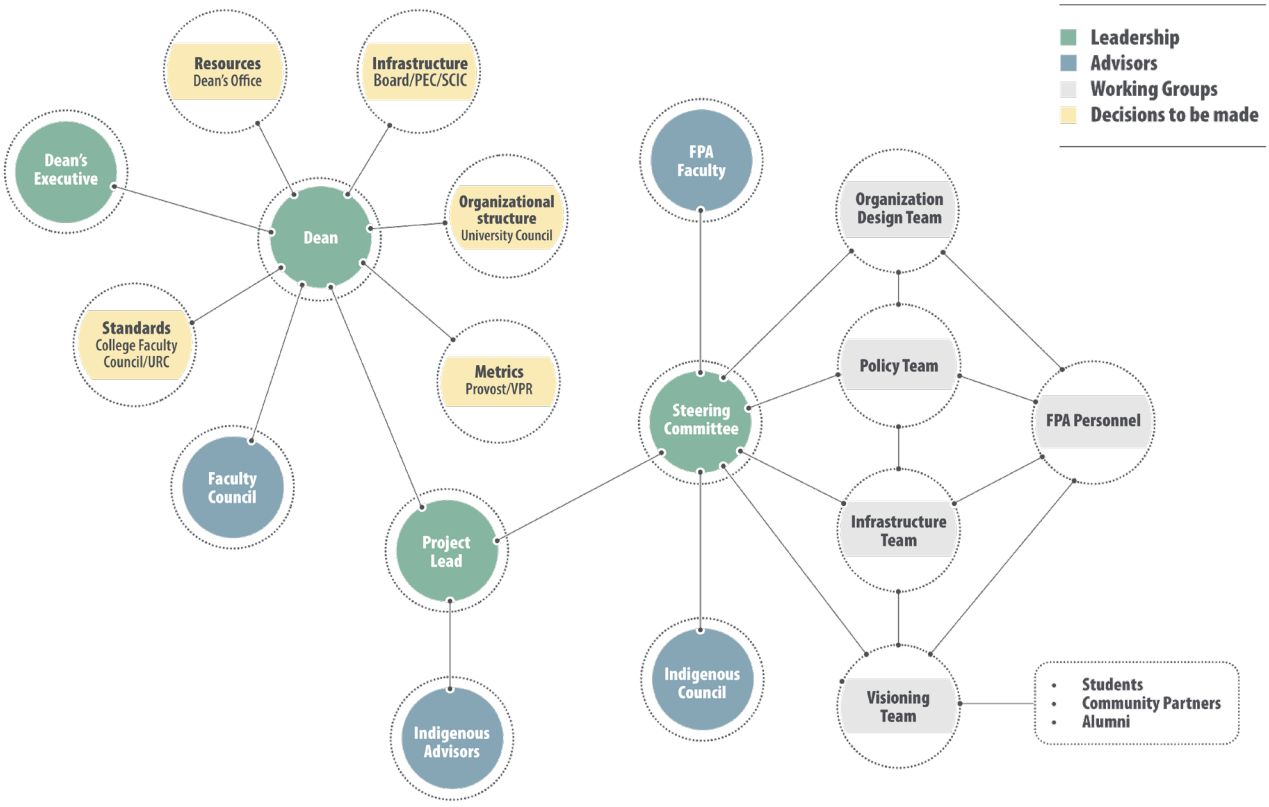
FACULTY AND STAFF POSITIONS BY DEPARTMENT

Fiscal Year FTE - Faculty, Staff and Students			Fiscal Year	
Department	*Employee Category*	*Bargaining Unit*	*2012/2013*	*2021/2022 FTE (Number of individuals)*
Art and Art History	**Admin & Support**	In Scope Admin (ASPA)	0.8	
		In Scope Support (CUPE 1975)	4.4	2.2
		Admin & Support Total	**5.2**	**2.2**
	Faculty & Instructional	In Scope Faculty (USFA)	11.6	10.1
		In Scope Sessional (CUPE 3287)	3.9	4.235 (13)
		Out of Scope General		
		Faculty & Instructional Total	**15.5**	**14.3**
	Student Employment	In Scope Grad Student (PSAC)		
		Out of Scope General	1.0	
		Res & Other General	0.0	
		Student Employment Total	**1.0**	
		Art and Art History Total	**21.7**	**16.5**
Drama	**Admin & Support**	In Scope Admin (ASPA)	1.3	1.9
		In Scope Support (CUPE 1975)	0.7	
		Admin & Support Total	**2.0**	**1.9**
	Faculty & Instructional	In Scope Faculty (USFA)	6.7	6.0
		In Scope Sessional (CUPE 3287)	1.2	2.059 (12)
		Faculty & Instructional Total	**7.8**	**8.1**
	Student Employment	Out of Scope General	0.2	
		Res & Other General		0.2
		Student Employment Total	**0.2**	**0.2**
		Drama Total	**10.1**	**10.1**
Music	**Admin & Support**	In Scope Admin (ASPA)	2.6	2.1
		In Scope Support (CUPE 1975)	1.4	
		Admin & Support Total	**4.0**	**2.1**
	Faculty & Instructional	In Scope Faculty (USFA)	10.3	7.3
		In Scope Sessional (CUPE 3287)	4.0	2.318 (22)
		Out of Scope Faculty		0.5
		Out of Scope Senior Admin		0.8
		Out of Scope Sessional		
		Faculty & Instructional Total	**14.3**	**11.0**
	Research Admin & Support	Res & Other Admin've Personnel		0.0
	Student Employment	Out of Scope General	0.7	0.2
		Res & Other General		
		Student Employment Total	**0.7**	**0.2**
		Music Total	**18.9**	**13.4**
Grand Total			**50.7**	**40.0**

APPENDIX D

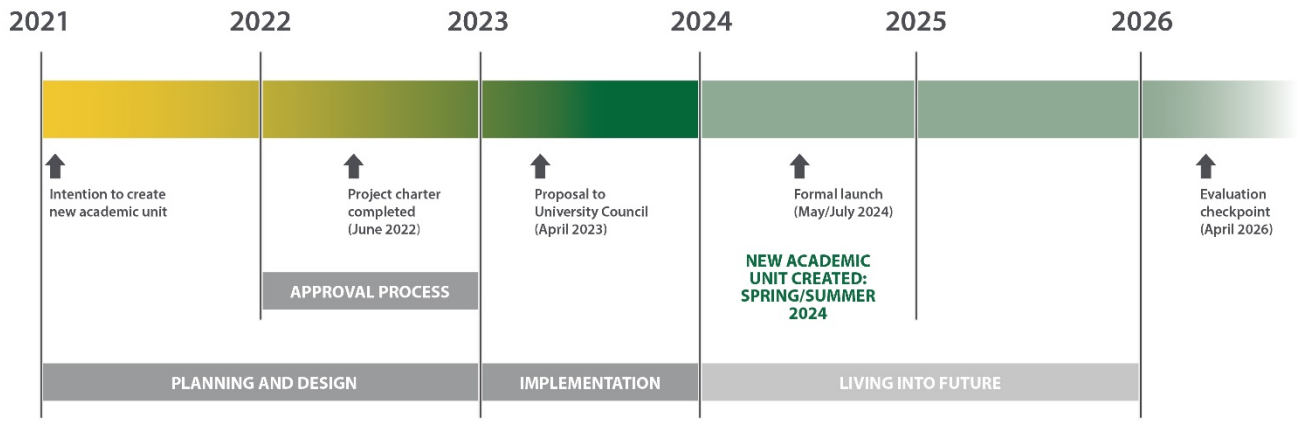
PROJECT STRUCTURE

Fine and Performing Arts Project Structure



APPENDIX E

PROJECT TIMELINE


2021
2022
2023
2024
2025
2026
Intention to create new academic unit
Project charter completed (June 2022)
Proposal to University Council (April 2023)
Formal launch (May/July 2024)
Evaluation checkpoint (April 2026)
APPROVAL PROCESS
NEW ACADEMIC UNIT CREATED: SPRING/SUMMER 2024
PLANNING AND DESIGN
IMPLEMENTATION
LIVING INTO FUTURE

APPENDIX F

FEEDBACK FROM CONSULTATIONS WITH THE DEPARTMENTS AND STAKEHOLDERS

***Disciplinary Identity**:*

- *A concern by faculty and some community leaders that the restructuring will cause a loss of disciplinary depth in academic programs.*

The three departments each are homes to what are generally understood to be distinctive Arts disciplines. It will be possible to maintain and support both disciplinary and interdisciplinary programs. The academic administrative structure will enable the continuance of disciplinary-based programs and the inclusion of interdisciplinary programs within a federation of semi-autonomous programs. Program chairs/leads will continue to serve as ambassadors within and beyond the university for specific disciplines and programs. Individual programs will continue to be recognized in nomenclature, student recruitment and student awards.

The merger of the three departments into a single academic unit will erase the rigidity of department boundaries in order to foster collaboration, evolution of interdisciplinary learning opportunities and improved administrative efficiency. The priorities given by the School to disciplinary and interdisciplinary programming, in extent and timing, will be determined by the School itself. Decisions should be informed by evolving needs and desires of prospective students, and by practices within the Arts community.

- *A concern/perception that there is a lack of understanding about, and appreciation for, the value of each discipline distinct from the value of the Arts more generally, and a sense of having unfairly been identified for merger from among a larger set of small departments.*

The visual and performing arts disciplines each has its own history, culture and distinctiveness. At the same time, there are many ways in which these disciplines are viewed appropriately as part of the same family, the family of the "Arts", a family within which there are many evolving expectations for collaboration among the disciplines. This is a logical grouping of disciplines—a creative academic federation—and not merely a convenient administrative coupling. While more academic restructuring within the college is not ruled out, this restructuring of the visual and performing arts was an obvious immediate choice for creation of a coalition that is expected to flourish together better than as autonomous departments.

- *A concern that relationships with MOU partners, collaborators, major donors, alumni and potential students might be damaged by the elimination of departments.*

There is no reason for these relationships to be hurt. In fact, the launch of a new School provides a rare opportunity for creating excitement, for renewing old relationships and creating new ones. Everyone who wants the School to be successful will do everything they can to ensure that partners and stakeholders know the truth: academic programs are not disappearing or being "watered down"—they are being augmented by new opportunities for interdisciplinary studies. There is no loss of student services—students will have more opportunities to get to know peers in related disciplines. There is no disinvestment by the university in the Arts—in fact there is a small incremental investment, and conditions are being improved for financial sustainability. Opportunities for partnerships and

collaborations are not diminished—every existing relationship is valued and supported. Donor wishes are not being ignored—conditions of preexisting gifts for specific uses will continue to be honoured, and new gifts may be focused to support specific disciplines and purposes if that is the wish of the donor. In general, stakeholders and collaborators tend not to be concerned about how the university is organized; rather, they want to know about programs, services and opportunities for engagement. The School will continue to give priority to community engagement and there is an expectation for collaborations at the level of individual faculty and programs as well as at a more collective level.

Project Initiation:

- *A concern that the departments were not involved in initiation of the merger proposal and felt they should have been consulted before the merger was announced*.

These kinds of academic restructuring more commonly emanate from institutional leaders than from the units themselves. Leaders have a perspective that transcends any one department and have a responsibility to take actions even when they may not be popular. These departments have experienced the administrative and collegial inefficiencies that come with being small units, with having few degrees of freedom for curricular innovation, with stagnant or declining resources and no effective way to increase their priority in either productivity-driven or strategic funding competitions. The college needs the visual and performing arts disciplines now more than ever. There is an urgency to stabilizing the investments in these disciplines and to putting in place the structures and supports that will enable them to thrive. There is no good alternative to restructuring. Having conveyed this decision to the departments, the dean engaged in conversation with the departments and a project lead was selected collaboratively with the heads. A commitment was made to a full and comprehensive engagement of the departments in developing details for the merger and its implementation. Early consultation led to an expansion of the scope of the project to include other elements that, along with restructuring, would enable the visual and performing arts to respond to changing needs and environments and to achieve their full potential.

- *A concern that the reasons for the merger are not understood, that there are other alternatives not considered, and that there is a suspicion of a hidden agenda for disinvestment.*

This project is a good example of an initiative that is motivated by a sense of greater potential and opportunity rather than by an intent to fix a specific shortcoming. No attempt has been made to "name and prove each problem." The objectives of the merger, and the goals for the visual and performing arts at USask, are outlined in the section on "Academic Rationale." These goals and objectives are consistent with the priorities and strategies articulated in the college and university strategic plans. Could these goals and objectives be achieved in ways that do not include a merger of departments? Perhaps, but not likely.

One major reason for restructuring is to reduce the financial and people costs of administration and to relieve the collegial process limitations that are inherent with small departments. The number of faculty positions in each department has declined slightly over the past decade, consistent with an overall reduction in faculty positions in the college, yet these never were large departments. Growing each department to a critical size would require resources that cannot rationally be assigned based on current productivity and productivity trends when compared across all the activities and units within the college. Much is expected of this college and we cannot solve all deficiencies and inefficiencies

through incremental investment. The School, by virtue of its increased size and diversity of disciplines, will be better positioned than each of the three departments separately to compete and thrive in the challenging fiscal environment of the university. The guaranteed financial stability through the transition period will give the School time to evaluate the current situation and make thoughtful changes in the academic enterprise.

A second major reason for restructuring is to achieve higher levels of collaboration and interdisciplinarity in academic programming and RSAW. Coupled with these are the imperative to move with a sense of urgency and common purpose toward Indigenization, decolonization and reconciliation. These have been priority goals of this college and university for many years, and progress must be accelerated, including in the visual and performing arts. Achieving these goals will result in higher and sustainable enrolment in courses and programs, and more funding available for RSAW, both of which are drivers of the college's share of operating funding. The current and historical lack of collaboration across the three departments, especially in academic programming, is a barrier that will be removed by restructuring. Any other alternative to increase collaboration would add layers of administration which would add cost and run counter to the previously described financial considerations.

Finally, it should be admitted that restructuring academic units is difficult in a university where departmentalization creates safe spaces for disciplinary identity and preservation. Pride of discipline, and an ever pressing desire to grow one's own discipline are strong forces in the academy. Restructuring, by merging the three departments, provides opportunities for interdisciplinarity that are built on a solid foundation of disciplinary expertise and excellence.

- *A concern that the pace of change foreshadowed by announcement of the project added significant stress at an already stressful time. The departments were particularly vulnerable to the impacts of the pandemic and people were exhausted.*

The timeline for the restructuring decision was extended by one year, to enable more deliberative engagement and involvement with the people of the three departments. A pre-implementation year was inserted between council approval of the restructuring and the beginning of operations as a new academic unit, to give sufficient time to recruit a head and to prepare for a successful launch.

There is an urgency to achieve the goals of this project.

- There is vigorous competition for the best students, faculty and staff, and evolving with the changing needs of students and stakeholders is critical for success;
- The college is determined to position the visual and performing arts to thrive in face of continuing revenue challenges at the university and within the college and in anticipation of potential changes in the ways in which the government may fund higher educational institutions;
- The arts and culture communities in Saskatoon and across Saskatchewan continue to look for collaborations and partnerships with USask in operations and infrastructure, including for example in the planning for new performance and cultural venues. The university must put itself in the best possible situation to engage with these other organizations on their time scales;
- The time to respond to the fundamental commitments and calls to action of the USask Indigenous Strategy is now, and the Arts have a central role in how the university will respond at its best.

Balanced against urgency is a need and desire to allow sufficient time for the three departments to grow together in trust and hope, to come together with their communities to arrive at a clear vision for the future expectations and roles of USask and to seek opportunities for both incremental and transformational change. The college and university have committed to financial stability during a reasonable transition period to enable the new unit to find its feet.

***Leadership and Management**:*

- *A concern that elimination of three department head positions and replacement with only one head will lessen the voice of the visual and performing arts.*

A key outcome of restructuring is, in the words of one member of faculty, "to create equitable spaces for the Arts to represent themselves at the university." The ways in which this objective can be accomplished have yet to be explored fully, and they will be. At the very least, having a strong voice for the visual and performing arts, as a larger collective rather than for a smaller single disciplinary group, will lead to more impact at college and university-level deliberations. Faculty assignment to college and university administrative committees can be more strategic. The head of this School will be representing and speaking for a team of 26 faculty, one of the largest and most diverse departments in the college. Comparisons and issues discussed at college and university levels will be in reference to the visual and performing arts, in its entirety. Program leads will be important participants in the School's leadership team, standing beside and working in a collaborative fashion with each other and with the head of the School, to promote specific disciplines whenever separate disciplinary focus is appropriate.

- *Concern that the responsibilities of the head of the School may be too onerous for one leader.*

The complexity of the role of department head is most surely associated with factors such as size of the faculty complement and the student population, the diversity of the programs held within the department and the nature of community engagement. The School will require a seasoned leader as its head, and the head will require support from the college's leadership team. Assignment of administrative responsibilities to staff wherever appropriate is paramount. A team of program leads and a graduate chair(s) will lead the academic administration, with support from and in consultation with, the head. Faculty members and program leads will continue to have an important role in student recruitment and community engagement related to their discipline.

Provision has been made for an additional faculty position to be assigned to the School to accommodate the appointment of the head. In this way, no former departmental grouping will be disadvantaged at the time of implementing the new School by a loss of faculty complement for teaching, research, scholarly and artistic work.

- *Concern that the merger will create an additional layer of administration and thus increase the administrative workload of faculty.*

The internal structure of the School, for administration of collegial, academic and resource processes, will be designed in a way that affords an appropriate level of autonomy for discrete academic programs while not adding new layers of administration. As this level of structure is not prescribed by existing

policy, the School will be free to experiment and evolve the organizational design in ways that best support the vision of the School.

- *Concern that the restructuring will place the three pre-existing department groups in an adversarial relationship for resource allocation and collegial processes.*

The merger does not create new competition among the disciplines for resources; it only relocates the decision-making at a more local level where decisions may be more closely informed by the unit itself. The head of the School holds primary responsibility for connection and communication with the dean and other college and university leaders to ensure that the faculty have the resources necessary to sustain academic programs and RSAW. The head will coordinate with the program leads to set budget priorities.

Faculty collegial processes are informed by the collective agreement. Whereas the merger itself does not cause any changes in college-level collegial processes, the dean is committed to monitor for unintended consequences. For example, it may be necessary to revisit conflict of interest procedures that would disadvantage the faculty of the School now that they are all in one department rather than three. Similarly, there is a need to ensure that when faculty of the School collaborate with each other there is no lesser value ascribed to that collaboration than to inter-department collaborations.

***Infrastructure**:*

- *Concern that a physical separation of the spaces used by the three departments will render collaboration ineffective or unlikely.*

An initiative is underway, with leadership of the facilities strategic business advisor and IPLD, to review and evaluate the space and infrastructure now used by the constituent departments. The university galleries are included in this initiative because of their close association with academic programming in art and art history. The space review, followed by analysis of the physical condition and sustainability of the spaces, will inform priorities for infrastructure renewal.

The college will collaborate with IPLD to identify and retrofit appropriate space for the School's administrative head office. The costs for creation of the administrative head office are the responsibility of the college.

Some faculty have called for a new co-located space (a "hub") which would draw the faculty, staff, and students into closer physical association with each other. That idea will be examined and prioritized alongside other desired infrastructure needs of the School. Whether or not such a "hub" is realized, the School will need to be creative about how to achieve connectivity while continuing to operate in their dispersed locations.

It is important to note that the spaces used by the visual and performing arts, many of which are used for hands-on learning and performances, are specialized, and opportunities for interdisciplinary collaboration in the use of most of the spaces are quite limited. Nevertheless, maximizing the use of all infrastructure must be a goal. The School, in cooperation with the college and the university, will continue to explore ways in which specialized infrastructure can optimally be used. Opportunities for collaborative use of infrastructure with community partners must also continue to be explored and captured wherever it makes sense.

APPENDIX G

REPORT OF VISIONING TEAM FROM COMMUNITY CONSULTATIONS

“Our city is made rich by the university arts”

In the Fall of 2022 the Visioning Committee from the Re-imagining a Vision for the Fine and Performing Arts at the University of Saskatchewan project met with the leaders of Saskatchewan arts organizations, and other closely aligned groups [see Appendix A for list of groups] for a structured conversation about their thoughts on the role of, and their relationship to, the U of S’s visual and performing arts departments [see Appendix B for questions asked to participants]. In the report that follows we highlight findings from this process related to student engagement, faculty engagement, post-graduate and overall engagement, Indigenous engagement, new initiatives, and perceived risks and opportunities of bringing the three departments together.

Overall, our community collaborators believe that the U of S Music, Drama, and Art and Art History departments:

- Need to continue to provide exceptional education to the arts practitioners that enable arts culture in the city, the province, and beyond.
- Need to continue to work with our partners to build an arts community that enables graduates to stay in the province and encourages students and professionals to come here.
- Need to retain our disciplinary expertise and acknowledge the distinctive cultures of each discipline.
- Need our department and programs to reflect that these disciplinary boundaries are creations of Western institutions and that Indigenous cultures often work across, or ignore, these boundaries.
- Need to be supported in new interdisciplinary collaborations and programs, such as internships, arts administration training, research-creation methodologies, and other professionalization opportunities.
- Need to reduce, or at least not increase, administrative burdens for faculty, staff, and the community members that work with us.

STUDENT ENGAGEMENT

The conversations reinforced that the arts education of students provides one of the fundamental links between the university and the community. Our students are members of and contributors to these organizations, sit on their boards, and both attend and participate in their events. We need to continue to work together to increase mentorship possibilities to help “ladder” students throughout the early stages of their career, to enable pre-university students to imagine a path forward into the Arts programs, and to create further opportunities for university students to become involved in the organizations so that they gain valuable professional experience.

FACULTY ENGAGEMENT

For many of the organizations we talked to there is already a strong link to the university because of a connection between the organization and faculty members. As we move forward we need to ensure that this opportunity for individual connection is not jeopardized by over-bureaucratization or other administrative hurdles. We also need to enable the formation of new relationships between faculty, or entire departments, and these organizations. We heard from several organizations of their appreciation of the now-defunct Interdisciplinary Centre for Culture and Creativity (ICCC) as it provided a single point of contact for an organization to reach out to the university, as well as made funding available for joint projects between faculty and community groups. Further related to funding, the availability and use of funding programs such as SK Arts and Canada Council continues to be problematic as there is misunderstanding of how faculty use these funds as part of their own research.

POST-GRADUATE I OVERALL ENGAGEMENT

While the U of S has MOUs in place with a few of the larger organizations, most of the relationships are informal, and can be reliant on the personal connection of just a few people. Numerous organizations noted that the biggest impediment to increased collaboration, both between the university and the community, and between community groups, is that they simply are not aware of what the others are doing. It was suggested that any re-imagining of the Arts departments should put mechanisms and the personnel in place to help facilitate this communication.

However, even without these formal relationships and means of communication, the community groups were unanimous that the U of S’s fine and performing arts departments are absolutely crucial to the culture of the city and the province, and to their own organization’s ability to thrive. Our graduates are the artists in their galleries, the performers in their events, the members on their boards, the staff in their organizations, and their audiences. We heard from many organizations that without the university injecting “new blood” into the city and province, their organizations could not exist. Even the largest arts organizations are reliant on the university and its graduates; recruiting from further afield would increase costs, and this recruitment would be harder because of a diminishment in the cultural life of the city and other arts opportunities. A healthy arts ecosystem where our graduates can move from being students, to their first professional experiences, to making the Arts a career, begins with strong university departments.

INDIGENOUS ENGAGEMENT

The infusion of arts in everyday life is critical to Indigenous ways of knowing and being. The strength of Music, Drama, and Art and Art History for the Indigenous groups that we met with is that they are all fields that engage with telling of stories, and that one of our aims should be modeling to the rest of the university ways to incorporate storytelling methodologies in their own practices. We were also advised that while disciplinary expertise is important, the boundaries between the Arts are less important, and often absent, for Indigenous cultures. Similarly, in imaging the structure of the new school we should be careful not to simply replicate Western hierarchies if we are truly serious about Indigenization.

NEW INITIATIVES

Community members expressed concern that unfilled faculty retirements, such as in Art History, Composition, and Theatrical Direction, have created gaps in existing university programs much to the detriment of the university programs and therefore, community organizations, and they hoped that any renewal initiative would address these deficits. They also valued the possibility of new programming becoming available, but not at the expense of current faculty capacity and resources. These opportunities would need the injection of resources into departments. In particular there is a need for training in arts administration and cultural leadership, which will only be possible through university/community partnerships. There is also a demand for additional student training in technical production and the interdisciplinary area of digital media content creation. Research creation and other arts-based research methodologies are also a perceived area of further growth. Community organizations are eager to expand their partnering with us on internships and other professionalization opportunities such as bringing in high-profile professionals to speak to students and/or lead courses and workshops.

Beyond new programming opportunities there were other ideas for ways additional resources could strengthen the connections between the university and the community. The possibility of the sharing of space was commonly heard from organizations across the Arts. Some of these arrangements already exist and are a successful bridge between the university and the community, but additional resources could result in activities as simple as allowing the organization to access our construction shops, or our researchers to access their spaces and audiences, or as complex as a new shared performance space. We could also expand our sharing of resources beyond their current informal agreements. There was also a real interest in the university being able to serve as a catalyst to help bring the various arts organizations together; here again the ICCC was held up as an example of a positive force that is no longer available.

RISK AND OPPORTUNITIES OF AMALGAMATION

The greatest perceived risk of departmental amalgamation is that specialized disciplinary instruction will be sacrificed in order to offer a watered-down, “general Arts” experience. This model is already being enforced in the elementary and secondary school systems, and the university needs to resist it if they wish for the Art and Art History, Music, and Drama programs to be respected and continue to attract, and produce, skilled artists. Without this skilled local body of artists, many of the community arts organizations would be jeopardized. There is also a general concern that this is a cost-cutting exercise, that some disciplines will be privileged while others sacrificed, or that the voice of the Arts on campus will be diminished by having only one voice instead of three. Finally there is the worry that the

amalgamation will create additional layers of bureaucracy that will jeopardize our ability to collaborate with the community in a timely fashion.

Some community organizations recognized that there may be benefits to the departments coming together. In general there was the belief that the Arts are becoming more interdisciplinary and our programming could reflect that if financial and faculty resources were provided to make this happen. The idea of a common point of contact for someone off-campus to access all the Arts departments was also seen as a positive. Finally, if the proposed amalgamation truly results in a “louder” voice for the Arts on-campus, it was hoped that this increased profile could be used to benefit all of the Arts in the province.

Appendix A

Groups consulted:

AKA Gallery	Saskatchewan Choral Federation
City of Saskatoon	Saskatchewan Teachers Federation
Gordon Tootoosis NīkānīwinTheatre	Saskatoon Jazz Festival
Indigenous Studies Faculty, University of Saskatchewan	Saskatoon Jazz Orchestra
La Troupe	Saskatoon Jazz Society / The Basement
Live Five Theatre	Saskatoon Musicians’ Association
Mann Art Gallery	Saskatoon Symphony Orchestra
Nuit Blanche Saskatoon	Sessional lecturers from Art and Art History, Drama and Music
On the Boards Staging Company	Shakespeare on the Saskatchewan
Paved Arts	SK Arts
Persephone Theatre	Sum Theatre
Remai Modern	25th Street Theatre

Appendix B

Questions for discussion:

1. How does your organization currently interact with the university?
2. How would a hypothetical disappearance of the Arts departments affect your organization?
3. How do our departments contribute to Arts and Culture in Saskatchewan?
4. If we had access to additional resources, how do you think the university could better assist your organization?
5. As we bring the departments together, do you see any opportunities or challenges or risks for your organization or the Arts in Saskatchewan?
6. What do you think your organization/community has to offer in partnership with the university?

APPENDIX H

CONSULTATION ON THE PROPOSAL

The draft proposal was circulated to the departments on February 16, 2023. Faculty and staff were asked to submit their feedback by March 24, 2023 in order to have their comments or questions considered in the creation of the final proposal. The following is feedback received in this time period by three faculty members:

From: Blanchet, Shannon <shannon.blanchet@usask.ca>
Sent: Monday, March 6, 2023 2:37 PM
To: Dahl, Alexis <alexis.dahl@usask.ca>
Cc: Orosz, Carla <carla.orosz@usask.ca>
Subject: Feedback on FA Amalgamation proposal

Hi Alexis,

My considerable feedback and questions below.

Rationale

"However, there are ways in which other worldviews, especially those of Indigenous peoples, are not reflected in these mostly Western discipline-specific approaches. In order to address the ever-changing needs of communities and learners, and the evolving demand to embrace interdisciplinary approaches to education and scholarship, it has become apparent that it is time to loosen the rigidity created by department boundaries."

Based on this phrasing, Indigenization is the primary reason for this amalgamation. Is this the case? I am not arguing the importance of Indigenizing curriculum, but Indigenization has not been raised as a driving motive for initiating this process before, and this statement is misleading. It should be moved to somewhere else in the document or rephrased.

Key Performance indicators highlight the importance of Indigenization but do not include mention of an audit to assess current assonances in teaching, research and creative activity in the Fine and Performing Arts at USask with broader values of Equity, Diversity, Inclusivity and Anti-Oppression, including, but not limited to, the crucial mission of Indigenization**. Is there a commitment from the University of Saskatchewan and the College of Arts and Science to provide financial and human resources to support and assess performance measures that reflect teaching, learning and research processes/activities that employ/are informed by anti-oppression and inclusivity/accessibility frameworks and practices emerging from within the cultural sector including but not limited to Indigenization? If no additional resources are going to be provided. This should be explicitly stated in the proposal.**

At this time, there **are no appropriate metrics to measure the performance or impact of teaching and RSAW in the fine and performing arts**, or to adequately assess the quality of research projects put

forward for internal or external Tri-council funding. Further, there are no financial or human resources to support their development**. Is there a commitment by the University of Saskatchewan and the College of Arts and Science to provide financial and human resources to support the development of appropriate assessment tools and performance measures for the Fine and Performing Arts**? Is there a commitment to meaningful advocacy from Senior leadership at the University of Saskatchewan and the College of Arts and Science on behalf of the Fine and Performing Arts with provincial and federal funding organizations including Tri-council agencies, specifically SSHRC and members of Legislative Assembly/Parliament for the development of appropriate research funding models, assessment tools and performance measures for the Fine and Performing Arts? **If this commitment is not being made, it should be explicitly stated in the proposal.**

Administrative Workload

If, as this document states, the amalgamation "will reduce administrative costs and reduce faculty workload in administration", this document should provide credible evidence to support this claim. The stated goal of finding administrative savings means faculty workload will increase further, leaving even less time for faculty to commit to the advocacy and recruitment efforts needed to meaningfully grow the School, increase interdisciplinarity in our programming, and conduct research in for our respective disciplines. Reports from Universities where similar amalgamations have taken place, use words like 'nightmare' and 'cancer-causing' to describe the subsequent increase in administrative workloads**. An diagram that demonstrates a potential organizational structure, including the number and placement of administrative personnel, staff, faculty and sessionals; a list of existing administrative responsibilities in the three units, and a model of how these duties might be redistributed to reduce existing torque on faculty should be included in this document. If no model can be provided, is the College of Arts and Science and the University of Arts and Science committing to increased course release/sessional funding or faculty complement to compensate for increased workload flowing from this restructuring? If this commitment is not being made, it should be explicitly stated in the proposal.**

Enrollment

Despite repeated statements juxtaposing the cruciality of the Fine and Performing arts and stable or declining enrollment levels, there have been no additional financial or human resources devoted to recruitment efforts to increase enrollment levels. This has fallen on the shoulders of faculty already overburdened by workload as the result of shrinking resources over the past several years.This document further states that restructuring will result in "Increasing emphasis on recruitment of students into programs with capacity" **Is there a commitment by the University of Saskatchewan and the College of Arts and Science to provide additional funding and human resources, to support the development of recruitment programs/initiatives specifically for the fine and performing arts, similar to those already in place for the sciences such as The Sciences Ambassador program? If there is not, this should explicitly stated in the proposal.**

Rebranding and Unit Identity

"Rebranding the three departments and their programs within a School, coupled with development of a renewed vision in collaboration with the Arts communities, will provide new opportunities to increase donor support for the School's mission."

Is the College of Arts and Science committed to budget and media production resource allocations to support the significant rebranding needed? Is the College of Arts and Sciene and the University of Saskatchewan willing to let Faculty participate in the conceptualization and creation of new branding/media materials in collaboration with Media Production and Communications? Will the College of Arts and Science permit the School to have a visual identity and logo to promote the new School, mark its uniqueness among departments and attract new students and donations?

Infrastructure

"**the merger itself does not create a need for additional space, nor does it depend explicitly on having new spaces. However, the infrastructure currently available to the three departments and galleries is inadequate in some ways".** This is demonstrably false. Significant funds have been allocated to furnish a new administrative office for the new unit head, but not to address sorely needed updates to inadequate teaching and research spaces. **The amalgamation, if it is to be successful, absolutely creates the need for new updated spaces for teaching, exhibition and performance that are accessible and of industry standard quality.** Currently, none of the facilities on campus meet these standards, contributing to decreases in enrollment as students head west to institutions such as Grant MacEwan University where new facilities have increased student enrollment. **Recent provincial investments in Saskatchewan's film and television industry represent an opportunity for the Fine and Performing Arts to develop programs and curricula that directly align with the government's strategic priorities, essentially becoming the talent pipeline for a growing industry in the province**. **It would strengthen the argument to tie increased interdisciplinarity to industry, acknowledge that existing facilities are inadequate to support growth and innovation, and identify this as an opportunity for targeted fundraising to support new facilities for the unit.**

Thank you,

Shannon

Shannon Blanchet, BFA MFA
she/her
Assistant Professor

University of Saskatchewan
Department of Drama
Ph: 306-966-5180

From: Koechl, Natasha <natasha.martina@usask.ca>
Sent: Wednesday, March 1, 2023 9:11 AM
To: Dahl, Alexis <alexis.dahl@usask.ca>
Cc: Orosz, Carla <carla.orosz@usask.ca>; Brenna, Dwayne <dwayne.brenna@usask.ca>; Blanchet, Shannon <shannon.blanchet@usask.ca>; MacKenzie, Kenneth <ken.mackenzie@usask.ca>; Thompson, Deneh'Cho <dpt161@mail.usask.ca>; Bath, Jon <jon.bath@usask.ca>; McNeill, Dean

<dean.mcneill@usask.ca>
Subject: My response to the Dean's proposed document

Hello Alexis:

I have read through the merger document and as a faculty member I would like some more clarification around the following declarations made in said document.

"…imagined interdisciplinarity, inclusion of Indigenous cultures, and increased collaborations across the disciplines."

Previous to this statement it is mentioned disciplinary depth will be maintained, yet how will it be possible to create interdisciplinary connections when we are below capacity in faculty numbers and currently have a high rate of sessionals teaching our upper-level classes? What plan of action is in place to make this a reality? It is easy to make a statement, but I suggest more planning goes into place to show viable routes of success.

For example: Would the College consider mandating three new positions (1 in each department) over the next 6 years (every 2 years a new position is added) with the aim to hire candidates with an interdisciplinary focus?

Would the college consider bringing in someone like Dylan Robinson (Canada Research Chair in Indigenous Arts) to lead and external committee to help the Fine Arts work towards achieving the goal of Indigenization being at the center of this path towards growth and renewal.

"Rebranding within a comprehensive School for visual and performing arts will increase the range of opportunities for securing partnerships and gifts."

Could we have more detailed specifics around how this will be approached, and will we have dedicated individual in the office of Advancement to secure such funding? Could the college consider the departments taking some onus to seek out their own funding rather than having to rely on the college to do so? Such as seeking Greystone Theatre sponsorships?

"…foster more favorable conditions for RSAW across the Arts and increase RSAW funding for the arts"

Could you please explain what you anticipate putting in place prior to the amalgamation so that statement bears weight and actuality? Perhaps could something like the ICCC be developed to nurture the wish for interdisciplinarity or community partnerships?

"…reduce administrative costs and reduce faculty workload."

If you plan to reduce administration how is this going to reduce faculty workload? I hope you are not considering going back to the days of "admin commons" which was a disaster for Drama and increased our workload tenfold. Could an administrative structure be presented to the arts faculty to help us visualize this plan of action?

“Enrolment across the programs has been stable or declining across all measures, while overall enrolment in the college has increased by 1 percent over the same 10-year period.”

I struggle with this statement since nowhere is it mentioned that over the last ten years our budget envelope has been decreased each year, which subsequently impacts how many sessionals we can hire to teach our first-year classes, which then has later repercussions on our enrollment in the upper year classes. Also, a pandemic happened and as a result high schools cut all their drama and music classes (in the past two years), which yet again is now having a huge impact on students moving forward into those programs.

The School is being designed in a way to make the future of architectural studies a possibility without any significant restructuring of the school.”

Can someone explain why this statement is in here and why alarm bells just rung for me reading that statement? Didn’t Art and Art History originally vouch for this program and wish to see a link between the two programs? If so, how will this not impact the school, and will our resources be pulled to fund this?

The school will retain the combined financial resources of the current three departments and all funds currently managed by the three departments will transfer to the school. The collective resources will include all operating fund balances, reserve funds, department discretionary funds and special purposes funds.

Do I understand from this statement that the three departments will lose having any agency over the funds they bring into the department concerning things like Greystone Theatre, music ensembles, choral concerts, gallery events etc.? What about donations to the individual departments or things like summer camps?

Sincerely,

Natasha Martina Koechl

Professor in Drama

Natasha Martina (she, her)
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March 19, 2023

To Whom It May Concern:

I will start by saying that I support the idea of the amalgamation because I believe that when we work together we strengthen the learning outcomes of the students. I say this with some reservation and concern because for this to happen there are actions we need to take to make this amalgamation successful and I would like to address those concerns here.

1. **Investment in people.** We need more faculty and more support staff. Yes, every single department will ask for this but I ask because in Drama there is no wiggle room in the courses we can offer because there are not enough people to teach them and we can only offer the bare minimum as we rely heavily on sessional support staff. You might respond with 'change your program to allow this to happen'? This would mean lessening the quality of students that we graduate from the programs. Many have completed a drama degree and put this education directly into the arts and culture in this city and province while others have taken it abroad. If we water down the programs because we only have a handful of instructors, we are essentially watering down the arts and culture that is feeding our province. I am not willing to do this. This also does not allow us to easily have a faculty member take on other duties such as leadership or committee work and it raises concern when a leave (sabbatical, parental, personal, etc) needs to take place. Putting three distinct disciplines together does not immediately solve these issues.
2. **Adequate training facilities.** The Department of Drama is located in the John Mitchell Building, its temporary location for the past 32 years, and we were first established in 1945 producing plays in Convocation Hall and later (1949) in the Hangar Building. After all these years I no longer think of this as a temporary location but as an inadequate facility. With age comes depreciation and necessary upgrades. Unfortunately, the department has not been substantially invested in since the temporary move in 1991 and it is showing. In fact, in that move we only completed Phase 1 of the development which was to build a scenic carpentry shop. We need support in resources and a proper facility to properly educate students in the performing arts. We also need this to create recruitment and keep our students here in the province. It does not matter how established we are or who we have as alumni if we cannot provide the student body with basic facilities and equipment. In fact, most high schools are better equipment than we are and it is embarrassing.
3. **Support for Indigenization.** Throughout the proposal you will see that this amalgamation is asking us to 'enable Indigenous student success' and to 'boost Indigenous faculty and staff recruitment and success'. We are not equipped to do this on our own and we need an Indigenous leader to work with us for this to be successful.

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The wîcêhtowin theatre program started in 2016 has yet to see the support necessary to be truly impactful to the Indigenous people in our community and beyond.

4. **Recruitment Strategy.** There needs to be a dedicated position for a recruitment officer in the Fine Arts. It is unacceptable to ask faculty members to take this on when they are already overworked between teaching, research and administrative duties.
5. **Chair / Lead in each program unit.** For there to be success in each program the Director of the 'School' needs representation from each program unit. This person should be elected by the people they represent (just as a department head is elected). This role should be acknowledged for the amount of time commitment that it requires and teaching release should be granted in compensation for it.
6. **Program Development.** We need to see this through the lens of a student in relation to the professional industry. Our programs need to be evaluated in areas where we can overlap in the disciplines and bolster our students' learning outcomes so that they are even more successful when they leave the University of Saskatchewan.

The world is changing and becoming more competitive and we need to equip our students for the work force they are entering. We need to continue to foster an environment of creativity, collaboration and critical discourse. By taking the right steps forward in building this amalgamation it can happen. Other universities have taken this approach and not succeeded as they thought they would. Let us learn from them, listen to the artistic community, listen to the faculty members this affects most, and make choices that move us forward in way for success.

Sincerely,

Carla Orosz
Associate Professor, Drama

The draft proposal was shared with the College of Arts & Science on February 13, 2023, for discussion and feedback at a Special Meeting of Faculty Council on March 20, 2023. The following are the draft minutes of that meeting (motion for approval will be made at the next meeting, scheduled in May), and a more detailed summary of the discussion of the merger:

UNIVERSITY OF SASKATCHEWAN
College of
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Meeting of the Faculty Council of the College of Arts and Science

March 20, 2022 2:15 – 4:00 pm, Zoom

Minutes

Voting Members:
Carin Holroyd (Chair); Alec Aitken; Leonzo Barreno; Jon Bath (DHead); Scott Bell; Lisa Birke; Jill Blakley (Vice-Dean); Peta Bonham-Smith (Dean); Ron Borowsky; Dwayne Brenna; Joel Bruneau (DHead); Sam Butler (DHead); Chantale Cenerini; Valery Chirkov; Krys Chutko; Jennifer Crane; Michael Cuggy; Jorden Cummings; Dirk de Boer; Rainer Dick; Pam Downe; Chris Dutchyn; Carlos Egydio de Carvalho; Lorin Elias (Vice-Dean); Gerry Farthing (Assoc. Dean, STM); Martin Gaal; Gary Gable; Jan Gelech; Allyson Glenn; Peter Grant; Neil Hibbert (DHead); Jenna Hunnef; Mobinul Huq; Shahedul Khan; Beverly Kobelsky; Martin Kohlberger; Amanda Lalonde; Simon Lambert; Jennifer Lang; Keiran Leggo-Henderson; Zhi Li; Angela Lieverse; Yin Liu; Janeen Loehr; Rachel Loewen-Walker; Enrique Lukong; Tammy Marche (Dean STM); Greg Marion; Ann Martin; Veronique Mathieu; Dean McNeill (DHead); Debajyoti Mondal; jake Moore; Brent Nelson (DHead); Bram Noble (Vice-Dean); Allison Norlen; Darrin Oehlerking (Assoc. Dean); Ella Ophir; Carla Orosz (DHead); Dave Palmer; Pete Pioli; Steven Rayan; Bill Roesler; Gordon Sarty; Susan Shantz; Kathleen Solose; Chris Soteros; Artur Sowa (DHead); Colin Sproat; Ian Stavness; Allyson Stevenson; Heather Szabo-Rogers; Deneh'Cho Thompson; Christopher Todd (DHead); Megan Vandendriessche; Jim Waldram; Anne-Marie Wheeler; Yansun Yao

Non-voting member or designates:
Rachel Seargent-Jenkins (Assoc. Dean Libraries);

Staff and guests:
Ernie Barber, Jacquie Thomarat;

Joseph Anderson; Shawn Anderson; Dorothy Austen; Sandy Bonny; Jess Brown; Patrick Bulas; Jenelle Butler; Robyn Corcoran; Alexis Dahl; Sharla Daviduik; Kieran Foss; Amy Gerein; Tara Hackl; Peter Krebs; Renée Lipitzki; Cree Longjohn; Gail McKenzie; Sofia Mycyk; Banjo Olaleye; Wendy Quinton; Spencer Smit; Amanda Terry; Lavina Watts; Kate Wilson; Larissa Wudrick; Sara Wurst

1. **Chair's Remarks –** Carin Holroyd, Chair of Faculty Council

   Faculty Council chair Carin Holroyd welcomed the meeting participants with the *Treaty Land Acknowledgement* and expressed her appreciation for a good turnout at the meeting.

   Chair Holroyd reminded the assembly that the primary purpose of the Special Meeting is to hear an update on the proposed amalgamation off the Fine Arts departments.

2. **Approval of the Agenda**

   Chair Holroyd asked for suggestions for agenda items. No additions to the agenda were proposed.

   MOTION (Brenna/Norlen) *that the agenda be approved as presented.*

   The assembly voted and **APPROVED** the motion.

3. **Approval of the Minutes: February 13, 2023**

   Chair Holroyd mentioned that the minutes were slightly edited a few days ago to clarify certain parts of the meeting record. The edited version was available four days before the Faculty Council meeting.

MOTION (Sarty/Bath): *That the minutes of the February 13, 2023 meeting of the Faculty Council be approved.*

The assembly voted and **APPROVED** the motion.

4. Business Arising from the Minutes

No Business Arising was discussed.

Attendance Poll

Chair Holroyd requested that the meeting participants respond to an attendance poll to establish the number of voting and non-voting meeting participants. The poll identified that 65 **voters** were present at this time.

5. Report of the Academic Programs Committees – Maggie Fitzgerald, Chair APC (BA, BFA, BMus); Jerry White, Chair APC (BSc); Kirsten Fisher, Chair APC (B.Sc. [BMSC]); Pierre-Francois Noppen, Chair APC (BA&Sc)

- **Decision Items**

  MOTION (FitzGerald/Elias): *That Faculty Council authorize the submission of the proposed Degree Level Certificate in Labour Studies to the Academic Programs Committee of Council.*

  The assembly voted and **APPROVED** the motion.

6. Proposed Amalgamation of Fine Arts Departments: presentation and Q&A

Dean Bonham-Smith presented PowerPoint slides about the amalgamation project. The slides addressed certain parameters of the proposed amalgamation:

- Project scope – infrastructure, policy, organizational structure,
- Project timeline to 2026
- Project implementation structure

Following the presentation, the discussions and questions focused on a number of aspects:

- Dean Bonham-Smith outlined a number of envisioned benefits of the proposed amalgamated entity regarding:
  - Broader faculty and staff complement
  - Combined financial resources
  - Efficiencies in departmental (School) administration
  - Faculty participation in college governance
  - Opportunities for student recruitment
  - Donor-eligible branding of the School

- Indigenization efforts are **not** the primary reason for the creation of the School. However, the School will participate in the Indigenization of college spaces, curriculum and personnel.
- Key performance indicators regarding teaching and RSAW outcomes will be determined by the School, and are expected to emerge from the current departmental standards.
- The new School will accommodate any future inclusion of Architectural Studies programs into its core structure.

- College Review Committee: a Fine and Performing Arts faculty representative should always be a member of the HumFa CRC constituent members and have input into the deliberations regarding Fine and Performing Arts faculty members.
- The University has the authority to determine the name of the amalgamated entity, but the amalgamated departments will be called upon to suggest their preferred name.
- The process for appointing an interim director will be established by the three affected departments after the amalgamation will be approved by University Council. The departments could create a search committee for this task. If the departments cannot suggest a suitable director candidate, the Dean can make an interim appointment for a six-month duration.
- The new School will have a combined total of 25.5 FTE faculty members. The School will operate like a large department with a future appointed director who will function like a department head of one of the larger Arts&Science departments. The three departments will be asked to determine the office location of the School director.
- The amalgamation is a College administrative matter. The Arts & Science Faculty Council will **not** have a vote to approve or reject the proposed amalgamation.
- An amalgamated School may create sufficient critical mass in terms of programming and student outcomes that the value of the Fine and Performing Arts. This could increase the visibility and perceived value and impact of the new School in an environment of Provincial grant funding outcome targets that discount the role of separate, small, fine arts departments.
- The School will operate under special provisions for budget allocations and faculty complements until 2026. Until that year, if the amalgamation goes ahead, faculty replacements will be made on a “one for one” basis, i.e. tenure track positions will replace tenure track positions.
- Approval of the amalgamation will be sought in May – June of 2023. If the approval is given, there will be a transitional year until June 30 2024 during which the organizational and administrative parameters of the School will be determined by the three departments.
- There is a probability that the School can attract donor funds for the enhancement of programs, scholarships or infrastructure in any one or all School programming streams. However, the disciplinary groups of Music, Drama, Art&Art History can also continue to pursue their specialized donor resources.
- The prospects of having a dedicated fine and visual arts building are low if the three departments remain separate. A school of Fine and Performing Arts however might attract sufficient donor funds that over time could help achieve the vision of a dedicated fine and visual arts facility.

7. Adjournment

MOTION (**Sarty**): *that the Faculty Council meeting be adjourned.*

The assembly voted and **APPROVED** the motion.

Next meeting: May 16, 2023 on Zoom

Special Meeting of Faculty Council
20 March 2023 at 1:30 pm
Arts 206 & Zoom

Summary of discussion of the proposal to amalgamate the departments of Art and Art History, Drama and Music:

Dean Peta Bonham-Smith noted that the full proposal had been circulated in advance of the meeting, and that she would not go through that proposal but instead give a short presentation and then focus on questions and feedback. The presentation included the project scope, committees which have been struck to study different aspects of the amalgamation (including their roles and status/activities), project timeline, and a summary of the goals and limitations of the amalgamation project. She reiterated her belief that the departments will have greater opportunity to attract new resources and to thrive as a single unit, relative to the same measures as three small departments.

Dean Bonham-Smith provided answers to some questions which had been submitted prior to the meeting:

1. Is Indigenization the primary reason for this amalgamation?
   No, it is not. However, as with all that we do as a college, Indigenization of our college spaces, curriculum, and personnel is a priority. Resourcing priorities of the college, including Indigenization, is an ongoing process and where deemed a priority to the college funding will be allocated accordingly. It is hoped that the Arts would be a leader in Indigenization on campus and in our external community.

2. What will be used as Key Performance Indicators and metrics to measure impact or teaching and RSAW in the fine and performing arts.
   The mandate of the Vice Deans Academic and RSAW includes supporting all faculty in their teaching and RWAW activities, including helping to find funding and support for interdisciplinary/collaborative RSAW as well as personnel support for all SSHRC and other agency funding opportunities. Support for teaching abroad as well as course development for in person or online course delivery is provided. Key performance indicators will be determined by the new, collective School – many are already identified in the current departmental standards.

3. How does amalgamation reduce administrative costs and reduce faculty administrative workload? It seems that faculty workload will actually increase.
   In a larger department, there should be less administrative load per faculty member. However, this depends on the administrative structure that the faculty of the School choose to create. The School can choose to have a single undergraduate committee with one chair and one rep from each program. They can also choose to have a single graduate committee with similar representation. The School can choose to have general meetings only once per month, rather than once per week.

   One concrete example of work that will decrease is the need to recruit faculty members from other departments to participate in career decisions/collegial processes for department faculty. The increased size of the School should be sufficient to populate these committees from within.

In addition, staff positions can be reworked to allow staff to specialize in particular areas, while still being cross-trained to provide backup support for vacation/leaves.

The School will need to carefully design internal governance structures which allow for appropriate delegation of authority and duties, so that each faculty member has more freedom to focus on the core mission of teaching and RSAW.

4. Could there be support for recruitment/enrolment in the fine arts similar to the Science Ambassador program?
   The Science Ambassador program primarily operates through sponsorships and donations, and stemmed from the NSERC WISE initiative by one of our female science faculty members. The members of the fine arts departments may want to investigate whether there are similar funding opportunities through SSHRC or other arts funding agencies.

   The college recently received funding from central to support two-year appointments for one Indigenous and one international recruitment specialist. These recruiters will seek to recruit students to all programs in the college.

   The fine arts are encouraged to recruit students in the best manner for their discipline, which may include interviews, auditions, portfolios, etc., and to provide a proposal to the Dean on how the college can support such activities.

5. A question was raised about "branding" of the School.
   The college has the expertise to support the branding of the new School. What will be need are the suggestions and input from faculty, staff and students. We will have to stay within the "physical branding" guidelines of the university regarding visual identity and logo as they pertain to schools, but looking forward to further discussion.

6. A question was raised highlighting the inadequacy of the current fine arts facilities.
   Agreed. While there is funding provided for renovation of a space(s) for the new director of the School and a meeting room for the School, there are no new funds to upgrade the current Arts Infrastructure. However, with one much larger School, rather thank three smaller individual departments, there will be more support within the funding/donor world for one state of the art building to house a School of the Arts (however it is named). Working together, I see a bright future for the arts on campus, which I do not see for the independent departments competing with each other for resourcing and individual funding.

7. A question was raised concerning whether the School would have some autonomy for seeking their own funding for activities such as Greystone Theatre sponsorships.
   Departments and hence the School are encouraged to seek out sponsorship opportunities and the College Advancement office and staff are here to support such opportunities, using their expertise to support such efforts.

8. A question was raised regarding the possible future inclusion of Architectural Studies and if this would impact current resources for the School.
   Any future addition of Architectural Studies would be an addition made in consultation with the members of the School, and would not impact the resources currently allotted to the

departments. At this time there is no indication from central that USask will be adding Architectural Studies in the near future.

Q: Jennifer Lang, Department of Music: We are hearing the message that the amalgamated unit will have a stronger voice, but there is a concern that this will remove all fine arts voices on some committees at key moments. On CRC, when a proposal from a member's home department is brought forward, that member needs to leave the room. Currently, members from other fine arts departments can advocate for members of the other fine arts departments. If all fine arts faculty are in one unit, will there be no one from a related discipline who can speak in these cases?

A: Not necessarily. The USFA Collective Agreement prohibits one individual from making a decision on a case file more than once (at both the department and college levels); rather than having the member recuse themself from the college-level discussion, that member could recuse themself from the department-level discussion so that they could remain present for the former.

Q: Greg Marion, Department of Music: Who has authority to name the new School?

A: Authority for naming resides at the university-level, though suggestions from the departments' faculty are welcome. No decision has been made, but work is ongoing to determine a thoughtful, future-looking name.

Q: Greg Marion: Is it correct to assume that there will need to be an Interim Director for the first few months after the School is created, and if so, how will appoint that director? Or, will the advertisement for a director happen before the School is created?

A: If there is an Interim Director appointed, the usual procedure in the USFA Collective Agreement will be followed; the Dean may appoint a Director for up to six months. But, if a search committee may be comprised of members of the three existing departments, it is possible that a search can happen in time to have a new Director in place for July 1, 2024.

Q: Gordon Sarty, Department of Psychology and Health Studies: How many faculty members will be in the School formed by the amalgamation? What is the difference between a department, a school, and a centre? Is it expected that other departments will be amalgamated?

A: There is a total of 25.5 faculty positions in the three departments. A "centre" is not an academic unit; both a department and a school are academic units. Schools are expected to be interdisciplinary, and there is a belief that there are unique branding opportunities for a school. There are no plans in place at this time to amalgamate other departments; no prediction for the direction of subsequent deans.

Q: Chris Soteros, Department of Mathematics and Statistics: As no motion has been brought forward, does that mean that approval of Faculty Council is not required? Would having a vote from the college not strengthen the proposal at University Council?

A: No motion is required, and none is sought at this time. Anyone wishing to support or oppose amalgamation will be free to do so at University Council when the motion is brought forward for decision. This meeting of Faculty Council has been called to receive feedback, and to provide an opportunity for people to have questions answered.

Q: Dwayne Brenna, Department of Drama: We have been told that there are no financial impacts of this change – is anything being done to ensure better funding for the fine arts?

A: The fine arts are not mentioned in the *Saskatchewan Growth Plan*, and the university does not yet know how it will be funded after 2024. Generally, senior administration references our university as a "U15 medical doctoral institution" and the arts are not mentioned. But, I am happy to note that the President recently mentioned the Department of Drama at a donor event in Palm Springs. The University has to align, to some degree, with what the provincial government sees as the future for the province; concern is that when there is a focus on graduating more doctors and nurses, it is not clear how the financially support the arts. Feel strongly that a larger unit will have a bigger voice to speak out, and that this is the only way to thrive in this province at this time and in this climate. The larger unit will have a better opportunity to raise profile of these programs, and the role of graduates in the arts community in Saskatoon.

Q: Dwayne Brenna: How does the amalgamation save money?

A: It does not, but it allows for better optimization of existing funds.

Q: Dwayne Brenna: I am concerned that we are not buying new ships, but rearranging the deck chairs.

A: I can only speak to the current climate, but I don't anticipate a change in the provincial government anytime soon. An amalgamated group will be better off than three departments continuing to compete with each other.

Q: Pamela Downe, Department of Archaeology and Anthropology: Is the expectation that the Director of the School will take on the work of the three current Heads?

A: The role of the Director will be the same as that of a department head, encompassing the same activities as those undertaken by a department head of any large department in Arts & Science. The School will be the third largest unit in the college. The Director will chair some meetings, but everyone can participate.

Q: Pamela Downe: I'm not sure that the breadth of activities in the School will be the same as in other large departments?

A: The department will choose an internal governance structure for themselves that will address the breadth of the work. Undergraduate and graduate committees can be structures to ensure appropriate representation.

Q: Alison Norlen, Department of Art and Art History: The timeline notes an "evaluation checkpoint" in 2026. What will the process be, and what will be looked at? Will there be an external team?

A: 2026 is the end of the period for which the new School will be "held harmless" in terms of positions (one for one replacement for faculty and staff), providing time for the new unit to be fully operational. It will be up to the faculty and/or dean at the time to determine if that is the appropriate time for an evaluation. There is a recognition that the ongoing program reviews are meant to be cyclical - 2026 may/may not be time to repeat such a review.

Q: Alison Norlen: Will the replacement positions be tenure-track positions?

A: Yes, if that is the type of position being replaced, and if the amalgamation is approved.

Q: Dwayne Brenna: Concerned that the Director and staff may be in a different location than faculty of the different departments, and that past experience with the Admin Commons showed that this did not work for faculty or students. How will the past problems be prevented?

A: There will be no staff losses. The unit will determine where best to place staff members to serve the amalgamated unit. The Director needs to be in a space that is best for all of the different locations of faculty, staff and students. If the amalgamated unit believe that additional resources are necessary to organize themselves, they will need to make their case to the incoming Dean. Agreed that the Admin Commons model did not work, which is why it was changed.

Q: Greg Marion: It sounds as though the decisions about how the School will be run will be made after it is already running (like building a plane when it is already in the air). How much of the structure, procedures, policies, etc. will be in place on day one?

A: Many decisions cannot be made until after approval of the amalgamation, and for that reason a pre-implementation year was built into the timeline. The members of the departments are encouraged to work together during that year to plan the governance/structure/operations for after the amalgamation. If we think back a few years ago when the college moved from having Divisions to not having them, the work to reorganize college operations all want on behind the scenes in the year before the change. A few things still needed to be changed after the implementation, but after a few months everything was running well. The departments will need to work as a team to get as much in place as possible for July 1, 2024.

Q: Sofia Mycyk, Sessional Lecturer, Department of Music: Though it was mentioned that it might be easier to get donations as an amalgamated unit, my experience has been that philanthropists often want to direct their funds to a specific area. Will donors still be able to do this?

A: Yes, donors will be able to direct their funds, with our guidance. It is easier to get donations for a unit if there is a building for that unit.

Q: Jorden Cummings, Department of Psychology and Health Studies: Will the transition year be accompanied by an increased workload for faculty? Will support be provided?

A: It is possible that there is be additional work in the pre-implementation year, but no every faculty member has to be on every committee. Ernie Barber will continue to provide support for the project. Once the School is running, if there is a willingness to delegate and spread the load across more people, the individual workload should be reduced relative to now.

Additional written submissions received after the proposal was completed:

UNIVERSITY OF SASKATCHEWAN
College of Arts and Science
9 Campus Drive Saskatoon SK S7N 5A5 Canada
Telephone: (306) 966-4232 Facsimile: (306) 966-8839

April 4, 2023

To the Members of the Planning and Priorities Committee,

The following comments are informed by my experiences as the Department Head of Art and Art History but are my individual opinion and should not be considered as the consensus of the department. I have encouraged all of my faculty to individually submit their comments to you rather than attempting to write a single departmental statement.

I am voicing very cautious support for the proposed amalgamation, but do want to raise some serious concerns. The process in which this amalgamation was announced without any consultation with the departments was highly damaging for morale in the departments and immediately made many faculty and staff suspicious of the process. The reasons for the amalgamation have also shifted over time, and the Dean was never able to articulate exactly why this process was being undertaken or why the departments were not consulted before the amalgamation was announced. I also have some serious personal concerns that this process will increase administrative burdens on faculty, rather than its stated goal of reducing them, as we will need to add a variety of subcommittee meetings. Finally I do believe that the amalgamation stems from a fundamental misunderstanding about what we "do" in the Arts; my faculty's practices have very little in common with those in Music or Drama, and we collaborate more closely with other departments. We may all apply to the same funding bodies and grant BFA degrees, but by that logic all the Science departments should be lumped together. Finally, the geographic separation of the three departments on campus makes it hard to see this as anything but an amalgamation in name only.

However, I am still writing in support of the amalgamation. If the motives were truly nefarious, senior administrators could have continued to do what they had been doing previously with the Arts: ignoring us and letting our programs slowly wither in our crumbling facilities. I am hopeful that the stated goal of using this amalgamation to bring new attention to the Arts on campus will actually happen, and that the process will help correct some of the misunderstanding of others on campus of the value of having strong Arts programs. I am also hopeful that this increased profile will bring to light the weaknesses of many university metrics for resource allocation when it comes to the Arts. Finally, the commitment by the Dean of Arts and Science and the Provost for faculty replacement until 2026 is crucial as otherwise we could lose up to 30% of our faculty complement over those years, which would damage the department far more than this amalgamation. So I support the amalgamation and place trust in our senior leaders that they will follow through on the commitments laid out in the amalgamation document.

Sincerely,

Jon Bath
Associate Professor and Department Head
Art and Art History

AGENDA ITEM NO: 6.4

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY:	Vicki Squires, Chair, Planning and Priorities Committee (PPC)
DATE OF MEETING:	May 18, 2023
SUBJECT:	**Tuition and Fees for 2023-24 and the Multi-Year Tuition Plan**
COUNCIL ACTION:	**For Information Only**

SUMMARY:
March 29, 2023, Dr. Patti McDougall, Deputy Provost, gave a presentation to PPC regarding the of tuition rates for 2023-24 and the multi-year tuition plan. These tuition rates were approved by the Provost & Vice President Academic and presented the Board of Governors on April 17, 2023.

As part of the consultation process for the setting of tuition rate, the Provost and Deputy Provost gave a presentation and received feedback from PPC. The conversation focused on the consultation process, understanding USask's sources of revenue and allocation of expenses, the financial picture at USask, the findings of the Tuition Consultation Survey, samples of colleges' and schools' investments of tuition, and multi-year planning for tuition rates for the next three years.

The PPC agrees that tuition and fee rates for 2023-24 and the multi-year tuition plan are in alignment with the principles of the Board-approved Tuition Policy of enabling quality, affordability and accessibility, comparability, predictability, and transparency through consultation.

The Office of the Provost has submitted an overview of the tuition and fees rates and plans (Attachment 1) and the tuition and fees fact-sheet (Attachment 2) for the information of University Council via the PPC.

ATTACHMENTS:

1. Tuition and Fees for 2023-24 and Multi-Year Tuition Plan Overview
2. Tuition and Fees Fact Sheet 2023-24

Attachment 1

Tuition and Fees for 2022-23 and the Multi-Year Tuition Plan Overview

OVERVIEW:

The 2023-24 approved tuition rates were presented to the Board at the April meeting. An announcement regarding tuition was made on April 20th. The *Tuition and Fees Authorization Policy* allows the Board to delegate approval of tuition rates to the Provost based on the parameters set forth in the tuition principles.

The Saskatchewan Post-Secondary Multi-Year Operating Funding Memorandum of Understanding (2021-22 to 2024-25; MOU) between the Province of Saskatchewan and post-secondary institutions including the University of Saskatchewan identifies that "…the senior administration of the institution will annually recommend to its approving body (e.g., Board of Governors) that the Institution will generally limit domestic tuition increases for credentialed programs (i.e., degrees, diplomas, certificates) to a maximum of 4.0% (institution-wide average) in each academic year with exceptions…". The exceptions are identified as tuition for international students, domestic tuition below the peer comparator median and programs within the Western College of Veterinary Medicine. The approved tuition rates result in an overall weighted average of 4.0% in 2023-24 (undergraduate at 4.1%, graduate at 3.3%). Work has also been undertaken and shared to develop a multi-year tuition plan. See the Fact Sheet for program-level tuition information.

CONTEXT AND BACKGROUND:

1. Tuition for 2023-24

Tuition is vital to the ongoing operations of USask. With tuition, we can continue to meet our academic mission for learning, research, scholarship and artistic works, and community engagement. Coupled with the provincial investment, tuition revenue supports the university by funding the university's core expenses including faculty and staff salaries, student financial aid, student services, libraries, information technology, infrastructure investment, and administration across campuses.

The University of Saskatchewan takes a principle-based approach to setting tuition rates – *enabling quality, affordability and accessibility, comparability, predictability,* and *transparency through consultation.* Consultation is undertaken " to ensure common understanding on tuition-related matters" (*Tuition and Fees Authorization* policy). As part of our annual process, we had over 3000 students respond to a survey in October 2022 providing input into areas for investment and disinvestment in the university's expenditures. Each college and school also held annual student gatherings for conversations (January and February 2023). The purpose of these college/school-based tuition consultations with students is to develop a shared understanding of tuition-related matters. Each college/school provides a summary of these conversations. Please visit *Student Consultation on Tuition* for more detailed information and input received from students.

Following a pandemic-related one-time tuition freeze for most programs in 2020-21 and a weighted average 3.7% increase in 2022-23, it is necessary for USask to increase tuition for the upcoming year. This increase supports students and faculty through inflation pressures experienced by all universities,

along with supply constraints, and ensures undergraduate and graduate students continue to receive an education and access to research opportunities that is one of the highest quality in Canada. With the domestic rate increase, most graduate programs make progress towards, however remain below, the comparator median. At the undergraduate level, Computer Science, Business, and Medicine undergraduate programs remain below the comparator median.

USask's strategy for international differential multipliers is to continue to progress towards the median multiplier of the U15 comparator group for undergraduate and masters students over the next two years. The undergraduate differential will increase from 3.6 to 4.2 in 2023-24 with the international differential for masters' programs moving from 2.0 to 2.25 in 2023-24. The strategy for the Ph.D. international rate is a strategic enrolment management approach, allowing a focus on continuing to recruit and retain the top graduate students. The Ph.D. international differential multiplier will remain at 1.0 in 2023-24. This strategy is in alignment with eight other U15 institutions who have already removed an international tuition rate for Ph.D. programs including Toronto, Western, Manitoba, Ottawa and McGill.

To illustrate these changes, a full-time USask domestic student's tuition in an undergraduate Arts program will change from $6,978 to $7,257 ($279 increase) for the upcoming year, and an international student's tuition will change from $25,121 to $30,479 ($5,358 increase) for the same program due to the combined rate and differential changes. In terms of standard Masters' thesis-based programs, a domestic student's annual standard tuition will change from $4,698 to $4,933 ($235 increase) while the international student's annual tuition will change from $9,396 to $11,099 ($1,703 increase) due to the combined rate and differential changes. A standard Ph.D. student's tuition will change from $4,698 to $4,933 ($235 increase) for both domestic and international Ph.D. students given the absence of an international differential rate.

Additionally, needs-based funding for those continuing international students most impacted because of the changes to tuition for international undergraduate and masters students will be set aside. A total of $1M in student support will be made available through a combination of bursaries and crisis aid funding including $25,000 provided to the USSU Food Centre to support both undergraduate and graduate needs. The support provided to international students through these mechanisms is approximately 13% of the overall new tuition revenue stemming from the increase for international student tuition.

2. Multi-year tuition planning

One principle within our *Tuition and Fees Authorization* Policy is predictability, "providing an indication or forecast of tuition rates over a multi-year period to support longer-term planning and budgeting for students at the university." A multi-year tuition plan enables future-oriented conversations with students and while it does not guarantee an exact tuition cost for the entire length of a degree, it is progress towards greater predictability for students, facilitating more robust planning and awareness for students and their families. The following table (shared with PPC, University Council, student executives and the Board of Governors in 2022 and 2023) outlines the proposed rates associated with this plan.

Rate	21-22	22-23	23-24	24-25
Standard Domestic - Undergraduate (UG)	4%	4%	4%	4%
Standard Domestic - Masters	5%	5%	5%	5%
Standard Domestic – PhD	5%	5%	5%	5%
International Tuition (differential) – UG	3.00	3.60	4.20	4.84
International Tuition (differential) – Masters	1.81	2.0	2.25	2.25
International Tuition (differential) – PhD*	1.81	1.0	1.0	1.0
**A multiplier of 1.0 means no differential is applied & domestic tuition is charged*				

Tuition rates must be set within the parameters of the MOU with the provincial government that will be in place up to and including 2024-25. The approach involves comparisons to the U15 median at the program level. With these institutions planning increases to their tuition over the coming years, USask will continue to monitor and adjust the multi-year plan accordingly to remain at the U15 median.

The university's goal with international tuition is to move toward a match with the median of the U15 cluster for both undergraduate and graduate tuition. Given that international tuition is dynamic across Canadian U15 schools from year to year, we anticipate this will involve some variability in changes that occur at USask over our multi-year approach.

The presentation and sharing of the high-level multi-year tuition plan is not intended to supersede review and recommendation of annual tuition rates at the college and program level. The annual rates will still be proposed by the Deans/Executive Directors of Colleges/Schools for the Provost's approval and for report to the Board of Governors ahead of any public release, as per the *Tuition and Fees Authorization* policy.

3. Student Fees

Student fees are assessed to maintain important services and supports and fees are set consistent with the *Tuition and Fees Authorization* Policy. Student fees for 2023/24 have been approved and are posted along with tuition (see the Fact Sheet). For the student body as a whole, USask collects three student fees including funding to support athletics, recreational activities, and student wellness and services. The remaining fees collected from all students reflect fees assessed by the USSU, the GSA or other student-run initiatives (e.g., WUSC, the Sheaf) that were previously implemented and approved by students. Student fees depend, for example, on whether a student is taking classes full-time or part-time.

UNIVERSITY OF SASKATCHEWAN

2023/24 tuition rates

The facts on tuition

The university uses tuition revenue combined with the provincial operating grant to:

- provide high value academic programming and services;
- fund program and delivery enhancements, and student supports, to ensure success following graduation; and
- set aside financial aid to ensure students' needs are met.

Our tuition rates are set annually based on five principles: (1) comparability to similar programs at other Canadian U15 medical-doctoral universities; (2) accessibility and affordability for students; (3) enabling quality of our programs and the need to ensure our students receive a high-quality education; (4) predictability of tuition to support longer-term planning for students; and (5) transparency through consultation with students to ensure a common understanding on tuition.

Tuition change by program

Degree Program	Tuition only		
	2023/24	2022/23	Change
Arts & Science – Arts	$7,257	$6,978	$279 (4%)
Arts & Science – Science	$7,615	$7,322	$293 (4%)
Agriculture and Bioresources	$7,618	$7,153	$465 (6.5%)
Business	$8,768	$8,350	$418 (5%)
Education	$7,497	$7,209	$288 (4%)
Engineering	$10,814	$9,742	$1,072 (11%)
Kinesiology	$7,506	$7,217	$289 (4%)
Law	$16,929	$16,278	$651 (4%)
Nursing	$9,162	$8,895	$267 (3%)
Nutrition	$8,299	$7,980	$319 (4%)
Pharmacy – PharmD	$19,895	$19,130	$765 (4%)
Dentistry	$40,926	$39,352	$1,574 (4%)
Medicine	$20,246	$19,467	$779 (4%)
Veterinary Medicine	$14,153	$13,352	$801 (6%)
Grad Studies – course (credit unit)	$266	$253	$13 (5%)
Masters – thesis (term)	$1,644	$1,566	$78 (5%)
PhD – thesis (term)	$1,644	$1,566	$78 (5%)

Rates in the table above reflect a typical domestic student course offering within the program. International undergraduate tuition rates are 4.2 times the domestic undergraduate rate. International masters tuition rates are 2.25 times the domestic graduate rate.

For full-time undergraduate students, a typical student's program includes classes offered by different colleges, so the **average tuition cost to students may reflect a blended rate of different tuition categories**. For graduate students, a typical student is enrolled on-campus in a full-time thesis program and taking three terms per year.

Description of student fees

Student fees are assessed to maintain important supports and services. Fees are the amount paid by students to cover expenses that would not be considered part of normal instructional costs. The athletic, recreation and student wellness and services fees fund specific university activities. Fees in the shaded areas refer to fees that are collected on behalf of a student groups.

Undergraduate student fees	2023/24
Athletic	$108.40
Recreation	$78.36
Student wellness and services*	$140.00
The Sheaf	$17.76
World University Service of Canada	$10.00
USSU*	$111.30
USSU health insurance[1]	$173.13
USSU dental insurance[1]	$129.61
USSU infrastructure*	$129.92
USSU transit*[2]	$190.24
Total fees (fall and winter)	**$1,088.72**
Graduate student fees	
Athletic	$108.40
Recreation	$78.36
Student wellness and services*	$210.00
GSA	$77.82
Canadian Federation of Students	$14.10
GSA health insurance[1]	$240.31
GSA dental insurance[1]	$244.56
GSA transit[2]	$253.90
Total fees (fall, winter, spring/summer)	**$1,227.45**

*Fees assessed during spring and summer are assessed at 50% of the fall term rate.

[1]Health and dental insurance is a cost assessed in the fall and winter terms. Students who are already covered by an equivalent health and/or dental insurance plan can opt-out and receive a credit to their student account for the amount of the plan.

[2]Students taking classes where any portion of a class is on-campus (in-person classes at the Saskatoon campus) will be assessed the transit fee. Any student who wishes to opt-in to the UPass can visit ussu.ca/upass or gsa.usask.ca/services/u-pass for opt-in and UPass activation details.

Tuition Schedule

Undergraduate Degree Courses There is a search tool that can be used to identify the relevant category of tuition for each course offered at: https://students.usask.ca/money/tuition-fees/undergraduate-tuition.php	2022-23		2023-24			
	1 cu	3 cu	1 cu	3 cu	Change ($)	Change (%)
Category 1	$229.80	$689.40	$239.00	$717.00	$9.20 (1cu)/$27.60 (3cu)	4.0%
Category 2	$240.30	$720.90	$249.90	$749.70	$9.60 (1cu)/$28.80 (3cu)	4.0%
Category 3	$269.50	$808.50	$285.70	$857.10	$16.20 (1cu)/$48.60	6.0%
Category 4	$302.60	$907.80	$317.70	$953.10	$15.10 (1cu)/$45.30	5.0%
Category 5	$332.40	$997.20	$345.70	$1037.10	$13.30 (1cu)/$39.90	4.0%
Category 6	$542.60	$1,627.80	$564.30	$1,692.90	$21.70 (1cu)/$ 65.10	4.0%
Category 7	$270.60	$811.80	$300.40	$901.20	$ 29.80 (1cu)/$89.40	11.0%
Category 8	$243.80	$731.40	$253.60	$760.80	$9.80 (1cu)/$29.40 (3cu)	4.0%
Category 9	$260.70	$782.10	$268.50	$805.50	$7.80 (1cu)/$ 23.40 (3cu)	3.0%
Category 10	$346.00	$1,038.00	$359.80	$1,079.40	$13.80 (1cu)/$41.40	4.0%
Category 11	$237.80	$713.40	$247.30	$741.90	$9.50 (1cu)/$28.50 (3cu)	4.0%
Category 12	$240.70	$722.10	$250.30	$750.90	$9.60 (1cu)/$28.80 (3cu)	4.0%
Category 13	$240.60	$721.80	$256.20	$768.60	$15.60 (1cu)/$46.80	6.5%
Category 14	$251.00	$753.00	$261.00	$783.00	$10 (1cu)/$30 (3cu)	4.0%
Undergraduate Package Programs	**Annual Program Fee**		**Annual Program Fee**		**Change ($)**	**Change (%)**
Dentistry - in-province[1]	$39,352		$40,926		$1,574	4.0%
Dentistry - out-of-province and international dental degree program[1]	$59,028		$61,389		$2,361	4.0%
Dentistry - international (not IDDP)[1]	$118,056		$122,778		$4,722	4.0%
Dental Therapy - Direct Entry stream	$30,000		$30,000		$0	0.0%
Dental Therapy - Dental Hygienist/Internationally Trained Dentist stream	$60,000		$60,000		$0	0.0%
Medicine	$19,467		$20,246		$779	4.0%
Veterinary Medicine - interprovincial agreement seat	$13,352		$14,154		$801	6.0%
Veterinary Medicine - non-interprovincial agreement seat	$68,352		$69,154		$801	1.2%
Pharmacy Doctorate (PharmD)	$19,130		$19,895		$765	4.0%
Undergraduate Internship Programs	**Fees per Billing Hour**		**Fees per Billing Hour**		**Change ($)**	**Change (%)**
Edwards Co-op Education Program[2]	$227.70		$317.70		note 2	
Applied Computing Professional Internship	$265.50		$281.40		$15.90	6.0%
Computer Science Professional Internship	$265.50		$281.40		$15.90	6.0%
Environment and Society Co-op Education	$229.80		$239.00		$9.20	4.0%
Hydrology Co-op Education	$229.80		$239.00		$9.20	4.0%
Graduate Studies	**Per-Term Tuition**		**Per-Term Tuition**		**Change ($)**	**Change (%)**
Master standard term tuition	$1,566		$1,644		$78	5.0%
Ph.D. standard term tuition	$1,566		$1,644		$78	5.0%
Master of Science - Finance	$2,500		$2,500		$0	0.0%
Master of Science - Marketing	$2,500		$2,500		$0	0.0%
Master and Ph.D. - Environment and Sustainability	$1,783		$1,855		$71	4.0%
Master of Public Policy	$1,969		$2,107		$138	7.0%
Ph.D. of Public Policy	$1,916		$1,993		$77	4.0%
Master of Public Health - thesis	$1,555		$1,617		$62	4.0%
Master of Engineering[3]	$1,796		$2,066		$269	15.0%
Master of Indigenous Land Based Education[4]	$5,000		$5,250		$250	5.0%
M.Ed. School and Counseling Psychology - Thesis-based	$1,566		$1,890		$324	20.7%
Ph.D AgBio[5]	$1,566		$1,911		$345	22.0%
	1 cu	**3 cu**	**1 cu**	**3 cu**	**Change ($)**	**Change (%)**
Master standard course tuition[6]	$253.10	$759.30	$265.80	$797.40	$12.70 (1cu)/$38.10	5.0%

Graduate Studies: Special Tuition Programs	Program Fee[7]		Program Fee		Change ($)	Change (%)
Master of Physical Therapy	$22,196		$23,084		$888	4.0%
Master of Business Administration	$30,306		$30,306		$0	0.0%
Master of Professional Accounting	$30,000		$30,000		$0	0.0%
Master of Public Administration	$18,091		$19,176		$1,085	6.0%
Master of Public Administration - online	$31,800		$33,708		$1,908	6.0%
Joint Master of Governance and Entrepreneurship in Northern and Indigenous Areas (GENI)	$27,560		$28,662		$1,102	4.0%
Master of Public Health - course based	$15,029		$15,630		$601	4.0%
Master of Nursing - Nurse Practitioner	$12,945		$13,463		$518	4.0%
Post-Graduate Certificate - Nurse Practitioner	$10,788		$11,220		$432	4.0%
Doctor of Education	$35,000		$35,000		$0	0.0%
Graduate Studies: Special Tuition Programs	**Per-Credit Tuition**		**Per-Credit Tuition**			
	1 cu	**3 cu**	**1 cu**	**3 cu**	**Change ($)**	**Change (%)**
Graduate Certificate and Master of Education in Health Professions	$468.70	$1,406.10	$468.70	$1,406.10	$0 (1cu)/$0 (3cu)	0.0%
Graduate Certificate in Leadership	$673.46	$2,020.38	$673.46	$2,020.38	$0 (1cu)/$0 (3cu)	0.0%
JSGS Graduate Online Certificates (Graduate Certificate Public Management, Grad Certificate in Public Policy Analysis, Grad Certificate in Economic Analysis for Public Policy)	n/a	n/a	$936.33	$2,809.00	$0 (1cu)/$0 (3cu)	n/a
JSGS Graduate In-person Certificates (Graduate Certificate Public Management, Grad Certificate in Public Policy Analysis, Grad Certificate in Economic Analysis for Public Policy, Indigenous Nation Building; Social Economy, Co-operatives, and the Nonprofit Sector; Public Management; Science and Innovation Policy)	$502.52	$1,507.56	$532.67	$1,598.01	$30 (1cu)/$90 (3cu)	6.0%
Master of Sustainability[8]	$393.00	$1,179.00	$409.00	$1,227.00	16(1cu)/$48 (3cu)	4.00%
Master of Water Security[9]	$364.00	$1,092.00	$378.60	$1,135.80	$15 (1cu)/$44 (3cu)	4.00%
SENS Graduate Certificates	$393.00	$1,179.00	$409.00	$1,227.00	$16 (1cu)/$48 (3cu)	4.00%
Graduate Cert. in Climate Change Vulnerability Assessment & Adaption Action & Graduate Non-Degree Seeking students	$500.00	$1,500.00	$520.00	$1,560.00	$20 (1cu)/$60 (3cu)	4.00%
Graduate Certificate in Foundations for Registered Nurse Specialty Practice	n/a	n/a	$373.97	$1,121.91	n/a	n/a
International Students	**Fees and Multipliers**		**Fees and Multipliers**		**Change ($)**	**Change (%)**
Undergraduate Student[10]	3.6		4.2		n/a	16.7%
Masters Graduate Student[10]	2.0		2.25		n/a	12.5%
Ph.D. Student	1.0		1.0		n/a	0.0%
Johnson-Shoyama Graduate School of Public Policy (PhD)	1.0		1.0		n/a	0.0%
Johnson-Shoyama Graduate School of Public Policy (MPA, MPP)[11]	$1,264.58 per term		1.56		n/a	n/a
Other Tuition	**Other**		**Other**		**Change ($)**	**Change (%)**
Audit Fees	50% of tuition		50% of tuition		n/a	0.0%
Undergraduate Certificate in One Health	$753.00 per 3 cu course		$753.00 per 3 cu course		$29.10 per 3 cu course	0.0%
Graduate Certificate in One Health	$759.30 per 3 cu course		$759.30 per 3 cu course		$36.30 per 3 cu course	0.0%
Engineering Coop Internship Program (ECIP) - 400-level courses	$1,112.80 per course		$1,235.21 per course		$122.41 per course	11.0%
MBA Internship	$673.46 per cu		$673.46 per cu		$0 per cu	0.0%
JSGS Internship	$1,507.60 per course		$1,598.10 per course		$90.5 per course	6.0%
Master of Arts in Economics Co-op	$525 per term		$551.25 per term		$26.25 per term	5.0%
Bachelor of Science in Dentistry	$100 per term		$100 per term		$0 per term	0.0%
Dental Assisting Certificate	$16,934		$17,611		$677	4.0%
PharmD-MBA	$442.31 per cu (PharmD) and $673.46 per cu (MBA)		$460.00 per cu (PharmD) and $673.46 per cu (MBA)		$17.69 per cu (PharmD) and $0 per cu (MBA)	4% (PharmD), 0% (MBA)
Arts & Science 90-level Courses in Biology, Chemistry, Physics	$546 per course		$567.84 per course		$21.84 per course	4.0%
Prairie Horticulture Certificate - 3 credit unit courses	$541.00 per course		$562.64 per course		$21.64 per course	4.0%
Prairie Horticulture Certificate - 6 credit unit courses	$714.00 per course		$742.56 per course		$28.56 per course	4.0%

Starting in September 1, 2021, Biomedical Sciences tuition has moved from category 8 to category 14.

1 Starting in 2017/18, students paid a program fee in addition to the annual tuition rate in the Doctor of Dental Medicine program.

2 The Edwards Co-op Education program will move from an assessment of 6 Billing Hours per term to an assessment of 3 Billing Hours per term effective Fall 2023. The Billing Hour rate will also shift from alignment with the category 1 Undergrad Degree rate to align with the category 4 rate. These changes will result in a total reduction in per term cost of just over $400 (30% reduction).

3 Master of Engineering will no longer be part of the standard per-term graduate tuition model effective September 1, 2021. It has been structured as a non-standard per-term rate.

4 Effective May 2022 the previously offered Land-based Indigenous focus cohort within M.Ed. has been redeveloped into a full masters program

5 Effective Fall 2023 the AgBio PhD programs (except for Applied Economics majors) will move to a non-standard tuition rate. New students admitted to a PhD program in fall 2023 will be assessed the non-standard rate. Existing students will continue to be assessed the standard PhD rate until fall 2025 at which time all PhD students will be assessed the non-standard PhD rate.

6 Postgraduate Diploma (PGD) is based on the graduate standard course-based tuition rate. Graduate Pathways Certificate is based on 50% of the graduate standard course-based tuition rate.

7 Subsequent year tuition for programs more than one year in length are subject to annual approval. Actual implementation may be on a per credit unit, per course, or per term basis and will approximate the total program cost noted in the chart above.

8 New Master of Sustainability (MSs) program replaced the Master of Sustainable Environmental Management (MSEM) program effective September 1, 2021. MSs tuition is assessed as a per-credit unit rate.

9 Master of Water Security tuition is assessed as a per credit unit rate effective September 1, 2021.

10 The differential multiplier is applied to the current rate. A differential multiplier of 3.0 will apply to international students enrolled in the DMD program (not IDDP). The multiplier applicable to non-degree distance education certificate programs is 1.5 times the domestic rate, excluding the Certificate in Dental Assisting and Certificate in English for Academic Purposes. International students enrolled in the PharmD program pay the domestic rate of tuition. Students in the Master of Water Security – BNU are not subject to the graduate differential multiplier.

11 Effective Fall 2023, Johnson-Shoyama Graduate School of Public Policy will move from a flat per term internal rate to an internal differential rate. The international differential rate will not be applied to students enrolled in the following programs in the Johnson-Shoyama Graduate School of Public Policy: Joint Master of Governance and Entrepreneurship in Northern and Indigenous Areas

AGENDA ITEM NO: 6.5

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Dr. Vicki Squires, Chair, Planning & Priorities Committee (PPC)

DATE OF MEETING: May 18, 2023

SUBJECT: **Name Change to Canadian Centre for Rural and Agricultural Health**

COUNCIL ACTION: **Request for Decision**

MOTION: *The Planning and Priorities Committee recommends approval for the proposed name change for University of Saskatchewan research centre Canadian Centre for Health and Safety in Agriculture to the* ***Canadian Centre for Rural and Agricultural Health****, effective May 18, 2023.*

PURPOSE: to approve the proposed name change for University of Saskatchewan research centre, the Canadian Centre for Health and Safety in Agriculture to the **Canadian Centre for Rural and Agricultural Health**, effective May 18, 2023.

SUMMARY: The Canadian Centre for Health and Safety in Agriculture (the Centre) is a University of Saskatchewan (USask) research Centre under the VP Research. The Centre is requesting a name change to: **Canadian Centre for Rural and Agricultural Health**. This name change has been approved by the Centre's advisory board (December 20, 2022) and VP Research Dr. Baljit Singh. The name change will have minimal impact across the university (it requires no course code changes, no financial code changes other than a simple rename, and minimal impact on Cascade/web management across the university).

The name change is to reflect that the Centre has always engaged in and continues to build research, service, and knowledge mobilization activities in rural and agricultural health. The major positive impact of the name change for the University is that the Centre has longstanding research, service, and knowledge mobilization activities with rural partners beyond agriculture; and the refreshed name reflects the strength and importance of those relationships and creates a stronger, more inclusive space for all rural entities, projects, and citizens (e.g. agricultural, rural, Indigenous, industry, environmental).

CONTEXT AND BACKGROUND: Established in 1986, the Centre started as the Centre for Agricultural Medicine with two core faculty. The Centre has evolved and grown, expanding its breadth, depth, faculty, staff, and partnerships to meet needs and opportunities in rural and agricultural health and safety in Saskatchewan and Canada. The Centre has developed research, service and knowledge mobilization in the rural and agricultural space in the areas of farmer health and farm safety, exposure

assessments and controls (endotoxin, mould, chemicals, vibration), health of rural populations (respiratory, cardiovascular, musculoskeletal, mental health, sleep health, immunologic), dementia care and support in rural areas, and occupational health and hygiene. Its focus was, and remains, a holistic view of research, service, and knowledge mobilization to support health and wellness within rural spaces, and the name change will better reflect this work.

THE CENTRE TODAY: In 2023, the Centre has twelve core faculty, and 90 collaborating faculty across 14 USask entities, Saskatchewan, Canada, and internationally, alongside thirty-seven staff, and 25 students engaged in the Centre's research, service, and knowledge mobilization mission. Canadian Foundation for Innovation and partner funding established the Centre's National Agricultural Industrial Hygiene Laboratory in the Health Sciences building which includes 9 core laboratories: Respiratory and Epidemiology labs, the Mass Spectrometry Laboratory for Omics, the Vibration and Musculoskeletal health lab, the Occupational Hygiene and Environmental Exposures lab, the Rural Dementia Action Research (RaDAR) lab and Rural and Remote Dementia clinic, the Rural Health lab, the Knowledge Translation Laboratory, the Tele-transmission laboratory for exceptional hybrid research, service, and knowledge mobilization, and the Commercialization and Innovation Laboratory which is a development space between the Centre and industry partners and houses the Centre's occupational health services arm titled CANWORKSAFE, which provides occupational health services for agricultural and other rural-based industries. The Centre has arrangements with provincial and federal ministries, non-profit organizations, and industry that supports the service and knowledge translation activities and the Centre's mission and vision.

The Centre is an embodiment of research to action at the grassroots. The Centre is structured across three pillars: research, service, and knowledge mobilization in the health and safety of rural and agricultural populations. Research is not undertaken in a siloed approach but is embedded in action and is translated as part of the Centre's activities with the goal of improving health and safety in the rural space. Two examples that exemplify the grassroots research-to-action efforts are the Centre's **Agricultural Health and Safety Network** (AHSN) and the **Rural Dementia Action Research (RaDAR)** work:

- The AHSN is a health and safety partnership with Saskatchewan Rural Municipalities and comprises 219 rural municipalities encompassing over 27,000 Saskatchewan farm families. The retention of the term 'agriculture' within the Centre's name reflects the importance of this 35-year partnership. Research findings are translated to outputs and outcomes and mobilized to the grassroots via the AHSN. The AHSN provides health clinics for farmers and RM employees, school programs, workshops, training, resources, etc., in the health and safety of farmers.
- The Rural Dementia Action Research (RaDAR) team grew out of a CIHR grant into a multi-faceted program supporting research, service, and knowledge mobilization for dementia diagnosis, treatment, and support. The Centre is home to the Rural and Remote Memory clinic, a clinic specifically for those residing outside a 100km radius of Regina and Saskatoon. The clinic provides diagnosis, treatment, and follow-up for complex dementia cases for people from rural areas. The clinic offers a one-day process, decreasing demands on rural clients and families who would otherwise have to make multiple trips (i.e. upwards of 5) to get the same outcome. This clinic is now supported by Saskatchewan Ministry of Health funding. RaDAR also supports rural primary care dementia clinics located in 5 rural Saskatchewan communities and run by Saskatchewan Health Authority personnel. RaDAR provides additional and much-needed support, information, and training to health personnel, family, and care givers in rural Saskatchewan who are impacted by dementia.

The Centre is, quite simply, embedded in rural needs and its name change reflects both its agricultural AND its rural-focused activities. The refreshed Centre name better reflects the Centre's history of productive *collaboration* via emboldening partnerships and aligning structure to match what's happening with our community partners and rural-based research while retaining our deep roots in agriculture. The refreshed name allows the Centre's researchers and partners to co-amplify their value within and beyond agriculture, energize our community-based partners and champions, and showcase how we embrace respect for one another as the path forward.

VISION: The Centre was established at USask in 1986. Its success lies in partnerships in the rural space with rural people, communities, industries, and those invested in the shared vision that healthy and safe rural communities and people secures the world. While bold, there is a space for this vision. Saskatchewan's rural space holds and produces resources necessary to the rest of the world. Ensuring that those who live and work in the rural space are healthy and safe is important to Saskatchewan and to the world. The Centre supports this vision with service, knowledge mobilization, and research in rural health and safety.

Dr. Shelley Kirychuk, recently appointed Director of the Centre (November 2022), provided her vision and plan to the Centre's advisory board December 20, 2022. Key areas included:

1. Renewal of the Centre's strategy, mission and vision
2. Develop short and long-term strategic plans to:
    i. Enhance visibility (across campus, Saskatchewan, Canada, and internationally)
    ii. Align and engage USask senior leadership and faculty in allied Colleges with Centre activities
    iii. Align and engage allied partners across Canada and Internationally
    iv. Augment and enhance provincial government partnerships
    v. Augment and enhance industry partnerships

The overall vision will:

- *Build on the amazing foundation and great work already being undertaken at the Centre*
- *Increase the Centre's visibility*
- *Develop and build key areas of rural health – of importance to Saskatchewan, Canada, and international partners*
- *To further engage Saskatchewan and Canadian farmers, rural community members, and rural industries in research, service, and knowledge mobilization*

Short and long-term objectives to support the key areas and vision were developed with the Centre's Leadership team and presented to the OVPR. The Director is actioning these short and long-term actions.

ATTACHMENTS:

1. Name change request form

UNIVERSITY OF SASKATCHEWAN

Request for Change of Name

This Request form and attachments will be the basis for decision-making about this change.

Submitted by:

Dr. Shelley Kirychuk, Director

Date

March 31, 2023

College

University Research Centre

College approval date

Proposed effective date of the change

June 1st, 2023

1. Proposed change of name

	From:	*To:*
College		
Department	Canadian Centre for Health and S	Canadian Centre for Rural and Ag
Program name		
Degree name		

Name of Field of Specialization (major, minor, concentration, etc)

Course label (alphabetic)

Building

Street

Other

2. Documentation

Rationale

Provide a rationale for the change and describe the background leading to this decision.

The Canadian Centre for Health and Safety in Agriculture (the Centre) is a University of Saskatchewan (USask) research Centre under the VP Research, established in 1986. The Canadian Centre for Health and Safety in Agriculture is requesting a name change to: Canadian Centre for Rural and Agricultural Health. This name change has been approved by the Centre's advisory board (December 20, 2022), the Dean of Medicine, and the OVPR.

The name change is to reflect that the Centre has always engaged in and continues to build both agricultural health and rural health research, service, and knowledge mobilization activities. The major positive impact of the name change for the University is that the Centre has longstanding research, service, and knowledge mobilization activities with rural partners beyond agriculture; and the refreshed name reflects the strength and importance of those relationships and creates a stronger, more inclusive space for all rural entities, projects, and citizens (agricultural, rural, Indigenous, industry, environmental).

Impact of the change

Please describe any potential impact of this change, including any of the following areas if relevant:
- impact on students
- impact on faculty
- impact on staff
- impact on alumni
- effect on other programs, departments, colleges, centres
- impact on university-wide systems (e.g. SiRIUS, UniFi, PAWS, U-Friend, Library, About US, etc.)
- resource areas such as library resources, physical facilities, and information technology
- external impact (e.g. reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

Please attach any statements or opinions received about this change.

The name change will have minimal impact across the university (it requires no course code changes, no financial code changes other than a simple rename, and minimal impact on Cascade/web management. The webpage change has been discussed with IT and a new URL and website have been approved with this proposed name change, with the associated costs assumed by the Centre).

With the name change the Centre accepts responsibility for the associated costs of changes to signage, letterhead, etc. The Centre has many collaborative partners from academia, industry, government, and non-governmental organizations. The Centre is prepared, and will undertake, to widely acknowledge this name change including individualized correspondence with each collaborative partner, as well as an open house and launch event of the new name.

☐ Attachments

Costs
Please describe whether this change will result in any additional costs for the university (ie, repainting signs, technical changes in SiRIUS, PAWS, financial services, etc.)

There will be no significant additional costs associated with the name change. The Centre has an existing USask activity code (1088) within financial services. The Centre is not an academic unit and therefore has no courses directly coded with the Centre. The change of the banner at the entrance to the Centre will be undertaken with Health Sciences buildings and operations approval and support.

Consultation
Please describe any consultation undertaken with other university offices, such as Student and Enrolment Services, Institutional Strategy and Analytics, Institutional Planning and Assessment, Financial Services, Facilities Management, Office of the University Secretary, Information Technology Services, etc. Please attach any memos or emails received about this consultation

This name change has been approved by the Centre's advisory board (December 20, 2022), the Dean of Medicine, and the OVPR. The webpage change has been discussed with IT and a new URL and website have been approved with this proposed name change, with the associated costs for development of the new website assumed by the Centre).

☑ Attachments

3. Review and Approval Authority

All changes of names for academic entities must be requested by the responsible college, following internal approval by its own approval procedures.

After submission of the Request by the College, the following approval procedures are used, and must be initiated by the College:

- **Changes of course labels** are approved by the Registrar in consultation with the college offering the courses. Any disputes arising over course label changes will be referred to the Academic Programs Committee for resolution. Course label changes are to be distributed for information through the Course Challenge system.
- **Changes of names for colleges and departments** are approved by University Council (following recommendation by the Planning & Priorities Committee) and by the Board of Governors, if the name is honorific.
- **Changes of names for degrees or a degree-level programs** are approved by University Council
- **Changes of names for fields of specialization** are approved by the Academic Programs Committee of Council.
- **Changes of names for buildings, streets and other physical entities** are approved by the Board of Governors (following recommendation by the Naming Committee).

If you have any questions about this form or these procedures, please contact the Office of the University Secretary or email university.secretary@usask.ca

Name and phone number of person completing this form:

Dr. Shelley Kirychuk 306-966-6649

AGENDA ITEM NO: 7.1

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

(joint with APC and PPC)

REQUEST FOR DECISION

PRESENTED BY: Roy Dobson, Chair, Governance Committee of Council
Nancy Turner, Senior Director, Teaching and Learning Enhancement

DATE OF MEETING: May 18, 2023

SUBJECT: **Micro-Credential Guidelines and Nomenclature Policy**

DECISIONS REQUESTED:

(Squires/Yao): *That Council adopt the Micro-Credential guidelines.*

(Yao/Squires): *That Council approve the addition of Micro-Credentials to the Nomenclature Policy.*

CONTEXT:

With increased changes to the labour market caused by globalization, technological advances and global disruptions like the COVID-19 pandemic, the opportunity for the University of Saskatchewan to provide flexible access to lifelong learning in response to employer and community need has grown. This access is essential as the economy experiences iterative shifts requiring new and evolving competencies. Microcredentials are one way in which the institution is responding to this, as a complement to traditional academic programming, and continuing education.

In advancing micro-credentials, USask positions itself alongside all but one U15 institution. Additionally, there exist nationally developed frameworks in the college sector (see Colleges & Institutes Canada) and other provinces (e.g., eCampus Ontario).

The work at USask has also been informed by connections with national communities advancing micro-credentials and has advanced in alignment with developing trends and good practice in Canada and internationally. The Government of Saskatchewan's Ministry of Advanced Education (AE) published micro-credential guidelines to which USask was able to provide input and align our framework as it developed.

Since Fall 2020, a working group of Academic Programs Committee (APC) and Policy and Priorities Committee (PPC) has been developing a USask micro-credential framework that includes intended outcomes, guidelines, and operational processes/models for administering micro-credentials in our context. Working group members have included Vince Bruni-Bossio, Carin Holroyd, Alec Aikin, Ryan Walker, Chris Gaschler, Russ Isinger, Patti McDougall, Nancy Turner, Liz Kuley, and Amanda Storey.

Two pilots have allowed for informed advancement of the elements of the framework, including the definition, support needs, infrastructure needs and costs, academic positioning and governance, evaluation of costs and fee models, and enable assessment of outcomes for all key stakeholders (learners, academic units, partners, etc.). Their evaluation has informed the development of outcomes, operational processes, and models for micro-credentials and have been the basis for the guidelines currently being considered by University Council.

PURPOSE:

Prior to embarking on guideline development, the working group carefully considered the intended outcomes of micro-credentials for the university.

Intended outcomes:

1. Strengthen connections with and service to industry, professions, and community.
2. Position USask as setting the standard in learning by responding to:
   a. growing skills focus nationally and internationally.
   b. increased need and demand for life-long learning, catalyzed by an uncertain and disrupted labour market.
   c. changing societal, economic, and social needs through provision of quick, flexible, and targeted education for in demand skills/competencies.
3. Serve new and returning learners to generate new revenue for USask.
4. Create new pathways into existing degree credit programs to:
   a. increase access to our degree credit offerings, particularly for learners for whom traditional pathways are a barrier, and
   b. contribute to enrollment growth and revenue generation.

USask micro-credential programming is intended, by design, to achieve the first two outcomes, frequently achieve the third, and sometimes achieve the last.

With the purpose of achieving these outcomes, the micro-credential guidelines are designed to, (1) enable the creation and offering of micro-credentials, (2) define the essential features of micro-credentials, including their relationship to other non-degree and degree offerings, where appropriate, and (3) delineate an approval process for micro-credentials.

CONSULTATION:

Throughout the development of the micro-credential framework and guidelines, consultations have been undertaken alongside regular reporting to APC and PPC. The

groups consulted or collaborating on development are listed below, noting many groups have been consulted more than once:

- Deans' Council
- Provost Deans' Teams meetings
- Associate Deans Academic Group
- Multiple College/School committees and groups
- CGPS Faculty Council
- Multiple individual faculty, academic leaders, and staff
- University Council
- Teaching, Learning and Academic Resources Committee of Council
- Governance Committee of Council
- President's Executive Committee/Council Chairs
- Board of Governors
- Continuing Education Steering Committee
- Continuing professional education offices across campus
- Teaching Learning and Student Experience Leadership team
- Registrar's office
- Legal Office
- Gwenna Moss Center for Teaching and Learning
- Governance Office
- Information and Communications Technology staff
- Finance SBAs
- Human Resource SBAs
- Office of Vice Provost Faculty Relations
- University Senate (to occur April 22, 2023)

SUMMARY:

The micro-credential guidelines are intended to provide clarity regarding the definition, essential features, relationship to other offerings, approval process and responsibilities for development, delivery, use and recognition of micro-credentials. The associated updates to the nomenclature policy, namely the addition of the micro-credential definition noted below, will come to University Council for approval along with the request for decision on the micro-credential guidelines.

"Micro-credential: These offerings are approved by the vice-president academic & provost following endorsement by the dean or executive director of the proposing unit and review by an advisory committee. A micro-credential is an educational offering that is directly accessible, short, and focused on defined skills/competencies identified as needed in the labour market and/or community. Successful completion of authentic assessment results in a non-degree level digital credential."

ATTACHMENTS:

1. Micro-credential Guidelines

Micro-credential Guidelines

Responsibility: Provost/Deputy Provost
Authorization: University Council
Approval Date: xx-xx-xxxx
Review date:

Purpose

These guidelines are designed to:

1. Enable the creation and offering of micro-credentials as directly accessible, short-term educational offerings focused on development and demonstration of defined skills/competencies addressing specific labour market and/or community needs,
2. Define the essential features or parameters of micro-credentials, including their relationship to other non-degree offerings and degree offerings, where appropriate; and
3. Delineate an approval process for micro-credentials and establish responsibilities in their development, delivery, use, and recognition.

Definitions

Authentic Assessment: for the purposes of these guidelines is an assessment designed to allow a learner to demonstrate achievement of explicit outcomes through the application of skills/competencies in a context similar to where the skills would typically be used.

Micro-credential: A non-degree educational offering that is directly accessible, short, and focused on defined skills/competencies identified as needed in the labour market and/or community. Successful completion of authentic assessment results in a non-degree level digital credential.

Skills/competencies: the ability to apply knowledges to complete tasks and solve problems. Skills/competencies can range from use of methods or instruments in a particular setting and in relation to defined tasks to the application of knowledges and capabilities in an independent, self-directed way in new situations facing unforeseen challenges.

Notional learning hours: the number of hours it would take a typical learner to demonstrate achievement of specified outcomes, including participation in required or optional learning activities (in-person or online presentation of material, independent learning activities, group learning activities, online learning modules, and experiential learning activities that are work, research, project, community, or creative practice based) inclusive of authentic assessment.

Digital credential: a validated digital image and its associated metadata that documents when, where and how a set of skills/competencies was demonstrated to achieve a credential.

Stacking: refers to the practice of assembling or bundling units of study.

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Stackable credential: is a credential that combines units of study to accurately reflect accumulated knowledge(s), skills, and competencies.

Learner: a participant in a micro-credential offering.

Educator: an instructor, facilitator and/or assessor of a micro-credential offering

Authority and Responsibility

These guidelines apply to micro-credentials issued by the University of Saskatchewan which are earned through non-degree level activities (see definitions).

Guideline Elements

1. Establishment criteria
   In order to be considered for approval a micro-credential must:
   i. **Focus on specific skills/competencies:** narrow focus on a set of skills/competencies aligned with appropriate national and/or international taxonomies (e.g., Employment and Social Development Canada National Occupational Classification skills taxonomy, European Skills, Competences, Qualifications and Occupations skills & competencies)
   ii. **Be short duration:** are a maximum of 150 notional learning hours (enabling demonstration of outcomes equivalent to or less than a 3cu course)
   iii. **Demonstrate relevance:** fulfill a specific labour market and/or community need and be endorsed by an industry/employer and/or community partner
   iv. **Be accessible:** offered in a format best suited for learners with no or limited admissions requirements
   v. **Identify credit unit and academic level equivalency** (e.g., 1 cu and 100… 400, 800)
   vi. **Be coherently designed**: with clear outcomes and aligned learning activities
   vii. **Be financially viable**: as determined by the Provost and Vice President Academic or designate in consultation with the Dean
   viii. **Certify competence:** competence is demonstrated through authentic assessment with successful demonstration resulting in a USask credential

2. Units that may propose micro-credentials
   i. Micro-credentials must be proposed by one or more colleges/schools. Administrative units that are not colleges/schools may partner with colleges/schools to jointly develop and deliver micro-credentials.

3. Administration of Micro-credentials
   i. Administrative support for micro-credentials will be provided by a central unit(s) designated by the Provost and Vice President Academic within their portfolio (herein referred to as the Micro-credential administrative unit). The details of the support provided will be outlined in a memorandum of agreement between the unit(s) and the college/school proposing the micro-credential in advance of the commencement of development work, in line with responsibilities outlined in the microcredentials procedures.

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4. Approval of micro-credentials
    i. The approval process for micro-credentials has been designed to facilitate just-in-time development of offerings needed by learners, employers, and the community.
        a. The central unit designated by the Provost and Vice President Academic will provide a proposal form to be completed and submitted for each proposed micro-credential. The minimum information the form will require is outlined in appendix A.
        b. A proposed micro-credential requires endorsement by the Dean/Executive Director, or designate, of the proposing college/school.
        c. An initial timely review of each proposal will be conducted by a small advisory team, with membership including one member of Academic Programs Committee of University Council, one member of Planning and Priorities Committee of University Council, one faculty member at large, the University Registrar (or designate), the Senior Director, Resource Allocation and Planning (or designate) and the Senior Director, Teaching and Learning Enhancement (or designate). The group will advise the Provost and Vice-President Academic, within 10 working days of receipt of the proposal, on the alignment of the proposal with the establishment criteria.
        d. The authority to approve and to discontinue micro-credentials is delegated by University Council to the Provost and Vice-President Academic or their designate. The Provost and Vice-President Academic or their designate may exercise the delegated authority to approve micro-credentials where the requirements of these guidelines and any other applicable University Council policies and/or guidelines are satisfied.
        e. Micro-credential fee categories and exemptions will be approved as per the *Tuition and Fees Authorization Policy* and particularly in consideration of the financial viability of micro-credentials as per the criteria for establishment of micro-credentials (guideline element 1.iv).

5. Learner rights and responsibilities
    i. Individuals accepted into micro-credential programming are considered Learners, not students, and will not be registered as students of the University of Saskatchewan. Learners in micro-credential programming will not have the rights and responsibilities of students as set out in *The University of Saskatchewan Act, 1995* and the policies of the University of Saskatchewan. Applicants for micro-credential programming will nevertheless be expected to abide by the same standards of conduct applicable to students and will be held accountable for academic dishonesty and non-academic misconduct.

6. Recognition of completion of a micro-credential
    i. Upon successful completion of a micro-credential, a digital credential will be provided to a learner.

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ii. The template and features of the digital credential will be established and overseen by the Provost and Vice President Academic or designate. Any such credential must comply with the Board of Governors approved *Logo and Secondary Logo Use* Policy.
iii. Micro-credentials are not part of Convocation, per *The University of Saskatchewan Act, 1995,* and are not awarded at convocation.

7. Application of completed micro-credentials towards further programming
   i. Completed USask micro-credential offerings may be stacked or applied towards satisfaction of some or all requirements of non-degree certificates.
   ii. Completed USask micro-credential offerings may be applied as credit towards a degree program as a course equivalent and/or by granting advanced standing to a student by decision of the college/school.
   iii. Application of completed micro-credentials towards credit or non-credit offerings will require review and approval at the level appropriate to that credential offering.

8. Review of micro-credential offerings
   i. Micro-credential offerings will be reviewed annually, at minimum, by the Micro-credential administrative unit to ensure continued alignment with the establishment criteria (particularly criteria iii, iv, and vii) and value to learners. A report will be provided to the Dean of the college offering the micro-credential and the Provost and Vice President Academic with a recommendation for growth in the number of offerings, adjustments to the offering, and/or discontinuation.

9. Reporting
   i. Reports will be produced twice annually on micro-credential offerings and enrollment by the Micro-credential administrative unit to the Office of the Provost and Vice President Academic.
   ii. The Office of the Provost and Vice President Academic will report annually to Academic Programs Committee of Council on offerings and enrolment in micro-credentials.

Related Policies, procedures and guidelines

Academic and curricular nomenclature
Certificate and diploma guidelines
Tuition and Fees Authorization Policy
Curricular Changes: Program and course approvals
Articulation and transfer credit policy

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Appendix A – Micro-credential proposal form required information

- Proposer contact information
- Working title
- Brief description
- Means of offering
- Proposed fee category
- Notional learning hours
- Credit unit equivalency
- Academic level equivalency
- Accreditation or professional license requirements met, if appropriate
- Primary target learners
- Targeted skills/competencies (linked to national and/or international taxonomies)
- Demonstrated demand for this micro-credential (industry, community)
- Demonstrated fit of instructional approach/mode for learners
- Benefits for learners
- Partner identified for endorsement
- Landscape review (other comparable offerings in sector)
- Summary of financial viability referencing demonstrated demand, comparable offerings, fee category, instructional costs and proposed timing and number of offerings
- Micro-credential outline:
    - Outcomes
    - Instructional plan and schedule, including mode(s)
    - Authentic assessment
    - Assessment rubric

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Positioning & Process

Non-degree certificates require review by APC and approval by the Provost

Community level offering /Continuing education

Community learning award

Professional learning award

Continuing education digital awards
Not a USask Credential

UG and Grad Non-degree Level Certificate

USask Credential

MCs bundled for a non-degree certificate

Micro-credentials

USask Credential

Micro-credentials reviewed by advisory team and approved by Provost

Completion of authentic assessment after professional learning award to achieve microcredential

Variable # of non-degree level courses add up to certificate

Non-degree level courses (UG and Grad)

Degree Level Diploma & Certificate

USask Credential

Variable # of degree level courses add up to certificate or diploma

Degree level courses (UG and Grad)

Credit and level equivalency possible through course equivalency and/or by granting admission with advanced standing

Credit equivalency is determined by the academic department responsible for content area per the *Articulation and Transfer Credit Policy*

AGENDA ITEM NO: 7.2

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

NOTICE OF MOTION

PRESENTED BY:	Roy Dobson, Chair, Governance Committee
DATE OF MEETING:	May 18, 2023
SUBJECT:	**College of Nursing Faculty Council Bylaws Revisions**
COUNCIL ACTION:	**Notice of Motion** *That Council approve revisions to the Bylaws of Faculty Council of the College of Nursing as shown in Attachment 2 and that Council's Bylaws be amended accordingly.*

PURPOSE:
Revisions to Faculty Council bylaws require approval by University Council (Council) at the recommendation of the Governance Committee of Council. This is a notice of motion to Council to approve revisions to College of Nursing Faculty Council Bylaws in accordance with the requirement for a 30-day notice of any University Council Bylaws amendments. A request for decision on the proposed revisions to the SENS Bylaws will be presented to Council on June 15, 2023.

SUMMARY:
The revisions to the College of Nursing Faculty Council were brought forward and approved in April 2023 within the college, as seen in the attachments provided. The Governance Committee met with Dr. Louise Racine, Associate Dean Research and Graduate Studies & Janet Luimes, NP Program, Academic Lead, on May 2, 2023, to discuss revisions approved by the College of Nursing Faculty Council to its Bylaws, and to ensure the revised Bylaws remained in accordance with the Bylaws of University Council.

ATTACHMENTS:
1. Summary of College of Nursing Bylaws Revisions
2. University of Saskatchewan College of Nursing Faculty Council Bylaws

Summary of College of Nursing Bylaws Revisions

PART ONE: FACULTY COUNCIL REGULATIONS

- **A. Constitutional Powers and Duties:** Addition of Roles and Responsibilities of Faculty Council as laid out in University Council bylaws to enhance clarity on roles/responsibilities without needing to refer back to University Council Bylaws
- **B. Membership:**
    - Part A of the membership (USask Executive Leadership) is established in University Council Bylaws and is consistent for all Faculty Council's at USask. All are non-voting except for Dean of the College of Nursing and Graduate Post-Doctoral Studies
    - CON Specific Membership updated to include only those with direct relation to College (e.g., faculty, instructors, associate deans of CON, students; representatives from other schools may be invited/appointed as non-voting members)
    - Clarification that members on leave retain right to participate and are counted in quorum if they exercise this right and notify Chair
    - Addition that changes to membership require 2/3 majority vote (no number previously specified)
- C. **Appointment and Election of Members**
    - Removal of information about Deans/representatives from other College and Schools being appointed for 3-year term as they are no longer members of council but maybe invited as guest
- D. **Duties, Terms of Office, and Election of Officers**
    - Updated: Term "Secretary" replaced with "Recorder"
- E. **Procedures for Election of the Chair and Vice-Chair**
    - Greater clarity on procedures for electing Chair and Vice-Chair; rather than doing this at a FC meeting, Governance recommended it be done online to increase participation
- F. **Meetings**
    - Update that meetings occur 4 or more times per year; typically 2 times per term
- G**. Procedures and Voting**
    - Reorganized/arranged (e.g., That meetings run as per King and Kerr put first)
    - Only members of CGPS can vote on those matters moved here from section F.
    - Update that Voting done electronically (not by show of hands)
    - Update on procedures for voting outside regular FC meeting
- I. **Committees**
    - Removed Ad-Hoc Committees; rearranged order; Bylaws and Governance Committee (vs Bylaws)
    - Updated to include terms common to all committees such as recording of minutes and quorum
- **J. Records – no major updates**
- **K. Conflict of Interest – from University Council Bylaws** (note we cannot supersede what Council has determined to be process for Conflict of Interest)

PART TWO: STANDING COMMITTEES TERMS OF REFERENCE

- update that ***changes to committee TORs will be conducted once a year***, unless there is reason requiring differently.
- ***Bylaws and Governance Committee*** – change in name it "Bylaws and Governance" (previously Bylaws); addition of the Faculty Council Vice-Chair as per the recommendation of University Governance
- **Nominations Committee** – clarity that these members will be nominated by Bylaws & Governance Committee and elected by members of FC (as they can't nominate themselves); this is process recommended by University Governance office
- Removed reporting and quorum from each TOR as these are now captured in I. Committee which outlines common procedures for all standing committees of Council

UNIVERSITY OF SASKATCHEWAN

College of Nursing

University of Saskatchewan
College of Nursing
Faculty Council Bylaws

April 13, 2023
V3.0

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COLLEGE OF NURSING BYLAW
INTRODUCTION

PREAMBLE

These bylaws describe and set forth procedures relating to the governance of the Faculty Council of the College of Nursing and are subject to the bylaws, policies, and regulations of the University Council, which establishes the Faculty Council. To the extent that any previous resolution of the Faculty Council or its predecessors or any committee of that council is inconsistent with this bylaw, this bylaw has precedence.

In this document "Faculty Council" refers to the College of Nursing Faculty Council, whereas University Council refers to the University of Saskatchewan Council.

The bylaws are not intended to supplant understandings recorded in the most recent collective agreement between the University of Saskatchewan and the University of Saskatchewan Faculty Association (USFA).

PART ONE: FACULTY COUNCIL REGULATIONS

A. Constitutional Powers and Duties

The College of Nursing Faculty Council is established under the authority of the University of Saskatchewan Council, whose powers and duties are in turn established by the University of Saskatchewan Act 1995.

Under Part Three of the University Council's Bylaws, the College of Nursing Faculty Council, subject to the provisions of the University Act, the Bylaws of the University Council and the general control of the University Council, shall have charge over matters of scholarship and discipline. The duties delegated by University Council to the Faculty Council of each college or school are laid out in Part Three, Section V, Subsection 2 of the University Council Bylaws. The following is the excerpt from Part Three, Section V, Subsection 2 Roles and Responsibilities of the Faculty Councils, in the University Council Bylaws (p. 44, April 15, 1999, Revised November 2021).

<u>Roles and Responsibilities of the Faculty Councils</u>

The Faculty Council of each college or school, subject to the provisions of the Act, the Bylaws of University Council and the general control of University Council, shall have charge of matters of scholarship and discipline. Among the duties delegated by University Council to the faculty councils are the following:

a) To make recommendations to University Council concerning the requirements for admission to programs offered by the college or school;
b) To establish and report to University Council on the number of students who may be admitted to a college or program of study and to report to University Council on the number of students admitted each year;
c) To make recommendations to University Council concerning addition, deletion or modification of courses and programs of study, and concerning the requirements for successful completion of such programs;
d) To establish and publish rules and methods for the progression and graduation of students and for their suspension or requirement to withdraw permanently for failure to meet the requirements for progression;
e) Subject to University Council's examination regulations, to establish and publish rules and standards with respect to the assessment and examination of students in courses and programs offered by the college or the school;
f) To make decisions concerning progression of students and concerning their suspension or requirement to withdraw, in accordance with the rules approved by the faculty council, and to hear appeals of such decisions;
g) To approve candidates for degrees, diplomas and certificates;
h) To approve candidates for scholarships, prizes, and other awards and honours;
i) To establish a mechanism for appointing hearing boards to hear allegations of academic misconduct as provided for under University Council's regulations governing academic misconduct;
j) To consider appeals from students in accordance with University Council's regulations governing student appeals in academic matters.
k) In addition to these statutory powers and duties, Faculty Council serves as a forum for the participation and engagement of members of Faculty Council in discussions of policies, plans, and decisions by the college administration, that directly affect those areas for which Faculty Council has responsibility.

B. Membership of Faculty Council

1. The membership of the College of Nursing Faculty Council shall be in accordance with the University Council Bylaws, Part Three, Section V, Subsection 1. At the time of approval of these bylaws, membership is specified as follows:

    a. The President of the University*
    b. The Provost and Vice-President, Academic* or designate
    c. The Vice-President, Research*
    d. The Vice-President, Finance and Resources*
    e. The Vice-President, University Relations*
    f. The Vice-Provost, Teaching, Learning, and Student Experience*
    g. The Vice-Provost, Indigenous Engagement*
    h. Chief Information Officer and Associate Vice-President Information and Communications Technology*
    i. The Dean of the College of Nursing (ex officio)
    j. The Dean of the College of Graduate and Postdoctoral Studies or designate (ex officio)
    k. The Dean of the University Library or designate*
    l. The University Secretary or designate*
    m. The University Registrar or designate*
    n. Such other persons as University Council may, from time to time, appoint in a voting or non-voting capacity;
    o. Such other persons as the Faculty Council may, from time to time appoint in a non-voting capacity*
    p. Those Professors, Associate Professors, Assistant Professors, Lecturers, Instructors, and Special Lecturers who for administrative purposes, are assigned to the Dean of the College of Nursing;
    q. Associate Deans of the College of Nursing (ex officio)
    r. Up to 4 undergraduate students
    s. Up to 4 graduate students
    t. One postdoctoral student (as available)

*Non-voting members

2. Members on leave retain their right to participate in meetings and are counted in quorum if they exercise this right and notify the Chair that they be retained on the roster of voting members for the period of their absence.

3. In accordance with a duly approved motion of the Faculty Council with 2/3 majority vote, Faculty Council may recommend changes in its membership to the University Council.

C. Appointment and Election of Members

For those members of the Faculty Council who are not members by virtue of their position as administrators or as members of the Faculty of the College of Nursing:

1. The undergraduate students shall be appointed by the College of Nursing Undergraduate Student Association and shall hold membership for a period of 1 academic year.

2. The graduate and postdoctoral students shall be appointed through consultation with the Associate Dean Research and/or Graduate Chair. The graduate students and postdoctoral fellow shall hold office for a period of 1 academic year.

An ex-officio member who is entitled under Council Bylaws to delegate his or her membership may designate an individual to serve on the Faculty Council with the same powers as the designator. Such designations will last for a 12-month period and are subject to renewal. In the event that the individual is unable to complete the full term, another individual may be designated in his or her place. To initiate the designation, the ex-officio member will inform the Chair of Faculty Council. During the period of designation, the ex-officio member who initiated the designation may attend meetings of the Faculty Council with a voice but no vote.

D. Duties, Terms of Office, and Election of Officers

1. The officers of the Faculty Council are the Chair and the Vice-Chair. The Recorder and Coordinator are designated from the Dean's office.

2. The Chair of the Faculty Council (or the Vice-Chair if the Chair is incapacitated) shall be responsible:
    a. To preside at all meetings of the Faculty Council, to preserve order and decorum and, subject to appeal, to decide all questions of order and other questions as provided in these bylaws.
    b. Prepare a draft agenda for each meeting of the Faculty Council and to present it for approval at the meeting.
    c. In accordance with the University Council's Bylaws, to transmit to the University Council for consideration and review all matters that belong to the care of the University Council or from which the nature of the concern involves more than one college or school.
    d. To ensure the maintenance of an archive of the proceedings and all approved minutes of Faculty Council meetings.
    e. As the spokesperson for Faculty Council, to explain the decisions, activities, and procedures of Faculty Council.

3. The Chair may seek the guidance and assistance of the Governance Committee of University Council with respect to matters of procedure.

4. In the Chair's absence or disability, the Vice-Chair shall have all the powers and perform all the duties of the Chair. The Vice-Chair also will preside at meetings in place of the Chair if the Chair declares a conflict of interest in any matter.

5. The Recorder acts as the delegate of the University Secretary under University Council's Bylaws Part Three, Section V.1.C. Under the general direction of the Chair, the Recorder shall be responsible:
    a. To assist the Chair in the preparation of agendas and minutes.
    b. To arrange for the distribution of notice of meetings, agendas, and minutes to all members of the Faculty Council.
    c. To record attendance at all meetings and confirm quorum.
    d. To record all motions, resolutions, and other decisions taken at meetings.
    e. To arrange for and carry out elections in accordance with these bylaws and provide the result to the Chair.

6. The Coordinator acts as the delegate of the University Secretary under University Council's Bylaws Part Three, Section V.1.C. Under the general direction of the Chair, the Coordinator shall be responsible to assist the Chair.

E. Procedures for Election of Chair and Vice-Chair

1. The Chair and Vice-Chair will be elected by members of Faculty Council for a two (2)-year term. These positions will typically be elected in alternating years, providing overlap in experience.

2. A minimum twenty (20) calendar days prior to the conclusion of the term of the current Chair or Vice-Chair of the Faculty Council, the Nominations Committee shall inform all members of the Faculty Council that nominations for the position of Chair or Vice-Chair are being requested and shall provide a nomination form for this purpose.

3. A Faculty Council member shall be nominated for the position of Chair or Vice-Chair when the nomination form referred to above containing consent of the nominee is endorsed by three (3) members of the Faculty Council and returned to the Nominations Committee on or before the date specified by the Committee. The nomination form will contain a brief description of the nominee's qualifications for Chair or Vice-Chair.

4. A minimum five (5) days prior to the date of the election, the Nominations Committee shall provide to all members of Faculty Council a ballot setting out the names and qualifications of the nominees for the Chair or Vice-Chair role. Information accompanying the ballot shall indicate that the ballot is to be returned/submitted on or before the specified date.

5. The results of the balloting shall be reported by the Chair of the Nominations Committee to the next meeting of the Faculty Council. The Chair of the Nominations Committee shall rule on any election irregularities. The Chair's decision shall be final.

6. In the event that two or more nominees with the most votes receive the same number of votes, the Chair of the Nominations Committee shall elect the incoming Chair or Vice-Chair by lot.

7. In the event that no nominations are received by the deadlines for nominations, a second call for nominations shall be sent. If the second call for nominations does not elicit a nomination, the Nominations Committee, in consultation with the Dean, shall nominate a member of Faculty Council to serve as Chair or Vice-Chair for a 1-year term, and call a nomination for the position the following year.

8. The Chair and Vice-Chair shall normally hold office for a period of two (2) years, renewable for another term of two (2) years, unless removed by a vote of 2/3 of the members of the Faculty Council. A Chair or Vice-Chair shall be eligible for re-election to this position in the third year following a second term.

F. Meetings

1. Regular meetings of the Faculty Council will be held four (4) or more times a year, typically two (2) times per term, during the period of September to June.

2. Notice of regular meetings will be sent by email and will be provided to all members no less than thirty (30) calendar days in advance of the meeting.

3. A special meeting of the Faculty Council may be held at any time upon the call of the Chair, or in the Chair's absence, of the Vice-Chair or upon the written petition of not fewer than 20% of voting members. Where a Special Meeting is called, the business to be transacted must be specified in the notification of the meeting. Special meetings require written notice to all members no less than seven (7) calendar days in advance.

4. Minutes shall be circulated to all members of the Faculty Council at least seven (7) calendar days in advance of the next meeting with the agenda material and will be presented for adoption at that meeting.

5. The quorum for regular and special meetings will be 40% who hold full-time faculty positions as full professors, associate professors, assistant professors, lecturers, or instructors in the College of Nursing.

6. Any regular meeting may be postponed or cancelled at the call of the Chair.

7. Regular Faculty Council meetings will be open to the members of the university community and may, at the discretion of the Chair, be open to the general public. Non-members may speak at the discretion of the Chair but, unless they are voting members of the Faculty Council, are not entitled to vote.

8. The Chair may call for any meeting or portion of a meeting to be closed.

G. Procedures and Voting

1. Where procedures and rules are not covered in these bylaws, meetings of the Faculty Council and its committees shall be conducted in accordance with the rules of procedure adopted by University Council. At the time of adoption of these bylaws, those procedures are the 3rd edition of Kerr and King's *Procedures for Meetings and Organizations*

2. Regular meetings of Faculty Council are normally held with faculty attending in-person and synchronously through online web conferencing software.

3. Meeting shall be presided over by the Chair or, in the absence of the Chair, of the elected Vice-Chair; or, in the absence of both, by any other member of the Faculty Council as agreed to by the majority of members at the meeting.

4. The agenda will be approved at the beginning of each meeting. Notice of any substantive motions to be voted upon by the Faculty Council will be included in advance in the agenda material. A 'substantive motion' refers to any motion dealing with a substantive matter which requires consideration by members of the Faculty Council prior to the meeting at which the motion is presented. Whether or not a motion falls within this definition will be determined by the Chair. This requirement may be suspended upon vote of 2/3 of the members present and voting at a meeting.

5. The convocation lists of degrees, certificates, honours, and distinctions and the recommendations of convocation awards need not be included in advance in the agenda material but may be circulated at the meeting at which these items are considered.

6. Except as provided elsewhere in these bylaws, all questions legitimately before Faculty Council shall be decided by a simple majority of votes of the members present. The Chair shall not vote on a motion before Faculty Council except to break a tie when there is an equal number of voting members supporting and opposing the motion.

7. Student members will be considered to be in a conflict of interest and excluded from consideration of those matters where the performance of students is under review or consideration.

8. Only the members of the College of Graduate and Postgraduate Studies (CGPS) have the privileges to vote on matters related to graduate programs, graduate admission, graduate curriculum, and any other College of Graduate and Postgraduate business. As per the College of Graduate and Postdoctoral Studies' Article 19.2.1, a quorum of 50% + 1 faculty members of the CGPS shall vote.

9. Voting will normally be by electronic vote. A procedural motion to require a vote must be seconded and approved by a single majority of the votes of the members present.

10. All votes cast on agenda items are considered confidential. The Council Recorder will maintain an accounting of the vote, including the determination of quorum, and results of the vote. At no time will the results of a vote, that identifies a member of Faculty Council, be available to any member of the Faculty Council, College Administration, or the greater University Council, unless a member in attendance at a Faculty Council meeting requests to have their vote be recorded in the minutes.

11. The number voting for or against a motion shall be recorded in the minutes at the call of any one (1) member.

12. In rare matters requiring an urgent decision, and at the call of the Chair, a motion may be put to the members by email, outside of regular Faculty Council meeting. Such a motion by voting members of the Faculty Council will be deemed to have the same force and effect as a motion adopted by a vote of the members at a meeting duly convened and will be recorded under business arising in the minutes of the next regular meeting of the Faculty Council.

13. When using electronic voting outside of a regular Faculty Council meeting, an email will be sent to all voting members of Faculty Council providing a concise description of the urgent issue to be debated/decided along with such rationale and supporting materials as are necessary to allow council to come to an informed decision. Included in the rationale will be reasons outlining the urgency of the matter and why the matter has been referred to an electronic vote rather than waiting for the next scheduled Faculty Council meeting.

14. All motions put forward for an urgent decision by electronic vote will be open for an online debate for five (5) calendar days. If during the five (5) day deliberation period, five or more of the council members request that the matter be held over and referred to an in-person meeting the matter will be put to an electronic vote to determine if the majority of faculty members agree that the matter should be dealt with at a formal council meeting, and then the matter shall be so referred. Matters specific to approving the list of graduates for convocation will not be deferred.

15. Quorum for an urgent electronic decision will be 40% of faculty holding positions as full professors, associate professors, assistant professors, lecturers, or instructors in the College of Nursing.

H. Committees

The Standing Committees of the College of Nursing Faculty Council are:

- The Bylaws & Governance Committee
- The Nominations Committee
- The Planning and Priorities Committee
- The Research and Scholarship Committee
- The Globalization Committee
- The Undergraduate Education Committee (UEC)
- The Undergraduate Scholarships and Awards Committee
- The Undergraduate Academic Integrity Committee
- The Graduate Education and Post-Doctoral Committee (GEPDC)
- The Patient Safety Committee

1. Faculty Council may establish standing and ad hoc committees to facilitate its work and, subject to the approval of University Council and without jeopardizing Council's authority, may delegate decisions to its standing committees.

2. Unless a motion of Faculty Council passed in accordance with a delegation by University Council specifically provides otherwise, **all recommendations of committees will be brought to Faculty Council for consideration and approval**.

3. Standing committees may create subcommittees, including subcommittees composed of persons who are not members of Faculty Council.

4. There is no requirement that standing committees be composed entirely of Faculty Council members.

5. All standing and ad hoc committees will have written terms of reference outlining their composition and accountabilities. Each committee should regularly review its own terms of reference and may recommend changes to the Bylaws and Governance Committee as required. The membership and terms of reference of standing committees of the Faculty Council as well as other committees of the College of Nursing are specified in Part Two of these bylaws.

6. The term of office for the Chair and members of standing committees is as outlined in the respective Terms of Reference.

7. Term of office for Chairs and members of standing committees will begin July 1st, unless otherwise determined by the Dean or the Nominations Committee. The term of student members will normally begin on the first Faculty Council meeting of the academic year.

8. A vacancy will be declared in the case of a committee member who will be absent from the campus or otherwise unavailable to attend meetings for a period of six (6) consecutive months or more.

9. A committee member on sabbatical leave, who wishes to retain their membership and participation on a committee during their leave, should notify the Nominations Committee of this intent. If such a member is absent from two consecutive committee meetings during their leave, a vacancy will be called, and the position filled for the remainder of the leave to support fulfillment of committee business and quorum.

10. In the case of a vacancy, the Nominations Committee will fill the vacancy in accordance with membership requirements of the committee and the Nominations Committee's terms of reference. If no volunteers come forward after two (2) calls from the Nominations Committee, the Dean may appoint a person to fill the vacancy.

11. The members of the Nominations Committee cannot nominate themselves and as such shall be nominated by the Bylaws and Governance Committee.

12. The Dean of the College of Nursing and Chair of the College of Nursing Faculty Council are ex-officio voting members of all standing committees, subcommittees, and ad hoc committees.

13. An ex-officio member of a committee may designate an individual to serve in her or his place with the same powers as the designator. Such designations shall last for a 12-month period and are subject to renewal. In the event that the individual is unable to complete the full term, another individual may be designated in their place. To initiate the designation, the ex-officio member will inform the Chair of the Faculty Council and the Chair of the committee involved. During the period of designation, the ex-officio member who initiated the designation may attend meetings with a voice but no vote.

14. Standing and ad hoc committees may appoint a Vice-Chair. In the absence of the Chair, and where a Vice-Chair has been appointed, the Vice-Chair will preside. In the absence of both the Chair and Vice-Chair, the committee may appoint a member to chair the meeting.

15. Responsibility for calling committee meetings rests with the Chair or Vice-Chair of the committee.

16. The quorum for all standing committees is 50% + 1 of the total number of voting committee members listed in the committee terms of reference. Decisions will be made by consensus or by a simple majority vote in the case that consensus cannot be achieved. In the event of a tie vote, the Chair will vote to break the tie.

17. Committee Chairs shall ensure that minutes are taken at meetings. Minutes of all meetings should be recorded and kept on an electronic file/server that is accessible to faculty members. All information deemed confidential in nature shall be handled and sorted in a secure file. These minutes shall be made available through the internal SharePoint college site to all members of the Faculty Council.

18. Committees will provide an annual written report to the Faculty Council. This report will typically be provided for the last Faculty Council meeting of the academic year.

19. The Dean of Faculty Council Chair may seek the advice or assistance of a committee of Faculty Council with respect to particular items of business. The

advice and assistance shall not contradict or conflict with policies of the Faculty Council, and the committee shall report to Faculty Council on the general nature of the advice given.

I. Records

1. Council Bylaws require that "each Faculty Council shall keep a record of its proceedings and this record shall be open to any member of the Faculty Council. A copy of the proceedings shall, upon request, be furnished by its Coordinator to the Chair of the University Council and/or to the president of the university."

2. Wherever practical, draft minutes, including a record of members present and regrets, member voting rights, all motions and resolutions, from all regular and special meetings shall be circulated to all members with the agenda material for the next meeting, and will be presented for adoption at that meeting.

3. The record of all general and special meetings shall, once adopted, be signed by the presiding Chair and the recording Coordinator of the meeting and kept on an electronic file/server where it shall be available for inspection by any member of the Faculty Council.

4. Records of motions from closed sessions may be deemed confidential by the Chair and the related portion of the minutes may remain confidential at the discretion of the Chair. In such cases, the non-confidential portion of the minutes will reflect the fact that a confidential section has been removed. Both the non-confidential and the confidential portion of the minutes are considered to constitute the official record of the meeting and will be preserved for the official archive.

J. Conflict of Interest

1. Members of the Faculty Council and its committees will have, as their principal concern, the welfare of the college and of the university. They will exercise independent judgment and may not act as agents of any person or organization. [taken from University of Saskatchewan Council Bylaws, Part One, Section V]

2. There are no restrictions on the right of a member of the Faculty Council to participate in debate and to vote on any matter that comes before the Faculty Council. If a member of the Faculty Council has a conflict of interest in any matter under consideration, the member shall disclose his or her interest when speaking on the matter in the Faculty Council proceedings.

3. A member of a standing or ad hoc committee member of Council will conduct themselves so as to avoid conflict of interest or the appearance of conflict of interest. They will disclose and identify any conflict of interest or perceived conflict of interest and abstain from voting in committee proceedings on matters on which they have a conflict of interest. When appropriate, the member will withdraw from all committee deliberations with respect to the matter [taken from University of Saskatchewan Council Bylaws, Part One, Section V.2].

4. The Chair or a member of a committee is entitled to raise the question whether another member has a conflict of interest or perceived conflict of interest on a matter before the committee, and to ask such a member to withdraw from the deliberations of the committee and/or to refrain from voting on a matter before the committee. If a request to withdraw from deliberations of the committee or refrain from voting on a matter before the committee is denied by the member to whom the request was directed, the fact that the request was made and was denied will be recorded in that portion of the committee's report relating to the matter.

K. Amendments to Bylaws

1. A motion to amend the bylaws will be preceded by a notice of motion presented in writing to the members not less than thirty (30) calendar days prior to the date of the meeting at which the motion is to be considered and will require a 2/3 majority vote of those present and voting.

PART TWO: STANDING COMMITTEES' TERMS OF REFERENCE

Standing Committees of the College of Nursing Faculty Council

The standing committees of the College of Nursing Faculty Council are:

A. The Bylaws & Governance Committee
B. The Nominations Committee
C. The Planning and Priorities Committee
D. The Research and Scholarship Committee
E. The Globalization Committee
F. The Undergraduate Education Committee (UEC)
G. The Undergraduate Scholarships and Awards Committee
H. The Undergraduate Academic Integrity Committee
I. The Graduate Education and Post-Doctoral Committee (GEPDC)
J. The Patient Safety Committee

Changes to standing committee terms of reference and membership are conducted once a year at the last spring meeting of Faculty Council unless a significant reason for the review is presented to the Chair and put to Faculty Council for a vote. All changes to committee terms of reference shall be submitted to the Chair of the Bylaws & Governance Committee. Minutes for Standing Committees of Faculty Council will be taken according to the rules of University Council.

A. The Bylaws and Governance Committee

The Bylaws and Governance Committee is a standing committee of the College of Nursing. The Bylaws and Governance Committee reviews and updates the College of Nursing's bylaws and the terms of reference of standing committees.

Membership

Membership on the Bylaws and Governance Committee will be a 3-year commitment The committee will select a Chair and Vice-Chair annually from the faculty members of the committee.

- Dean (ex officio) or Dean's designate
- Faculty Council Chair (ex-officio) or designate
- Faculty Council Vice-Chair
- Three (3) tenured or tenure-track members of Faculty Council
- Administrative support provided by the dean's office*

*Non-voting members

Terms of Reference

1. Develops and regularly review the terms of reference for the Bylaws and Governance Committee.

2. Reviews and updates the College of Nursing Faculty Council Bylaws and submits updates and changes to University Council.

3. Coordinates the development and updating of the terms of reference for standing committees of Faculty Council and recommend revisions as needed.

4. Regularly review the Faculty Council governance structure and bylaws and recommends revisions as needed. Non-substantive changes such as a change in the title of an administrative officer will not require a motion at Faculty Council.

Meetings

The committee will meet as required but no less than twice per year. Additional meetings may be called upon special request of the Chair.

B. The Nominations Committee

The Nominations Committee is a standing committee of the College of Nursing. The Nominations Committee determines faculty and staff interest in membership on College of Nursing's committees. The Nominations Committee takes into consideration the abilities and experience of the volunteers, career goals (e.g., tenure and promotion requirements), and the needs of geographic sites when populating standing committees of the College of Nursing's Faculty Council. This committee will work closely with the Dean's office.

Membership

Members of the Nominations Committee are nominated for a period of 3-years. Members of the Nominations Committee will be nominated by the Bylaws and Governance Committee and elected by members of the College of Nursing Faculty Council through an independent vote. The committee will select a Chair annually from one of the three faculty members of the committee.

- Dean (ex officio) or Dean's designate
- Faculty Council Chair (ex-officio) or designate
- Three (3) tenured or tenure-track faculty members
- Administrative support provided by the dean's office*

*Non-voting members

Terms of Reference

1. Determines faculty and staff interest in membership on College of Nursing committees.

2. Facilitates the naming of faculty and staff to special or external committees when requested by the Dean.

3. Facilitates and assists the college process for naming faculty and staff to vacancies within college committees.

4. Facilitates and assists the appointment of students to college standing committees through contacts with undergraduate and graduate student societies.

5. Makes call for volunteers to populate the Salary Review Committee related to the Collective Agreement between the University of Saskatchewan and the University of Saskatchewan Faculty Association.

6. Makes call for volunteers with the goal of selecting the College of Nursing's representatives to serve on Associate Deans' or Dean of Nursing's Search Committees based on the Board of Governors' rules and procedures for appointment of senior administrators. The members of the Nominations Committee will take into consideration the abilities and experience of the volunteers.

Meetings

The Nominations Committee will meet as required when the need to fulfill vacancies arise on Standing Committees and to populate the Salary Review Committee, the Dean's and Associate Deans' Search Committees, the nomination of Instructors, and the nomination of the Postdoctoral fellow (if available). The Associate Dean Research and/or Graduate Chair will be consulted for the selection of the Postdoctoral fellow (if available).

C. The Planning & Priorities Committee

The Planning and Priorities Committee is a standing committee of the College of Nursing Faculty Council. The committee is responsible for setting strategic priorities, monitoring achievement, and providing recommendations on any changes to the strategic directions. The ongoing review and revision of each section of the strategic plan will be co-led by a faculty member and a member of the leadership group.

Membership

Membership on the Planning and Priorities Committee will be a 3-year commitment for tenured faculty members and a 1- year commitment for students. The committee will select a Vice-Chair annually from the faculty members of the committee.

- Dean (ex officio) or Dean's designate (Chair)
- Faculty Council Chair (ex-officio) or designate
- Associate Deans (ex officio)
- Assistant Deans (ex officio)
- Four (4) faculty members – two (2) members representative of Indigenous and Racialized Groups to respect Equity, Diversity, and Inclusion (Vice-Chair selected by the Committee from among these faculty members)
- Two (2) students – One (1) undergraduate student and one (1) graduate student
- Director of Operations and Strategic Planning*
- Marketing and Communications Specialist*
- Administrative Support*

- Others invited as required*

* Non-voting members

Terms of Reference

1. Guides the development, implementation, evaluation, and dissemination of the College of Nursing strategic plan.

2. Updates and refines the strategic plan throughout the planning lifecycle.

3. Align and advance the College of Nursing's planning and priorities with the University of Saskatchewan's strategy and aspirations, the Indigenous Strategy for the University of Saskatchewan (), and the University of Saskatchewan's health sciences' strategy.

4. Balance strategic ambitions with fiscal realities in forming recommendations.

5. Facilitate timely and accountable communications (activities and impacts) – internally within the College and externally with various College of Nursing stakeholders.

6. Assists with identifying priorities to diversify revenue sources to achieve priorities within the strategic plan.

Meetings

The Planning and Priorities Committee will meet quarterly, or by call of the Chair as required.

D. The Research and Scholarship Committee

The Research and Scholarship Committee is a standing committee of the College of Nursing. This committee is responsible for promoting a culture of scholarship, support research ideas and collaboration, and exchange nursing and health knowledge that informs and promotes health.

Membership

Membership on the Research and Scholarship Committee will be a 3-year commitment for faculty members and a 1-year commitment for the students. The committee will select a Vice-Chair annually from the three faculty members of the committee.

- Dean (ex officio) or Dean's designate
- Faculty Council Chair (ex-officio) or designate
- Associate Dean Research and Graduate Studies (Chair)
- Other Associate/Assistant Deans (Ex Officio)*
- Four (4) tenured or tenure-track faculty members
- College Research Chair(s)
- Three (3) or more nursing students, including both undergraduate and graduate students. An effort will be made to include students across all sites. (preference for active involvement in research)*
- Research Facilitator(s)*
- Research Coordinator(s)*
- Administrative Support*
- Others invited as required*

*Non-voting members

Terms of Reference

1. Develop, implement, oversee, evaluate, and refine an inclusive research and scholarship strategy to guide the College of Nursing in expanding research and scholarly productivity including defining and tracking indicators, metrics, and benchmarks to monitor and evaluate the ongoing and relative success and outcomes of the research strategy and research investments.

2. Contribute to the College of Nursing's research and scholarship mandate by liaising with the Office of the Vice-President Research. Communicate USask, provincial and national and international research priorities within the College of Nursing to support research and scholarly work.

3. Develop research processes and policies that contribute to the research and scholarly mandate of the College of Nursing. Under this provision, the Committee implements processes to monitor studies conducted with nursing students and assess request to access nursing students as research participants.

4. Engage research Chair(s), faculty, research support staff, undergraduate and graduate students, and post-doctoral fellows in developing and sustaining a strong, supportive culture of research in the College of Nursing.

5. Determine the adjudication and/or peer-review processes for all internal College of Nursing research-related funding competitions and monitor the progression of funds and metrics.

6. Support research communications through knowledge translation activities – internally within the College and externally with various College of Nursing Stakeholders.

7. Facilitate inclusion of Indigenous informed approaches to knowledge and practices within our research methodologies. Advise College Senior Leadership regarding the resource needs of the College of Nursing Research and Scholarship portfolio.

Meetings

The Research and Scholarship Committee will meet at least four times per academic year or by call of the Chair. The members of the Research and Scholarship Committee can invite faculty or others to attend meetings as guests.

E. The Globalization Committee

The Globalization Committee is a standing committee of the College of Nursing. The committee is responsible for the development, prioritization, implementation and evaluation of the College of Nursing's globalization strategy, policies and activities.

Membership

Membership on the Globalization Committee will be a 3-year commitment for faculty and a 1-year renewable commitment for students. The Chair and Vice-Chair will be selected from the faculty members of the committee.

- Dean (ex officio) or Dean's designate
- Faculty Council Chair (ex-officio) or designate
- Associate Deans (ex-officio) or designate
- Four (4) faculty members with consideration to rank and location.
- Two (2) students – one graduate and one undergraduate
- Marketing and Communications Specialist*
- Administrative Support*
- Others invited as required* (for example, International Student and Study Abroad Centre representative)

  * Non-voting members

Terms of Reference

1. Develop, implement, and evaluate the College of Nursing's globalization vision, in partnership with students, faculty, staff, and other stakeholders.

2. Align the College of Nursing's globalization vision with the College of Nursing's and the University of Saskatchewan's strategic planning priorities regarding globalization and discovery.

3. Engage students, faculty, staff, and other stakeholders in developing and sustaining an inclusive culture of global citizenship in the College of Nursing which fosters a culture that sustain service-learning opportunities for students to engage in global and SDG-related projects.

4. Recommend and support opportunities and innovations in global collaborations and partnerships to advance student and faculty mobility and linkages.

5. Advise Senior Leadership regarding resource needs and potentials of globalization efforts.

6. Creates an inventory of measurables and indicators and evaluates success to drive ongoing globalization efforts in the College of Nursing.

7. Co-create of a teaching-learning environment that is inclusive of globalization for undergraduate and graduate students, staff, faculty, and communities of practice.

Meetings

The Globalization Committee will meet a minimum of 4 times per academic year or by call of the Chair as required.

F. The Undergraduate Education Committee (UEC)

The Undergraduate Education Committee (UEC) is a standing committee of the College of Nursing. The Undergraduate Education Committee provides leadership and advocacy on matters relating to the implementation, management, and evaluation of undergraduate program(s) and the experiences of undergraduate students within the College of Nursing. The UEC recommends changes concerning curriculum, policy, and programs to Faculty Council.

Membership

Membership on UEC will be a 3-year commitment for each Chair and Vice Chair of each year committee and a 1- year renewable commitment for students. The Dean will select

the UEC Chair, and the Vice-Chair will be selected annually from the faculty members on the committee.

- Dean of College of Nursing (ex-officio) or Dean's Designate
- Faculty Council Chair (ex-officio) or designate
- Associate Dean – Academic (ex-officio) - Chair
- Other Associate/Assistant Deans (ex-officio) or designate*
- Chair and Vice-Chair of each Year Committee (as selected by the Year Committee – Six (6) faculty members in total)
- Three (3) undergraduate student representatives (must be in good academic standing and ideally should represent each of the 3 student associations and include Indigenous student representation if possible)
- Clinical Placement Coordinator *
- Academic Advisor *
- UCAN Advisor *
- Director of Operations and Strategic Planning *
- Health Sciences Liaison Librarian *
- Administrative Support *
- Others invited as required *

*Non-voting member

Terms of Reference

1. Provides oversight of curriculum development, implementation, revisions, and evaluations.

2. Ensures consistent implementation of the identified pedagogical/andragogical approaches to support student centeredness in the curriculum, with specific attention to distributed learning.

3. Develops, implements, and evaluates policies related to undergraduate program(s).

4. Ensures congruence of College of Nursing Undergraduate student policies with University of Saskatchewan student policies.

5. Coordinates issues among years of undergraduate programs across all sites.

6. Advises College Senior Leadership regarding the resource needs of the undergraduate program(s).

7. Defines and tracks indicators, metrics, and benchmarks to monitor and evaluate the ongoing and relative success of undergraduate students and outcomes of the undergraduate programs.

Meetings

This Committee will meet a minimum of 8 times per year.

G. The Undergraduate Scholarships and Awards Committee

The Undergraduate Scholarships and Awards Committee is a standing committee of the College of Nursing. The committee is responsible for implementing procedures related to awarding scholarships, prizes and other awards.

Membership

Membership on the Undergraduate Scholarships and Awards Committee will be a 3-year commitment for faculty members. The committee will select a Chair and Vice-Chair annually from the faculty members on the committee.

- Dean (ex officio) or Dean's designate
- Faculty Council Chair (ex-officio) or designate
- Associate/Assistant Deans (ex officio)*
- Two (2)faculty members representing the Year 2 Committee
- Two (2) faculty members representing the Year 3 Committee
- Two (2) faculty members representing the Year 4 Committee
- One (1) faculty member representing the Post Degree BSN
- Administrative support*

*Non-voting members

Terms of Reference

1. Reviews the applications and selects the candidates for scholarships, prizes, and other awards.

2. Reviews processes and makes recommendations to monitor and approve processes related to awarding scholarships, prizes, and other awards.

Meetings

The Undergraduate Scholarships and Awards Committee shall meet throughout the year as needed.

H. The Undergraduate Academic Integrity Committee

The Undergraduate Academic Integrity Committee is a standing committee of the College of Nursing. This committee is responsible for dealing with formal allegations of academic misconduct related to students in all undergraduate programs.

Membership

Membership on the Undergraduate Academic Integrity Committee will be a 3-year commitment for faculty members and a 1-year renewable commitment for students.

The Chair will be appointed through the Nominations Committee for a 3-year term. The Vice-Chair is selected by the members of the committee and acts with full authority as Chair in the Chair's absence.

- Dean (ex officio) or Dean's designate
- Faculty Council Chair (ex-officio) or designate
- Associate/Assistant Deans (ex officio)*
- Six (6) faculty members who are members of Council including the Chairand the Vice-Chair
- One (1) undergraduate student member
- Administrative Support* (appointed by the Dean)

*Non-voting members

Terms of Reference

Following the procedures outlined in the current Regulations on Student Academic Misconduct of University Council, this committee will investigate allegations of academic misconduct as reported to the Dean or other academic administrator.

Meetings

The committee will meet as required by the call of the Chair or at the request of the Dean.

I. The Graduate Education and Post-Doctoral Committee (GEPDC)

The Graduate Education and Postdoctoral Committee is a standing committee of the College of Nursing Faculty Council. The committee is responsible for envisioning, managing, and providing the foundation for future growth and development in graduate education and postdoctoral excellence for the College of Nursing.

Membership

Membership on the Graduate Education and Postdoctoral Committee will be a 3-year commitment for faculty, and a 1- year renewable commitment for students. The committee will select a Vice-Chair annually from the faculty members of the committee.

- Dean of the College of Nursing (Ex officio) or Dean's designate
- Faculty Council Chair (Ex-officio) or designate
- Associate Dean Research and Graduate Studies (Chair)
- Other Associate/Assistant Deans (Ex-officio)*
- Six (6) tenured or tenure-track faculty who are members of CGPS
- Nurse Practitioner program Academic Lead and 1-other Nurse Practitioner program faculty member
- Up to four (4) graduate student representatives
- NP Professional Academic Advisor/Clinical Coordinator*
- Graduate Program Coordinator*
- Administrative Support*
- Others invited as required*

*Non-voting members

Terms of Reference

1. Develop, implement, and evaluate a graduate education and postdoctoral strategy to guide the College of Nursing.

2. Align the College of Nursing's graduate education and postdoctoral strategy with the University of Saskatchewan's policies for graduate and postdoctoral studies.

3. Develop, implement, evaluate, and revise graduate programming.

4. Develop graduate education and postdoctoral studies processes and policies.

5. Review and recommend graduate applicants for admission and graduate students for awards and scholarships.

6. Develop processes and policies for MN, PhD and PDF supervision, programs of studies and advisory committees.

7. Provide oversight, facilitation, and support for graduate student progression activities.

8. Ensure timely and accountable graduate education and postdoctoral communications.

9. Make recommendations regarding the use of technologies that may facilitate the College of Nursing graduate education and postdoctoral programs.

10. Advise College Senior Leadership regarding the resource needs of the College of Nursing Graduate Education and Postdoctoral programs.

11. Define, track, and share indicators, metrics, and benchmarks to monitor and evaluate the ongoing and relative success and outcomes of the College of Nursing Graduate Education and Postdoctoral programs.

Meetings

The Graduate Education and Postdoctoral Committee will meet at least four times per academic year or by call of the Chair as required. The members of the Graduate Education and Postdoctoral Committee can invite faculty or others to attend meetings. A Faculty Forum will be held for items that require a larger committee discussion.

J. The Patient Safety Committee

The College of Nursing Patient Safety Committee assesses and analyzes Patient Safety Incident reports and makes recommendations to minimize risks and potential injuries to patients/clients/residents and students. College of Nursing Incident Management includes recommendations for actions and processes required at the College level to conduct the immediate and ongoing activities following an incident. Incident Analysis is a structured process that aims to identify risks and solutions to reduce recurrence of incidents.

Membership

Membership on the Patient Safety Committee will be a 3-year commitment for faculty. The committee will select a Vice-Chair annually from the faculty members of the committee.

- Dean (ex officio) or Dean's designate
- Faculty Council Chair (Ex-officio) or designate
- Associate Dean - Academic - Chair
- Associate Dean - Distributed Learning
- NP Faculty Member
- Two (2) tenured or tenure-track faculty from the UG programs

- Two (2) instructors from the UG programs
- One (1) Academic Advisor*
- One (1) Clinical Coordinator*
- Guest as required - SHA representative*
- Administrative support provided by the dean's office*

*Non-voting members

Terms of Reference

1. Develops and regularly review the Patient Safety Incident Policy.

2. Reviews and updates the Patient Safety Incident reporting form.

3. Review the submission of incident forms and ensures the policy is followed in the management and reporting of incident in the clinical setting.

4. Compiles and provides analysis on incident reports for each term, academic program year and annual summary; and forwards recommendation to the chair of UEC, UEC year chairs and the NP Subcommittee (to review and bring forward to the Graduate Studies Committee).

5. Presents an aggregate review on patterns of incidents and recommends changes to college processes and curriculum to minimize risks and potential injuries to patients/clients/residents, students, and faculty.

Meetings

The committee will meet once per academic term. Additional meetings may be called upon special request of the Chair.

PART THREE: COLLEGE SUB-COMMITTEES INDIRECTLY ACCOUNTABLE TO FACULTY COUNCIL

A. Undergraduate Education Committee (UEC): Curriculum Subcommittee
B. Undergraduate Education Committee (UEC): Undergraduate Program Year Subcommittees
C. Graduate Education and Post-Doctoral Committee (GEPDC): Nurse Practitioner Programs Sub-Committee

A. Undergraduate Education Committee (UEC): Curriculum Subcommittee

As a subcommittee of the Undergraduate Education Committee (UEC), this sub-committee provides oversight of the undergraduate curriculum to ensure that it is current and relevant and facilitates achievement of graduate expectations.

Membership
Membership on the Curriculum Subcommittee of UEC will be a 3-year commitment for faculty. The committee will select a Chair and Vice-Chair annually from the faculty members of the committee.

- Dean, College of Nursing (ex officio)
- Faculty Council Chair (Ex-officio) or designate
- Associate Dean responsible for Undergraduate Education
- Four (4) faculty members
- Administrative Support*
- Others invited as required*

* Non-voting members

Terms of Reference

1. Provides curricular oversight and recommends changes to UEC.
2. Maintains documentation of approved changes to the curriculum.
3. Evaluates recommendations and their anticipated impact on the curriculum.
4. Evaluates the implementation and outcome of changes to the curriculum.
5. Recommends changes based on reviews of internal documents including course reports, year reports, and course syllabi.

6. Recommends changes based on reviews of external documents including NCLEX, Next Generation - NCLEX achievement, approval and accreditation reports, and employer opinion survey.

7. Reviews student achievement, progress, and feedback about the curriculum.

8. Develops processes and procedures for recommendations for curricular change.

Meetings
This Committee will meet a minimum of 8 times per year

B. Undergraduate Education Committee (UEC): Undergraduate Program Year Subcommittees

The Undergraduate Program Year Subcommittees are standing committees of the College of Nursing Undergraduate Education Committee (UEC). The year committees (Year 2 Subcommittee, Year 3 Subcommittee & Year 4 Subcommittee) provide leadership and advocacy on matters relating to the implementation, management, and evaluation of outcomes related to the undergraduate program(s) course content and delivery; and the experiences of undergraduate students within the College of Nursing. The UG program year committees make recommendations to UEC regarding changes to the curriculum for each year in the program.

Membership
Membership on the Undergraduate Program Year Subcommittees is open to all faculty and instructors teaching a course in the academic year of the program. The committee will select a Chair and Vice-Chair from the faculty members on each year committee who will serve for a 3-year commitment and represent the committee on the UEC.

- Dean of College of Nursing (ex-officio) or Dean's Designate
- Faculty Council Chair (ex-officio) or designate
- Associate Dean – Academic (ex-officio)
- Other Associate/Assistant Deans (ex-officio) or designate*
- Chair of UEC
- All faculty and instructors teaching a course in the academic year of the program
- Part time contract teachers*

Non-voting member

Terms of Reference

1. Facilitate the implementation of the curriculum in a specific year of the UG curriculum of the BSN and Post-BSN programs (Year 2, 3, or 4).

2. Review course syllabi with a focus on a balanced student assignment and examination workload.

3. Monitor the sequencing and leveling of core curricular concepts and experiences across courses within the academic year.

4. Provide updates and year end committee report to UEC.

5. Provide a forum to discuss year specific student issues.

6. Make program curricular recommendations to UEC.

Meetings

This Committee will meet a minimum of 6 times per year.

C. Graduate Education and Postdoctoral Committee (GEPDC): Nurse Practitioner Programs Sub-Committee

The Nurse Practitioner Programs Sub-Committee is a sub-committee of the Graduate Education and Postdoctoral Committee. The Nurse Practitioner Programs Sub-Committee provides leadership and advocacy on matters pertaining to the Nurse Practitioner graduate programs and students' experiences within the College of Nursing.

Membership

Membership on the Nurse Practitioner Programs Sub-Committee is an ongoing commitment for NP faculty members. The committee will select a Vice-Chair annually from the faculty members on the committee.

- Dean (ex-officio) or the Dean's designate
- Faculty Council Chair (ex-officio) or designate
- Associate Dean Research and Graduate Studies (ex-officio)
- Nurse Practitioner Program Academic Lead (Chair)
- All nurse practitioner faculty members
- Up to Six (6) contract nurse practitioner instructor(s)
- One (1) faculty member teaching nurse practitioner graduate level nursing research or statistics.
- NP Professional Academic Advisor/Clinical Coordinator*

- Administrative Support*
- Others invited as required*

*Non-voting members

Terms of Reference

1. Develops, implements, oversees, evaluates, and refines a graduate nurse practitioner education strategy to guide the College of Nursing in expanding graduate level advanced nursing practice education.

2. Aligns the College of Nursing's graduate level advanced nursing practice education with the University of Saskatchewan's policies for graduate and postdoctoral studies and the CRNS regulatory nurse practitioner program approval framework and CASN accreditation.

3. Develops, implements, evaluates, and revises graduate nurse practitioner program curricula.

4. Develops graduate level advanced nursing practice education processes and policies that contribute to the mandate of the College of Nursing.

5. Reviews and recommends graduate students for admission to the nurse practitioner programs.

6. Develops an advisory committee policy, process, and best-practice guidelines for nurse practitioner student supervision, programs of studies, and student academic and non-academic concerns.

7. Communicates (activities and impacts) – internally with the College and externally with various College of Nursing – nurse practitioner program stakeholders.

8. Makes recommendations regarding the use of technology that may facilitate the College of Nursing nurse practitioner program graduate education.

9. Advises College Senior Leadership regarding the resource needs of the College of Nursing Advance Nursing Practice and Graduate Nurse Practitioner Education.

10. Defines and tracks indicators, metrics, and benchmarks to monitor and evaluate the ongoing and relative success and outcomes of the nurse practitioner programs.

11. Collaborates and engages with the Nurse Practitioner Program Advisory Committee members and provides an annual orientation to new members as needed.

12. Develops the CRNS program annual update and the CRNS regulatory program review self-assessment documents, program review schedule of activities, and communication with the CRNS.

Meetings

The Nurse Practitioner Programs Sub-Committee meets at least six times during the academic year or by call of the Chair as required. The committee can invite faculty or others to attend meetings. There will be an annual retreat for the committee each academic year.

Reporting

The NP Programs Academic Lead (Chair) will report at each meeting of the Graduate and Postdoctoral Education Committee and bring forward policy, program changes, and other program related concerns for discussion and recommendation to the Council for a decision.

The Chair or Vice-Chair of the Nurse Practitioner Programs Sub-Committee will provide a written report to the Graduate and Postdoctoral Education Committee for inclusion in the Graduate and Postdoctoral Education Committee annual report to Faculty Council at the last Faculty Council meeting at the end of the academic year. Minutes of all meetings should be recorded and kept on an electronic file/server that is accessible to faculty members. All information deemed to be confidential in nature shall be handled and stored in a secure file.

	Change log				
Version #	**Change(s)**	**Approved at Faculty Council**	**Reason for change**	**Update made on**	**Updated by**
1.0	Initial approval	June 16, 2020			
2.0	Graduate Education and Postdoctoral Committee TOR	November 12, 2020	Committee TOR updates approved at Faculty Council	November 10, 2021	Crystal Maslin
	Research and Scholarship Committee TOR	March 11, 2021			
	Globalization Committee TOR	June 10, 2021			
3.0	College of Nursing Bylaws revision				Bylaws Committee

AGENDA ITEM NO: 7.3

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

ITEM FOR INFORMATION

PRESENTED BY: Roy Dobson; Chair, governance committee

DATE OF MEETING: May 18, 2023

SUBJECT: **Number of student appeals from 2021-22 and 2022-23**

CONTEXT AND BACKGROUND:

The governance committee requested that the University Secretary, as a matter of course, report on the nature and number of student appeals under Council's regulations on Student Appeals in Academic Matters, as well as appeals of decisions related to Academic Misconduct.

It should be noted that this report was previously provided in the fall, but it was decided that this report would be moved to the spring, therefore this report covers two years – 2021-22 and 2022-23.

SUMMARY:

1. Student appeals in academic matters

From May 1, 2021 to April 30, 2022 there were two applications for appeals in academic matters that were submitted to the University Secretary. This compares to four applications for appeals received from May 1, 2020 to April 30, 2021. Both appeals went forward to an appeal board. Both appeals were dismissed.

From May 1, 2022 to April 30, 2023 there were two applications for appeals in academic matters that were submitted to the University Secretary. Neither appeal went forward to an appeal board. In one case, the applicant did not raise valid grounds of appeal and in the other case the notice of appeal was submitted well outside the 30 day limit for filing appeals.

2. Appeals of decisions related to academic misconduct

From May 1, 2021 to April 30, 2022 there were two applications for an appeal of a decision of a college hearing board under the Student Academic Misconduct Regulations. This compares to nineteen applications for appeal received from May 1, 2020 to April 30, 2021. Of the two applications received, one was denied as the applicant did not present valid grounds of appeal. One appeal went forward to an appeal board and was dismissed

From May 1, 2022 to April 30, 2023 there were three applications for an appeal of a decision of a college hearing board under the Student Academic Misconduct Regulations. Of the three applications received, one was denied as the applicant did not present valid grounds of appeal. Two appeals went forward to appeal boards and both were dismissed.

Under Council's regulations on student misconduct, allegations of academic misconduct are heard first at the college level.

AGENDA ITEM NO: 8.**1**

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Yansun Yao, chair, Academic Programs Committee
DATE OF MEETING:	May 18, 2023
SUBJECT:	**Graduate degree-level Certificate in Substance Use Health and Wellbeing**
MOTION:	*It is recommended that Council approve the graduate degree-level Certificate in Substance Use Health and Wellbeing, effective September 2023.*

PURPOSE:
University Council has the authority to approve new degree-level programs, including degree-level certificates.

CONTEXT AND BACKGROUND:
The College of Graduate and Postdoctoral Studies and the School of Public Health are proposing a graduate degree-level Certificate in Substance Use Health and Wellbeing. The certificate program will bring together students from a variety of disciplines to achieve competencies to address the ongoing opioid and drug toxicity crisis. The program will be 12 cu will include 2 required courses, one of which is a capstone course, and students will be able to fulfill some of the requirements with courses from cognate disciplines that reflect their existing areas of focus. The targeted enrolment for the program will be 15 students per year, though the certificate director is aware that it will be approximately three years before they reach their targeted enrolment.

The School of Public Health is working on developing new and strengthening existing relationships and partnerships with Indigenous organizations locally and nationally, given the outsized impact of substance use on Indigenous communities.

CONSULTATION:
The Academic Programs Committee reviewed the proposed programs at its April 19, 2023 meeting. The committee had some recommended changes to the proposal to reflect the nature and level of engagement that has occurred with Indigenous communities to date. Those changes have been made and the committee voted to recommend that Council approve this program

ATTACHMENTS:

1. Proposal for Academic or Curricular Change – Degree-level Certificate in Substance Use Health and Wellbeing

UNIVERSITY OF SASKATCHEWAN
College of Graduate and Postdoctoral Studies
GRAD.USASK.CA

116, 110 Science Place
Saskatoon SK S7N 5C9 Canada
Telephone: **306-966-5751**
Email: **grad.studies@usask.ca**

M E M O R A N D U M

To: Academic Programs Committee of Council

Copy: Dr. George Mutwiri, Interim Executive Director, School of Public Health

From: Graduate Programs Committee, CGPS

Date: March 13, 2023

Re: **New Graduate Certificate in Substance Use Health and Wellbeing**

The College of Graduate and Postdoctoral Studies is recommending the approval of a new Graduate Certificate in Substance Use Health and Wellbeing.

The Graduate Programs Committee of the College of Graduate and Postdoctoral Studies reviewed this proposal at its meetings on February 07, 2023, and March 07, 2023. The committee could see the value this certificate would bring but they did have concerns regarding holistic admissions (specifically how will students admitted from non-traditional backgrounds be supported in the program). It was made clear there is currently no degree-level program for addictions in the province and that this admission pathway was meant to address this. It was also made clear that this certificate cohort will be kept small so that the program director can work more closely with the students and address any gaps in education. The committee did ask for revisions regarding both the alternative admissions pathways and clarity regarding course selection. After the revisions were received, the following motion was passed:

Motion(s): *To recommend approval of the Graduate Certificate in Substance Use Health and Well Being.*

(Lieverse/Stewart) CARRIED

Attached please find the proposal for the new Graduate Certificate in Substance Use Health and Well Being.

If you have any questions, please contact the Academic Affairs Specialist at gradprograms.academicaffairs@usask.ca

UNIVERSITY OF SASKATCHEWAN	**Proposal for Academic or Curricular Change**

PROPOSAL IDENTIFICATION

Title of proposal: Graduate Certificate in Substance Use Health and Wellbeing

Degree(s): G. Cert. in Substance Use Health and Wellbeing

Field(s) of Specialization: Not applicable

Level(s) of Concentration: Not applicable

Option(s): Not applicable

Degree College: College of Graduate and Postdoctoral Studies

Contact person(s) (name, telephone, fax, e-mail):
Ryan Walker, Associate Dean, CGPS, 306-966-1932, ryan.walker@usask.ca
Barbara Fornssler, School of Public Health, 306-966-7894, barb.fornssler@usask.ca

Proposed date of implementation: **September 2023**

Proposal Document

Please provide information which covers the following subtopics. 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:

1a. Describe why the program would be a useful addition to the university, from an academic programming perspective.

Attention to substance use health and wellbeing is growing among the Canadian public, health practitioners, and allied service providers. Recognition of substance-related health outcomes spans all profession-related areas such as policy, research, medical practice standards, and are of interest to allied health fields, including medicine, nursing, social work, dentistry, psychology, and law. Public health and allied disciplines require enhanced training opportunities that foster knowledge synthesis and bridge the gaps between the latest evidence-based understanding of substance use health and professional policy and practice. The *Graduate Certificate in Substance Use Health and Wellbeing* at USask will enhance course enrollment in the School of Public Health (SPH), bolster professional

understanding, and assist health systems change for enhanced wellbeing in the province and across Canada.

This is a timely and strategic offering due to the ongoing opioid and drug toxicity crisis in Canada (Health Canada 2021a) along with growing concern regarding the increased harms of substance use during the SARS-CoV-2 pandemic (Canadian Centre on Substance use and Addiction 2020, Russell et al 2021). While responding to contemporary harms at the population level is of fundamental importance, the field of substance use health related research is also expanding with increased funding opportunities (Health Canada 2021b). The 2021 announcement of a Mental Health & Addictions Ministry at the federal level in Canada also suggests a long-term commitment by the federal government to addressing these issues. The contemporary field is also growing to encompass broader approaches for reducing structural harms, including supervised consumption, prescription or safer supply, and decriminalization. The community service organization, Prairie Harm Reduction, located in Saskatoon Saskatchewan is the only operating supervised consumption facility in the country. Supervised consumption services support multiple modes of use, such as inhalation or smoking, in addition to injection use. This partnership opportunity positions students and faculty at USask very well for innovative engagement and leadership roles across Canada as this approach to service expands.

The proposed certificate at USask would be achieved by completing 12 CU in the MPH course offerings in the SPH, with an option to substitute one existing MPH course for a cognate course identified in section 3 of this proposal. The course composition for the certificate provides 9 CU of focused study on substance use health and accompanying relationship to policy foundations and health promotion practice. This course engagement will be topically focused throughout the program by offering a 3 CU certificate capstone course that asks students to demonstrate learning outcomes by producing a substance use intervention project that is relevant to their workplace role (current or desired) or community of interest. The capstone course will consist of bi-weekly seminars delivered over two terms (September – April) that is taken concurrently with the 9 CU of MPH courses. The capstone course fosters knowledge synthesis to bridge evidence-based research findings with professional policy and practice. The capstone outcome is an evidence-based intervention that reduces the likelihood of harmful substance use and supports connection with health service providers. This outcome can be deployed by health practitioners and public health professionals in their workplace or with their community of interest. This practical application of substance use knowledge will showcase the keen skillset of SPH learners and allied health professionals trained in the USask environment while addressing a pressing need in our communities.

The proposed certificate offering will provide a value-added opportunity for current graduate students while also reaching allied colleges and practicing professionals. The proposed SPH graduate certificate will offer a structural determinants of health approach to the development and implementation of mitigation responses that address the harmful impacts of substance use and related behaviours (i.e., problem gaming, gambling, shopping, or internet use) through a contextualized understanding of use, policy, and practice trends in Canada. Certificate programs allow graduates to demonstrate relevant areas of training emphasis for employers and assist with career advancement.

Within the SPH, enrollment trends for the elective course PUBH 847 ‘Studies in Addictions’ have increased since 2016, including interdisciplinary graduate student composition from the disciplines of nursing, psychology, dentistry, social work and senior-level undergraduate students in the College of Medicine. Practicing physicians have also registered for the course since hybrid and asynchronous delivery options were provided at the outset of the pandemic. This growing interest suggests a strong

desire for professionals to enhance their knowledge of substance use, along with impacts and strategies for successful intervention. Currently, the PUBH 847 course is the only substance use focused course available in the province at the graduate level and the increased enrollments across allied health disciplines further underscore the need to increase further training in substance use via the proposed certificate program. Once implemented, this certificate program could also serve as the basis for a micro-credential opportunity with practicing professionals (whether delivered as a term-based or self-paced learning engagement) or could be scaled-up to provide diploma specialization opportunities in the future.

References:

Canadian Centre on Substance Use and Addiction (2021). Impacts of the COVID-19 Pandemic on People Who Use Substances: What We Heard. Ottawa: Author

Health Canada (2021a). Data, surveillance and research on opioids and other substances. Ottawa: Author https://www.canada.ca/en/health-canada/services/opioids/data-surveillance-research.html#a3

Health Canada (2021b). Funding: Canadian Drugs and Substances Strategy. Ottawa: Author https://www.canada.ca/en/health-canada/services/substance-use/canadian-drugs-substances-strategy/funding.html#a1

Russell, C., Ali, F., Nafeh, F., Rehm, J., LeBlanc, S., Elton-Marshall, T. (2021) Identifying the impacts of the COVID-19 pandemic on service access for people who use drugs (PWUD): A national qualitative study *Journal of Substance Abuse Treatment, 129*.

1b. 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 aims of the certificate program align well with USask's signature areas and SPH's integrated plan. The Usask signature areas of **Health and Wellness**, **Indigenous Engagement and Scholarship**, and is aligned with a **One Health** approach to wellbeing. The proposed certificate aligns with **Health and Wellness** signature area by drawing on research that combines public health, population health, biomedical and clinical studies, Indigenous wellness and worldviews, and the social sciences to increase the efficacy of care and prevention of harms in society. **Indigenous Engagement and Scholarship** will be championed throughout the proposed program to enhance learning outcomes. Indigenous ways of knowing contribute to wellbeing and inform the approaches to addressing systemic racism, a legacy of colonialism that contributes to ongoing contemporary harms. Working between federal and provincial health policies and directives will reduce care disparity and promote culturally relevant and responsive care. Future partnerships with Indigenous-led agencies and research initiatives like USask's *Network Environments for Indigenous Health Research National Coordinating Centre* (NEIHR), will enhance allied health relationships and certificate training outcomes. Additionally, the certificate program aims align well with the work of *Thunderbird Partnership Foundation* (TPF), a national non-profit organization working with First Nations to further the capacity of communities to address substance use and addiction through support of the First Nation and Inuit Health administered National Native Alcohol and Drug Abuse Programs (NNADAP). TPF is the national voice for NNADAP treatment centres and provides policy leadership, advocacy, research, and evaluation for these programs. Upon certificate program approval Dr. Fornssler will seek to formalize these partnerships to enhance knowledge integration and uptake. Dr. Fornssler has collaborated with both organizations across multiple research projects and education initiatives as noted in section 1c below. Sharing the approved structure and approach of the

certificate program hosted by USask will provide the foundation to formalize these future program partnerships. The proposed certificate also aligns with the **One Health** signature area by acknowledging substance use harms reflect the interface of human-animal-ecological relationships. These relationships embody the sociocultural drivers of wellness and shape the social determinants of health. Challenges related to water and food security, environmental degradation, and emerging disease are all implicated, shaping the sociocultural drivers of substance use harms. As one example, ecological change is changing community composition and livelihood options for many people in Saskatchewan and beyond. This shift is changing employment and resource opportunities, particularly for rural and remote populations, and as result there are indicators of increased stress and mental health challenges at the population level. These stressors and challenges are also drivers of harmful substance use that must be addressed through a public health lens. Taking a One Health approach fosters an analysis of harms, but it also suggests routes to healing and recovery. The benefits of human-animal-ecological relationships are well demonstrated in research literature addressing treatment and recovery from substance use harms. Taking a sociocultural approach that is facilitated through a public health lens, will foster the advancement of USask's three signature areas of Health and Wellness, Indigenous engagement and Scholarship, and One Health.

1c. Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)

The proposed certificate targets three key student demographics; Indigenous peoples, mature students, and health professionals.

Indigenous Students: The population-level approach of this certificate training complements the SPH commitment to Indigenization and enhanced engagement with Indigenous Determinants of Health. The strong potential to formalize rrelationships with NEIHR and TPF described in section 1b above can facilitate and embed enhanced Indigenous focus, training, and learning outcomes throughout the certificate program. The department of Indigenous studies cognate course option that is currently indicated in this proposal, can also be expanded to include additional complementary courses in the future. The opportunity to enhance understanding of provincial and federal systems of health governance in the field of substance use will be of interest to many stakeholders in the field of public health and Indigenous health and wellness. Dr. Fornssler has worked in partnership with TPF since 2011 across multiple research projects, has developed multiple long-term relationships with Indigenous Elders and Knowledge Keepers in the prairie region, and has brokered multiple partnerships for the Canadian Research Initiative in Substance Misuse (CRISM) Prairie Node to enhance Indigenous wellness aims. Dr. Fornssler has served on the NEIHR network communications committee since 2019, and since 2017 in support of the NEIHR funding application. Importantly, these opportunities for partnership will also complement global Indigenous health approaches and promote connection between Indigenous peoples internationally. The content will also foster enhanced understanding for non-Indigenous domestic and international students alike studying at USask.

Mature Students & Returning Health Professionals: The proposed certificate will uniquely complement the experience and knowledge of mature and returning students. Mature students frequently provide an experiential perspective in the classroom and are more likely to choose employability focused programs with a clear understanding of their future career path. People with lived experience of substance use harms are also key experts in substance use and mental health research fields, many of whom already seek to enroll in the existing PUBH 847 Studies in Addictions course. Additionally, practicing allied health professionals and returning public health professionals, will inform course content with real-world examples and policy concerns. The certificate will support public health

professionals and allied health practitioners with career advancement, networking, and practice innovation. Enhanced training and development opportunities like the proposed certificate program can support employee retention and empower future health leaders, two key aims for health services in Saskatchewan and across Canada. Addressing substance use through a public health lens will offer a unique and desired learning opportunity for these students, because the certificate program takes account of health determinants (i.e. housing, income, social capital) that fall outside existing and formalized systems of health care delivery. This aspect of health and wellbeing is often missing from training curricula and health professionals often experience barriers in their practice as result. The proposed certificate will enable USask's public health and allied health professionals to close the gaps between formal and informal systems of care, enhancing their practice and serving the larger community in Canada and internationally.

1d. What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?

This certificate would be the first English-language substance use focused training opportunity offered through a School of Public Health in Canada. There is only one similar certificate offering (longer in duration) that is hosted by Laval University in French-language. Other existing certificate programs at universities in Canada addressing substance use focus on clinical practice approaches in nursing, psychiatry, or applied social work. There are also some college-level certificate programs that are not connected to a university, but these programs focus on certifying addictions counsellors through the Canadian Addiction Counsellors Certification Federation standards. A public health approach to address the population-level harms of substance use is a crucial contribution to this field.

The proposed certificate does not replicate the undergraduate 'Certificate in Criminology and Addictions' offered through the Department of Sociology at USask because their emphasis is criminological in nature, highlighting justice-system responses to illicit substance use for students seeking employment in corrections, policing, law, or other justice roles. Importantly, decriminalization of the personal possession of substances will be enacted for the province of British Columbia starting January 2023. This change in approach is likely to be taken up across the country following evaluation efforts and this will bring changes to justice system roles, policies, and social influence regarding substance use. The shift away from the criminal justice system appropriately places substance use in the domain of public health and allied health professions. This change will require additional training and expertise across the continuum of care to enhance health system capacity and inform policy approaches to reduce harmful substance use in Canada. Additionally, addictions-related courses in the College of Medicine and Department of Psychology emphasize individual health outcomes based on a disease-model clinical practice, and not analysis of population level drivers that address the social determinants of health.

2. Admissions

2a. What are the admissions requirements of this program?

Regular Admission:

Applicants must have minimally completed a four-year undergraduate degree (or equivalent) from a recognized college or university with a GPA of 70% or better in the last 60 credit hours of study. In the case where the applicant has completed a graduate degree, the applicant must either have a GPA of 70% or better in the graduate degree program or meet the previously specified undergraduate requirement. The previously specified undergraduate requirement is the entrance standard for all other cases. Proof of English proficiency is also required.

OR
Special Admission:
Special admission applicants must demonstrate equivalent experience and capacity to succeed in graduate-level study. Special Admission is available to applicants who do not qualify for Regular Admission. Special Admission applicants must hold:

- A diploma in a human services field and at least two-years of working experience

OR

- One year of post-secondary training and at least three-years of working experience

OR

- Five-years of working experience in a human services field

Applicants must also provide a two-page letter of intent outlining how their work and personal experience prepares them for successful performance in the certificate program. A resume or curriculum vitae and academic transcripts of any post-secondary courses that have been completed.

Description of the program

3a. What are the curricular objectives, and how are these accomplished?

The proposed SPH Graduate Certificate in Substance Use Health and Wellbeing would be delivered as a 12-credit unit model that consists of four required graduate-level courses. This structure primarily draws on existing courses offered in the School of Public Health. This will include 3 classes (9-credit units) from current course offerings, taken concurrently with the newly developed 3-credit unit capstone graduate seminar that will provide students with the opportunity to synthesize their course-based training with their professional role (current or desired) through focused development of a substance use related health intervention for their field of practice. Providing multiple elective course options (6-credit units) enhances program flexibility and responsiveness, appealing to learners with diverse training and background. This structure enhances the certificate learning opportunities by allowing additional content selection to build new and professionally aligned skillsets, particularly for returning health professionals, but also for all learners to engage a holistic approach to public health. This certificate is a 12-credit unit model to emphasize both policy and communication as key elements of systems change. The policy emphasis provides direction for embedding systems-level change in health administration and delivery. The communication emphasis provides direction for leadership and implementation of change at the systems-level. All students admitted to the certificate program will meet with the program director (Dr. Fornssler) to plan their course schedule during the program of study. This will include consultation to identify key learning aims for program completion that align with both the capstone course aims, the student's area of focus, and the student's background knowledge or training. A list of core and cognate classes along with an example timeline table are provided below.

Core Classes:

PUBH 847.3 Studies in Addictions (Required)
PUBH 885.3 Substance Use Health and Wellbeing Certificate Capstone (Required)

Cognate Classes: *[Description of key content relevant for certificate]

ANTH 804.3: Medical Anthropology [*Cultural dimensions of health and health systems]
JSGS 801.3 - Governance and Administration [*Role of policy in health systems governance]
JSGS 806.3 - Public Policy Analysis [*Role of policy in health systems & impacts]
JSGS 869.3: Ideas in Public Policy [*Role of policy in public agencies & NGO settings]
NURS 814.3: Indigenous Health Policies [*Indigenous health concepts and systems]
PUBH 854.3 Advances in Health Promotion Programs
PUBH 867.3 Health Policy and Politics
SOC 820.3: Medical Sociology [*Health systems & institutions. Relationships between professional roles]

INDG 885.3: Global Indigenous Health [*Indigenous health in global context & relationships to land]

One-Year Certificate Completion		
Course	**Fall Term**	**Winter Term**
PUBH ### Capstone	X	X
PUBH 847	X	
PUBH 867	X	
PUBH 854		X
Admissions to the certificate program are determined in April for program start in September of each academic year. Students complete 6 CU during fall term and 3 CU in winter term. The 3 CU capstone runs bi-weekly over the full academic year. Course-based credit units are reduced in term two for enhanced focus on capstone health intervention deliverable. Certificates are awarded at the same time as degree confirmation.		

3b. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.

The **teaching and learning philosophy** of the proposed certificate program embraces the principles of harm reduction and strengths-based approaches to wellness. Harm reduction (HR) approaches encourage emancipatory pedagogy and is grounded in justice and human rights concerns. HR focuses on pragmatic positive change and working with people free of judgement, coercion, discrimination, or other preconditions of support. Building on the unique talents each person brings to the learning environment a strengths-based approach to wellness prompts person-centered practices for learning, knowledge development, and dissemination. Emphasis falls on self-determination achieved through capacity and skill building, knowledge acquisition, connection with stakeholders, and practices of resilience for systems change. Strengths-based approaches do not ignore challenges, but rather celebrate and champion resilience to foster systems change. The certificate program models the HR and strengths-based approaches to learning that practitioners will utilize in their substance use intervention capstone assignment and professional practices following.

Since 2012 the SPH at USask has been a leader in **multi-modal course delivery** for public health learning, by offering the opportunity to complete a Master of Public Health degree through online and hybrid course delivery options. SPH has extensive experience offering course programming in three formats: in-person (face-to-face), remote livestream (Zoom facilitated attendance), and asynchronous online (Canvas modules with recorded lectures). The SPH course delivery usually consists of all three options being available for learners to enhance access and program learning outcomes. The proposed certificate program offerings will draw on this strength in the SPH to provide multiple learning engagement options that will appeal to a diversity of learners at USask from full-time graduate students, to allied health disciplines and practitioners who are seeking enhanced knowledge and credentials.

3c. Provide an overview of the curriculum mapping.

The curriculum of the certificate program aligns with the core competencies of public health in Canada (PHAC 2007). Each competency area and accompanying learning outcomes are provided in the table below. Competency is defined as the ability to apply knowledge in practice.

Domain of Public Health	Courses			
PUBH 847.3 Studies in Addictions (Required) PUBH 854.3 Advances in Health Promotion Programs (*Cognate option available) PUBH 867.3 Health Policy and Politics (*Cognate option available) PUBH ###.3 Substance Use Health and Wellbeing: Certificate Capstone (Required)	847	854	867	Capstone
1. Public Health Sciences *Category includes key knowledge and critical thinking skills related to the public health sciences: behavioural and social sciences, biostatistics, epidemiology, environmental public health, demography, workplace health, and the prevention of chronic diseases, infectious diseases, psychosocial problems and injuries.				
1.1 Demonstrate knowledge of the following concepts: the health status of populations, inequities in health, the determinants of health and illness, strategies for health promotion, disease and injury prevention and health protection, as well as the factors that influence the delivery and use of health services.	X	X	X	X
1.2 Demonstrate knowledge about the history, structure and interaction of public health and health care services at local, provincial/territorial, national, and international levels.	X	X	X	X
1.3 Apply the public health sciences to practice.	X	X	X	X
1.4 Use evidence and research to inform health policies and programs.	X	X	X	X
1.5 Demonstrate the ability to pursue lifelong learning opportunities in the field of public health.	X	X	X	X
2. Assessment & Analysis *Category describes the Core Competencies needed to collect, assess, analyze and apply information (including data, facts, concepts and theories). These competencies are required to make evidence-based decisions, prepare budgets and reports, conduct investigations and make recommendations for policy and program development.				
2.1 Recognize that a health concern or issue exists.	X	X	X	X
2.2 Identify relevant and appropriate sources of information, including community assets and resources.	X	X	X	X
2.3 Collect, store, retrieve and use accurate and appropriate information on public health issues.	X	X	X	X
2.4 Analyze information to determine appropriate implications, uses, gaps and limitations.	X	X	X	X
2.5 Determine the meaning of information, considering the current ethical, political, scientific, socio-cultural, and economic contexts.	X	X	X	X
2.6 Recommend specific actions based on the analysis of information.	X	X	X	X
3. Policy & Program Planning, Implementation & Evaluation *Category describes the Core Competencies needed to effectively choose options, and to plan, implement and evaluate policies and/or programs in public health. This includes the management of incidents such as outbreaks and emergencies.				
3.1 Describe selected policy and program options to address a specific public health issue.	X	X	X	X

3.2 Describe the implications of each option, especially as they apply to the determinants of health and recommend or decide on a course of action.	X	X	X	X
3.3 Develop a plan to implement a course of action taking into account relevant evidence, legislation, emergency planning procedures, regulations and policies.	X	X	X	X
3.4 Implement a policy or program and/or take appropriate action to address a specific public health issue.	X	X	X	X
3.5 Demonstrate the ability to implement effective practice guidelines.	X	X	X	X
3.6 Evaluate an action, policy or program.	X	X	X	X
3.7 Demonstrate an ability to set and follow priorities, and to maximize outcomes based on available resources.	X	X	X	X
3.8 Demonstrate the ability to fulfil functional roles in response to a public health emergency.	X	X	X	X
4. Partnerships, Collaboration & Advocacy *Category captures the competencies required to influence and work with others to improve the health and well-being of the public through the pursuit of a common goal. Partnership and collaboration optimizes performance through shared resources and responsibilities. Advocacy–speaking, writing or acting in favour of a particular cause, policy or group of people–often aims to reduce inequities in health status or access to health services.				
4.1 Identify and collaborate with partners in addressing public health issues.	X	X	X	X
4.2 Use skills such as team building, negotiation, conflict management and group facilitation to build partnerships.	X	X	X	X
4.3 Mediate between differing interests in the pursuit of health and well-being, and facilitate the allocation of resources	X	X		X
4.4 Advocate for healthy public policies and services that promote and protect the health and well-being of individuals and communities.	X	X	X	X
5. Diversity & Inclusiveness *Category identifies the socio-cultural competencies required to interact effectively with diverse individuals, groups and communities. It is the embodiment of attitudes and practices that result in inclusive behaviours, practices, programs and policies.				
5.1 Recognize how the determinants of health (biological, social, cultural, economic and physical) influence the health and well-being of specific population groups.	X	X	X	X
5.2 Address population diversity when planning, implementing, adapting and evaluating public health programs and policies.	X	X	X	X
5.3 Apply culturally-relevant and appropriate approaches with people from diverse cultural, socioeconomic and educational backgrounds, and persons of all ages, genders, health status, sexual orientations and abilities.	X	X	X	X
6. Communication * Category addresses numerous dimensions of communication including internal and external exchanges; written, verbal, non-verbal and listening skills; computer literacy; providing appropriate information to different audiences; working with the media and social marketing techniques.				
6.1 Communicate effectively with individuals, families, groups, communities and colleagues	X	X		X
6.2 Interpret information for professional, non-professional and community audiences.	X	X	X	X

6.3 Mobilize individuals and communities by using appropriate media, community resources and social marketing techniques.	X	X		X
6.4 Use current technology to communicate effectively.	X	X	X	X
7. Leadership *Category focuses on leadership competencies that build capacity, improve performance and enhance the quality of the working environment. They also enable organizations and communities to create, communicate and apply shared visions, missions and values.				
7.1 Describe the mission and priorities of the public health organization where one works, and apply them in practice		X		X
7.2 Contribute to developing key values and a shared vision in planning and implementing public health programs and policies in the community.	X	X	X	X
7.3 Utilize public health ethics to manage self, others, information and resources.	X	X	X	X
7.4 Contribute to team and organizational learning in order to advance public health goals.	X	X	X	X
7.5 Contribute to maintaining organizational performance standards.		X	X	X
7.6 Demonstrate an ability to build community capacity by sharing knowledge, tools, expertise, and experience.	X	X	X	X

3d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.

Each area reflects the domains of public health and core competencies of the profession to enhance understanding, innovation, and the application of learning outcomes.

- Synthesis of knowledge is fundamental for the proposed certificate. Learners in the MPH program and allied health professionals will synthesize their existing specialization or area of desired practice and enhance this understanding through an evidence-based lens on substance use and implications for their field of practice. Not only will learners be able to synthesize existing and acquired knowledge, they will demonstrate this synthesis through the development of an intervention project for the capstone course requirement.

- Analysis of the structural drivers of harmful use for specific populations is the heart of this certificate program. Social determinants of health in Canada are utilized to provide the base categories for an intersectional analysis that fosters an approach, specific to their health field of practice, to reduce harms and improve health outcomes. Students will learn to consider the role of the determinants in substance use patterns, prevalence rates, mode of use and health outcomes. PUBH 847 provides the foundation for this qualitative approach and the capstone course provides the opportunity to demonstrate the skillset in relation to the learner's field of practice.

- Application is a focus of this certificate program. Students will apply the methods and knowledge acquired to address real-world scenarios to reduce harmful use. Whether the student's capstone intervention addresses policy, practice standards, or communications the outcome of the certificate can be taken into the workplace or community setting identified by the student to enhance real-world change.

- Critical Thinking is required throughout the program. To complete the assignments and final projects in the different courses, participants will determine appropriate methodologies for

appropriate population targeting and analysis to enhance contemporary approaches to addressing harmful substance use. All students will identify implications and limitations of their analysis to make appropriate recommendations and enhance outcome evaluation.

- Problem Solving is an essential component of all required and cognate courses in the certificate program. Each course identified contains assignments addressing public health related issues that are considered via problem solving. Upon completion of the proposed certificate program, students will have developed their intervention for reducing harms, allowing them to bring contemporary solutions to the workplace and foster change implementation.

3e. Explain the comprehensive breadth of the program.

The proposed certificate program allows students to develop competency in several Domains of Public Health, showcasing the breadth of public health while emphasizing the depth and complexity of harmful substance use. Addressing substance use through a public health lens fosters student engagement with the foundational frameworks and knowledge base of this disciplinary field.

Whenever possible students are encouraged to utilize information relevant to a specific community or practitioner population to enhance competency in the **Partnerships, Collaboration, and Advocacy Domain**. Through familiarization with key issues and drivers of substance use in research literature and current policy approaches for addressing harms in the health system students will develop competency in the **Public Health Sciences Domain**. Learning and applying this knowledge to the development of a substance use intervention, students will be able to demonstrate competency in the **Assessment and Analysis Domain**. By combining their knowledge of a professional environment (or desired environment) and the enhanced substance use training of the proposed certificate program students will be able to extrapolate outcomes for their intervention population and make appropriate policy recommendations based on evaluated outcomes to achieve competence in the **Policy and Program Planning, Implementation, and Evaluation Domain**. A key feature of the certificate program is the translation of research evidence and analysis results to produce the intervention assignment capstone requirement. Sharing this intervention approach and rationale for a lay audience achieves competence in the **Communication Domain**. Since students will have the flexibility to select the site and application of their substance use harms intervention in an area of importance to them, learners will gain experience leading policy and practice change implementation to meet the competencies of the **Leadership Domain**.

The proposed certificate program will prepare learners to take leadership roles in public health approaches to reducing substance use harms across multiple fields of health practice. This opportunity will embed learning outcome practices in the health system and community service organizations while positioning students as expert leaders, to situate USask at the forefront of this emerging public health concern. The proposed certificate trains students to move theoretical knowledge, scientific literature, and community-identified priorities into supportive programs, practices, and policies across health professions to benefit the health and wellbeing of diverse populations. This program design allows for individuals from a variety of disciplinary backgrounds and life circumstances to complete the certificate program including current public health practitioners, allied health professionals, and students seeking specialized knowledge in the field of substance use.

3f. 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.

Individuals who complete the proposed certificate will acquire skills and abilities that exemplify the learning goals outlined in the Learning Charter at Usask. The **pursuit of truth and understanding** is

achieved through the application of critical thinking that includes analysis, synthesis, and evaluation. This achievement requires openness to different ways of learning and knowing that are pursued collectively and independently across coursework and in the delivery of the intervention capstone assignment. The intellectual flexibility required to manage change in policy and health systems requires open-mindedness and a lifelong commitment to learning. By design, **the pursuit of knowledges** forms a core component of the certificate program, as students engage the subject area of substance use harms by identifying intersections with relevant and related interdisciplinary training (I.e. Addictions medicine, nursing, and social work), alongside distinct worldviews that influence the uptake and outcomes of substance use intervention approaches. Importantly, Indigenous approaches to healing and understandings of wellness complement the sociocultural approach to addressing substance through a public health lens. Holistic assessment and healing are foundational for NNADAP and YSAP treatment programs, led nationally by Thunderbird Partnership Foundation, and governed at the federal level by First Nations and Innuit Health Branch. The influence of these practices for urban Indigenous populations seeking supports in provincially governed service settings cannot be overstated, and this certificate program will ensure the presence of public health professionals who are adept at working between federal and provincial systems of care in both policy and practice. This respectful understanding and integration of care will promote manacihtowin (respect of all individuals) and appreciation for the strengths of culturally based models of care. This complements the target student demographic for the program described with more detail above in section 1c. **The pursuit of integrity and respect** are key elements in the pursuit of knowledges along with truth and understanding since integrity in scholarship and public health means embracing the recognition of difference as a strength for addressing moral and ethical issues across worldviews and disciplinary training. Additionally, the humility to recognize limitations of a particular knowledgebase is fostered through the many collaborative approaches to assignments in the program courses, guest speakers in the classroom, and partnerships between diverse knowledge holders that are required to develop and implement the capstone intervention. **The pursuit of skills and practices** is also embedded in the program design, fostering the capacity of students to locate, understand, evaluate and utilize information effectively, ethically and legally across diverse contexts. This is particularly true for mature students and returning health professionals as described above in section 1c. Sharing the application of evidence-based approaches to care through the capstone intervention project promotes the acquisition of substantive and persuasive communication for change in the translation of this knowledge. **Individual and community pursuits** are achieved in sharing knowledge through a collaborative leadership approach and embracing the responsibility of service to others by promoting enhanced substance use health and wellbeing for diverse communities. The proposed certificate program will reduce stigma about substance use and contribute to a sense of belonging for people who use substances, in our health systems, research scholarship and larger community.

3g. Describe how students can enter this program from other programs (program transferability).

This certificate program is available to any individual who has at least a 4-year undergraduate degree and has an average of at least 70% in the last 60 CUs of study. Any individual who meets CGPS's minimal requirements for a graduate degree at USask is eligible to complete the proposed certificate program. Because this certificate program can be an independent, stand-alone program, it can be completed by any existing graduate student from other USask programs along with current MPH students. Individuals from programs outside USask should meet the certificate program entrance requirements.

3h. 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.

We will evaluate the success of the program via enrolment in the certificate program, the number of students who transition to additional SPH programs, and integration of knowledge in professional practice. These outcomes can be assessed through satisfaction surveys of certificate program students. During the first three years of the certificate program, students will be asked to provide feedback to the program coordinator upon program entry, at program exit, and one year following certificate completion. This feedback will foster a robust understanding of the student learning experience and impacts of direct knowledge application in professional practice. This form of evaluation reflects an implementation science approach to knowledge development, integration, and evaluation in health systems. Implementation science promotes the systematic uptake of research findings and evidence-based practices to improve quality and efficacy of health services.

3i. 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 MPH program is accredited by the Agency for Public Health Education Accreditation (APHEA). APHEA has determined that the courses in this program meet their criteria for accrediting SPH's MPH program. Because these courses are part of an existing accredited program in SPH, there are no additional accreditation-related budgetary costs for the proposed certificate program.

3. Consultation

4a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?

The proposed certificate program draws on the **current MPH program** catalogue to enhance substance use specific training in policy, research, and public health practice. This enhanced focus area will bolster engagement with existing courses on Health Promotion and Health Policy by providing a topic area (substance use) with flexible content focus (harm reduction, prevention, treatment, recovery) for enhanced expertise. The proposed certificate program provides a topical vehicle for consistency of learning engagement, while also supporting learning outcomes for broader health policy and promotion approaches. In other words, students can learn abstractly about policies like the Canada Health Act, but skill development in policy analysis and navigation are further supported through demonstrated examples and case study examples. Equity and access principles expressed in the Canada Health Act are made concrete through training and analysis delivered topically. This approach complements existing course structures that ask students to identify a relevant public health issue and provide accompanying policy analysis or promotion planning.

Recognition of substance use impacts on health outcomes spans across all profession-related areas such as policy, research, medical practice standards, and will be of interest to **students in other programs** including medicine, nursing, social work, dentistry, psychology, and law. Students enrolled in any allied health field will benefit from certificate program contents because public health provides the theoretical and practical tools to situate allied health disciplines and their relationships within the broader policy and practice continuum that constitute the Canadian health system. While each allied health profession provides unique and specialized practices, the field of public health addresses the connections between these fields of care and takes account of larger population health drivers identified as social determinants of heath.

The SPH anticipates the certificate program will introduce the field of public health to practicing allied health professionals such that **the certificate program will lead into** additional applicants pursuing graduate-level training in the MPH degree program, along with additional health science related fields such as nursing at USask.

4b. 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.

Formal internal consultations include:

Completed:

- School of Public Health – Academic Programs Committee provided unanimous approval of the certificate proposal September 27 2022.
- Gwenna Moss Centre of Teaching and Learning – Sara Dzaman, Educational Development Specialist. Provided feedback regarding certificate program structure and certificate capstone course curriculum design, teaching strategies, and evaluation of outcomes on October 20, 2022. Additionally, Racquel Biem, Education Development Specialist provided guidance regarding integration of micro credential opportunities to build area of specialization further on October 20, 2022.
- Notification to cognate course departments: Dr. Fornssler emailed all cognate course department heads and executive directors [Anthropology (Dr. Westman), JSGS (Dr. Berdahl), Nursing (Drs. Richter & Petrucka), Sociology (Dr. Dickenson), Indigenous Studies (Dr. Beatty) indicating the specific courses that the certificate program would like to include as cognate options along with a copy of this proposal].
    - Department of Sociology, Department of Anthropology, JSGS, and Indigenous Studies are pleased to be included. Nursing was notified about the certificate program.

Formal external consultation:

- Review of program proposal by Prairie Harm Reduction (PHR) Executive Director (Ms. Kayla DeMong). PHR is a community-based service organization located in Saskatoon that serves people at-risk and affected by HIV and Hepatitis C by reducing discrimination and removing barriers through implementing gold standard practices in harm reduction and promoting evidence-based outcomes. PHR operates the only Supervised Consumption Site in Canada. PHR will provide a letter of support regarding the merits of this certificate program and noting in-kind contributions including student training opportunities and access to community-based experiential learning and educational supports.

4c. 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.

No resources from outside units are required to offer this certificate program. All cognate courses indicated will be subject to enrollment availability and prerequisite requirements of that department. There is no expectation that certificate students will be able to access cognate content, the option simply provides the opportunity for additional collaboration with external programs when available. Since the certificate can be completed through enrollment in existing MPH courses and does not require courses from additional colleges or departments, we did not conduct this type of consultation.

4d. Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.

Appropriate resources are available to support learning outcomes in the certificate program. No additional resources are required beyond the scope of existing courses in the MPH program. Thus, if the program has sufficient library resources, then the certificate program does too.

4e. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)

Please see section 4b for consultations completed. Additional consultation with accreditation bodies is not applicable.

4. Budget

5a. 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).

All of the classes for the proposed certificate are part of the normal teaching assignments of current SPH faculty. Because all these courses are offered as part of other SPH programs, notably the MPH degree, these courses will be offered, regardless of whether individuals are enrolled in the proposed certificate program. Teaching assistants are normally hired to assist faculty with courses as a standard practice in the MPH program. While individuals enrolled in this certificate program may require additional time from faculty (marking, answering questions, discussions), any increase is expected to be within the usual workload fluctuations associated with the courses and no additional resources beyond those already allocated will be required

5b. What courses or programs are being eliminated in order to provide time to teach the additional courses?

Since no additional courses are being added and the courses are all offered for our existing programs, no existing courses or programs need to be eliminated to make available the faculty time needed to teach the courses within the certificate.

5c. How are the teaching assignments of each unit and instructor affected by this proposal?

The courses forming the proposed certificate program are courses that are part of faculty's current annual teaching assignments. While the students in this certificate program will marginally increase the class sizes, we do not anticipate the increase to be beyond the current maximize class sizes that are already factored in as part of our current process for assigning teaching duties.

5d. Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, classroom availability, studio/practice rooms laboratory/clinical or other instructional space requirements).

The courses forming the proposed certificate program are all currently offered through SPH, no additional resources are required to support the proposed certificate program. The proposed program will help ensure that the courses in the program have higher enrolments, thus generating additional revenue and better utilizing existing resources.

5e. 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.

The proposed certificate program will not be offered in a distributed context.

5f. If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.

The proposed certificate is offered entirely through SPH. No resources from other colleges/departments are required to offer this program. Students may inquire about availability of cognate courses with other departments/colleges, but enrolment is at the discretion of the host college or department.

5g. 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?

There are no scholarships or financial aid available specific to this certificate program. To promote accessibility to the program, the program is offered through several modalities (face-to-face and online, live-streamed and asynchronous). Allied health professionals may also be able to access professional development funds to support their enrollment in the proposed certificate program.

5h. *What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).*

The tuition and international differential for the proposed program will follow the tuition model for the Master of Public Health (MPH) program. In 2023-24, the projected MPH tuition rates are $1,042.00 per 3 CU class for domestic students and $2,344.53 per 3 CU class for international students. In 2023-24, the projected total tuition cost for the 12 CU certificate program would be: $4,168.00 (domestic) and $9,378.12 (international).

5i. 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)

No new resources are needed to support the program. New incremental direct costs will therefore be nil. While there will likely be some increase in indirect costs due to a higher student headcount, we expect that any increase in indirect costs will be offset by an increased proportion of unrestricted provincial operating grant revenue (due to student headcount).

5j. What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?

The enrolment target is 15 students per academic year, it will likely be the third year of the certificate offering when the target number will be reached since advertising and uptake of the certificate offering will need to be launched. There is no minimum enrolment requirement since the proposed certificate program draws only on existing courses in the MPH program or cognate offerings and the certificate capstone course offering is part of the teaching duty assigned to faculty member Dr. Barbara Fornssler.

5k. What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?

The "per 3 credit unit" course amount in the MPH program in 2023-24 is projected to be $1,042.00 (domestic) and $2,344.53 (international). Three potential scenarios for calculating new revenue are provided below, contingent to student enrolment composition:

- 15 students domestic = $62,520/year additional tuition revenue
- 15 students international = $140,672/year additional tuition revenue
- 8 students domestic ($33,344) & 7 students international ($65,647) = $98,991/year additional tuition revenue

Total enrolment is expected to be a blended cohort of both international and domestic students.

5l. 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?

Since the program uses currently allocated resources, the program will generate additional tuition revenue without increased incremental costs. There is therefore no enrolment number that must be met for the program to be independently sustainable. The proposed certificate program is intended to utilize existing resources and increase enrolments in existing courses

5m. 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).

Since the proposed certificate program utilizes courses currently offered through SPH, there are no anticipated incremental costs associated. The proposed certificate program will help ensure that the courses in the program have higher enrolments, thus generating additional revenue and better utilizing existing resources

5n. List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicate any anticipated surpluses/deficits associated with the new program

Since the proposed certificate program utilizes courses currently offered through SPH, there are no anticipated incremental costs associated. The program will be revenue-generating to support the School's multi-year financial sustainability plan.

College Statement

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

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

Related Documentation

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

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

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

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

Required for all submissions:

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

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

Substance Use Health and Wellbeing

Graduate Certificate (G.Cert.)

Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- A cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e., 60 credit units), where applicable
- A four-year degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study OR a diploma in a human services field and at least two-years of working experience OR one year of post-secondary training and at least three-years of working experience OR Five-years of working experience in a human services field. Applicants will be considered using a holistic admissions approach and should demonstrate a strong potential for success in the program through previous education and/or work experience.
- A two-page letter of intent outlining how their work and personal experience prepares them for successful performance in the certificate program
- Current CV or resume

Certificate Requirements (12 credit units)

This certificate program is comprised of 12 credit units (4 courses), as follows:

Required Courses

- PUBH 847.3 Studies in Addictions
- PUBH 885.3 Substance Use Health and Wellbeing Certificate Capstone

6 credit units from the following:

- ANTH 804.3: Medical Anthropology
- JSGS 801.3 - Governance and Administration
- JSGS 806.3 - Public Policy Analysis
- JSGS 869.3: Ideas in Public Policy
- NURS 814.3: Indigenous Health Policies
- PUBH 854.3 Advances in Health Promotion Programs
- PUBH 867.3 Health Policy and Politics
- SOC 820.3: Medical Sociology
- INDG 885.3: Global Indigenous Health

PRAIRIE HARM REDUCTION

P: 306-242-5005
F: 306-665-9976
W: www.prairiehr.ca

January 4, 2023

To whom it may concern,

Re: School of Public Health Certificate in Substance Use Health and Wellbeing

It is a pleasure to provide this letter of support for the School of Public Health's proposed graduate certificate in Substance Use Health and Wellbeing at the University of Saskatchewan.

Substance use harms manifest across the continuum of healthcare and across populations, influencing health outcomes and quality of life in our communities. Enhanced service delivery requires enhanced training and focus on this growing area of concern. Taking a public health approach to address harmful substance use means we can change the structural and systemic inequities that so often contribute to poor health outcomes including barriers to access or referral, misunderstanding from allied health providers, and stigma about substance use from the general population. The Substance Use Health and Wellbeing Certificate will facilitate the growth of important connections across the continuum of care and provide the training required for all health professionals to address the use of substances in their role.

At Prairie Harm Reduction, our mission is to improve the quality of life for all members of our community, particularly those who are at-risk and affected by HIV and Hepatitis C. One of our primary mandates is to reduce health inequities by reducing discrimination and deaths, removing barriers, pursuing innovation, and demonstrating evidence-based outcomes. The proposed certificate program aligns with our goals by reducing stigma through education, breaking down the health field silos that lead to care disparities, and ensuring that all health professionals are responsive and supportive in addressing substance use concerns. We also look forward to contributing our knowledge to the certificate program in the PUBH 885 capstone course as guest presenters to engage with learners directly and build relationships with current and incoming health professionals. We also anticipate growing our partnerships and exploring additional collaboration opportunities that the certificate program may bring in the future. Prairie Harm Reduction enthusiastically supports this initiative and encourages the University of Saskatchewan to implement this important program.

Sincerely,

Kayla DeMong
Executive Director

A United Way Funded Agency

STREET ADDRESS:

1516 20th St W
Saskatoon, SK
S7M 0Z6

MAILING ADDRESS:

PO BOX 4062
Saskatoon, SK
S7K 4E3

AGENDA ITEM NO: 8**.2**

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Yansun Yao, chair, Academic Programs Committee

DATE OF MEETING: May 18, 2023

SUBJECT: **Master of Science in Precision Oral and Systematic Health**

MOTION: *It is recommended that Council approve the Master of Science in Precision Oral and Systematic Health program, effective September 2023.*

PURPOSE:
University Council has the authority to approve new degree-level programs, including degree-level certificates.

CONTEXT AND BACKGROUND:
The College of Graduate and Postdoctoral Studies and the College of Dentistry is proposing a Master of Science (M.Sc.) in Precision Oral and Systematic Health (POSH).

The College of Dentistry has already developed a PhD program in POSH (approved in 2020), which currently functions as a direct-entry 4-year program. This new MSc program will complement the existing program, allowing students the opportunity to engage in a shorter graduate program and will also provide opportunities for more faculty within the College to gain experience in graduate student supervision on mentorship. This thesis-based program will also support research activity in the College.

The College of Dentistry has developed many graduate courses to meet the needs to students in their PhD program. Those courses will be available to students pursuing the MSc in POSH, which will require 9 credit units of course work, so there will not be a need to develop new courses or hire additional faculty with the approval of this program.

CONSULTATION:
The Academic Programs Committee reviewed the proposed programs at its May 3, 2023 meeting. The committee recognized that this program will support growth in the number of graduate student within the College of Dentistry, which will support the growth of their research program.

ATTACHMENTS:

1. Proposal for Academic or Curricular Change – MSc in Precision Oral and Systematic Health

UNIVERSITY OF SASKATCHEWAN
College of Graduate and Postdoctoral Studies
GRAD.USASK.CA

116, 110 Science Place
Saskatoon SK S7N 5C9 Canada
Telephone: **306-966-5751**
Email: **grad.studies@usask.ca**

M E M O R A N D U M

To: Academic Programs Committee of Council

Copy: Dr. Walter Siqueira, Dean, College of Dentistry

From: Graduate Programs Committee, CGPS

Date: April 25, 2023

Re: **Master of Science in Precision Oral and Systematic Health**

The College of Graduate and Postdoctoral Studies is recommending the approval of the Master of Science in Precision Oral and Systematic Health.

The Graduate Programs Committee of the College of Graduate and Postdoctoral Studies reviewed this proposal at its meeting on March 07, 2023. The committee was supportive of this proposal, however, there were questions asked regarding how the program would be promoted. The committee felt it was important that it be made clear to foreign trained dentists that this program was suitable for those interested in research and teaching, but that the program does not meeting the training requirements for applicants seeking to practicing dentistry in Canada. The following motion was passed:

Motion(s): *To recommend approval of the Master of Science in Precision Oral Systematic Health.*
(Simonson/Lieverse) 1 abstention CARRIED

Attached please find the proposal for the Master of Science in Precision Oral and Systematic Health.

If you have any questions, please contact the Academic Affairs Specialist at gradprograms.academicaffairs@usask.ca

PROPOSAL IDENTIFICATION

Title of proposal: MSc in Precision Oral and Systemic Health

Degree(s): MSc

Field(s) of Specialization: Precision Oral and Systematic Health

Level(s) of Concentration: N/A

Option(s):

Degree College: CGPS

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

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Proposed date of implementation: September 2023

Proposal Document

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

1. Academic Justification:

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

The *University Plan 2025* sets out direction for USask to be "the university the world needs" and its excellence is recognized by its membership in the prestigious *U15 Group of Canadian Research Universities*, which includes some of Canada's most research-intensive institutions. To ensure continued success as an institution and pre-eminence on the national and international stage, it is vital that each college/school/unit contributes in meaningful and novel ways to the success of the University. To this end, the College of Dentistry has made significant strides in recent years to increase its research performance and productivity and has significantly expanded its academic offerings. Historically, the college focused mainly on training Dentists through its Doctor of Dental Medicine (DMD) program and had limited research activity. Now, just a few short years later, the college has added four new academic programs and has a thriving research environment that is solidly based on recruitment of both high-performing senior faculty members and promising junior faculty members. In terms of academic programs that support research, the college currently offers a BSc in Dentistry program (approved 2019) and PhD in Precision Oral and Systemic Health (PhD POSH, 2020). **The college does not currently offer an MSc level program**. **Adding an MSc in Precision Oral and Systemic Health (MSc POSH) will result in a more fulsome research-focused stream of academic offerings for the college** (BSc Dent, MSc POSH,

and PhD POSH) and additional options for those planning to pursue graduate studies at the College of Dentistry.

Although the existing PhD POSH allows for direct entry without an MSc, many inquiring PhD candidates ask about the possibility of gaining research experience by first doing an MSc in the College of Dentistry. The MSc POSH would enable more dentistry/health sciences graduates who are not ready to commit to four+ years of research training provided by the PhD POSH to begin their graduate career with a two-year MSc Program. Additionally, for those students who wish to have continuity between MSc and PhD studies, or who wish to transition to a PhD after starting an MSc, this new MSc program would enable a smooth transition and research continuation by remaining with the same lab/supervisor both for the MSc and the PhD. With entry based on either professional health or non-health degree, the MSc POSH program attract students from a variety of backgrounds to the program.

In terms of faculty supervision, the MSc POSH program will fill a current void for the college's less experienced tenure track faculty. Currently, faculty have the option to supervise students through the BSc Dent program and the PhD POSH program, but there is a very significant leap in requirements and rigor between undergraduate and PhD level supervision and mentorship. Adding the MSc POSH program would provide a stepped approach for the college's junior faculty to gain experience and skills in student supervision and mentorship in a gradual manner. This will better position them to be effective PhD supervisors.

Effective graduate training programs are key to the success of academic institutions, and the College of Dentistry is no exception. A new MSc program would provide more opportunities for the college to train highly qualified students whose presence and activities will enrich the research and training environment in the college. Immediate effects include increasing the research productivity of faculty members providing MSc supervision, through increased number of publications and ability to now apply for external student stipend awards and student travel funding. Longer-term effects include an increased number of grant applications, manuscript publications, increased success in grant competitions due to stronger track records (CV) from supervising graduate level students, and other spin-offs such as increasing patents and research contracts. In terms of research culture and environment, Dentistry faculty members currently face challenges in supervising MSc students because there is no program available in their home college; they work around this by affiliating themselves with other colleges/schools. Having this additional graduate program in Dentistry will immediately contribute to a more research-intensive environment in the College. This enriched environment, which develops from mentorship and collaboration amongst students within and beyond their research teams, will further enhance changes in the research culture that the college has already started to experience from the PhD POSH program. This research-intensive culture is a significant asset for the college and university in the recruitment and retention of talented emerging or well-established faculty members to the college since most research-intensive faculty hires will be seeking both MSc and PhD level supervision. Graduate programs bolster a university's reputation in a wealth of areas, which consequently strengthens the reputation of the both the college and the university.

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 departmental plans.

The MSc POSH aligns with 2018-2025 strategic plans for the University, the University's research enterprise, and the college. At the highest planning level, the MSc program supports the commitments in *University Plan 2025* by encouraging research, discovery, and funding success; by strengthening the college's reputation as experts who are eager to collaborate; by providing a structure within which the college can train graduate students; and by strengthening communities through opportunities for research with vulnerable and priority populations. In terms of specific contributions to Indigenization, we will reserve spots to increase participation in the program from Indigenous students, and we have aspirations to pursue community-based research with Indigenous communities that is driven by the dental public health needs in their communities. In reference to supporting the University's research strategy (*Research Plan 2018-2025*), the new MSc program will specifically increase capacity for research and support our emerging strengths, and it will invigorate our university's health cluster through its focus on oral health, an important component of overall health. The specializations of the MSc program - craniofacial pathology, biomaterials and bioengineering, and translational oral and public health – also align well with University's existing signature areas of *One Health: Solutions at the Animal-Human Environment Interface, and Indigenous Peoples: Engagement and Scholarship, and even more strongly align with the new signature area Health and Wellness.* College-wise, the action plan in the *College of Dentistry Plan 2025* identified priorities of expanding educational programming to include graduate-level training and expanding research capacity and output. The PhD program and BSc Dent programs were the initial steps, and the college wishes to continue its growth. With MSc student supervision opportunities for faculty, this new MSc program will further grow research in the college, resulting in organic increases in the number and quality of publications and grant applications. The focus of the MSc on oral and systemic health complements the current research strengths in the college and supports future planned growth in faculty recruitments for the College, including a Canada Research Chair (currently in recruitment stage). Having MSc and PhD training programs in the college will be attractive to potential candidates for new positions.

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)

The program will be inclusive of several groups – Indigenous, visible minorities, female, and international students. A variety of promotional materials/campaigns for the POSH program will be created to garner interest from students in these groups. Given that the program is not restricted to DMD/DDS graduates, there is opportunity to attract students interested in oral and systemic health and precision technologies from a wide variety of disciplines to the program. A diversified student cohort that encourages inclusivity is critical to a strong MSc program, where a variety of viewpoints, past experiences, and previous training shape the interactions and outputs of the group. Visible minorities do tend to be adequately represented in undergraduate cohorts in Dentistry, but we are yet to determine the demographic of students attracted to the existing PhD POSH program as the program is only in its infancy. We will continually monitor uptake from visible minorities in this graduate level program and adjust recruitment strategies as necessary. While Indigenous students and female students are well represented in undergraduate Dentistry programs (DMD) at USask, both groups are significantly underrepresented at the graduate level across Canada; thus, it is important to strategically focus on these groups. Increasing representation of Indigenous students in the College of Dentistry is embodied in the college's strategic priority #5 that looks to have a student base that better represents the province's population base, and to better address oral health care needs and preferences of Indigenous

people. For encouraging Indigenous enrollment, the program will reserve one MSc seat per year (20%) as an equity access seat for Indigenous students. If no Indigenous students apply or meet the entrance requirements, the reserved position will be redirected to another applicant. For female students, the program has a target ratio of 50/50 male and female students and the college will be conscious of this ratio in advertising and in final selection of candidates for the program. As mentioned above, marketing for the program will be tailored to these identified groups.

In terms of international students, it is important to target this demographic because the program will be a vehicle for internationally trained Dentists to pursue an academic or research career in Canada. This aspect of internationalization brings further diversity to the program and increases opportunities to see new perspectives for all involved.

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

Institution and MSc name	**Minimum cu required**	**Prior degree requirements**	**English language requirements**	**Tuition per year (domestic, international)**
UBC MSc I Craniofacial Science	12 CU	76%	TOEFEL 580 (93) IELTS 7	$6,445.62 $10,379.34
UA Masters (MSc) in Oral Biology	9 CU	GPA 3 or higher	TOEFEL 95 IELTS 7.5	$4,192.80 $8,700.00
UM MSc in Oral Biology	12 CU	4 years BSc, GPA 3 or higher	IAEP	$6,059.79 $12,709.15
USask MSc in Precision Oral and Systemic Health (proposed)	9 CU	70% or higher	IELTS 6.5	$ 4,698.00 $ 9,396.00

2. Admissions

a. What are the admissions requirements of this program?

Admission requirements for the MSc program include:

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86 is required with a minimum score of 20 in each area, or a minimum overall IELTS score of 6.5 with a minimum score of 6.0 in each area, or another approved test as outlined in the College of Graduate and Postdoctoral Studies Academic Policies.
- A professional degree in a relevant health sciences field (D.M.D., DDS, M.D., RN, PT, or equivalent) or
- A four-year honors degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study.
- Statement of academic intent

Indigenous Applicants

One admission space is reserved for qualified, self-identified First Nations, Metis, or Inuit applicant.

Female Applicants

Two to three admission spaces will be reserved for qualified female applicants.

3. Description of the program

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

The curricular objectives will ensure graduates have the skills to become highly qualified researchers and policy makers who are capable of designing and conducting research that has impact in the areas of oral health, precision health, and population health (including Indigenous health). A diverse group of students are expected in the program under the **common thread of translational research, with opportunities for including precision technologies to investigate oral and systemic health.** For example, MSc research projects are expected in a wide range of topics from data-rich 'omics platforms or bioinformatics, to oral health or disease prevention in priority populations, to biomaterials and molecular biology. With the now-common inclusion of stakeholders in the research process, there will also be a focus on extending research beyond academia to implications for general society. **These curricular objectives will not only foster scientific knowledge, but also develop the 'soft skills' that are essential for obtaining positions in the competitive job market in Canada, or in pursuing further academic studies.**

Specifically, graduates of the MSc POSH program will be able to:

- critically evaluate current literature and research techniques/ methodologies in the context of their own research and in related disciplines;
- demonstrate expertise in their core subject area and broad-based knowledge in complementary subject areas;

- be self-directed and creative problem solvers capable of respectfully questioning their own research approaches and those of others;
- design and execute a novel research plan and make significant contributions to scientific knowledge base in their area of research, in an autonomous manner;
- understand and interpret the requirements of stakeholders to ensure alignment of research process and goal-setting with intended stakeholder outcomes;
- demonstrate originality in applying knowledge, with a practical understanding of how research and enquiry can be used to interpret knowledge and provide insights for stakeholders;
- effectively communicate research results through oral presentations and written publications, both for academic and stakeholder audiences;
- demonstrate the 'soft skills' required for future career pursuits in academia, private or government, including skills in leadership, critical thinking, problem solving, conference presentations, manuscript preparation, grant applications, and teaching; and
- accept constructive critique from mentors throughout the MSc process and, in turn, provide a level of mentorship to more junior students.

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

The objectives will be accomplished through a stepwise series of didactic teaching, community-based interactions, laboratory experiences (where applicable), collaborative academic initiatives, and appropriate mentorship. Throughout their experience in the MSc POSH program, students will be provided with regular opportunities to engage with one another at these formal/informal events, such as presentations/ discussion at seminar series, lab meetings, journal club, workshops, etc. These interactions will expand their interest in and knowledge of related research areas. Activities will be integrated with the PhD POSH cohort to further expand perspectives and opportunities to engage with and learn from one another.

The required coursework will include theoretical knowledge as well as development of leadership, critical thinking and professional skills that are highly sought in both scientific and societal applications. Students will also participate in national/international meetings and conferences where they will broaden their perspective as they interact with other professionals in their field or complementary fields. Students will be expected to present their research and forge scientific and collegial connections. Students will also be required to publish in highly respected journals as part of the MSc POSH program to further develop their written communication skills and to contribute to the body of knowledge in their field. For those selecting a more academic career path in their program planning, there will be opportunities for honing their communication and technical teaching skills as they assist with courses with practical components, such as Teaching Assistant (TA) in the DA and DMD programs. Compensation will be provided for TA responsibilities, as prescribed by USask PSAC – Graduate Student agreement (see section 5i).

c. Provide an overview of the curriculum mapping.

For completion of the MSc program, students must fulfil the requirements in the table below. The anticipated time frame for MSc completion is two years. The maximum time limit for MSc completion is

three years, with extension beyond three years requiring the permission of the advisory committee and Associate Dean of Research and Graduate Affairs.

MSc POSH Completion Requirements
9 CU of 800-level course work (minimum, or more if recommended by the Advisory Committee) with courses approved by the Advisory Committee
Thesis to be defended in front of Examining Committee
Seminars (no credits)
Ethics courses (no credits)

Credit units of coursework: All MSc students are required to complete a minimum of 9 cu. All students must enroll for courses 990.0 and 994.0 and GPS ethics course 960.0 and/or course 961.0 and/or 962.0 as needed.

An individualized coursework plan will be developed in conjunction with each student's faculty supervisor and be approved by the advisory committee; coursework requirements will be based on thesis topic and background preparation. While it is not a requirement of the program for students to enroll in research methodology and biostatistics courses, these two types of courses will be suggested and offered through the list of USask graduate courses.

Table 1. Core graduate courses offered by the MSc POSH program

Course Code	Course Name	Credit Units	Course Director
DENT 801.3	Organogenesis of Complex Systems - From Development to Diseases	3	Petros Papagerakis
DENT 802.3	Proteomics – Oral Clinical Applications	3	Lina Marin
DENT 803.3	Advanced Oral Biology	3	Andrew Leask
DENT 804.3	Teaching and Leadership Abilities for Dental Education	3	Petros Papagerakis
DENT 805.2	Critical thinking in translational Research for Oral Health Sciences	2	Michelle Siqueira
DENT 806.2	Discussion of Social Issues and Science	2	Trish Goulet
DENT 990.0	Seminar	0	Dental Faculty
DENT 994.0	Research (proposed)	0	Dental Faculty

In addition to these College of Dentistry courses, students may enroll in courses offered in complementary USask graduate programs. For example, courses offered by biomedical engineering, nutrition, bioinformatics, or statistics or other relevant graduate level courses (STAT 850.3 Mathematical Statistics and Interference; STAT 812.3 Computational Statistics; STAT 834.3 Advanced Experimental Design; STAT 845.3 Statistical Methods for Research; BIOE 820.3; Tissue Engineering; BIOE 805.3 Magnetic Resonance imaging; BIOE 806.3 Biomaterials; BIOE 850.3 Synchrotron XRay imaging; CMPT 830.3 Bioinformatics and Computational Biology; CMPT 856.3 Readings in Bioinformatics; FDSC 888.3 Nutrigenomics: Nutrient-genome interactions influencing health and lifespan). Letters of support from all the courses listed above are also provided in this application.

Thesis proposal: Prior to beginning detailed work on their thesis, students must present their thesis proposal and the student's advisory committee must accept the proposal. The proposal will include

initial results from the literature review, tentative structure for the research project, and explanation of how the proposed project will contribute to the discipline.

Written thesis/dissertation: Acceptable MSc level projects will be original research that has potential to contribute significant new knowledge in the discipline. Students are expected to navigate animal/human ethics approvals (as necessary), and to choose appropriate methods for data collection and analysis that will allow them to effectively draw conclusions from their results. The written thesis/dissertation must be presented in clear, concise manner that will allow the committee to properly evaluate all aspects of the thesis.

Oral examination of the thesis: The student makes a 30–45-minute presentation summarizing their research question, results, and conclusions from their thesis, followed by rigorous questioning from the Examining Committee. Questions will be mainly based on the thesis and presentation but may extend to testing the student's grasp of extended topics relating to their thesis. The committee must determine whether the student has successfully defended the thesis.

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

Students will participate in a full spectrum of didactic and experiential learning opportunities to develop their **higher-order thinking skills.** As they move through the MSc POSH requirements, from coursework, to thesis proposal defense, to the research phase, and finally to the final oral defense, they will need to rely on these higher-level skills to be successful. For example, during literature review, students will need to apply multiple skills of **analysis, synthesis, and critical thinking**. They need to analyze existing information to determine relevance to a research topic, summarize and synthesize themes and key messages, and critically assess the importance of their findings to the topic at hand. As the student moves into their research phase, they will need to **apply and extend what they have learned** earlier in their program to answer their research question. In applying their base knowledge, they will need to skillfully sort through all information to determine the most relevant and appropriate way to approach their problem. As they undertake the research, they will encounter many opportunities for **problem solving** as experiments or data collection may not proceed as planned, or new opportunities may arise mid-project. They will also need to be adept at **critically evaluating their progress and findings** at various steps in the process to determine if the course of action will meet their intended goals and allow them to **draw conclusions** from the research. Through all components of the program, students will be given opportunities to both develop and put these skills to the test in formal and informal discussions with peers and mentors. For those students who want dedicated instruction on improving their higher-order thinking skills, there is the opportunity to select courses on this topic as part of their programming. These skills are in high demand by all employers (whether academic, private, or government sector) and are thus an important focus of the program.

e. Explain the comprehensive breadth of the program.

The MSc POSH program will provide students with the knowledge, attitudes, and skills necessary to become highly qualified individuals who can design and conduct research related to oral health and/or exploration of systemic connections. Thesis research projects in the program will be diverse and may include **approaches from basic science to translational research to participatory action research,** with other approaches, as appropriate. Research topics will have a **connection to oral health and will range**

across the spectrum of biomedical, precision systemic health, public policy, Indigenous and priority population health, and bioengineering. The expected range of research topics will create for a robust learning environment in that students will be exposed to approaches and subject matter outside their specific focus and encouraged to find connections and shared interests in complementary research projects.

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

The program is guided by the use of state-of-the-art technology, critical thinking approaches, ethical considerations, and translational/clinical applications in a real-world context. All five of the USask core learning goals are addressed through the MSc POSH program.

Discovery Goals: The curriculum will be delivered using a combination of didactic lecture, self-directed on-line learning, group work, practical leadership, and teaching experiences, with opportunities for exploring subject matter through critical and creative thinking. Students will be encouraged to challenge their understanding of concepts and develop a strong passion for self-motivated learning that extends beyond their academic program.

Knowledge Goals: Graduates will have gained both specific topic and broad base knowledge through the POSH program, with a focus on a holistic approach to exploring oral to systemic health connections. A diverse group of thesis topics are expected in the program, and this will facilitate learning opportunities for complementary topics/disciplines for students. It supports the goal of training the next generation of academics, scientists, policy makers, and practitioners who are capable of judiciously applying their knowledge to emerging priorities in future positions.

Integrity Goals: A focus on professionalism and integrity will be woven throughout the MSc POSH program; adherence to and modeling of moral and ethical principles will be expected from all those involved in the program. All coursework will include some aspect of intellectual integrity and ethical behavior, with options for taking electives dedicated to this topic. To graduate, students must demonstrate that they understand and consistently practice professional and ethical integrity.

Skills Goals: Students will develop both their technical and soft skills through the MSc POSH program. Technical skills and technological literacy of relevant to each trainee's research and aspirations will be developed to ensure success in future endeavors. Students will be continually encouraged to hone their communication and other soft skills to ensure they can communicate effectively with varied audiences at varied venues – from brainstorming informally with other individuals in academia, to sharing research results with stakeholder/lay audiences, to presenting formally at conferences.

Citizenship Goals: Throughout the program, students will be encouraged to develop their leadership and people skills in a respectful and diversity-focused environment. These soft skills will be invaluable in future pursuits where they will need to contribute to high-functioning transdisciplinary teams. Throughout the program, students will identify opportunities for connecting their research and learning to society, to encourage translation and positive contributions for society. Diversity is highly valued by the course directors in their present mentorship models and diversity training will be a mandatory component.

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

Students wishing to transfer from other programs would be considered if the minimum admission criteria are achieved.

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

Program success will be evaluated after two years using the university's internal review process specific for new graduate programs. After seven years (as for any university graduate program) the program will be evaluated by looking at specific key performance indicators (KPIs). KPIs are identified in the table below with respective targets that would indicate program success. Selected KPIs and other metrics may be evaluated annually (ex. # student applications, student satisfaction) to monitor uptake for reaching target enrolment and ensuring student satisfaction.

Key Performance Indicator	**Target**
Program quality assurance	University internal review process
# Student applications	> 5 applicants/year
Program completion rate	>90% on time completion
Number of external scholarships	>30% total enrolled students
Number of students awards	>30% total enrolled students
Student satisfaction with program	Student-led annual evaluation, with feedback accumulated by student spokesperson (de-identified) for presentation/discussion with Director of Students Affairs
Graduate employment, or continued studies	>90% within 2 years

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.

N/A

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?

In terms of relationship to existing college programs - i.e. DMD, IDDP, DA, BSc DENT, PhD POSH, the MSc program is the first Masters level program in the College of Dentistry. It will be integrated into the teaching, learning, and research environment alongside existing academic programs. MSc students and supervisors will fill a current void between the undergraduate BSc Dent program and the doctoral PhD POSH program. This more fulsome offering at the graduate student level will further encourage cross-program activities within the college, provide MSc level supervision opportunities for more junior faculty members, and provide undergraduate students with additional mentors and role models in the college, which can be especially important for those considering graduate studies.

Graduate of the MSc POSH program will be well-positioned to pursue PhD level studies at USask in the PhD POSH, or other programs, or to pursue PhD studies at any other institution. There are opportunities for students from other complementary graduate programs to benefit from courses offered in the MSc POSH program, and they will be welcome to enroll, space permitting. We will invite them to participate in workshops and seminars organized by the POSH graduate programs to encourage diverse, yet complementary perspectives.

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.

CGPS (Associate Dean for Graduate Studies) has been consulted for this MSc POSH program. Previously, Academic Units were consulted for the PhD POSH program, since there were units identified that could develop potential collaborations with the POSH graduate programs in terms of courses offered and co-supervision opportunities. These included Computer Sciences, Statistics, Ag-Bio (for communication course, and nutrigenomics course) and Biomedical Engineering. These units are also being informed of the MSc POSH program to assess any concerns; similar to PhD POSH we anticipate support and opportunities for collaboration, thus providing a larger pool of students gaining experience related to POSH.

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.

Letters of support for courses outside of Dentistry are included for several courses that may be of interests for MSc POSH graduate students as electives. These are the same letters included in our PhD POSH application.

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

No additional resources beyond those requested for the PhD POSH program are needed.

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

Faculty in College of Dentistry and potential graduate student applicants to PhD POSH program have provided anecdotal commentary for the need for this program. All have identified that an MSc POSH program is needed as a middle step for some potential PhD candidates in the field, but also to allow candidates that are not able / or willing to commit to a four+ year PhD to undertake graduate studies at the MSc level.

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).

The MSc POSH program is designed for the coursework to be integrated into courses already offered in the PhD POSH program. Thus, instructors will teach the same number of classes. No additional time is required for each instructor already participating in the PhD POSH program instruction.

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

No courses or programs are eliminated.

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

As mentioned, no additional assignments of duties will be necessary for faculty.

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

No specific budget reallocation is needed, as there is capacity within the resources previously allocated for the PhD POSH program.

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.

N/A

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

N/A

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?

Although faculty supervisor(s) will not be required to provide scholarships to students in the program, faculty research funding sourced from start-up funding, CGPS New Faculty Graduate Student Support Program, and external research funding may be used to provide scholarships to students. In addition, all MSc students will be highly encouraged to apply for the USask Dean's scholarships, SCPOR scholarships, and for Tri-Agency or other external scholarships when eligible.

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

The program will adhere to the standard USask graduate student tuition amounts of $4,886 per year for Canadian students and $9,772 per year for international students, based on 4% increase to 2022-23 rates. We expect 33% of the admitted students will be Canadian students and 67% will be international students (at target enrollment this is two Canadian and three international students).

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)

The program budget has been developed in consultation with the college's Director, Finance and Administration. Given that the TABBS model will be retired, a "tuition levy" amount of 35% has been added to the expenditures of the program, in anticipation of the University's desire to replace TABBS with some other form of RCM assessment to cover central university costs (referred to in the TABBS model as Indirect Costs). The budget also includes:

1) one-third of the cost of a faculty stipend for the program director;

2) a pro-rated portion of existing staff in the college Academic Office (variable with number of students in the program);

3) funding support for seminar series; and

4) a 6% financial reserve (maximum allowed for risk plus academic opportunity reserve per USask Reserves Policy).

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?***

We expect annual enrollment of two to three new MSc students per year with maximum enrollment of five MSc students at any time. By Year 3, we anticipate reaching target enrollment of five MSc students in the program. Given that this academic program bases its didactic component on the courses offered by the PhD POSH program, the incremental expenses for the MSc program are relatively low and mainly driven by enrollment numbers. As such, the minimum enrollment is two students (with distribution being one Canadian and one international student) for financial feasibility purposes. Note that significant changes to the associated PhD program would have an impact on the minimum student numbers required for this program. In respect to quality of the MSc program purposes, a minimum of three students is our guideline to have an engaging environment for students in the program (with minimum distribution being one Canadian and two international students).

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?

Target enrollment will be reached in Year 3 (five students). With continued target enrollment, revenue would be expected to remain steady after Year 3, plus an annual 4% increase to tuition. The expected revenue is incremental revenue, with total revenue over six years of $91,857.

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?

If we maintain enrollment of a minimum of two MSc students in the program each year (with distribution being one Canadian and one international student), we will cover costs and be able to sustain the program

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).

(i) The total cost of resources each year will be between $5,73708 to $17,638 including seminar series costs, 35% tuition levy, and allocation to meet the 6% financial reserve.

(ii) In kind: full salaries of involved faculty are covered by COD and no additional hiring or extra assignment of duties is anticipated. The faculty teaching already in the PhD POSH program will instruct MSc students in the same courses. The budget table includes pro-rated costs for staff to manage the program and one-third of a faculty stipend for program director. These are existing costs that are attributable to this program.

(iii) N/A

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

See attached budget. The MSc POSH program is fully funded by tuition revenue generated by the program. Due to timing of reaching target enrollment and the one-year tuition lag imposed by the University, there will be a deficit in Year 1 of the program due to the need to support selected program costs before receiving any tuition revenue.

College Statement

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

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

As newly appointed Dean of the College of Dentistry, I would like to offer my enthusiastic support for the MSc POSH program. In respect to research and scholarly activities, three important objectives I have outlined for my tenure include: further increasing the research-intensiveness of our college, in respect to publications and research funding; expanding student training opportunities; and increasing our performance in national and international rankings. We are in the midst of planning the 10-year trajectory for research in our college and programs such as the MSc POSH program are integral in accomplishing all of these goals; it will elevate the reputation of our college, result in more publications, and ensure a highly-trained next generation of oral health researchers for the future.

Initiatives started by the previous Dean have already made significant strides toward these goals, and I plan to continue in earnest. In recent years, our college has expanded its academic programming to

include a BSc Dentistry program, PhD POSH program, and Dental Assisting program. Although the BSc Dentistry and PhD POSH program have been well-received junior and senior academic additions, we lack a mid-ground, MSc offering. The absence of an MSc program makes it more challenging for our junior faculty to build confidence in student supervision, especially for those faculty members holding professional degrees, as the transition from BSc to PhD supervision is a significant hurdle.

After informative consultations with faculty members and staff, the rationale for offering an MSc program was clear. To achieve our aspirations of increasing our ranking, both within the country in terms of the 10 dental schools across Canada, and in terms of being recognized in international ranking programs, it is absolutely necessary that the college offer an MSc program. This program will result in an increase in research activity in the college and a subsequent increase in publications in high-impact journals, a common base measure in the international rankings. The program will also serve as a feeder/transition program for PhD POSH program, which impacts research activity through longer-term PhD level projects. Our PhD program is in its infancy; however, it has been well-received and has attracted a strong group of candidates who are enriching the research environment in our college. We are already reaping the rewards of this graduate training program in terms of research activity, publications, and travel and student awards.

Issues discussed by the college concerning the new MSc POSH program were **1)** feasibility of a new program in the face of challenging institutional financial times and transition in institutional financial modelling; **2)** capacity of staff and faculty to administer a new program; and **3)** weighing of intangible risks and benefits (non-financial costs). **First**, we expect the MSc program to be financially feasible, as per the budget sections of this application and, over time, the program is expected to make a positive financial contribution to the college. Our financial modelling revenue stream is based on a tuition-only model (in absence of information on the TABBS replacement) and once a replacement model is available, enrollment numbers can be re-run to re-assess breakeven numbers and potential for positive cash flows. Marketing of the program can be adjusted to support revised goals, as necessary. **Second,** from a faculty capacity perspective, the synergies between our existing PhD POSH and the proposed MSc POSH enable us to structure the MSc class load to utilize existing PhD courses to satisfy the MSc requirements. In respect to staff capacity, we expect that our existing Admissions Coordinator, with support from other Academic Office staff will manage admissions and academic procedures for the MSc students. **Lastly,** our risk and benefit assessment revealed little in terms of risks. The non-financial risks would include factors such as poor management of the program, low graduation rates, high attrition rates; these are within the control of the college and our current PhD program is a testament to our ability to manage these factors within the program. The benefits of the MSc program include increased research and scholarly activity, which will bolster our college's reputation; in turn, this elevates our ability to attract high-caliber students all of our academic programs.

Related Documentation

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

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

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

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

Required for all submissions:

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

Required for all new courses:

Same as for PhD in POSH

Required if resources needed:

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

College of Dentistry
Proposed Msc Program in Precision Oral and Systemic Health
Target enrolment of five (5) students
University of Saskatchewan
Program start date May 2023

	target enrollment					
	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	Year 6 2028-2029
REVENUE						
Number of CDN students	1	2	2	2	2	2
Tuition rate (4% increase/year)	$ 4,886	$ 5,081	$ 5,285	$ 5,496	$ 5,716	$ 5,944
Total Tuition Revenue	$ 4,886	$ 10,163	$ 10,569	$ 10,992	$ 11,432	$ 11,889
Number of Int'l students	1	2	3	3	3	3
Tuition rate (4% increase/year)	$ 9,772	$ 10,163	$ 10,569	$ 10,992	$ 11,432	$ 11,889
Total Tuition Revenue	$ 9,772	$ 20,325	$ 31,708	$ 32,976	$ 34,295	$ 35,667
Actual Tuition Revenue	$ -	$ 14,658	$ 30,488	$ 42,277	$ 43,968	$ 45,727
TOTAL YEARLY REVENUE	**$ -**	**$ 14,658**	**$ 30,488**	**$ 42,277**	**$ 43,968**	**$ 45,727**
EXPENSES						
New faculty resources[1]	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000
Contribution to staff resources[2]	$ 2,980	$ 5,950	$ 7,440	$ 7,440	$ 7,440	$ 7,440
Scholarships[3]	$ -	$ -	$ -	$ -	$ -	$ -
Seminar Series	$ -	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000
Tuition Levy (replacement for TABBS Indirect Costs)[4]	$ 5,130	$ 10,671	$ 14,797	$ 15,389	$ 16,004	$ 16,645
6% Risk/Academic Opportunity Reserve[5]	$ 607	$ 571	$ 337	$ 36	$ 37	$ 38
TOTAL YEARLY EXPENSES	**$ 10,717**	**$ 20,191**	**$ 25,574**	**$ 25,864**	**$ 26,481**	**$ 27,123**	
TOTAL YEARLY EXPENSES (subtracting existing faculty and staff resources lines)	**$ 5,737**	**$ 12,241**	**$ 16,134**	**$ 16,424**	**$ 17,041**	**$ 17,683**	**6 yr Cumulative**
NET SURPLUS (DEFICIT)	**$ (5,737)**	**$ 2,416**	**$ 14,354**	**$ 25,853**	**$ 26,927**	**$ 28,044**	**$ 91,857**

[1] One-third of the cost of a faculty stipend for program director. Position already exists to support PhD program. No new faculty required for instruction of MSc POSH students; class options mirror the PhD POSH program and capacity exists to accommodate MSc students.

[2] Academic Office staff can accommodate the admissions processes for the projected number of MSc students; this budget item estimates the portion of their cost attributable to this program. No new position is required.

[3] No MSc scholarships will be offered by the college; students without confirmed supervisor funding will be accepted into the program.

[4] A Tuition Levy of 35% has been added to the budget in anticipation of the USask replacement for Indirect Costs from the TABBS model

[5] In order to ensure compliance with the USask Reserve Policy, a budget line item for a 6% Reserve for this specific program has been added

AGENDA ITEM NO: 8.**3**

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Yansun Yao, chair, Academic Programs Committee

DATE OF MEETING: May 18, 2023

SUBJECT: **Master of Science and Doctor of Philosophy in Statistics**

MOTION: *It is recommended that Council approve the Master of Science and Doctor of Philosophy programs in Statistics, effective September 2023.*

PURPOSE:

University Council has the authority to approve new degree-level programs, including degree-level certificates.

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies is proposing a Master of Science (M.Sc.) and a Doctor of Philosophy (PhD) in Statistics.

Graduate programming in Statistics has been available for decades as a specialization within the Mathematics program. Indeed, since 2010, nearly half of that students completing graduate programming in Mathematics have specialized in Statistics. Of the U15 universities, 11 have stand-alone graduate programming in Statistics. Additionally, we offer an undergraduate degree in Statistics and these new programs would allow the same options to exist at the graduate level.

Introducing a MSc and PhD in Statistics will make it clear to applicants that USask offers graduate programming in this discipline and will also improve post-graduate employment opportunities for our students, as employers will be able to recognize that students have the required knowledge of Statistics for the role.

The proposed MSc program will have a minimum required 12 credit units of course work, as well as the newly created STATS 990, which will allow for specialized seminar topics specific to Statistics. The PhD program will have a minimum required 9 credit units of course work.

Aside from STATS 990, the courses needed to offer these new degree programs already exist and there are already faculty members with expertise in Statistics employed in the Department Mathematics and Statistics.

CONSULTATION:

The Academic Programs Committee reviewed the proposed programs at its May 3, 2023 meeting. The committee appreciated the detail in the proposal and recognized the benefit that these new program will bring to students seeking graduate-level opportunities in Statistics, as well as for the Department, which will be able to diversify its graduate offerings with these programs.

ATTACHMENTS:

1. Proposal for Academic or Curricular Change – Graduate Programs in Statistics

UNIVERSITY OF SASKATCHEWAN
College of Graduate and Postdoctoral Studies
GRAD.USASK.CA

116, 110 Science Place
Saskatoon SK S7N 5C9 Canada
Telephone: **306-966-5751**
Email: **grad.studies@usask.ca**

M E M O R A N D U M

To: Academic Programs Committee of Council

Copy: Dr. Artur Sowa, Department Head, Department of Mathematics and Statistics

From: Graduate Programs Committee, CGPS

Date: March 13, 2023

Re: **MSc and PhD in Statistics**

The College of Graduate and Postdoctoral Studies is recommending the approval of the Master of Science, the Doctor of Philosophy, and the Transfer Master of Science to Doctor of Philosophy in Statistics.

The Graduate Programs Committee of the College of Graduate and Postdoctoral Studies reviewed this proposal at its meeting on March 07, 2023. The committee was supportive of this proposal for the Department of Mathematics and Statistics to have programs at the graduate level in Statistics. The committee did have questions regarding the use of "Honours degree" for the admission requirements. It was clarified that there had been discussion in the department regarding changing this – but the unit felt that it was better to ask for exceptions from CGPS on a case-by-case basis for exceptional students. The following motion was passed:

Motion(s): *To recommend approval of the Master of Science in Statistics.*
(Heavin/Stewart) CARRIED

To recommend approval of the Doctor of Philosophy in Statistics.
(Heavin/Simonson) CARRIED

To recommend approval of the Transfer Master of Science to Doctor of Philosophy in Statistics.
(Lieverse/Heavin) CARRIED

Attached please find the proposal for the Master of Science, the Doctor of Philosophy, and the Transfer Master of Science to Doctor of Philosophy in Statistics.

If you have any questions, please contact the Academic Affairs Specialist at gradprograms.academicaffairs@usask.ca

Proposal for Academic / Curricular Change

PROPOSAL IDENTIFICATION

Title of Proposal: Graduate Programs in Statistics

Degree(s): MSc and PhD

Field(s) of Specialization: Statistics

Degree College: College of Graduate and Postdoctoral Studies

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

Ryan Walker, Associate Dean, CGPS, (306)966-2229, ryan.walker@usask.ca

Steven Rayan, Professor and Chair of the Graduate Committee, Department of Mathematics and Statistics, (306) 966-6090, steven.rayan@usask.ca

Shahedul Khan, Associate Professor, Department of Mathematics and Statistics, (306) 966-6112, khan@math.usask.ca

Proposed date of implementation: September 2023

PROPOSAL DOCUMENT

The Department of Mathematics and Statistics has been offering graduate programs in the Mathematical Sciences since the 1920s. Currently, we offer MSc, MMath and PhD degrees in Mathematics with specializations in Pure Mathematics, Applied Mathematics, Discrete Mathematics, and Statistics. The MSc and PhD are research-focused degrees, culminating in an original thesis. The MMath program is centered around a project that is an exposition or synthesis of existing or emerging ideas in the mathematical sciences. All three programs involve courses that are designed to give students a solid foundation in graduate-level mathematics and/or statistics. Since 2010, 74 students have graduated from our department, of which 39 specialized in Mathematics (including Pure, Applied and Discrete) and 35 specialized in Statistics. Out of the 35 graduates in Statistics, there were 25 MSc and 10 PhD. These data are summarized in Table 1. In addition, 7 graduate students are currently in progress in Statistics. We see that over 2010-2022, on average 2 to 3 students graduated in Statistics every year. These data justify the need for stand-alone graduate programs (MSc and PhD) in Statistics.

Table 1: Number of graduates in Mathematics and Statistics since 2010

	Master's	Doctoral	Total
Mathematics	27	12	39
Statistics	25	10	35
Total	52	22	74

1. Proposal and Justification

The Department of Mathematics and Statistics currently offers MSc and PhD degrees in Mathematics that can be completed with one of four focus areas: Pure Mathematics, Applied Mathematics, Discrete Mathematics, and Statistics. We propose to spin off the Statistics focus area to two stand-alone degree programs: MSc in Statistics and PhD in Statistics.

We are proposing to create stand-alone degrees in Statistics (both MSc and PhD) for a number of reasons, as explained below. Note that there will be no additional costs associated with this proposal (see Section 5 for details).

a) The proposed stand-alone Statistics programs will be more visible to students who are interested in studying Statistics than another specialization area of Mathematics. The independent programs will also increase the confidence of prospective students in the quality of the statistics programs at the University of Saskatchewan.
b) The name of the new proposed programs will benefit the students' post-graduate employment. Employers who want to hire a Statistician might be doubtful of a graduate's statistics skills if a candidate possesses a degree in Mathematics. Currently, our current graduates specializing in statistics are often asked by potential employers for a letter to prove that their Mathematics graduate degree has a Statistics specialization.
c) Following the rationale listed in (a) and (b), the proposed programs will potentially increase enrollments in both MATH and STAT graduate courses and programs.
d) Since Mathematics and Statistics are two different disciplines with different goals in a broader sense, we can take steps to optimize each program (Mathematics and Statistics) specific to each discipline's needs and goals, resulting in more efficient graduate programs in MATH and STAT at the University of Saskatchewan. This will also allow the best possible training and experience for the students in both disciplines and allow us to use our limited resources more efficiently. In addition, the number of courses and the program requirements in MATH and STAT would become separate matters, which can be more inclusive than a common setup for MATH and STAT.
e) We have undergraduate MATH and STAT programs, and we believe that the structures that we maintain at the graduate level should mirror what happens at the undergraduate level. This would mean we can have a MATH graduate chair and a STAT graduate chair, which will more evenly divide the work, just like for the undergraduate programs.
f) Among the U15 Group, 11 universities have stand-alone MSc and PhD programs in Statistics: University of Alberta, University of British Columbia, University of Calgary, Dalhousie University, University of Manitoba, McMaster University, University of Toronto, University of Waterloo, Western University, University of Montreal, and University of Laval. Only four other universities (including the University of Saskatchewan) do not have stand-alone graduate programs in Statistics but offer MSc and PhD programs in Mathematics with Statistics as one of the specializations. This proposal will better represent our university in the U15 group, having stand-alone graduate programs in Statistics.

g) "Statistician" is number nine on the Bureau of Labor Statistics (BLS) list of fastest-growing occupations, with a predicted increase of 33% in positions over the period 2021– 2031, which is much faster than the average for all occupations. Growth is expected to result from the more widespread use of statistical analysis to make informed business and healthcare decisions. According to the BLS, "Statisticians typically need at least a master's degree in statistics, mathematics, or another quantitative field." It is thus an appropriate employment category for all our MSc students and many of our PhD students. It is worth noting that according to Conway's diagram (Conway 2013; http://drewconway.com/zia/2013/3/26/the-data-science-venn-diagram), Statistics plays a vital role in data science, which is currently number six on the BLS list of fastest-growing occupations.

The 2014-degree data by the National Center for Education Statistics (NCES) reveal continued strong growth of undergraduate and graduate statistics and biostatistics degrees (Figure 1). Master's degrees increased 45% from 2010 to 2014 and more than tripled from 2000 to 2014; PhDs increased 29% from 2010 to 2014 and more than doubled from 2000 to 2014. As these data show, there is strong demand for advanced degrees in Statistics, both from students and the job market. The proposed degree program, which already exists under a different name, has a record of preparing students for the job market and for PhD programs.

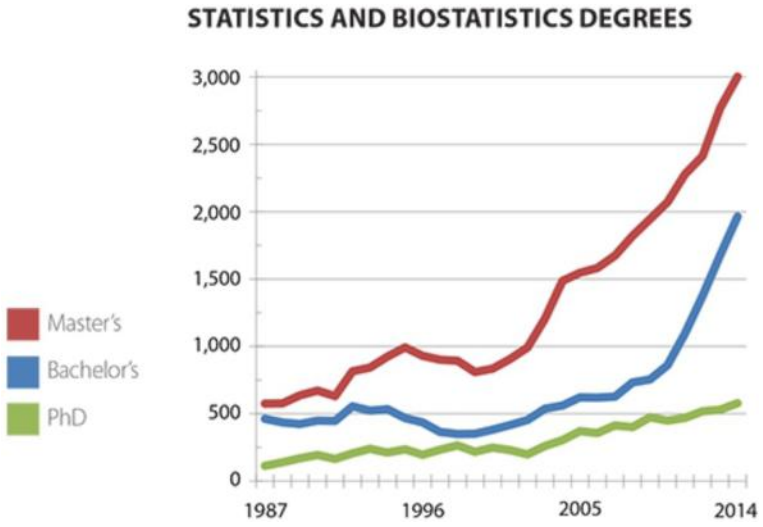


Figure 1: Statistics and biostatistics degrees at the bachelor's, master's, and doctoral levels. (Taken from *Statistics Degrees Continue Strong Growth*, Amstat News (American Statistical Association), 1 October 2015, http://magazine.amstat.org/blog/2015/10/01/statistics-degrees-continue-strong-growth/)

2. Admissions

If English is not the first language of an applicant, the applicant must demonstrate English language proficiency in one of the ways as described on the CGPS website (https://grad.usask.ca/ admissions/ admission-requirements.php#Englishlanguageproficiencyrequirements). Canadian applicants are generally not required to provide additional proof of language proficiency.

2.1 Admission Requirements: MSc in Statistics

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- A cumulative weighted average of at least 70% (USask grade system equivalent) in the last two years of study (i.e., 60 credit units).
- A four-year honors degree, or equivalent, from a recognized college or university in Statistics or an academic discipline relevant to Statistics.

2.2 Admission Requirements: PhD in Statistics

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- A master's degree, or equivalent, from a recognized university in Statistics or an academic discipline relevant to Statistics. Under no circumstances may a prospective student holding only a bachelor's degree be admitted directly into a PhD program.
- A cumulative weighted average of at least 70% (USask grade system equivalent) in the last two years of study (i.e., coursework required in master's program).

3. Description of the Program

The proposed degree programs (MSc and PhD) in Statistics involve seven faculty members including members affiliated with other programs. The graduate programs in statistics are based on the premise that advances in Statistical research and applications require strong foundations in theory and methods. Thus, the core program for every graduate student in statistics includes graduate level courses in mathematical statistics, applied statistics and multivariate analysis. Students also obtain training in computational statistics and can choose a variety of other courses in statistical theory and applications. The aim is to provide graduates with broad knowledge in a wide range of statistical application areas including theoretical justification. Each graduate student is assigned a supervisor who will help design a program that is consistent with two important goals: (1) broad training in statistical theory, methods and data analysis, and (2) specialized training in the area(s) of application of particular interest.

3.1 Graduate Committee

In the spirit of our undergraduate programs in Mathematics and Statistics, we propose a graduate committee with two graduate chairs. The graduate chairs will be selected one from each area: Mathematics and Statistics. The formation of the Graduate Committee will be based on the usual policies of the Department of Mathematics and Statistics and the College of Graduate and Postdoctoral Studies (CGPS). The department head will assign a graduate chair in each area every year after consultation with the department. The graduate chairs will take the leadership role over academic matters of their area of specialization (MATH or STAT), which includes graduate admissions, program administration and the general flow of information. Each Graduate Chair will follow the CGPS guidelines with respect to their roles specific to their area of specialization. Overall, the two graduate chairs will work together for a smooth flow of the graduate programs offered by the Department of Mathematics and Statistics.

3.2 Teaching and Supervision

Seven Department of Mathematics and Statistics faculty members are committed to classroom teaching and research supervision in the program. Each faculty regularly teaches graduate courses in Statistics as well as supervises graduate students with a focus area in Probability and Statistics.

- Bill Laverty, Associate Professor, Department of Mathematics and Statistics
- Chris Soteros, Professor, Department of Mathematics and Statistics
- Juxin Liu, Professor, Department of Mathematics and Statistics
- Li Xing, Assistant Professor, Department of Mathematics and Statistics
- Longhai Li, Professor, Department of Mathematics and Statistics
- Raj Srinivasan, Associate Professor, Department of Mathematics and Statistics
- Shahedul Khan, Associate Professor, Department of Mathematics and Statistics

The department of Mathematics and Statistics offers the following graduate STAT courses on a regular basis.

- STAT 812.3: Computational Statistics
- STAT 834.3: Advanced Experimental Design
- STAT 841.3: Probability Theory
- STAT 845.3: Statistical Methods for Research
- STAT 846.3: Special Topics in Probability and Statistics
- STAT 848.3: Multivariate Data Analysis
- STAT 850.3: Mathematical Statistics and Inference
- STAT 851.3: Linear Models
- STAT 847.3: Statistical Machine Learning in Data Science (submitted for approval)

In addition, we have two “Special Topics” Reading courses (STAT 898.3 and STAT 899.3), which are offered occasionally in special situations.

3.3 Sample Thesis Topics

The participating faculty have vibrant research programs, extending to a variety of fields in statistics, biostatistics, probability, and data science. Possible areas of specialization include most areas of statistical theory, with the current faculty engaged in research in the following areas:

- Analysis of big omics data
- Applied statistical methods
- Bayesian inference and Markov Chain Monte Carlo
- Bioinformatics
- Biostatistics
- Environmental statistics
- Linear models
- Longitudinal data analysis
- Missing data and measurement error problems
- Queuing networks and applied probability models
- Statistical computing
- Statistical inference
- Statistical machine learning

- Statistical physics
- Stochastic processes
- Survival data analysis

3.4 MSc in Statistics

The objectives of the MSc degree in Statistics are threefold: to provide professionally competent statisticians equipped to accept responsibilities in business, industry and public service positions, to provide academic foundation needed to pursue the study of statistics at the doctoral level, and to provide opportunity for study of statistics at the graduate level by students whose primary area of specialization is a field in which applications of statistics are appropriate.

The MSc in Statistics will be offered under the Thesis Option. MSc candidates are required to complete a minimum of 12 credit units of coursework (equivalent to 4 one-term courses). For each student, the preparation and research for the MSc thesis are supervised by a designated research supervisor(s). The minimum residency required for the thesis-based MSc program is 12 months. In general, it is expected that an MSc should be completed in 2 to 2.5 years.

Mandatory Registration Courses: In order to maintain their graduate program registration, each student must be registered in STAT 994 at all times (Fall, Winter, and Spring/Summer). Students must also register in the STAT 990 Seminar course in Fall and Winter. A student fulfills the 994 requirements by performing their research work under the guidance of their supervisor(s). A student fulfills their annual STAT 990 requirements by attending and delivering a talk for the Graduate Student Seminar and by attending the Department Colloquium. In addition, new graduate students should complete the GPS 960 Introduction to Ethics and Integrity course within their first year.

Courses in Support of Specialization: STAT 812, STAT 834, STAT 850, STAT 851 and STAT 847 (if it is approved as a formal graduate course) are considered core courses for the program. Students will be expected to have mastered the material of at least four of these courses by the completion of their MSc. In total, MSc students are required to complete at least 12 credit units of graduate classes as approved by their advisory committee. Additional courses may be required or recommended depending on the student's background and thesis topic.

Thesis Requirement: Towards the end of their studies, the student is required to submit a thesis showing a competent understanding of an idea at the research frontier in the statistical sciences. The candidate must pass an oral defence based on the work in the thesis.

3.5 PhD in Statistics

The PhD degree is intended for students with strong mathematical and statistical backgrounds who are wishing to pursue research-oriented careers in academia or industry. A student's background in core knowledge needed to pursue a PhD in Statistics is assessed via the qualifying exam, taken by all PhD students before the start of their second year. Upon passing the qualifying exam and any course requirements, and after determining a thesis topic under the supervision of a faculty with expertise in statistical disciplines, students will be required to pass a Comprehensive Examination. The Comprehensive Examination focusses on assessing a student's specific background and goals related to their planned thesis research. Successful completion of the Comprehensive Examination gives a student permission to pursue their planned PhD research towards writing a PhD thesis under the supervision of a faculty with expertise in statistical disciplines. The minimum residency required for the PhD program is 24 months. A minimum of 9 credit units of course work is required; courses should be selected with preparation for the Qualifying and Comprehensive examinations in mind, and in consultation with the research supervisor(s). In general, it is expected that a PhD should be completed in 4 to 5 years.

Mandatory Registration Courses: In order to maintain their graduate program registration, each student must be registered in STAT 996 at all times (Fall, Winter, and Spring/Summer). Students must also register in the STAT 990 Seminar course in Fall and Winter. A student fulfills the 996 requirements by performing their research work under the guidance of their supervisor(s). A student fulfills their annual STAT 990 requirements by attending and delivering a talk for the Graduate Student Seminar and by attending the Department Colloquium. In addition, new graduate students should complete the GPS 960 Introduction to Ethics and Integrity course within their first year.

Courses in Support of Specialization: Beyond the mandatory registration courses, students are also required to successfully complete a minimum of 9 credit units of course work. These courses should be selected with preparation for the Qualifying and Comprehensive examinations in mind, and in consultation with the research supervisor(s). Additional courses may be required or recommended depending on the student’s background and thesis.

Qualifying Examination: A student registering in the PhD program must pass a written Qualifying Examination within the first 12 months of their program. The purpose of the Qualifying Examination is to assess whether a PhD candidate possesses sufficient knowledge in Statistics to transition to doctoral-level research. The Examination consists of two separate papers. The first paper covers Mathematical Statistics, and the second paper covers one of Applied Statistics or Stochastic Processes (the candidate’s Advisory Committee will determine which option will be selected). In order to pass the Qualifying Examination as a whole, the candidate will need to receive a passing grade on each paper. A candidate will be allowed two opportunities to attempt and pass

each of the two parts, with the second opportunity subject to the approval of CGPS. A failure on the second attempt will result in the student being asked to withdraw from the program.

Comprehensive Examination: The purpose of the Comprehensive Examination is to ascertain whether a PhD candidate has succeeded in producing a fully realized thesis problem and plan, and whether they possess sufficient awareness and facility with the background material and research literature to begin producing original research in line with the thesis plan. The Comprehensive Examination will normally take place by the end of the candidate's third year in the PhD program, and not before the candidate has completed all required course work to the satisfaction of the Advisory Committee and not before the candidate has passed the Qualifying Examination. The Examination consists of three components: (i) a written report, (ii) an oral presentation, and (iii) a question period followed by the presentation. The final outcome is either a Pass or Fail. A positive result will be taken as confirmation that the candidate's thesis plan has been accepted by the Examination Committee.

Thesis Requirement: The research for the PhD thesis and the thesis preparation are supervised by designated research supervisor(s). The candidate is required to submit a thesis containing a substantial and worthwhile contribution to current knowledge in a research specialization within the statistical sciences. The adequacy of the thesis is decided by an Examining Committee consisting of the candidate's Advisory Committee and an External Examiner drawn from outside this University. The candidate must pass an oral defence based on the work in the thesis.

3.6 Transferring from MSc to PhD

It may be possible, in certain circumstances, to transfer from the MSc program to the PhD program. If the candidate is eligible, then the transfer process can take place after the end of the first year of the MSc program and no later than the end of the second year. The recommendation for the transfer must be initiated through a formal meeting of the candidate's Advisory Committee. The following conditions must be met:

- The student must have completed at least 9 credit units of coursework at the 800-level and must have achieved a minimum average of 80%. No final mark in any individual course may be below 70%.
- In the opinion of the Advisory Committee, the student must have demonstrated substantial promise as measured by academic accomplishments, the acquisition of discipline-specific knowledge, and the potential for research.
- The student must also have demonstrated strong writing and oral communication abilities.
- The student must have successfully completed the PhD Qualifying Examination prior to being recommended for transfer. This examination for the purposes of transfer can only be taken once. A student failing the Qualifying Examination cannot be recommended for transfer.

3.7 Timelines to Completion

In general, it is expected that an MSc should be completed in 2 to 2.5 years. Extension beyond 4 years requires permission of CGPS. For completion of a PhD, the time frame is longer, usually between 4 to 5 years. Extension beyond 6 years requires permission of CGPS.

3.8 Learning Goals

Statistics is a subject area of remarkable breadth and diversity. While research problems in statistics often have fascinating mathematical aspects, the beauty of the subject lies in its wide applicability. Research in statistics often addresses a problem of data analysis or data interpretation, motivated from real applications in agriculture, engineering, environmental, biological, medical or social sciences. A complete solution to such a problem typically includes statistical modeling, large sample mathematical analysis and computer work for implementing the method. The interplay of theory and application within the field of statistics suggests that advanced training in the subject should be broadly based. All these aspects are closely related to the five learning goals of our university "Learning Charter".

The Pursuit of Truth and Understanding: Statistics has traditionally been considered a branch of knowledge particularly suited to the teaching and learning of higher-order thinking skills such as critical thinking. Statistics curricula identify the acquisition of these skills as one of their goals. The idea that Statistics is a discipline suited to teaching critical thinking also appears in the research literature in an explicit way. The use of problems from daily life exposes the students to various additional fields such as public health, pharmacy, medical, economics, and environmental studies, illustrating the practical applications of probability and statistics to these fields and showing the students the ways that statistical considerations are inextricably woven into our lives. Furthermore, it requires them to analyze problems, raise questions and think critically about the numerical data and the information placed before them. Faced with problems that do not necessarily have one correct or clear-cut answer, the students learn not to be satisfied with arriving at a numerical solution, but to assess the validity of data, and to assess the problems before them in a qualitative – and not just a calculative – manner.

The Pursuit of Knowledge: Statistics is a comprehensive knowledge system that integrates mathematics, data science, computer science, artificial intelligence, economics, health studies including well-being of the indigenous population, and many other interdisciplinary fields, and pays attention to quantification and scientific conclusions. The graduate programs in Statistics will provide students with a comprehensive knowledge of both theoretical and applied statistics and will enable students to move easily into challenging employment, research, or graduate work in Statistics as well as in multidisciplinary fields.

The Pursuit of Integrity and Respect: Intellectual integrity and ethical behaviour will be addressed through course work (e.g., GPS 960), as well as will be explained through the academic integrity sections of the syllabi. Throughout the program, other aspects lend themselves to the development of integrity goals. For example, all students working on data involving animal or human subjects are required to obtain ethics approval from the University of Saskatchewan. All graduate students in

our department are advised to consult our library for more information about plagiarism and academic integrity. In addition, recruitment and training of a diverse group of students is vital for the success of our programs. The plan is to increase the presence of underrepresented students in Statistics, with a focus on engagement of women and Indigenous population. These explorations will include our moral and ethical commitment to fairness for all students.

The Pursuit of Skills and Practices: The plan is to design the proposed degree programs so that students will achieve the following outcomes.

- Graduates can choose a statistical method that is appropriate for a given problem, can justify the choice theoretically, can apply the method, and can draw appropriate conclusions.
- Graduates can use popular statistical software to solve realistic problems. Students admitted to this program are expected to have some knowledge of statistical software, and most of our courses involve significant use of statistical software for course homework. In addition, students can choose additional courses to develop a stronger background in an area of research interest.
- Graduates can summarize and explain the results of statistical analyses orally and in writing. Course homework and thesis writing will give students experience in analyzing real-world data and summarizing and explaining the results.
- Graduates have experience working in teams. The students are expected to discuss research topics with their supervisors, advisory committees, and other students/graduates in a team. In addition, many of our courses involve group work.
- Graduates know how to work with real data. They can clean the data, deal with missing data values, and generally appreciate the complexities of handling real-world data. Most of our courses assign problems or projects involving real data. The students also analyze real-world data for their thesis to demonstrate the application of statistical methods.
- The graduate program aims to prepare its students for an interdisciplinary career within academia, government agencies, industries, and NGOs. Students will be enabled to propose innovative quantitative methods, develop an appropriate methodology for advanced data analysis, and create new algorithms and tools suitable for analyses of complex studies.

Individual and Community Pursuits: A major component of statistical research involves investigating health and wellness of individuals as well as coping with wellbeing of the community. This can include evaluating community needs to create applicable services for the community. Many of our graduates are currently employed in Statistics Canada with the goal to ensure that Canadians have the key information on Canada's economy, society and environment that they require to function effectively as citizens and decision makers. Statistics graduates are also the key members of Health Canada, who are responsible for helping Canadians to maintain and improve their health. Overall, our graduates will demonstrate the citizenship goals of “sharing their knowledge and exercising leadership”. By becoming formal and informal leaders on campus and beyond, they will have the opportunity to contribute to our communities with diverse capacities.

4. Consultation

The Department of Mathematics and Statistics has been offering MSc and PhD programs in MATH with Statistics as one of the four focus areas since the 1920s. Since the new STAT programs are currently offered under the title MATH and use only courses that already exist, other programs will not be affected by the proposed standard-alone graduate programs in Statistics. New students with a statistics focus will start in the STAT program instead of the MATH program and as such were already accounted for in the planning for sustainability of the MATH program. This proposal for two stand-alone degree programs (MSc and PhD in Statistics) has been discussed in the department and has subsequently been approved. Note that students from other programs are also highly benefited from our graduate courses. For example, our STAT 850 is a core course for the graduate program in Biostatistics, and STAT 845, STAT 834, STAT 812, and STAT 847 (STAT 847 has been offered for three consecutive years in the form of a special graduate course under STAT 846) are taken by many graduate students from Engineering, computer science, education, and plant sciences every year. In addition, all required Library items are already procured, as existing statistics-focused students studying in the MATH program are already catered for.

5. Budget

Consistent with the current trend at the Department of Mathematics and Statistics, seven faculty members are committed to classroom teaching and research supervision in the program (please see Sections 3.2 and 3.3). Thus, no course or program needs to be eliminated in order to provide time to teach the necessary courses, and there will be no effect on teaching assignments for mathematics and statistics by this proposal. However, the Statistics focus area will be removed from the MSc and PhD degrees in MATH (the MSc and PhD degrees in MATH would include specializations only in Pure Mathematics, Applied Mathematics and Discrete Mathematics). For budget, no reallocations are required. Possible funding sources will be determined by the graduate committee the same way as it is now. Some possible funding sources beyond the usual CGPS awards and department support are given as follows.

- **Supervisor's Research Grant:** Almost all our statistics faculty members are currently National Science and Engineering Research Council (NSERC) Discovery Grants holder. Currently, all our graduate students with a focus area in Statistics are partially funded by the supervisor(s) from their research grants. We expect that the supervisors will continue to partially support their students in future.
- **National Science and Engineering Research Council (NSERC):** Students may apply for MSc or PhD level awards to support their studies. Generally, students must be working in a NSERC-funded laboratory to be eligible for these awards. Application guidelines, materials and instructions are available at https://www.nserc-crsng.gc.ca/students-etudiants/.
- **Canadian Institutes for Health Research (CIHR):** Students may apply for MSc or PhD level awards to support their studies. Generally, students must be working in a CIHR-funded laboratory to be eligible for these awards. Application guidelines, materials and instructions are available at https://cihr-irsc.gc.ca/e/37788.html.
- **Mitacs:** Mitacs provides funding for projects and connect highly trained researchers with the businesses, non-for-profits, municipalities, and hospitals that need them. Application guidelines and instructions are available at https://www.mitacs.ca/en/programs#student.

- **Internal and External Awards:** A wide variety of internal and external awards are available, most of which are directed towards particular areas of study or particular categories of applicants. Students are strongly encouraged to explore the opportunities available. A comprehensive list of additional scholarship opportunities is maintained by the CGPS at https://cgps.usask.ca/funding/graduate-awards-scholarships.php#ScholarshipSearch.

The proposed programs will utilize the standard graduate tuition. For program delivery, there will be no additional costs, as the new STAT programs use only courses that already exist, and the existing administrative support will divide their time between the original MATH and new STAT programs. New students with a statistics focus will start in the STAT program instead of the MATH program and as such were already accounted for in the planning for sustainability of the MATH program. Overall, the program would be cost neutral.

Statistics

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

Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- A cumulative weighted average of at least 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units).
- A four-year honors degree, or equivalent, from a recognized college or university in Statistics or an academic discipline relevant to Statistics.

Degree Requirements

Students must maintain continuous registration in STAT 994.

- GPS 960.0
- GPS 961.0, if research involves human subjects
- GPS 962.0, if research involves animal subjects
- STAT 990.0
- STAT 994.0
- a minimum of 12 credit units course work (9 credit units must be at the 800-level)
- successful thesis defence

New Courses:

STAT 990.0: Seminar
All graduate students in the department enroll each year. Students attend the regular department colloquia. After the first year in their program, they are expected to join the regular seminar series in their area of specialization.

STAT 994.0: Research – Thesis
Students writing a Master's thesis must register for this course.

STAT 996.0: Research – Dissertation
Students writing a Ph.D. thesis must register for this course.

Statistics

Doctor of Philosophy (Ph.D.)

Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.
- A master's degree, or equivalent, from a recognized university in Statistics or an academic discipline relevant to Statistics. Under no circumstances may a prospective student holding only a bachelor's degree be admitted directly into a PhD program.
- A cumulative weighted average of at least 70% (USask grade system equivalent) in the last two years of study (i.e., coursework required in master's program).

Degree Requirements

Students must maintain continuous registration in STAT 996.

- GPS 960.0
- GPS 961.0, if research involves human subjects
- GPS 962.0, if research involves animal subjects
- A minimum 9 credit units course work at the 800-level
- STAT 990.0
- STAT 996.0
- comprehensive examination
- qualifying exams to demonstrate knowledge in Statistics
- successful thesis defence

Statistics

Transfer from Master's to Ph.D.

It may be possible, in certain circumstances, to transfer from the MSc program to the PhD program. If the candidate is eligible, then the transfer process can take place after the end of the first year of the MSc program and no later than the end of the second year. The recommendation for the transfer must be initiated through a formal meeting of the candidate's Advisory Committee. The following conditions must be met:

- The student must have completed at least 9 credit units of coursework at the 800-level and must have achieved a minimum average of 80%. No final mark in any individual course may be below 70%.
- In the opinion of the Advisory Committee, the student must have demonstrated substantial promise as measured by academic accomplishments, the acquisition of discipline-specific knowledge, and the potential for research.
- The student must also have demonstrated strong writing and oral communication abilities.
- The student must have successfully completed the PhD Qualifying Examination prior to being recommended for transfer. This examination for the purposes of transfer can only be taken once. A student failing the Qualifying Examination cannot be recommended for transfer.

Degree Requirements

Students must maintain continuous registration in STAT 996.

- GPS 960.0
- GPS 961.0, if research involves human subjects
- GPS 962.0, if research involves animal subjects
- STAT 990.0
- STAT 996.0
- a minimum of 18 credit units at the 800-level (including MSc course work)
- comprehensive exam
- successful thesis defence

Kyrejto, Melissa

From: Rayan, Steven
Sent: Friday, March 17, 2023 6:56 AM
To: Kyrejto, Melissa
Subject: Fwd: Proposal for STAT Graduate Programs

Good morning Melissa,

Here's a confirmation of support from Lorin at A&S. Please let me know if you need anything else.

Cheers,
Steve

---------- Forwarded message ---------
From: **Elias, Lorin** <lorin.elias@usask.ca>
Date: Fri, Mar 17, 2023 at 5:54 AM
Subject: Re: Proposal for STAT Graduate Programs
To: Rayan, Steven <steven.rayan@usask.ca>

Good morning Steven,

Many thanks for your patience and good wishes.

I just met with Alexis yesterday to discuss this (among other academic matters) and I am happy to support the proposal. It looks like a great opportunity. Many thanks for consulting with A&S about this.

Cheers,

Lorin

AGENDA ITEM NO: 8.**4**

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY:	Yansun Yao, chair, Academic Programs Committee
DATE OF MEETING:	May 18, 2023
SUBJECT:	**Change to Admissions Qualifications – Master of Business Administration**
MOTION:	*It is recommended that Council approve the changes to the admissions qualifications for the Master of Business Administration, effective the 2024-25 intake.*

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 Graduate and Postdoctoral Studies and the Edwards School of Business is proposing a change to their qualifications for admission to introduce situations where the requirement to complete the Graduate Management Admission Test (GMAT) could be waived. Although the GMAT has historically been a tool used to predict student success in the program there are situations where a waiver is warranted. By explicitly stating the waiver conditions in the admissions qualifications, there will be a reduction in administrative work needed to determine if a student may be admitted without the GMAT and will provide applicants with more clarity about the requirements.

CONSULTATION:
The Academic Programs Committee reviewed the proposed changes at its April 19, 2023 meeting and were supportive of the change for the admissions requirement, noting that it will make things clearer for applicants and will hopefully help improve the number of admissions to the program.

ATTACHMENTS:

1. Change to admissions requirements for the Master of Business Administration

UNIVERSITY OF SASKATCHEWAN
College of Graduate and Postdoctoral Studies
GRAD.USASK.CA

116, 110 Science Place
Saskatoon SK S7N 5C9 Canada
Telephone: **306-966-5751**
Email: **grad.studies@usask.ca**

M E M O R A N D U M

To: Academic Programs Committee of Council

Copy: Dr. Marjorie Delbaere, Associate Dean, Research, Graduate Programs and Faculty Relations

From: Graduate Programs Committee, CGPS

Date: April 05, 2023

Re: **Admission Requirement change for the Master of Business Administration**

The College of Graduate and Postdoctoral Studies is recommending the approval of the change to the admission requirements for the Master of Business Administration to acknowledge that the requirement of the GMAT may be waived in certain circumstances.

The Graduate Programs Committee of the College of Graduate and Postdoctoral Studies reviewed this proposal at its meeting on March 07, 2023. The committee was had no concerns regarding this change. The following motion was passed:

Motion(s): *To recommend approval of the requested change to the admission requirements for the Master of Business Administration to acknowledge possibility of waiving the GMAT requirement under specific circumstances*

(Heavin/Lieverse) CARRIED

Attached please find the proposal the admission requirement change for the Master of Business Administration.

If you have any questions, please contact the Academic Affairs Specialist at gradprograms.academicaffairs@usask.ca

EDWARDS
SCHOOL OF BUSINESS
UNIVERSITY OF SASKATCHEWAN

The Edwards School of Business develops business professionals to build nations.

MEMORANDUM

TO: **College of Graduate and Postdoctoral Studies**

FROM: **Marjorie Delbaere**
Associate Dean, Research, Graduate Programs & Faculty Relations
Edwards School of Business

DATE: **January 26, 2023**

RE: **Proposed MBA Program Revisions**

The following item was approved by the MBA Committee via e-mail votes and is presented to the College of Graduate and Postdoctoral Studies for immediate approval:

MOTION: Modify the current MBA admission requirements to include the possibility of waiving the GMAT requirement under specific circumstances.

RATIONALE: A global and local trend has been a decline in MBA admissions. One of the barriers has been the GMAT. We receive interest from potential applicants who have completed their undergraduate studies from qualified business institutions, including our own, who often ask about a GMAT waiver. These institutions are accredited by organizations recognized by CGPS and we feel confident in the quantitative and qualitative skills they would have acquired to help them succeed in the MBA program. Albeit the GMAT is historically considered an effective assessment tool and potential predictor of success, there are certain situations where a waiver can be provided. Explicitly stating the waiver conditions will reduce administrative back and forth between our College and CGPS for exemptions and probationary admissions.

Admission Requirements

Proposed waivers *italicized*:

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.

- A cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units).
- A four-year degree, or equivalent, from a recognized college or university.
    - Applicants with three-year degrees may be considered for admission. Applicants will be considered using a holistic admissions approach and should demonstrate a strong potential for success in the program through outstanding GMAT scores and/or exceptional leadership experience.
- Statement of Intent: Applicants must provide a written Statement of Intent (1000-word maximum) describing why they want to undertake the program and how their expertise, work and/or volunteer experience make them an ideal candidate for the program and their chosen field of study. This statement is a key component in adjudicating each applicant's suitability to the program. An interview may also be required to assess language proficiency.
- Current resume detailing positions held and a description of responsibilities.
- Two years of leadership* experience. Emerging leaders who have fewer than two years of leadership experience but who demonstrate exceptional leadership potential through their professional and life experiences, are preparing for further leadership roles, and otherwise meet the standard admissions criteria, are encouraged to apply. Please ensure that you demonstrate your leadership experience in your detailed resume and Statement of Intent.
- Minimum score of 500 Graduate Management Admission Test (GMAT). ~~or completion of the Medical College Admission Test (MCAT) and admission to the U of S College of Medicine.~~
- Three confidential letters of recommendation (minimum one academic).

~~The Edwards MBA Admissions Committee assesses applicants on a holistic basis for admission purposes. We look at a variety of factors when making admission decisions including undergraduate degree, grade point average, work experience, GMAT score, and reference letters.~~

Each applicant package will be reviewed holistically to assess the skills, personal attributes, background, and experiences, and how these relate to success in the MBA program. While a minimum GMAT score of 500 is required, it may be waived if one or more of the following are met:

- *An applicant has successfully completed a Bachelor of Commerce degree from the Edwards School of Business within the last 10 years and achieved an average of 75% in their last two years of full-time study (60 credit units)*
- *An applicant holds a recognized Canadian professional designation, namely, CPA, CFA, PMP, and PEng.*
- *An applicant has successfully completed the Edwards School of Business Master of Professional Accounting program, or holds an undergraduate medical doctor (MD) degree, or holds a PhD from a Canadian university*

- *An applicant has achieved the minimum required score on the LSAT, MCAT, or DAT, **and** have been admitted to the respective University of Saskatchewan colleges*
- *An applicant is in good standing in their third year of the University of Saskatchewan's Doctor of Veterinary Medicine program*
- *An applicant has successfully completed an undergraduate business degree from an accredited Canadian business school (ie: AACSB) and has a converted entrance average of a minimum of 80% in the last two years of full-time study (60 credit units)*

Applicants whose qualifications do not meet the minimum requirements are encouraged to contact the Edwards MBA office to discuss potential opportunities for admission. Applicants whose qualifications do not meet the minimum requirements or whose academic qualifications are difficult to assess may be admitted on a probationary status to a program. Applicants in this category will be required to participate in an interview with the Edwards MBA Admissions Committee and may be required to take certain preparatory courses to improve their qualifications. In this case they will be required to pay additional fees. The student's status will be reviewed after a specified amount of academic work is completed. If progress is satisfactory, the Edwards MBA Admissions Committee may recommend to CGPS that the student be considered fully qualified. Students who do not achieve the probationary conditions may withdraw voluntarily or, failing this, will be required to discontinue. In certain exceptional situations, the academic unit may extend the probationary period with a new set of conditions agreed to by the student and by the College of Graduate and Postdoctoral Studies.

*Leadership experience could include (but is not limited to) one or more of the following:

- Formal leadership role within an organization or volunteer group
- Extensive, high-level supervisory experience
- Experience in consulting or negotiating change in a complex environment
- Experience leading others to shared outcomes (informal leadership experience)

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies **Academic Policies.**

AGENDA ITEM NO: 8.**5**

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Yansun Yao, chair, Academic Programs Committee

DATE OF MEETING: May 18, 2023

SUBJECT: **Change to Admissions Qualifications – Graduate programs in the Johnson Shoyama Graduate School of Public Policy**

MOTION: *It is recommended that Council approve the changes to the admissions qualifications for graduate programs in the Johnson Shoyama Graduate School of Public Policy, effective the 2024-25 intake.*

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 Graduate and Postdoctoral Studies and Johnson Shoyama Graduate School of Public Policy are recommending minor changes to the admissions qualifications for all of their programs to ensure consistency across programs and clarity for applicants.

Notably, Johnson Shoyama Graduate School of Public Policy is removing the term "honours" from the requirement of a four-year degree, equivalent, to ensure applicants are aware that they can apply without having completed an honours degree. For the Ph.D. in Public Policy program, the change includes the removal of the requirement of the a prepared research program, and the addition of a personal statement that will answer specific questions. Additionally, they are ensuring it is clear to applicants that they require a resume, a letter of intent, and three letters of reference. It should be noted that three letters of reference are required for all programs offered by the College of Graduate and Postdoctoral Studies.

CONSULTATION:
The Academic Programs Committee reviewed the proposed changes at its May 3, 2023 meeting and were supportive of the change for the admissions requirement, noting that it will make things clearer for applicants.

ATTACHMENTS:

1. Change to admissions requirements for JSGS programs

UNIVERSITY OF SASKATCHEWAN
College of Graduate and Postdoctoral Studies
GRAD.USASK.CA

116, 110 Science Place
Saskatoon SK S7N 5C9 Canada
Telephone: **306-966-5751**
Email: **grad.studies@usask.ca**

M E M O R A N D U M

To: Academic Programs Committee of Council

Copy: Dr. Loleen Berdahl, Executive Director, JSGS

From: Graduate Programs Committee, CGPS

Date: April 25, 2023

Re: **Changes to admission requirements for JSGS programs**

The College of Graduate and Postdoctoral Studies and the Johnson Shoyama Graduate School of Public Policy are proposing changes to the admission requirements for the following programs: Graduate Certificate in Economic Analysis in Public Policy, Graduate Certificate in Indigenous Nation Building, Graduate Certificate in Public Management, Graduate Certificate in Public Policy Analysis, Graduate Certificate in Science and Innovation Policy, Graduate Certificate in Social Economy, Cooperatives, and the Nonprofit Sector, Master of Public Administration (MPA), Master of Public Policy (MPP), and the Doctor of Philosophy in Public Policy.

The Graduate Programs Committee of the College of Graduate and Postdoctoral Studies reviewed this proposal at its meeting on April 04, 2023. The committee felt the reasoning for updating the language for all admission requirements to ensure consistency across all JSGS programs was sound. The addition of three letters of reference to the admission requirements is an editorial change only; this is standard and required for all programs offered in CGPS. The following motions were passed:

Motion(s): *To recommend approval of the admission requirement changes to the Graduate Certificate in Economic Analysis for Public Policy to remove the word Honours and add a resume and letter of intent as requirements.*

(Lieverse/Eramian) CARRIED

To recommend approval of the admission requirement changes to the Graduate Certificate in Indigenous Nation Building to remove the word Honours and add a resume and letter of intent as requirements.

(Lieverse/Walker) CARRIED

To recommend approval of the admission requirement changes to the Graduate Certificate in Public Management to remove the word Honours and add a resume and letter of intent as requirements.

(Lieverse/Walker) CARRIED

To recommend approval of the admission requirement changes to the Graduate Certificate in Public Policy Analysis to remove the word Honours and add a resume and letter of intent as requirements.
(Lieverse/Walker) CARRIED

To recommend approval of the admission requirement changes to the Graduate Certificate in Science and Innovation Policy to remove the word Honours and add a resume and letter of intent as requirements.
(Lieverse/Walker) CARRIED

To recommend approval of the admission requirement changes to the Graduate Certificate in Social Economy, Co-operatives, and the Nonprofit Sector to remove the word Honours and add a resume and letter of intent as requirements.
(Lieverse/Walker) CARRIED

To recommend approval of the admission requirement changes to the Master of Public Administration to remove the word Honours and add a resume and letter of intent as requirements.
(Lieverse/Walker) CARRIED

To recommend approval of the admission requirement changes to the Master of Public Policy to remove the word Honours and add a resume and letter of intent as requirements.
(Lieverse/Walker) CARRIED

To recommend approval of the admission requirement changes to the Doctor of Philosophy Public Policy to remove the submitted research program and to add a personal statement.
(Lieverse/Walker) CARRIED

Attached please find the proposal for the admission requirement changes for all JSGS programs.

If you have any questions, please contact the Academic Affairs Specialist at gradprograms.academicaffairs@usask.ca

JOHNSON SHOYAMA
GRADUATE SCHOOL OF PUBLIC POLICY
UREGINA USASK

University of Saskatchewan Campus
141 - 101 Diefenbaker Place,
Saskatoon, SK S7N 5B8 Canada
Telephone: 306-966-1984
Facsimile: 306-966-1967

To: Melissa Kyrejto, Academic Affairs Specialist, CGPS

From: Alastair MacFadden, Director, JSGS

Subject: Minor Program Modifications – Updated JSGS Admission Requirements

Date: February 23, 2023

The Johnson Shoyama Graduate School of Public Policy (JSGS) is proposing to make changes to the admission requirements for the following JSGS programs to align with current practices at Usask:

- Master of Public Administration Program
- Public Management (Graduate Certificate)
- Public Policy Analysis (Graduate Certificate)
- Economic Analysis in Public Policy (Graduate Certificate)
- Science and Innovation Policy (Graduate Certificate)
- Social Economy, Cooperatives, and the Nonprofit Sector (Graduate Certificate)
- Indigenous Nation Building (Graduate Certificate)
- Master of Public Policy Program
- PhD in Public Policy Progrm

Current practices include asking applicants to submit a resume, letter of intent (personal statement for PhD) and three letters of reference as part of their application package. As well, in practice, JSGS does not require an honours degree and admits students with a four-year degree for our masters and graduate certificate programs.

I hope these comments sufficiently explain the intent and rationale of the proposed changes. These proposed changes were reviewed and approved by the JSGS Joint Faculty Council on February 2, 2023. Attached to this memo is a Word document showing the tracked changes on the current program catalogue.

Alastair MacFadden

Enclosure

Public Management

Graduate Certificate (G.Cert.)

The Certificate in Public Management provides students with a solid foundation of understanding and skills in public-sector management. Students will develop the ability to analyze governing institutions and the processes of modern government along with some of the basic skills and techniques required to manage effectively in the public sector. This certificate will be of interest to individuals currently working in the public sector who do not have a background in administration and who want to improve their administrative and management skills.

Admission Requirements

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

Certificate Requirements (9 credit units)

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

The certificate program consists of one required three credit unit course, JSGS 801, Governance and Administration, and two electives (6 credit units), as follows:

Required Course:

- JSGS 801.3

6 credit units from the following:

- JSGS 802.3
- JSGS 807.3
- JSGS 808.3
- JSGS 815.3

- JSGS 828.3
- JSGS 847.3
- JSGS 853.3
- JSGS 882.3

Public Policy Analysis

Graduate Certificate (G.Cert.)

The Certificate In Public Policy Analysis provides students with a foundation in public policy analysis, development, and implementation. Students will develop analytical skills and gain a solid understanding of the basics of public policy development and implementation. This certificate will be of interest to those directly involved in policy analysis development or to those involved in policy decisions who want to increase their understanding of overall policy processes.

Admission Requirements

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

Certificate Requirements (9 credit units)

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

The certificate program consists of one required three credit unit course, JSGS 806, JSGS 867, or JSGS 869 and two electives (6 credit units), as follows:

Required Course:

- JSGS 806.3; or
- JSGS 867.3; or
- JSGS 869.3

6 credit units from the following:

- JSGS 805.3
- JSGS 806.3

- JSGS 807.3
- JSGS 818.3
- JSGS 819.3
- JSGS 822.3
- JSGS 851.3
- JSGS 863.3
- JSGS 864.3
- JSGS 865.3
- JSGS 867.3
- JSGS 869.3
- Or another equivalent policy course as recommended and approved by the Graduate Chair.

Economic Analysis for Public Policy

Graduate Certificate (G.Cert.)

The Certificate in Economic Analysis for Public Policy provides students with the basic skills and techniques for sound economic analysis of public policy along with an understanding of the advantages or disadvantages of various policy models. This program is designed for those currently working or wanting to work directly in the area of policy analysis in the public sector.

Admission Requirements

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

Certificate Requirements (9 credit units)

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

The certificate program consists of one required three credit unit course, JSGS 805 Economics for Public Policy Analysis, and two electives (6 credit units), as follows:

Required Course:

- JSGS 805.3; or
- JSGS 862.3

6 credit units from the following:

- JSGS 803.3
- JSGS 805.3
- JSGS 806.3
- JSGS 807.3

- JSGS 820.3
- JSGS 821.3
- JSGS 837.3
- JSGS 862.3
- JSGS 865.3
- Or another equivalent economic analysis course as recommended and approved by the Graduate Chair.

Science and Innovation Policy

Graduate Certificate (G.Cert.)

The Certificate In Public Policy Analysis provides students with a foundation in public policy analysis, development, and implementation. Students will develop analytical skills and gain a solid understanding of the basics of public policy development and implementation. This certificate will be of interest to those directly involved in policy analysis development or to those involved in policy decisions who want to increase their understanding of overall policy processes.

Admission Requirements

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

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

Certificate Requirements (9 credit units)

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

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

Required Courses (6 credit units):

• JSGS 806.3
• JSGS 859.3

Students must complete **3 credit units** from the following:

- JSGS 801.3
- JSGS 808.3
- JSGS 880.3
- JSGS 882.3
- NORD 847.4

Social Economy, Co-operatives, and the Nonprofit Sector

Graduate Certificate (G.Cert.)

Admission Requirements

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

Non-standard Admission Requirements:

- Recognized completion of at least one year (18 credit units) of higher education
- A break of at least five years from formal higher education
- At least ten years of work experience and at least five years of management experience.

Certificate Requirements (9 credit units)

This certificate program is comprised of 9 credit units (3 courses), as follows:

Required Course

- JSGS 849.3

Nonprofit Stream

Students will complete the following 2 elective courses:

- JSGS 810.3
- JSGS 811.3

Co-operatives Stream

Students will complete the following 2 elective courses:

- JSGS 810.3
- JSGS 846.3

Social Economy and Government Stream

Students will complete 2 of the following elective courses:

- JSGS 808.3
- JSGS 810.3
- JSGS 838.3

All courses taken by students in this program have a minimum passing grade of 70%. The Johnson-Shoyama Graduate School of Public Policy provides academic advising for this certificate.

Indigenous Nation Building

Graduate Certificate (G.Cert.)

Admission Requirements

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

Applicants who do not meet the standard admission requirements may wish to apply using the non-standard application process. Successful applicants likely will have:

- Recognized completion of at least one year (18 CUs) of higher education
- A break of at least five years from formal higher education
- At least ten years of work experience and at least five years of management experience.

In addition to completing the usual application package (e.g., CV, letters of reference, letter of intent), applicants must submit a letter indicating that they wish to be considered under the non-standard application process and why they wish to be considered under this process. Applicants must also submit evidence that they possess the following skills and expertise:

- Ability to undertake effective critical thinking (e.g., to critically examine arguments, to critically examine data and the conclusions drawn from it)
- Ability to collect and analyze data (whether qualitative or quantitative), and to connect the results of the analysis to broader concepts and idea
- Ability to communicate effectively in both an oral and a written form

To provide evidence that they possess the above skills, applicants should draw from recent work where they demonstrated competency in the three areas. The evidence should include concrete outputs (e.g., writing samples, reports), as well as explanations of their relevance and importance. The evidence package should be three to four pages in length.

Applicants must also provide a list of the positions they have held and indicate the extent to which they have acquired and relied on the three core competencies outlined in the MPA program — analysis and use of evidence, politics and democracy, and policy delivery.

Applicants applying under the non-standard application process would generally not be required to take additional undergraduate courses beyond those they have already taken. The reason is that there is no basic theory or knowledge that is required for public policy; instead, if applicants can demonstrate that they have the skills.

Certificate Requirements (9 credit units)

Required Courses

- JSGS 893.3
- JSGS 894.3
- JSGS 895.0

Elective Course (select one)

- JSGS 896.3
- JSGS 863.3
- JSGS 851.3
- JSGS 808.3
- INDG 810.3
- POLS 826.3
- Another course approved by the JSGS Graduate Chair (3 CUs)

Public Administration

Master of Public Administration (M.P.A.) - Course-based

The Master of Public Administration is the flagship professional program of the Johnson-Shoyama Graduate School of Public Policy.~~, western Canada's newest School of Public Policy. Created by pooling resources from the University of Saskatchewan and the University of Regina, the School~~ The program builds on the reputation and experience of ~~developed in~~ a province renowned for innovation and professionalism~~service~~ in public policy and administration.

The M.P.A. is an exciting program designed to prepare students for success~~careers in policy work~~ in such diverse areas as non-governmental organizations (NGOs), industry associations and, of course, the public service. Students in the program build their knowledge and skills in three critical areas: evidence and strategic thinking, connection and collaboration, and implementation and improvement.~~will be exposed to core concepts in policy formation and analysis; they will also have the opportunity to explore areas such as health and social policy; science, technology and innovation; and trade and transnational regulation.~~

For more information on this field of study, see the Master of Public Administration website.

Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86 is required with a minimum score of 20 in each area, or a minimum overall IELTS score of 6.5 with a minimum score of 6.0 in each area, or another approved test as outlined in the College of Graduate and Postdoctoral Studies Academic Policies.
- a cumulative weighted average of at least a 75% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a four-year ~~honours~~ degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- a current resume that includes background and relevant employment history
- a letter of intent
- three letters of reference

Course Option - Degree Requirements

Students in the M.P.A. program must achieve a minimum of 70% in each course to earn course credit and progress through program completion.

- GPS 960.0
- GPS 961.0
- GPS 962.0
- ~~JSGS 990.0~~

A minimum 36 credit units, including the following:

- JSGS 801.3
- JSGS 802.3
- JSGS 805.3
- JSGS 806.3
- JSGS 807.3
- JSGS 808.3
- JSGS 838.3
- JSGS 882.3
- JSGS 891.3
- JSGS 892.3
- a minimum 6 credit units electives. Elective courses taken outside of JSGS course offerings require approval of the Graduate Chair.

Public Policy

Master of Public Policy (M.P.P.) - Thesis-based

The Master of Public Policy (M.P.P.) program is a Master's-level research program at the Johnson-Shoyama Graduate School of Public Policy. The M.P.P. offers learning and research opportunities for highly qualified students who will advance knowledge and move the study of public policy forward. The M.P.P. is a research program - students graduating from this program will possess the research skills necessary to play integral roles in the civil service, research organizations, and industry associations. Top students from this program will also go on to doctoral programs in public policy. Students may complete the program on a full-time basis in approximately two years. The program involves a combination of course work, research, and the writing of a thesis. Each student will have a research advisor and an advisory committee. The School's faculty have significant research background and interest in three research areas: health and social policy; science, technology, and innovation; and trade and transnational regulation. This provides opportunities for research students to explore topics in areas such as higher education, health, aboriginal people, the social economy, international trade agreements, innovation and science policy, and regulation and rural and remote areas. For more information, please visit the School of Public Policy.

Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86 is required with a minimum score of 20 in each area, or a minimum overall IELTS score of 6.5 with a minimum score of 6.0 in each area, or another approved test as outlined in the College of Graduate and Postdoctoral Studies Academic Policies.
- a cumulative weighted average of at least a 75% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- a four-year ~~honours~~ degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- a current resume that includes background and relevant employment history
- a letter of intent
- three letters of reference

Degree Requirements

Students in the M.P.P. program must achieve a minimum of 70% in each course to earn course credit and progress through program completion. Students must maintain continuous registration in the 994 course.

- GPS 960.0
- GPS 961.0
- GPS 962.0

- JSGS 990.0
- JSGS 994.0

Students must complete a minimum of 15 credit units, including:

a minimum of 6 credit units from the following:

- JSGS 805.3
- JSGS 862.3
- JSGS 865.3
- JSGS 869.3

a minimum of 3 credit units from the following:

- JSGS 803.3
- JSGS 851.3
- or another methods course as recommended by the Advisory Committee and approved by the Graduate Chair

a minimum of 3 credit units from the following:

- JSGS 806.3
- JSGS 867.3
- or another course on policy analysis as recommended by the Advisory Committee and approved by the Graduate Chair

a minimum of 3 credit units from the following:

- JSGS 817.3
- JSGS 846.3
- JSGS 849.3
- JSGS 854.3
- JSGS 859.3
- JSGS 863.3
- JSGS 864.3
- JSGS 870.3
- or another policy course as recommended by the Advisory Committee and approved by the Graduate Chair

Public Policy

Doctor of Philosophy (Ph.D.)

The Ph.D. is a doctoral-level research program designed to offer learning and research opportunities for highly qualified students who will advance knowledge and move the study of public policy forward. Students graduating from this program will be in a position to train the next generation of public service professionals and to conduct public policy and management research for government, business, think tanks, and other research organizations. Students completing the program on a full-time basis can expect to receive financial support and to complete the program in approximately three years. The program involves a combination of course work (culminating in a comprehensive exam) and proposing, writing, and defending a dissertation. The School's faculty have significant research background and interest in three research areas: health and social policy; science, technology, and innovation; and trade and transnational regulation. This provides opportunities for research students to explore topics in areas such as higher education, health, aboriginal people, the social economy, international trade agreements, innovation and science policy, and regulation and rural and remote areas. For more information, please visit School of Public Policy.

Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86 is required with a minimum score of 20 in each area, or a minimum overall IELTS score of 6.5 with a minimum score of 6.0 in each area, or another approved test as outlined in the College of Graduate and Postdoctoral Studies Academic Policies.
- Master's degree, or equivalent, from a recognized university in a relevant academic discipline
- a cumulative weighted average of at least a 75% (U of S grade system equivalent) in the last two years of study (i.e. coursework required in Master's program)
- ~~A prepared and submitted research program, outlining research to be pursued in the area of public policy. The research program requires a well-defined problem statement, a review of appropriate literature, an initial methodology, and a statement indicating the significance and relevance of such a research program. This research program is expected to be guiding, but not binding, to students admitted to the program.~~
- a personal statement that answers the following four questions:
    - Why do you want to pursue a PhD focusing on public policy?
    - Briefly describe your research background and preparation for policy-related research, including both scholarly and practical experience.
    - Describe what you hope to achieve in your research. Briefly describe the problem you want to investigate and identify any specific theories or methods you want to use.
    - Have you approached any of the faculty at the school? If so, please name them.
    - As you answer these questions, please keep in mind the Admissions Committee is assessing your ability to write in a clear, coherent, and professional manner; your personal statement should be free of spelling and grammatical errors and properly

referenced (if applicable). Please limit your response to each of the questions to no more than 200 words.

- Three letters of reference

Degree Requirements

All courses taken by students in this program have a minimum passing average grade of 70%. Students must maintain continuous ~~registraion~~registration in the 996 course.

- GPS 960.0
- GPS 961.0
- GPS 962.0

A minimum of 12 credit units of core courses, including:

- JSGS 851.3 or JSGS 803.3
- JSGS 862.3
- JSGS 865.3
- JSGS 869.3
- JSGS 990.0
- JSGS 996.0
- Students may take additional courses in a particular subject area if they so wish. The decision to take additional courses over and above that required in the core rests with student's advisory committee.
- comprehensive examination
- qualifying examination
- thesis defence

AGENDA ITEM NO: 8.**6**

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

NOTICE OF MOTION

PRESENTED BY: Yansun Yao, chair, Academic Programs Committee

DATE OF MEETING: May 18, 2023

SUBJECT: **Academic Courses Policy**

MOTION: *It is recommended that Council approve the changes to the Academic Courses Policy, effective September 1, 2023*

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

CONTEXT AND BACKGROUND:
Assessment is a cornerstone of our educational practices, and powerfully influences student learning whilst providing a means of judging achievement of outcomes. The Academic Courses Policy prescribes university-level requirements for the assessment of student learning and has as core principles the optimization of learning opportunities for students and effective, fair and transparent process of assessment.

The attached proposed revisions to the Academic Courses Policy were developed by a joint working group of the Academic Programs Committee (APC) and the Teaching, Learning and Academic Resources Committee (TLARC) of University Council. The working group was created to examine key USask policies related to assessment to determine their fit with TLARC's evidence-informed assessment principles and related best practices in assessment in the U15 and higher education globally. The changes proposed here are a first of a multi-phased project. This first phase of changes focus on removal of potential barriers to evidence informed assessment while retaining the diverse assessment practices currently undertaken across USask.

These changes are an essential first step in achieving the fair and transparent assessment practices we seek (Learning Charter, 2018) and necessary if we are to achieve our aspirations regarding Indigenization and internationalization of teaching and learning and broader considerations of equity and inclusion.

The changes include:

- Changes to language in Section 1 (Class Syllabus) and throughout the policy from a focus on assignments and examinations to include assessment and to reflect the principle that marks should be related to achievement of outcomes whenever possible
- Embedding the principle of transparency and fairness in grading by including a definition of transparency (Section 6.1)
- Reducing repetition in the document
- Adjusting to section on final examinations to move from final examinations be scheduled automatically, to the need to request that a final examination be scheduled, recognizing that there are many and varied forms for summative assessment
- Modernization of language throughout as well as needed editorial changes

CONSULTATION:

The Academic Programs Committee reviewed the proposed changes at its April 19, 2023 meeting and commended the working group for taking these first steps at changing our policy on assessment and noted that it looks forward to further changes in the future. During the development of these changes, impacted units, as well as the Associate Deans, Academic were consulted.

ATTACHMENTS:

1. Academic Courses Policy (with tracked changes).

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

Responsibility: University Registrar
Authorization: University Council
Approval Date: May 19, 2011; reapproved June 18, 2015; reapproved June 22, 2017; reapproved June 18, 2020; reapproved

Revisions
Permit the first day of final examinations to be one day after the last day of lectures (January 2012)
Delete the Withdraw Fail grade effective May 1, 2012 (March 2012)
Revise Course Syllabus section; additional section on Class Recordings (March 2013)
Revise Grading System section; clarification of grading deadlines (May 2017)
Revise Student Assessment Issues and Special Circumstances section; addition of "N-Grades" definition (May 2017)

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

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

Purpose

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

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

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

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

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

Scope of this Policy

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

It supersedes the following documents previously approved by University Council:
April, 2009 Academic Programs Committee Examination Regulations
April, 2001 Academic Programs Committee Policies for Reporting Final Grades
January, 2001 Academic Programs Committee Retroactive Withdrawal Policy
September, 1986 – University of Saskatchewan Grading Policy

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

June, 1999 Guidelines for Academic Conduct
June, 2007 Teaching and Learning Committee Student Evaluation of Instructors/Courses
December, 2009 Use of Materials Protected by Copyright
June, 2010 University Learning Charter
June 2011 Nomenclature Report
January, 2012 Academic Accommodation and Access for Students with Disabilities

Information and Communications Technology Lecture Capture

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

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

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

Policy

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

Section I. Class Delivery

1 Class Syllabus
1.1 Content of the syllabus
1.2 Changes to the syllabus after distribution
1.3 Change of final examination date

2 Contact Hours and Availability of Instructors
2.1 Availability of instructor

3 Student Attendance
3.1 Permission to attend and participate in classes
3.2 No credit unless registered

4 Class Evaluation by Students

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

Section II. Assessment of Students

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

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

b. 30 minute rule
c. Identification
7.5 Access to materials in the examination room
7.6 Permission to leave the examination room
7.7 Food and beverages
7.8 Protocols for an academic misconduct breach
7.9 Retention and accessibility of examination papers
7.10 Retention of the exam materials during the examination
7.11 Additional invigilation standards

8 Student Assessment Issues and Special Circumstances
8.1 Final grade alternatives and comments
8.2 Withdrawal
8.3 Retroactive withdrawal
8.4 Incomplete class work (assignments and examinations) and Incomplete Fail (INF)
8.5 No Credit (N) grade alternative and grade comment
8.6 Deferred final examinations
8.7 Supplemental final examinations
8.8 Aegrotat standing
8.9 Special accommodations for disability, pregnancy, religious, and other reasons

9 Procedures for Grade Disputes
9.1 Grade dispute between instructor and department head or dean
9.2 Grade dispute between instructor and student

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

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

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

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

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

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

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

Section I. Class Delivery

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

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

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

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

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

- type and schedule of class activities
- if the class is offered online, through distance learning, or off-campus, any additional or different expectations around any class activities and requirements
- expected learning outcomes or objectives for the class
- method of evaluation, specifically final grade mode (e.g., Numeric, Pass/Fail, or Completed Requirements)
- the type and schedule of ~~term assignments~~
- ~~the type and schedule of mid-term or like examinations~~graded assessments
- notice if any ~~mid-term examinations or other~~ required class activities, including assessments, are scheduled outside of usual class times (with college permission) and how student time conflicts will be accommodated should they arise because of this change
- the structure and expectations of any final assessment. If there is a ~~length of the~~ final examination, specify the length in hours as well as its mode of delivery
- relative ~~marking~~ weight of all ~~assignments and examinations~~assessments or all outcomes
- consequences related to missed or late ~~assignments or examinations~~assessments

- whether any or all work assigned in a class, or any outcome, is mandatory for passing the class~~,~~
- ~~or~~ whether there are any ~~other~~ college-level regulations that specify requirements for passing the class~~.~~

- ~~whether any or all work assigned in a class including any assignment and examination, or final examination, is mandatory for passing the class, or whether there are any other college-level regulations that specify requirements for passing the class~~
- attendance and/or participation expectations if applicable, how attendance and/or participation will be monitored and assessed, and the consequences of not meeting ~~attendance~~ expectations. Where possible, m~~M~~arks should be related to achievement of outcomes, and not solely ~~, and their contribution to the assessment process~~ on attending or participating in any form, regardless of quality. ~~Methods of assessing quality of participation should be identified in the syllabus.~~
- ~~participation expectations if applicable, how participation will be monitored and evaluated, the consequences of not meeting participation expectations, and their contribution to the assessment process~~
- whether there are any approved class-specific fees being charged in addition to tuition (such as materials fees, mandatory fees for software and/or applications, mandatory or optional excursions and the fees associated with these activities, etc.).
- experiential learning expectations if applicable, how experiential learning will be monitored and evaluated, the consequences of not meeting experiential learning expectations, and their contribution to the assessment process
- contact information and consultation availability
- course or class website URL, if used
- notice of whether the instructor intends to record lectures and whether students are permitted to record lectures

- explanation of copyright where it relates to class materials prepared and distributed by the instructor
- location of the *Academic Courses Policy* as well as the regulations and guidelines for both academic and non-academic misconduct and appeal procedure
- information regarding support services that are available to students through the Teaching, Learning and Student Experience (TLSE) portfolio, Student Learning Services at the University Library, and colleges

Instructors are encouraged to use the *University of Saskatchewan Syllabus Template and Guide* to assist with satisfying the above requirements.

1.2 Changes to the syllabus after distribution

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

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

1.3 Change of final examination date

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

2. Contact Hours and Availability of Instructors

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

2.1 Availability of instructor

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

~~It is recognized that there is a growing trend to develop and deliver non-traditional courses, including practicum laboratories, capstone design, community-service learning, and internet-based courses. For~~

~~equivalent credit units, it is expected that both the instructors and students of these classes will regard the interaction, instructor availability and class workload to be equivalent to that of a traditional lecture class.~~

3. Student Attendance

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

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

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

3.1 Permission to attend and participate in classes

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

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

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

3.2 No credit unless registered

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

4. Class evaluation by students

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

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

Department heads, or deans in non-departmentalized colleges, shall ensure that a process exists for instructors to receive student evaluations on a regular basis, and for arranging an opportunity for

constructive discussion of the evaluation as required. This discussion should centre on the importance of maximizing the educational experience through continual class delivery improvement.

5. Class Recordings

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

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

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

5.1 Privacy, permission, and consent

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

5.2 Intellectual property and copyright

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

5.3 Accommodation for students with disabilities

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

5.4 Definitions

Definition of "presenter"

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

Definition of "classroom"

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

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

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

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

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

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

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

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

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

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

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

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

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

5.9 Special circumstances: clinics, training, art classes

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

Section II. Assessment of Students

6. Grading System

6.1 Fairness

Students need to be assured of fairness and transparency in grading. Transparency includes specifying what an assessment is measuring, the relative importance of assessments in demonstrating course outcomes, and the clear criteria for success on individual assessments. Assessments should evaluate concepts, skills and processes that are the main focus of the course outcomes and the instruction.

University

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

College

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

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

Department

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

Appeal

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

6.2 Weighting in class grades

Timely feedback is an important part of the educational experience. ~~Assignments will be assessed~~Assessments will be graded and returned to students with feedback in a timely manner, so that

students have a reasonable opportunity to learn and improve~~make changes~~ based on the feedback before they are assessed again~~.~~

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

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

The class syllabus will specify whether any or all work assigned in a class or any outcome is mandatory for passing the class, ~~or~~as well as whether there are any other college-level regulations that specify requirements for passing the class.

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

6.3 Grade descriptors

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

Definitions

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

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

90-100 Exceptional

A superior performance with consistent strong evidence of:

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

80-89 Excellent

An excellent performance with strong evidence of:

- a comprehensive grasp of the subject matter
- an ability to make sound critical evaluation of the material given

- a very good capacity for original, creative, and/or logical thinking
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

70-79 Good
A good performance with evidence of:

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

60-69 Satisfactory
A generally satisfactory and intellectually adequate performance with evidence of:

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

50-59 Minimal Pass
A barely acceptable performance with evidence of:

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

<50 Failure
An unacceptable performance.

IP Grade: A placeholder grade applied to a class that spans multiple terms. The final grade, which indicates class completion, and full credit units are only awarded in the last term of the class.

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

College of Graduate and Postdoctoral Studies
In May 1996, separate literal descriptors were approved by University Council for the grading of classes in the College of Graduate and Postdoctoral Studies [IR1][TN2][DJ3]

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

College of Pharmacy and Nutrition

In January 2023, separate literal descriptors were approved by University Council for the grading of numerically-graded Pharm.D. classes in the College of Pharmacy and Nutrition[WS4].

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

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

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

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

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

6.4 Academic grading standards

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

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

Calculation
To distinguish whether these averages have been computed for the work performed by the student in a

session, or in a year, or for their total program, the terms sessional weighted average, annual weighted average, and cumulative weighted average are frequently used.

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

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

Example of calculation of a student average:

Class	*Grade*	*Credit Units*	*Weighted Marks*
ENG 111.3	83	3	249
MATH 110.3	87	3	261
PSY 121.3	97	3	291
POLS 111.3	98	3	294
INDG 107.3	92	3	276
BIOL 120.3	81	3	243
WGST 112.3	93	3	279
CREE 101.3	96	3	288
CHEM 112.3	87	3	261
ASTR 113.3	91	3	273
Total		**30**	**2715**

Weighted Average (2715/30) = 90.5%

6.6 Grading deadlines

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7. Examinations

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

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

7.1 Methods and types of examinations

College

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

It should be noted, however, that web-based classes must conduct web-based examinations, unless approved by the registrar as an exception.[TN5][DJ6]

Department

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

Cross-college and interdisciplinary courses

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

7.2 Mid-term examinations and assignments

Scheduling

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

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

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

Number of examinations

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

7.3 Final examinations

a. ~~Modification of requirement~~Intention ~~to hold a final examinatio~~Expectations for selecting to have a final examination~~n~~

Final examinations, like other forms of final assessment, should give the best possible information about a student's level of success in learning the course outcomes or objectives. Colleges determine how and if final examinations will occur and instructors should consult college~~s~~ level procedures and processes when planning final assessments. For example, c~~C~~olleges determine whether students will be permitted to pass a class if they have not written the required final examination. Colleges may allow instructors to determine whether students can pass a class if they have not written a required ~~the~~ final examination. In order to be transparent, a~~A~~ny requirement that a student must write and/or pass a~~the~~ final examination to pass the class must be stipulated in the class syllabus.

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

b. Final examination period and scheduling of final examinations

Scheduling

The registrar schedules all final examinations. This includes take-home final examinations~~,~~ as well as~~,~~ regular and special deferred final examinations~~,~~ and supplemental examinations. The registrar may delegate authority to schedule final examinations to colleges where classes do not conform to the university's *Academic Calendar*, or for deferred and supplemental examinations, in such cases where colleges want to schedule and invigilate their own.

To have a final examination scheduled,

iInstructors must complete anthe Exam Information Sheet to indicate scheduling preferences, available on PAWS during the first week of the term[TN7], to have a final examination scheduled. Instructors who do not fill in an exam information sheet will not have a final exam scheduled. TheThe registrar will post the schedules of final examinations as early in a term as possible.

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

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

Change of final examination date

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

Examination period

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

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

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

Duration

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

However, it is recognized that colleges may authorize final examinations of different duration for classes if deemed necessary for pedagogical or other similar justifiable reasons, or if the final examination is

conducted online. Such departures from the approved time duration should be done in consultation with the registrar.

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

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

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

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

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

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

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

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

7.4 Conduct and invigilation of examinations
All regulations for the invigilation of final examinations can apply to the invigilation of mid-term examinations. It is expected that invigilators will be present while students are sitting for examinations, readily available to answer questions from students, and will monitor and report any instances of academic or non-academic misconduct according to the *Regulations on Student Academic Misconduct* and the *Standard of Student Conduct in Non-Academic Matters*. Invigilators shall familiarize themselves with all related regulations and policies.

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

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

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

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

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

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

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

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

Students who do not present a student ID card, or other acceptable photographic identification, during an examination will be permitted to finish sitting the examination, but only upon completing and signing a *Failure to Produce Proper Identification at an Examination* form. The form indicates that there is no guarantee that the examination paper will be graded if any discrepancies in identification are discovered upon investigation. Students will then have to present themselves with a student ID card or other

acceptable government-issued photographic identification to the invigilator within two working days of the examination at a time and place mutually agreeable to the invigilator and the student. Such students may also be asked to provide a sample of their handwriting. Failure to provide acceptable identification within two working days will result in an academic misconduct charge under the *Regulations on Student Academic Misconduct*.

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

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

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

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

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

7.5 Access to materials in the examination room

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

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

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

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

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

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

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

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

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

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

7.7 Food and beverages
It is at the discretion of the invigilator whether food or beverages are permitted in an examination room, unless required for a medical purpose.

7.8 Protocols for an academic misconduct breach
Where there are reasonable grounds for an invigilator believing that a violation of the *Regulations on Student Academic Misconduct* has occurred, the invigilator has the authority to:

- remove anything on the desk or table not authorized for use in the examination.
- ask to examine any book bags or handbags, purses, laptop cases, dictionaries (print or electronic), instruments, calculators, electronic devices capable of data storage and retrieval or photography (computers, tablets, cell phones, personal music devices, etc.), and any other personal belongings if there is a reasonable suspicion that they contain evidence of academic

misconduct. If allowed by the student, any such searches must be done in the presence of the student; the presence of another invigilator as a witness is recommended but not necessary.

- once examined, any personal belongings (e.g., cell phones, textbooks, and book bags) shall be returned to the student to be put back under the student's desk, with, in so much as it is possible, the evidence retained by the invigilator. Notes or similar unauthorized materials will be confiscated and attached to the incident report to be evaluated by the instructor for possible academic misconduct procedures. If the student requires a photocopy of any evidence discovered, a copy will be provided as soon as is reasonably possible with the original to be retained by the invigilator.
- the invigilator may take photographs or video recordings of any evidence. Photographs or video recordings will only be used in support of a charge under the *Regulations on Student Academic Misconduct* and will not be used or disclosed for any other purposes, and will be retained in a secure manner for a limited period of time period.
- require the student to move to a seat where the invigilator can more easily monitor the student.
- ask a student to produce evidence where the invigilator believes that student has hidden it on their person. If the student refuses, respect the refusal but note it when reporting. Under no circumstances can the student be touched or physically searched.
- if considered reasonably necessary, invigilators may take a photograph of the student.
- if the student refuses to cooperate with any request of the invigilator, note the refusal when reporting.

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

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

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

7.9 Retention and accessibility of examination materials and class syllabus

All marked final examination papers, together with the university tally sheets, shall be retained in the department, or college in non-departmentalized colleges, for a period of at least one year following the examination period in which the final examination was held in case of student appeals under university policy.

It is recommended that examples of all final examination questions for a class, along with the class syllabus, shall be retained in the department, or college in non-departmentalized colleges, for a period of

at least ten years following the end of the class. Retention supports the evaluation of transfer credit for students.

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

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

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

8. Student Assessment Issues and Special Circumstances

8.1 Final grade alternatives and comments

Definition:

Course Grade Modes

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

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

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

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

- Incomplete Failure (INF)
- Deferred Final Examination Granted (DEFG)

- Special Deferred Final Examination Granted (SPECDEFG)
- Supplemental Final Examination Granted (SUPPG)
- Supplemental Final Examination Written (SUPP)
- Special Supplemental Final Examination Granted (SPECSPG)
- Special Supplemental Final Examination Written (SPECSUP)

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

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

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

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

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

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

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

8.4 Incomplete class work (assignments and/or examinations) and Incomplete Failure (INF)
When a student has not completed the required class work, which includes any assignment or examination including the final examination, by the time of submission of the final grades, they may be granted an extension to permit completion of an assignment or granted a deferred examination in the case of absence from a final examination.

Extensions past the final examination date for the completion of assignments must be approved by the department head, or dean in non-departmentalized colleges, and may exceed thirty days only in unusual circumstances. The student must apply to the instructor for such an extension and furnish satisfactory reasons for the deficiency. Deferred final examinations are granted as per college policy.

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

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

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

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

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

8.5 No credit (N) grade alternative and grade comment

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

8.6 Deferred final examinations

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

Examination period
The deferred and supplemental examination periods are approximately as follows:

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

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

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

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

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

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

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

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

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

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

Exceptions
With the approval of the department head, or dean in non-departmentalized colleges, and the consent of the student, the instructor of a class is allowed some flexibility about the nature of the examination to accommodate the particular circumstances which created the need for the deferred examination. The registrar must be notified of any departures from the regular form of examination.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

a. Students registered with Access and Equity Services may be granted special accommodation with regard to attendance, availability of study materials, and assessment requirements (including mid-term and final examinations) as per the *Academic Accommodation and Access for Students with Disabilities* policy.

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

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

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

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

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

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

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

e. Students shall be granted special accommodation due to participation in activities deemed to be official university business. Such activities are considered an important part of student development and include participation in Huskie Athletics, university fine or performing arts groups, participation at academic conferences, workshops or seminars related to the student's academic work, or like activities. Travel time to and from such activities is also considered official university business.

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

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

8.10 No Grade Reported (NGR)

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

9. Procedures for Grade Disputes

9.1 Grade dispute between instructor and department head or dean

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

a. Members of each department or college shall agree ahead of time on a conciliation mechanism that the department or non-departmentalized college will follow in the event of a grade dispute.

b. If five business days following the last day of examinations pass and the department head or dean has not approved the grade report for a class due to a dispute with the instructor, the department or non-departmentalized college shall immediately commence the conciliation procedure. The department or college has five business days to complete this conciliation process.

c. If, after five business days the conciliation procedure does not resolve the dispute, the matter shall be immediately referred to the dean, or the provost and vice president (academic) in the case of non-departmentalized colleges, who will set up an arbitration committee within two business days. The committee shall consist of three members: one member nominated by the instructor, one member nominated by the department head, or dean in non-departmentalized colleges, and a chairperson. If one of the parties does not nominate a member, the dean or provost and vice-president (academic) shall do so. All appointees to the arbitration committee should be members of the General Academic Assembly. The chairperson shall be appointed by the mutual agreement of the nominees for the instructor and the department head or, if the two nominees cannot agree, by the dean. In non-departmentalized colleges, the chair will be appointed by the provost and vice-president (academic) if the dean and the instructor cannot agree.

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

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

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

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

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

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

9.2 Grade dispute between instructor and student

Students who are dissatisfied with the assessment of their class work or performance in any aspect of class work, including a midterm or final examination, should consult the University Council policy

titled *Student Appeals or Evaluation, Grading and Academic Standing* and the *Procedures for Student Appeals in Academic Matters*.

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

Contact Information
Contact Person: University Registrar
Phone: 306-966-6723

AGENDA ITEM NO: 8**.7**

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY: Yansun Yao, chair, Academic Programs Committee

DATE OF MEETING: May 18, 2023

SUBJECT: **Changes - Academic Calendars 2022/23 and 2023/24**

COUNCIL ACTION: **For Information Only**

SUMMARY:

At its meeting of April 19, 2023, the Academic Programs Committee approved changes to the Academic Calendar for both 2022/23 and 2023/24 to reflect the removal of the spring intake in the Dental Assisting program.

There were no students enrolled in spring intake and therefore, no student are effected by this change.

ATTACHMENTS:

1. Academic Calendar 2022-23 and 2023-24 with changes reflected

College of Dentistry APC submission

RE: Certificate in Dental Assisting, changes to program delivery dates

Contact person: Jolana Piercy (Jolana.piercy@usask.ca) / Lane Foster (lane.foster@usask.ca)

The College of Dentistry Certificate in Dental Assisting will be reverting back from a double cohort per year with staggered start dates model to a single cohort model. The aim of the double cohort model was to increase enrollment and allow for increased practical experience for Dental Assisting students in the Dental Clinic. However, the higher administrative costs and a lack of enrollment numbers in the spring cohort made this model not cost effective. The College has reverted to a single offering of the Dental Assisting program per year, with a larger admissions limit. Program dates have been adjusted slightly to both more closely mirror the Doctor of Dental Medicine program dates and allow for more experiential learning for Dental Assisting Students.

Motions:

Move that the USask 2022-2023 Calendar be adjusted to omit the start date for the 2023 CDA spring cohort.

Move that USask 2023-2024 Calendar be adjusted to reflect the change to a single offering model as defined above, including dates and mention of cohorts.

Academic Calendar 2022-2023

As approved by the Academic Programs Committee of University Council on September 13, 2022

DATE		NOTES
APRIL		
Mon. Apr. 25, 2022	First day of classes for Nursing Year 2	
MAY		
Mon. May 2, 2022	First day of classes for Nursing Year 3	
Mon. May 2, 2022	First day of Winter Term final examinations for Dentistry Year 1, Year 2 and Year 3	
Mon. May 2, 2022	Start of PHAR 490 orientation for Pharmacy Year 4	
Tue. May 3, 2022	End of PHAR 490 orientation for Pharmacy Year 4	
Tue. May 3, 2022	Last day of Winter Term classes for Medicine Year 1 and 2	
Wed. May 4, 2022	Start of PHAR 487 integrating seminar for Pharmacy Year 4	
Thu. May 5, 2022	First day of Winter Term final examinations for Medicine Year 1 and 2	
Fri. May 6, 2022	End of PHAR 487 integrating seminar for Pharmacy Year 4	
Mon. May 9, 2022	Quarter 1, Spring Term and Multi-Term Spring and Summer Session classes begin	
Tue. May 10, 2022	Deadline for registration changes for Quarter 1 classes with 100% tuition credit	
Thu. May 12, 2022	Last day to withdraw from Quarter 1 classes with 75% tuition credit	
Fri. May 13, 2022	Last day of Winter Term final examinations for Medicine Year 1 and Year 2	
Fri. May 13, 2022	Last day of Winter Term final examinations for Dentistry Year 1, Year 2 and Year 3	
Fri. May 13, 2022	Deadline for registration changes for Multi-Term classes with 100% tuition credit	
Fri. May 13, 2022	Deadline for registration changes for Spring Term classes with 100% tuition credit	
Fri. May 13, 2022	Last day to withdraw from Quarter 1 classes with 50% tuition credit	
Mon. May 16, 2022	Convocation faculty meeting	
Tue. May 17, 2022	Convocation faculty meeting	
Tue. May 17, 2022	Last day to withdraw from Spring Term classes with 75% tuition credit	
Thu. May 19, 2022	Deadline for submitting Winter Term and Multi-Term supplemental and deferred exam authorizations	
Thu. May 19, 2022	University Council meeting	
Fri. May 20, 2022	Last day to withdraw from Multi-Term classes with 75% tuition credit	
Fri. May 20, 2022	Last day to withdraw from Spring Term classes with 50% tuition credit	
Mon. May 23, 2022	Victoria Day – university closed	
Fri. May 27, 2022	Last day to withdraw from Multi-Term classes with 50% tuition credit	
Mon. May 30, 2022	Last day of instruction for Quarter 1 classes	

Academic Calendar 2022-2023

As approved by the Academic Programs Committee of University Council on September 13, 2022

Mon. May 30, 2022	Last day to withdraw from Quarter 1 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Tue. May 31, 2022	Exam period for Quarter 1 classes; break for Spring Term (T1) and Multi-Term (T1T2) classes	

DATE		NOTES
JUNE		
Wed. Jun. 1, 2022	Exam period for Quarter 1 classes; break for Spring Term (T1) and Multi-Term (T1T2) classes	
Thu. Jun. 2, 2022	Quarter 2 classes begin; Spring Term and Multi-Term classes resume	
Thu. Jun. 2, 2022	Deadline to pay Spring Term and Multi-Term tuition	
Fri. Jun. 3, 2022	Deadline for registration changes Quarter 2 classes with 100% tuition credit	
Fri. Jun. 3, 2022	Annual Indigenous Convocation Celebration (formerly known as Graduation Powwow)	
Mon. Jun. 6, 2022	Spring Convocation	
Tue. Jun. 7, 2022	Spring Convocation	
Tue. Jun. 7, 2022	Last day to withdraw from Quarter 2 classes with 75% tuition credit	
Wed. Jun. 8, 2022	Last day to withdraw from Quarter 2 classes with 50% tuition credit	
Wed. Jun. 8, 2022	Spring Convocation	
Thu. Jun. 9, 2022	Spring Convocation	
Fri. Jun. 10, 2022	Spring Convocation	
Thu. Jun. 16, 2022	University Council meeting	
Thu. Jun. 16, 2022	Winter Term and Multi-Term deferred and supplemental examinations begin	
Tue. Jun. 21, 2022	Orientation for Medicine Year 4	
Wed. Jun. 22, 2022	Winter Term and Multi-Term deferred and supplemental examinations end	
Wed. Jun. 22, 2022	Last day of instruction for Quarter 2 and Spring Term classes	
Wed. Jun. 22, 2022	Last day to withdraw from Quarter 2	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Wed. Jun. 22, 2022	Last day to withdraw from Spring Term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Thu. Jun. 23, 2022	Mid-Term break for Multi-Term (T1T2) classes	Multi-Term classes will resume on Mon. July 4, 2022.

Academic Calendar 2022-2023

As approved by the Academic Programs Committee of University Council on September 13, 2022

Thu. Jun. 23, 2022	Exam period for Quarter 2 and Spring Term classes	
Fri. Jun. 24, 2022	Exam period for Quarter 2 and Spring Term classes	
Mon. Jun. 27, 2022	Exam period for Quarter 2 and Spring Term classes	
JULY		
Fri. Jul. 1, 2022	Canada Day – university closed	
Mon. Jul. 4, 2022	Summer Term and Quarter 3 classes begin; Multi-Term classes resume	
Tue. Jul. 5, 2022	Deadline for registration changes for Quarter 3 classes with 100% tuition credit	

DATE		NOTES
Thu. Jul. 7, 2022	Last day to withdraw from Quarter 3 classes with 75% tuition credit	
Fri. Jul. 8, 2022	Last day to withdraw from Quarter 3 classes with 50% tuition credit	
Fri. Jul. 8, 2022	Deadline for registration changes for Summer Term classes with 100% tuition credit	
Tue. Jul. 12, 2022	Last day to withdraw from Summer Term classes with 75% tuition credit	
Fri. Jul. 15, 2022	Last day to withdraw from Summer Term classes with 50% tuition credit	
Mon. Jul. 18, 2022	Orientation for Medicine Year 3	
Mon. Jul. 18, 2022	Fall Term classes begin for Medicine Year 4	
Fri. Jul. 22, 2022	Last day of instruction for Quarter 3 classes	
Fri. Jul. 22, 2022	Last day to withdraw from Quarter 3 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Sat. Jul. 23, 2022	Exam period for Quarter 3 classes; break for Summer Term and Multi-Term classes	
Mon. Jul. 25, 2022	Exam period for Quarter 3 classes; break for Summer Term and Multi-Term classes	
Tue. Jul. 26, 2022	Quarter 4 classes begin; Summer Term and Multi-Term classes resume	
Tue. Jul. 26, 2022	Deadline to pay Summer Term tuition	
Wed. Jul. 27, 2022	Deadline for registration changes for Quarter 4 classes with 100% tuition credit	
Fri. Jul. 29, 2022	Last day to withdraw from Quarter 4 classes with 75% tuition credit	
AUGUST		
Mon. Aug. 1, 2022	Saskatchewan Day – university closed	
Tue. Aug. 2, 2022	Last day to withdraw from Quarter 4 classes with 50% tuition credit	
Tue. Aug. 2, 2022	Fall Term classes begin for Medicine Year 3	
Wed. Aug. 3, 2022	Orientation begins for Medicine Year 1	
Thu. Aug. 4, 2022	Orientation begins for Medicine Year 2	
Fri. Aug. 5, 2022	Orientation ends for Medicine Year 1 and Year 2	
Mon. Aug. 8, 2022	Fall Term classes begin for Medicine Year 1 and Year 2	

Academic Calendar 2022-2023

As approved by the Academic Programs Committee of University Council on September 13, 2022

Thu. Aug. 15, 2022	Classes begin for Veterinary Medicine Year 1, Year 2 and Year 3	
Tue. Aug. 16, 2022	Last day of instruction for Quarter 4, Summer Term, and Multi-Term classes	
Tue. Aug. 16, 2022	Last day to withdraw from Quarter 4 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Tue. Aug. 16, 2022	Last day to withdraw from Summer Term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Tue. Aug. 16, 2022	Last day to withdraw from Multi-Term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Wed. Aug. 17, 2022	Exam Period for Multi-Term, Summer Term, and Quarter 4 classes	
Thu. Aug. 18, 2022	Exam Period for Multi-Term, Summer Term, and Quarter 4 classes	
Fri. Aug. 19, 2022	Exam Period for Multi-Term, Summer Term, and Quarter 4 classes	
Tue. Aug. 25, 2022	Classes begin for Pharmacy Year 1, Year 2 and Year 3	
Tues. Aug. 25, 2022	Deadline for submitting Spring and Summer Term supplemental and deferred exam authorizations	
Mon. Aug. 29, 2022	Clinical rotations begin for Veterinary Medicine Year 4	
Mon. Aug. 29, 2022	Classes begin for Nutrition Year 4	
Mon. Aug. 29, 2022	Classes begin for Physical Therapy Year 1 and Year 2; Clinical Placements begin for Year 3	
Mon. Aug. 29, 2022	Orientation and Fall Term classes begin for Dentistry Year 1, Year 2 and CDA Cohort	
Mon. Aug. 29, 2022	Orientation for Dentistry Year 3 and Year 4	
Tue. Aug. 30, 2022	Orientation for Nutrition Year 1	
Tue. Aug. 30, 2022	Residence Move-In Day for College Quarter, Voyageur Place and Seager Wheeler	
Wed. Aug. 31, 2022	Residence Move-in Day for Graduate House, Assiniboine Hall/Wollaston Hall and Souris Hall	
Wed. Aug. 31, 2022	Orientation for Nutrition Year 1	
Wed. Aug. 31, 2022	Orientation for Nursing Year 2 and NURS 450.9	
Wed. Aug. 31, 2022	Closing date for submission of applications for Fall Convocation	
SEPTEMBER		

Academic Calendar 2022-2023

As approved by the Academic Programs Committee of University Council on September 13, 2022

Thu. Sept. 1, 2022	First day of Fall Term classes begin for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering, Graduate and Postdoctoral Studies (except for MBA, Physical Therapy, SENS Cert. CCCVA), Kinesiology, Law, Nursing (Years 2, 3 and 4), Nutrition (Years 1, 2 and 3) and Pharmacy (Years 1, 2 and 3)	
Thu. Sept. 1, 2022	Orientation and first day of classes for Law (Year 1)	
Fri. Sept. 2, 2022	Orientation for Law (Year 1) continued	
Mon. Sept. 5, 2022	Labour Day - university closed	
Tue. Sept. 6, 2022	Fall Term classes begin for Dentistry Year 3 and Year 4	
Sat. Sept. 10, 2022	Spring and Summer Term deferred and supplemental examinations	
Thu. Sept. 15, 2022	Deadline for registration changes for Fall Term and Multi-Term (September to April) classes with 100% tuition credit	
Mon. Sept.19, 2022	Last day for Master's and PhD students to submit approved thesis to ETD site and for departments to submit all supporting documentations, indicating completion of the graduate degree, in order to graduate at Fall Convocation	If this date falls on a weekend/holiday, the first business day **prior** is observed.

DATE		NOTES
Thu. Sept. 22, 2022	Last day to withdraw from Fall Term classes with 75% tuition credit	
Thu. Sept. 22, 2022	University Council meeting	
Mon. Sept. 26, 2022	No classes for Veterinary Medicine Year 1 – White Coat Ceremony	
Thu. Sept. 29, 2022	Last day to withdraw from Multi-Term classes with 75% tuition credit	
Thu. Sept. 29, 2022	Last day to withdraw from Fall Term classes with 50% tuition credit	
Thu. Sep. 29, 2022	Tuition payment deadline for Fall Term classes	
Fri. Sep. 30, 2022	National Day for Truth and Reconciliation – university closed	
OCTOBER		
Mon. Oct. 10, 2022	Thanksgiving Day – university closed	
Mon. Oct. 10, 2022	Fall Term Break Week for Veterinary Medicine Year 1, Year 2 and Year 3	Fall break week for Veterinary Medicine Year 1-3 ends on Oct. 14, 2022. Classes resume on Mon. Oct. 17, 2022.
Tue. Oct. 11, 2022	Convocation faculty meeting	
Wed. Oct. 12, 2022	Convocation faculty meeting	
Mon. Oct. 17, 2022	Last day to withdraw from Multi-Term classes with 50% tuition credit	
Thu. Oct. 20, 2022	University Council meeting	
Sat. Oct. 29, 2022	University Senate meeting	
NOVEMBER		
Mon. Nov. 7, 2022	Fall Term Break Week (Mon. Nov. 7 to Fri. Nov. 11, 2022) for most colleges except for Dentistry Medicine (Year 2 - 4), Nursing, Nutrition Year 4, Pharmacy Year 4, Physical Therapy, Veterinary Medicine	Classes resume on Mon. Nov. 14, 2022

Academic Calendar 2022-2023

As approved by the Academic Programs Committee of University Council on September 13, 2022

Wed. Nov. 9, 2022	Fall Convocation	
Thu. Nov. 10, 2022	Fall Break Day for Nursing (both graduate and undergraduate programs)	
Fri. Nov. 11, 2022	Remembrance Day – university closed	
Thu. Nov. 17, 2022	University Council meeting	
Fri. Nov. 25, 2022	Last day of Fall Term classes for Medicine Year 2	
Mon. Nov. 28, 2022	First day of Fall Term examinations for Medicine Year 2	
DECEMBER		
Fri. Dec. 2, 2022	Last day of Fall Term classes for Law	
Fri. Dec. 2, 2022	Last day of Fall Term classes for Dentistry Year 1, Year 2, Year 3 and Year 4	
Mon. Dec. 5, 2022	First day of Fall Term examinations for Law	
Mon. Dec. 5, 2022	First day of Fall Term examinations for Dentistry Year 1, Year 2, Year 3, Year 4 and CDA Fall Cohort	
Mon. Dec. 5, 2022	Last day of Fall Term classes for Medicine Year 1	
Tues. Dec. 6, 2022	First day of Fall Term examinations for Medicine Year 1	

DATE		NOTES
Wed. Dec. 7, 2022	Last day of Fall Term classes for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies and Kinesiology, Nutrition (Years 1, 2 and 3) and Pharmacy (Years 1, 2 and 3)	
Wed. Dec. 7, 2022	Last day to withdraw from Fall Term classes without academic penalty	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Thu. Dec. 8, 2022	Fall Term final examinations, including night class examinations, begin for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies and Kinesiology, Nutrition (Years 1, 2 and 3) and Pharmacy (Years 1, 2 and 3)	
Fri. Dec. 9, 2022	Last day of Fall Term examinations for Medicine Year 1 and Year 2	
Fri. Dec. 9, 2022	Last day of Fall Term classes for Medicine Year 3	
Fri. Dec. 9, 2022	Last day of Fall Term classes for Veterinary Medicine Year 3	
Fri. Dec. 9, 2022	Last day of Fall Term classes for Physical Therapy Year 2	
Sun. Dec. 11, 2022	Last day of Fall term classes Nursing Year 2, Year 3 and Year 4	
Mon. Dec. 12, 2022	First day of Fall Term examinations for Nursing Year 2, Year 3 and Year 4	
Mon. Dec. 12, 2022	Last day of Fall Term classes for Veterinary Medicine Year 2	
Mon. Dec. 12, 2022	First day of Fall Term final examinations for Veterinary Medicine Year 3	
Wed. Dec. 14, 2022	First day of Fall Term final examinations for Veterinary Medicine Year 2	
Wed. Dec. 14, 2022	Last day of Fall Term classes for Veterinary Medicine Year 1	
Thu. Dec. 15, 2022	University Council meeting	

Academic Calendar 2022-2023

As approved by the Academic Programs Committee of University Council on September 13, 2022

Fri. Dec. 16, 2022	Last day of Fall Term examinations for Dentistry Year 1, Year 2, Year 3, Year 4 and CDA Fall Cohort	
Fri. Dec. 16, 2022	First day of Fall Term final examinations for Veterinary Medicine Year 1	
Fri. Dec. 16, 2022	Last day of Fall Term classes for Engineering Year 1	
Sun. Dec. 18, 2022	Last day of clinical rotations for Veterinary Medicine Year 4	
Sun. Dec. 18, 2022	Last day of Fall Term classes for Medicine Year 4	
Mon. Dec. 19, 2022	Last day of Fall Term final examinations for Veterinary Medicine Year 1, Year 2 and Year 3	
Mon. Dec. 19, 2022	Start of PHAR 488 integrating seminar Pharmacy Year 4	
Wed. Dec. 21, 2022	End of PHAR 488 integrating seminar Pharmacy Year 4	
Fri. Dec. 23, 2022	Last day of Fall Term examinations for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies and Kinesiology, Nutrition (Years 1, 2 and 3) and Pharmacy (Years 1, 2 and 3)	
Sun. Dec. 25, 2022	Christmas day – university closed	
Mon. Dec. 26, 2022	Boxing Day – university closed	
Tue. Dec. 27, 2022	Christmas day (in lieu) – university closed	
Wed. Dec. 28, 2022	University closed	

DATE		NOTES
Thu. Dec. 29, 2022	University closed	
Fri. Dec. 30, 2022	University closed	
Sat. Dec. 31, 2022	New Year's Eve	
JANUARY		
Sat. Jan. 1, 2023	New Year's Day	
Mon. Jan. 2, 2023	New Year's Day (in lieu of) - university closed	
Tue. Jan. 3, 2023	Nursing 450.9 Orientation	
Tue. Jan. 3, 2023	Winter Term classes begin for Dentistry and CDA Fall Cohort, Medicine, Nutrition (Year 4), Pharmacy (Year 4) and Veterinary Medicine (including Year 4 clinical rotations)	
Wed. Jan. 4, 2023	First day of Winter Term for classes begin for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering, Graduate and Postdoctoral Studies, Kinesiology, Law, Nursing (PDBSN and Years 2, 3 and 4), Nutrition (Years 1, 2 and 3) and Pharmacy (Years 1, 2 and 3)	
Tue. Jan. 17, 2023	Deadline for registration changes for Winter Term classes with 100% tuition credit	
Wed. Jan. 18, 2023	Deadline for submitting Fall Term supplemental and deferred exam authorizations	
Tue. Jan. 24, 2023	Last day to withdraw from Winter Term classes with 75% tuition credit	
Thu. Jan. 26, 2023	University Council meeting	
Tue. Jan. 31, 2023	Tuition payment deadline for Winter Term classes	
Tue. Jan. 31, 2023	Last day to withdraw from Winter Term classes with 50% tuition credit	
FEBRUARY		

Academic Calendar 2022-2023

As approved by the Academic Programs Committee of University Council on September 13, 2022

Mon. Feb. 6, 2023	Indigenous Achievement Week begins	Indigenous Achievement Week ends on Feb. 10th, 2023
Wed. Feb. 15, 2023	Registration for Spring and Summer Term classes opens	
Mon. Feb. 20, 2023	Family Day – university closed	
Mon. Feb. 20, 2023	Winter Term Break Week (Mon. Feb. 20 to Fri. Feb. 24, 2023) for most colleges except for Medicine (Year 3 and Year 4), PDBSN, Nutrition (Year 4), Pharmacy (Year 4) and Veterinary Medicine (Year 4)	Classes resume on Mon. Feb. 27th, 2023
Fri. Feb. 17, 2023	Last day of Winter Term for Dentistry Year 4 Session A	
Tue. Feb. 21, 2023	Fall Term deferred and supplemental examinations begin	
Sat. Feb. 25, 2023	Mid-Term Break begins for Veterinary Medicine Year 4 (no clinical rotations)	
Mon. Feb. 27, 2023	Mid-Term Break ends for Veterinary Medicine Year 4	
MARCH		
Mon. Mar. 6, 2023	Indigenous Achievement Week begins	Indigenous Achievement Week ends on Mar. 10th, 2023
Thu. Mar. 16, 2023	University Council meeting	
~~Mon. Mar. 27, 2023~~	~~Orientation and classes begin for CDA Spring Cohort~~	
Fri. Mar. 31, 2023	Closing date for submission of applications for Spring Convocation	

DATE		NOTES
APRIL		
Tue. Apr. 4, 2023	Last day of Winter Term classes for Law (all years)	
Wed. Apr. 5, 2023	First day of Winter Term examinations for Law (all years)	
Wed. Apr. 5, 2023	Last day of Winter Term and Multi-Term classes for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering, Graduate and Postdoctoral Studies, Kinesiology, Law, Nutrition (Years 1, 2 and 3) and Pharmacy (Years 1, 2 and 3)	
Wed. Apr. 5, 2023	Last day to withdraw from Winter Term and Multi-Term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Thu. Apr. 6, 2023	University General Academic Assembly meeting	
Fri. Apr. 7, 2023	Good Friday – university closed	
Mon. Apr. 10, 2023	First day of Winter Term and Multi-Term examinations for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies, Kinesiology, Nutrition (Years 1, 2 and 3) and Pharmacy (Years 1, 2 and 3)	
Tues. Apr. 11, 2023	Last day of Winter term classes PDBSN and Nursing Year 2, Year 3 and Year 4	
Wed. Apr. 12, 2023	First day of Winter term examinations for PDBSN and Nursing Year 2, Year 3 and Year 4	

Academic Calendar 2022-2023

As approved by the Academic Programs Committee of University Council on September 13, 2022

Fri. Apr. 14, 2023	Last day of Winter Term classes for Veterinary Medicine Year 3	
Fri. Apr. 14, 2023	Last day of Winter Term classes for Medicine Year 4	
Sat Apr. 15, 2023	Last day for Master's and PhD students to submit approved thesis to ETD site and for departments to submit all supporting documentations, indicating completion of the graduate degree, in order to graduate at Spring Convocation	If this date falls on a weekend/holiday, the first business day **prior** is observed.
Tue. Apr. 18, 2023	Last day of Winter Term classes for Veterinary Medicine Year 2	
Tue. Apr. 18, 2023	First day of Winter Term final examinations for Veterinary Medicine Year 3	
Wed. Apr. 19, 2023	Last day of Winter Term classes for Veterinary Medicine Year 1	
Thu. Apr. 20, 2023	First day of Winter Term final examinations for Veterinary Medicine Year 2	
Thu. Apr. 20, 2023	Last day of Winter Term final examinations for Veterinary Medicine Year 3	
Thu. Apr. 20, 2023	University Council meeting	
Fri. Apr. 21, 2023	First day of Winter Term final examinations for Veterinary Medicine Year 1	
Sat. Apr. 22, 2023	University Senate meeting	
Sun. Apr. 23, 2023	Last day of clinical rotations for Veterinary Medicine Year 4	
Mon. Apr. 24, 2023	Start of PHAR 489 integrating seminar for Pharmacy Year 4	
Fri. Apr. 28, 2023	Last day of Winter Term final examinations for Veterinary Medicine Year 1 and Year 2	
Fri. Apr. 28, 2023	End of PHAR 489 integrating seminar for Pharmacy Year 4	
Sat. Apr. 29, 2022	Last day of Winter Term classes for Engineering Year 1	

DATE		NOTES
Sat. Apr. 29, 2022	Last day of Winter Term and Multi-Term examinations for examinations for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies, Kinesiology, Nursing, Nutrition (Years 1, 2 and 3) and Pharmacy (Years 1, 2 and 3)	
MAY		
Mon. May 1, 2023	First day of classes for Nursing Year 2 and Year 3	
Mon. May 1, 2023	Last day of Winter Term classes for Medicine Year 2	
Wed. May 3, 2023	First day of Winter Term examinations for Medicine Year 2	
Fri. May 5, 2023	Last day of Winter Term classes for Medicine Year 1	
Mon. May 8, 2023	Quarter 1, Spring Term and Multi-Term Spring and Summer Session classes begin	
Mon. May 8, 2023	First day of Winter Term examinations for Medicine Year 1	
Tue. May 9, 2023	Deadline for registration changes for Quarter 1 classes with 100% tuition credit	
Thu. May 11, 2023	Last day to withdraw from Quarter 1 classes with 75% tuition credit	
Fri. May 12, 2023	Last day of Winter Term examinations for Medicine Year 1 and Year 2	
Fri. May 12, 2023	Last day of Winter Term classes for Dentistry Year 1, Year 2, Year 3, Year 4 and CDA Fall Cohort	
Fri. May 12, 2023	Deadline for registration changes for Spring Term classes with 100% tuition credit	

Academic Calendar 2022-2023

As approved by the Academic Programs Committee of University Council on September 13, 2022

Fri. May 12, 2023	Deadline for registration changes for Multi-Term classes with 100% tuition credit	
Fri. May 12, 2023	Last day to withdraw from Quarter 1 classes with 50% tuition credit	
Mon. May 15, 2023	First day of Winter Term examinations for Dentistry Year 1, Year 2, Year 3, Year 4 and CDA Fall Cohort	
Mon. May 15, 2023	Convocation faculty meeting	
Tue. May 16, 2023	Convocation faculty meeting	
Tue. May 16, 2023	Last day to withdraw from Spring Term classes with 75% tuition credit	
Wed. May 17, 2023	Deadline for submitting Winter Term and Multi-Term supplemental and deferred exam authorizations	
Thu. May 18, 2023	University Council meeting	
Fri. May 19, 2023	Last day to withdraw from Multi-Term classes with 75% tuition credit	
Fri. May 19, 2023	Last day to withdraw from Spring Term classes with 50% tuition credit	
Mon. May 22, 2023	Victoria Day – university closed	
Fri. May 26, 2023	Last day of Winter Term examinations for Dentistry Year 1, Year 2, Year 3, Year 4 and CDA Fall Cohort	
Fri. May 26, 2023	Last day to withdraw from Multi-Term classes with 50% tuition credit	
Mon. May 29, 2023	Last day of instruction for Quarter 1 classes	
Mon. May 29, 2023	Last day to withdraw from Quarter 1 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Tue. May 30, 2023	Exam period for Quarter 1 classes; break for Spring Term (T1) and Multi-Term (T1T2) classes	

DATE		NOTES
Wed. May 31, 2023	Exam period for Quarter 1 classes; break for Spring Term (T1) and Multi-Term (T1T2) classes	
JUNE		
Thu. Jun. 1, 2023	Exam period for Quarter 1 classes; break for Spring Term (T1) and Multi-Term (T1T2) classes	
Fri. Jun. 2, 2023	Quarter 2 classes begin; Spring Term and Multi-Term classes resume	
Fri. Jun. 2, 2023	Annual Indigenous Convocation Celebration	
Fri. Jun. 2, 2023	Deadline to pay Spring Term and Multi-Term tuition	
Mon. Jun. 5, 2023	Deadline for registration changes for Quarter 2 classes with 100% tuition credit	
Mon. Jun. 5, 2023	Spring Convocation	
Tue. Jun. 6, 2023	Spring Convocation	
Wed. Jun. 7, 2023	Last day to withdraw from Quarter 2 classes with 75% tuition credit	
Wed. Jun. 7, 2023	Spring Convocation	
Thu. Jun. 8, 2023	Last day to withdraw from Quarter 2 classes with 50% tuition credit	
Thu. Jun. 8, 2023	Spring Convocation	

Academic Calendar 2022-2023

As approved by the Academic Programs Committee of University Council on September 13, 2022

Fri. Jun. 9, 2023	Spring Convocation	
Tue. Jun. 13, 2023	Winter Term and Multi-Term deferred and supplemental examinations begin	
Thu. Jun. 15, 2023	University Council meeting	
Fri. Jun. 16, 2023	Winter Term and Multi-Term deferred and supplemental examinations end	
Thu. Jun. 22, 2023	Last day of instruction for Quarter 2 and Spring Term classes	
Thu. Jun. 22, 2023	Last day to withdraw from Quarter 2	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Thu. Jun. 22, 2023	Last day to withdraw from Spring Term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Fri. Jun. 23, 2023	Mid-Term break for Multi-Term (T1T2) classes	Mid-Term break for Multi-Term (T1T2) classes ends July 3, 2023
Fri. Jun. 23, 2023	Exam period for Quarter 2 and Spring Term classes	
Mon. Jun. 26, 2023	Exam period for Quarter 2 and Spring Term classes	
Tue. Jun. 27, 2023	Exam period for Quarter 2 and Spring Term classes	
JULY		
Sat. Jul. 1, 2023	Canada Day – university closed	
Mon. Jul. 3, 2023	Canada Day (in lieu) – university closed	

DATE		NOTES
Tue. Jul. 4, 2023	Summer Term and Quarter 3 classes begin; Multi-Term classes resume	
Wed. Jul. 5, 2023	Deadline for registration changes for Quarter 3 classes with 100% tuition credit	
Fri. Jul. 7, 2023	Last day to withdraw from Quarter 3 classes with 75% tuition credit	
Fri. Jul. 7, 2023	Last day of classes for CDA Spring Cohort	
~~Mon. Jul. 10, 2023~~	~~First day of examinations for CDA Spring Cohort~~	
Mon. Jul. 10, 2023	Last day to withdraw from Quarter 3 classes with 50% tuition credit	
Mon. Jul. 10, 2023	Deadline for registration changes for Summer Term classes with 100% tuition credit	
Wed. Jul. 12, 2023	Last day to withdraw from Summer Term classes with 75% tuition credit	
~~Fri. Jul. 14, 2023~~	~~Last day of examinations for CDA Spring Cohort~~	
Mon. Jul. 17, 2023	Last day to withdraw from Summer Term classes with 50% tuition credit	
Mon. Jul. 24, 2023	Last day of instruction for Quarter 3 classes	

Academic Calendar 2022-2023

As approved by the Academic Programs Committee of University Council on September 13, 2022

Mon. Jul. 24, 2023	Last day to withdraw from Quarter 3 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Tue. Jul. 25, 2023	Exam period for Quarter 3 classes; break for Summer Term and Multi-Term classes	
Wed. Jul. 26, 2023	Exam period for Quarter 3 classes; break for Summer Term and Multi-Term classes	
Thu. Jul. 27, 2023	Quarter 4 classes begin; Summer Term and Multi-Term classes resume	
Thu. Jul. 27, 2023	Deadline to pay Summer Term tuition	
Fri. Jul. 28, 2023	Deadline for registration changes for Quarter 4 classes with 100% tuition credit	
AUGUST		
Tue. Aug. 1, 2023	Last day to withdraw from Quarter 4 classes with 75% tuition credit	
Wed. Aug. 2, 2023	Last day to withdraw from Quarter 4 classes with 50% tuition credit	
Mon. Aug. 7, 202	Saskatchewan Day – university closed	
Thu. Aug. 17, 2023	Last day of instruction for Quarter 4, Summer Term, and Multi-Term classes	
Thu. Aug. 17, 2023	Last day to withdraw from Quarter 4 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Thu. Aug. 17, 2023	Last day to withdraw from Summer Term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Thu. Aug. 17, 2023	Last day to withdraw from Multi-Term classes	For classes that do not follow the standard start and
DATE		NOTES
		end dates, please consult an academic advisor.
Fri. Aug. 18, 2023	Exam Period for Multi-Term, Summer Term, and Quarter 4 classes	
Mon. Aug. 21, 2023	Exam Period for Multi-Term, Summer Term, and Quarter 4 classes	
Tue. Aug. 22, 2023	Exam Period for Multi-Term, Summer Term, and Quarter 4 classes	
Fri. Aug. 25, 2023	Deadline for submitting Spring and Summer Term supplemental and deferred exam authorizations	
SEPTEMBER		
Mon. Sept. 4, 2023	Labour Day – university closed	
Sat. Sept. 16, 2023	Spring and Summer Term supplemental and deferred examinations	

Academic Calendar 2022-2023

As approved by the Academic Programs Committee of University Council on September 13, 2022

Sat. Sept. 30, 2023	National Day for Truth and Reconciliation – university closed	

Academic Calendar 2023-2024

DATE	DESCRIPTION	NOTES
May		
Mon. May 1, 2023	First day of Spring term classes for Nursing Year 2 and Year 3	
Mon. May 1, 2023	First day of classes for Pharmacy Year 4	
Mon. May 1, 2023	Last day of Winter Term classes for Medicine Year 2	
Wed. May 3, 2023	First day of Winter Term examinations for Medicine Year 2	
Wed. May 3, 2023	Start of PHAR 487 integrating seminar for Pharmacy Year 4	
Fri. May 5, 2023	Last day of Winter Term classes for Medicine Year 1	
Fri. May 5, 2023	End of PHAR 487 integrating seminar for Pharmacy Year 4	
Mon. May 8, 2023	Quarter 1, Spring Term and Multi-Term Spring and Summer Session classes begin	
Mon. May 8, 2023	First day of Winter Term examinations for Medicine Year 1	
Tues. May 9, 2023	Deadline for registration changes for Quarter 1 classes with 100% tuition credit	
Thurs. May 11, 2023	Last day to withdraw from Quarter 1 classes with 75% tuition credit	
Fri. May 12, 2023	Last day of Winter Term examinations for Medicine Year 1 and Year 2	
Fri. May 12, 2023	Last day of Winter Term classes for Dentistry Year 1, Year 2, Year 3, Year 4 and CDA Fall Cohort	
Fri. May 12, 2023	Deadline for registration changes for Spring Term classes with 100% tuition credit	
Fri. May 12, 2023	Deadline for registration changes for Multi-Term classes with 100% tuition credit	
Fri. May 12, 2023	Last day to withdraw from Quarter 1 classes with 50% tuition credit	
Mon. May 15, 2023	First day of Winter Term examinations for Dentistry Year 1, Year 2, Year 3, Year 4 and CDA Fall Cohort	
Mon. May 15, 2023	Convocation faculty meeting	
Tues. May 16, 2023	Convocation faculty meeting	
Tues. May 16, 2023	Last day to withdraw from Spring Term classes with 75% tuition credit	
Wed. May 17, 2023	Deadline for submitting Winter Term and Multi-Term supplemental and deferred exam authorizations	
Thurs. May 18, 2023	University Council meeting	
Fri. May 19, 2023	Last day to withdraw from Multi-Term classes with 75% tuition credit	
Fri. May 19, 2023	Last day to withdraw from Spring Term classes with 50% tuition credit	
Mon. May 22, 2023	Victoria Day – university closed	

Academic Calendar 2023-2024

Fri. May 26, 2023	Last day of Winter Term examinations for Dentistry Year 1, Year 2, Year 3, Year 4 and CDA Fall Cohort	

DATE	DESCRIPTION	NOTES
Fri. May 26, 2023	Last day to withdraw from Multi-Term classes with 50% tuition credit	
Mon. May 29, 2023	Last day of instruction for Quarter 1 classes	
Mon. May 29, 2023	Last day to withdraw from Quarter 1 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Tues. May 30, 2023	Exam period for Quarter 1 classes; break for Spring Term (T1) and Multi-Term (T1T2) classes	
Wed. May 31, 2023	Exam period for Quarter 1 classes; break for Spring Term (T1) and Multi-Term (T1T2) classes	
June		
Thurs. Jun. 1, 2023	Exam period for Quarter 1 classes; break for Spring Term (T1) and Multi-Term (T1T2) classes	
Fri. Jun. 2, 2023	Quarter 2 classes begin; Spring Term and Multi-Term classes resume	
Fri. Jun. 2, 2023	Annual Indigenous Convocation Celebration	
Fri. Jun. 2, 2023	Deadline to pay Spring Term and Multi-Term tuition	
Mon. Jun. 5, 2023	Deadline for registration changes for Quarter 2 classes with 100% tuition credit	
Mon. Jun. 5, 2023	Spring Convocation	
Tues. Jun. 6, 2023	Spring Convocation	
Wed. Jun. 7, 2023	Last day to withdraw from Quarter 2 classes with 75% tuition credit	
Wed. Jun. 7, 2023	Spring Convocation	
Thurs. Jun. 8, 2023	Last day to withdraw from Quarter 2 classes with 50% tuition credit	
Thurs. Jun. 8, 2023	Spring Convocation	
Fri. Jun. 9, 2023	Spring Convocation	
Mon. Jun. 12, 2023	Winter Term and Multi-Term deferred and supplemental examinations begin	
Thurs. Jun. 15, 2023	University Council meeting	
Fri. Jun. 16, 2023	Winter Term and Multi-Term deferred and supplemental examinations end	
Tues. Jun. 20, 2023	Orientation for Medicine Year 4	
Thurs. Jun. 22, 2023	Last day of instruction for Quarter 2 and Spring Term classes	

Academic Calendar 2023-2024

Thurs. Jun. 22, 2023	Last day to withdraw from Quarter 2	For classes that do not follow the standard start and end dates, please consult an academic advisor.

DATE	DESCRIPTION	NOTES
Thurs. Jun. 22, 2023	Last day to withdraw from Spring Term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Fri. Jun. 23, 2023	Mid-Term break for Multi-Term (T1T2) classes	Mid-Term break for Multi-Term (T1T2) classes ends July 3, 2023
Fri. Jun. 23, 2023	Exam period for Quarter 2 and Spring Term classes	
Mon. Jun. 26, 2023	Exam period for Quarter 2 and Spring Term classes	
Tues. Jun. 27, 2023	Exam period for Quarter 2 and Spring Term classes	
Fri. Jun. 30, 2023	Last day of Spring term classes for Nursing Year 2 and Year 3	
July		
Sat. Jul. 1, 2023	Canada Day – university closed	
Mon. Jul. 3, 2023	Canada Day (in lieu) – university closed	
Tues. Jul. 4, 2023	Summer Term and Quarter 3 classes begin; Multi-Term classes resume	
Wed. Jul. 5, 2023	Deadline for registration changes for Quarter 3 classes with 100% tuition credit	
Fri. Jul. 7, 2023	Last day to withdraw from Quarter 3 classes with 75% tuition credit	
~~Fri. Jul. 7, 2023~~	~~Last day of classes for CDA Spring Cohort~~	
Mon. Jul. 10, 2023	Last day to withdraw from Quarter 3 classes with 50% tuition credit	
Mon. Jul. 10, 2023	Deadline for registration changes for Summer Term classes with 100% tuition credit	
Wed. Jul. 12, 2023	Last day to withdraw from Summer Term classes with 75% tuition credit	
Mon. Jul. 17, 2023	Last day to withdraw from Summer Term classes with 50% tuition credit	
Mon. Jul. 17, 2023	Orientation begins for Medicine Year 3	
Mon. Jul. 17, 2023	Fall Term classes begin for Medicine Year 4	
Mon. Jul. 24, 2023	Last day of instruction for Quarter 3 classes	
Mon. Jul. 24, 2023	Last day to withdraw from Quarter 3 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.

Academic Calendar 2023-2024

Mon. Jul. 24, 2023	First day of Summer term classes for Post Degree BSN	
Tues. Jul. 25, 2023	Exam period for Quarter 3 classes; break for Summer Term and Multi-Term classes	
Wed. Jul. 26, 2023	Exam period for Quarter 3 classes; break for Summer Term and Multi-Term classes	
Thurs. Jul. 27, 2023	Quarter 4 classes begin; Summer Term and Multi-Term classes resume	

DATE	DESCRIPTION	NOTES
Thurs. Jul. 27, 2023	Deadline to pay Summer Term tuition	
Fri. Jul. 28, 2023	Deadline for registration changes for Quarter 4 classes with 100% tuition credit	
Mon. Jul. 31, 2023	Fall Term classes begin for Medicine year 3	
August		
Tues. Aug. 1, 2023	Last day to withdraw from Quarter 4 classes with 75% tuition credit	
Wed. Aug. 2, 2023	Orientation begins for Medicine Year 1	
Wed. Aug. 2, 2023	Last day to withdraw from Quarter 4 classes with 50% tuition credit	
Thurs. Aug. 3, 2023	Orientation begins for Medicine Year 2 – Regina campus students	Orientation begins for Medicine Year 2 – Regina campus will continue through the end of Fri. Aug. 4, 2023
Fri. Aug. 4, 2023	Orientation begins for Medicine Year 2 – Saskatoon campus students	
Mon. Aug. 7, 2023	Saskatchewan Day – university closed	
Tues. Aug. 8, 2023	Fall Term classes begin for Medicine Year 1 and Year 2	
Mon. Aug. 14, 2023	Classes begin for Veterinary Medicine Year 1	
Wed. Aug. 16, 2023	Classes begin for Veterinary Medicine Year 2 and Year 3	
Thurs. Aug. 17, 2023	Last day of instruction for Quarter 4, Summer Term, and Multi-Term classes	
Thurs. Aug. 17, 2023	Last day to withdraw from Quarter 4 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Thurs. Aug. 17, 2023	Last day to withdraw from Summer Term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.

Academic Calendar 2023-2024

Thurs. Aug. 17, 2023	Last day to withdraw from Multi-Term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Fri. Aug. 18, 2023	Exam Period for Multi-Term, Summer Term, and Quarter 4 classes	
Mon. Aug. 21, 2023	Exam Period for Multi-Term, Summer Term, and Quarter 4 classes	
Tues. Aug. 22, 2023	Exam Period for Multi-Term, Summer Term, and Quarter 4 classes	
Fri. Aug. 25, 2023	Deadline for submitting Spring and Summer Term supplemental and deferred exam authorizations	
Fri. Aug. 25, 2023	Last day of Summer term classes for Post Degree BSN	

DATE	DESCRIPTION	NOTES
Mon. Aug. 28, 2023	Classes begin for Pharmacy Year 1, 2 and 3	
Mon. Aug. 28, 2023	Classes begin for Nutrition Year 1 and Year 4	
Mon. Aug. 28, 2023	Clinical rotations begin for Veterinary Medicine Year 4	
Mon. Aug. 28, 2023	Classes begin for Physical Therapy Year 1 and Year 2	
Mon. Aug. 28, 2023	Orientation and classes begin for Dentistry (including DMD program all years, DETH and CDA ~~Fall Cohort~~)	
Thurs. Aug. 31, 2023	Closing date for submission of applications for Fall Convocation	
Thurs. Aug. 31, 2023	Orientation for Engineering Year 1	
September		
Fri. Sept 1, 2023	Fall Term classes begin Engineering Year 1	
Mon. Sep. 4, 2023	Labour Day – university closed	
Tues. Sep. 5, 2023	Residence move in day – all buildings	
Tues. Sep. 5, 2023	Clinical Placements begin for Physical Therapy Year 3	
Tues. Sep. 5, 2023	Orientation for Nursing Year 2 and NURS 450.9	
Tues. Sep. 5, 2023	First day of Fall term classes for Post Degree BSN	
Tues. Sep. 5, 2023	Orientation for Law Year 1	
Wed. Sep. 6, 2023	First day of Fall Term classes for Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies (except for MBA and Physical Therapy), Kinesiology, Law (except Year 1), Nursing (except Post Degree BSN) and Nutrition (except Year 1 and Year 4). This excludes the colleges of Dentistry, Medicine, Pharmacy, Veterinary Medicine.	

Academic Calendar 2023-2024

Wed. Sep. 6, 2023	Orientation for Law Year 1 (cont'd)	
Thurs. Sep. 7, 2023	First day of Fall Term classes for Law Year 1	
Fri. Sep. 15, 2023	Application deadline for academic exchanges for Winter 2024	
Sat. Sep. 16, 2023	Spring and Summer Term supplemental and deferred examinations	
Tues. Sep. 19, 2023	Deadline for registration changes for Fall Term and Multi-Term (September to April) classes with 100% tuition credit	
Tues. Sep. 19, 2023	Last day for Masters and PhD students to submit approved thesis to ETD site and for departments to submit all supporting documentations, indicating completion of the graduate degree, to graduate at Fall Convocation	If this date falls on a first business day weekend/holiday, the **prior** is observed.
Mon. Sep. 25, 2023	No classes for Veterinary Medicine Year 1 – White Coat Ceremony	
Tues. Sep. 26, 2023	Last day to withdraw from Fall Term classes with 75% tuition credit	
Thurs. Sep. 28, 2023	University Council meeting	

DATE	DESCRIPTION	NOTES
Fri. Sep. 29, 2023	Tuition payment deadline for Fall Term classes	
Fri. Sep. 29, 2023	National Day for Truth and Reconciliation (in lieu) – university closed	
Sat. Sep. 30, 2023	National Day for Truth and Reconciliation – university closed	
October		
Wed. Oct. 4, 2023	Last day to withdraw from Multi-Term classes with 75% tuition credit	
Wed. Oct. 4, 2023	Last day to withdraw from Fall Term classes with 50% tuition credit	
Mon. Oct. 9, 2023	Thanksgiving Day – university closed	
Mon. Oct. 9, 2023	Fall break week (Mon. Oct. 9 to Fri. Oct. 13, 2023) for Veterinary Medicine Year 1, Year 2, and Year 3	Classes resume on Mon. Oct. 16, 2023.
Wed. Oct. 11, 2023	Convocation faculty meeting	
Thurs. Oct. 12, 2023	Convocation faculty meeting	
Thurs. Oct. 19, 2023	Last day to withdraw from Multi-Term classes with 50% tuition credit	
Thurs. Oct. 19, 2023	University Council meeting	
Sat. Oct. 28, 2023	University Senate meeting	
November		

Academic Calendar 2023-2024

Mon. Nov. 6, 2023	Fall Reading Week (Mon. November 6 to Fri. November 10, 2023) begins for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering, Graduate and Postdoctoral Studies (except for MBA and Physical Therapy), Kinesiology, Law, Medicine (Year 1 and Year 2 only), Nutrition (except Year 4) and Pharmacy (except Year 4). This excludes the colleges of Dentistry, Nursing and Veterinary Medicine.	Classes resume on Mon. Nov. 13, 2023
Wed. Nov. 8, 2023	Fall Convocation	
Thurs. Nov. 9, 2023	College of Nursing Break Day (for both graduate and undergraduate programs)	Classes resume on Mon. Nov. 13, 2023
Fri. Nov. 10, 2023	Remembrance Day (in lieu) – university closed	
Sat. Nov. 11, 2023	Remembrance Day – university closed	
Thurs. Nov. 16, 2023	University Council meeting	
December		
Fri. Dec. 1, 2023	Last day of Classes for the College of Dentistry (excluding CDA ~~Fall cohort~~)	
Mon. Dec. 4, 2023	First day of Fall Term examinations for the College of Dentistry (excluding CDA ~~Fall Cohort~~)	
Mon. Dec. 4, 2023	Last day of Fall Term classes for Medicine (Year 1 and Year 2)	
Tues. Dec. 5, 2023	Last day of Fall Term classes for the College of Law	

DATE	DESCRIPTION	NOTES
Tues. Dec. 5, 2023	First day of Fall Term examinations for Medicine Year 1 and Year 2	
Thurs. Dec. 7, 2023	First day of Fall Term examinations for the College of Law (all years)	
Fri. Dec. 8, 2023	Last day of Fall term classes for the colleges of Agriculture and Bioresources, Arts and Science, Dentistry (CDA program only) Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies, Kinesiology, Nursing, Nutrition (except Year 4) and Pharmacy (except Year 4). This excludes the colleges of Law, Medicine, and Veterinary Medicine.	
Fri. Dec. 8, 2023	Last day to withdraw from Fall Term classes without academic penalty	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Sat. Dec. 9, 2023	First day of Fall term final examinations (including night classes) for the colleges of Agriculture and Bioresources, Arts and Science, Dentistry (CDA only), Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies, Kinesiology, and Nursing, Nutrition (except year 4) and Pharmacy (except Year 4). This excludes the colleges of Dentistry(excluding CDA), Law, Medicine, and Veterinary Medicine.	
Mon. Dec. 11, 2023	Last day of Fall Term examinations for Medicine Year 1 and Year 2	
Tues. Dec. 12, 2023	Last day of Fall Term classes for Veterinary Medicine Year 3	
Wed. Dec. 13, 2023	Last day of Fall Term classes for Veterinary Medicine Year 2	

Academic Calendar 2023-2024

Thurs. Dec. 14, 2023	University Council meeting	
Thurs. Dec. 14, 2023	Last day of Fall Term classes for Veterinary Medicine Year 1	
Thurs. Dec. 14, 2023	First day of Fall Term final examinations for Veterinary Medicine Year 3	
Fri. Dec. 15, 2023	Last day of Fall Term classes for Medicine Year 3	
Fri. Dec. 15, 2023	First day of Fall Term final examinations for Veterinary Medicine Year 2	
Fri. Dec 15, 2023	Last Day of Final Examinations College of Dentistry	
Sat. Dec. 16, 2023	First day of Fall Term final examinations for Veterinary Medicine Year 1	
Sun. Dec. 17, 2023	Last day of clinical rotations for Veterinary Medicine Year 4	
Sun. Dec. 17, 2023	Last day of Fall term classes for Post Degree BSN	
Sun. Dec. 17, 2023	Last day of Fall Term classes for Medicine Year 4	
Mon. Dec. 18, 2023	Last day of Fall Term final examinations for Veterinary Medicine Year 1 and Year 3	
Mon. Dec. 18, 2023	Start of PHAR 488 Integrating seminar for Pharmacy Year 4	
Wed. Dec. 20, 2023	End of PHAR 488 Integrating seminar for Pharmacy Year 4	
Wed. Dec. 20, 2023	Last day of Fall Term final examinations for Veterinary Medicine Year 2	
Thurs. Dec. 21, 2023	Last day of Fall Term final examinations for the College of Law	
Fri. Dec. 22, 2023	Last day of Fall Term classes for Engineering Year 1	

DATE	DESCRIPTION	NOTES
Sat. Dec. 23, 2023	Last day of Fall term final examinations (including night classes) for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1), Graduate and Postdoctoral Studies, Kinesiology, and Nursing, Nutrition (except year 4) and Pharmacy (except Year 4). This excludes the colleges of Dentistry, Law, Medicine, and Veterinary Medicine.	
Sun. Dec. 24, 2023	Christmas Eve	
Mon. Dec. 25, 2023	Christmas Day – university closed	
Tues. Dec. 26, 2023	Boxing Day – university closed	
Wed. Dec. 27, 2023	University closed	
Thurs. Dec. 28, 2023	University closed	
Fri. Dec. 29, 2023	University closed	
Sun. Dec. 31, 2023	New Year's Eve – university closed	
January		

Academic Calendar 2023-2024

Mon. Jan. 1, 2024	New Year's Day – university closed	
Tues. Jan. 2, 2024	Residence move in day – All Buildings	
Tues. Jan. 2, 2024	Orientation for Post Degree BSN Year 1 and NURS 450.9	
Tues. Jan. 2, 2024	First day of clinical rotations for Veterinary Medicine Year 4	
Tues. Jan. 2, 2024	First day of Winter Term for Dentistry (including CDA ~~Fall cohort~~), Medicine (all years), Nutrition Year 4 and Pharmacy Year 4.	
Wed. Jan. 3, 2024	First day of Winter Term for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering, Graduate and Postdoctoral Studies, Kinesiology, Nursing (except Post Degree BSN Year 1), Nutrition (except Year 4), Pharmacy (except Year 4) and Veterinary Medicine (except Year 4). This excludes the colleges of Dentistry, Law, and Medicine.	
Thurs. Jan. 4, 2024	First day of Winter Term for the College of Law	
Tues. Jan. 16, 2024	Deadline for registration changes for Winter Term classes with 100% tuition credit	
Wed. Jan. 17, 2024	Deadline for submitting Fall Term supplemental and deferred exam authorizations	
Tues. Jan. 23, 2024	Last day to withdraw from Winter Term classes with 75% tuition credit	
Thurs. Jan. 25, 2024	University Council meeting	
Tues. Jan. 30, 2024	Last day to withdraw from Winter Term classes with 50% tuition credit	
Wed. Jan. 31, 2024	Tuition payment deadline for Winter Term classes	
February		
Thurs. Feb. 1, 2024	Application deadline for academic exchanges for Fall 2024, full academic year (multiterm) exchange programs for 2024-25 and Spring/Summer 2025 programs abroad	

DATE	DESCRIPTION	NOTES
Wed. Feb. 14, 2024	Registration for Spring and Summer Term classes opens	
Mon. Feb. 19, 2024	Family Day – university closed	
Mon. Feb. 19, 2024	Winter Term Break Week (Mon. Feb. 19 to Fri. Feb. 23, 2024) for the colleges of Agriculture and Bioresources, Arts and Science, Dentistry, Edwards School of Business, Education, Engineering, Graduate and Postdoctoral Studies, Kinesiology, Law, Medicine (Year 1 and Year 2 only), Nursing (except for Post Degree BSN Year 1), Nutrition (except Year 4), Pharmacy (except Year 4) and Veterinary Medicine (Year 1, Year 2 and Year 3 only).	Classes will resume on Mon. Feb. 26th, 2024
Tues. Feb. 20, 2024	Fall Term deferred and supplemental examinations begin	
Fri. Feb. 23, 2024	Mid-Term Break (starting at 6pm on Fri. Feb. 23 to Mon. Feb. 26, 2024) begins for Veterinary Medicine Year 4 (no clinical rotations)	Clinical rotations resume on Tues. Feb. 27, 2024.
Tues. Feb. 27, 2024	Clinical rotations resume for Veterinary Medicine Year 4	

Academic Calendar 2023-2024

March		
Thurs. Mar. 21, 2024	University Council meeting	
Fri. Mar. 29, 2024	Good Friday – university closed	
Sun. Mar. 31, 2024	Closing date for submission of applications for Spring Convocation	
Sun. Mar. 31, 2024	Last day of Winter term classes for Post Degree BSN	
April		
Wed. Apr. 3, 2024	Last day of Winter Term classes for Law (all years)	
Wed. Apr. 3, 2024	First day of Spring term classes for Post Degree BSN	
Fri. Apr. 5, 2024	Last day of classes for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1) and Graduate and Postdoctoral Studies, Kinesiology, Nutrition (except Year 4) and Pharmacy (except Year 4). This excludes the colleges of Dentistry, Law, Medicine, Nursing and Veterinary Medicine.	
Fri. Apr. 5, 2024	Last day to withdraw from Winter Term and Multi-Term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Fri. Apr. 5, 2024	First day of final examinations for Law (all years)	
Sat. Apr. 6, 2024	First day of final examinations for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1) and Graduate and Postdoctoral Studies, Kinesiology, Nutrition (except Year 4) and Pharmacy (except Year 4). This excludes the colleges of Law, Medicine, Nursing and Veterinary Medicine.	
Fri. Apr. 12, 2024	Last day of Winter Term classes for Medicine Year 4	
Fri. Apr. 12, 2024	Last day of Winter term classes for College of Nursing	
Mon. Apr. 15, 2024	First day of Winter term final examinations for College of Nursing	

DATE	DESCRIPTION	NOTES
Mon. Apr. 15, 2024	Last day for Master's and PhD students to submit approved thesis to ETD site and for departments to submit all supporting documentations, indicating completion of the graduate degree, in order to graduate at Spring Convocation	If this date falls on a weekend/holiday, the firstbusiness day **prior** is observed.
Wed. Apr.17, 2024	Last day of Winter Term classes for Veterinary Medicine Year 1 and year 2	
Thurs. Apr. 18, 2024	University Council meeting	
Thurs. Apr.18, 2024	Last day of Winter Term classes for Veterinary Medicine Year 3	
Thurs. Apr. 18, 2024	First day of Winter Term final examinations for Veterinary Medicine Year 2	

Academic Calendar 2023-2024

Fri. Apr. 19, 2024	Last day of Winter Term final examinations for Law (all years)	
Fri. Apr. 19, 2024	First day of Winter Term final examinations for Veterinary Medicine Year 1	
Sat. Apr. 20, 2024	University Senate meeting	
Sat. Apr. 20, 2024	First and last day of Winter Term final examinations for Veterinary Medicine Year 3	
Sun. Apr. 21, 2024	Last day of clinical rotations for Veterinary Medicine Year 4	
Mon. Apr. 22, 2024	(Mandatory) 4th year orientation for Veterinary Medicine Year 3	
Mon. Apr. 22, 2024	Start of PHAR 489 Integrating seminar for Pharmacy Year 4	
Fri. Apr. 26, 2024	End of PHAR 489 Integrating seminar for Pharmacy Year 4	
Fri. Apr. 26, 2024	Last day of Winter term final examinations for the colleges of Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering (except Year 1) and Graduate and Postdoctoral Studies, Kinesiology, Nutrition (except Year 4) and Pharmacy (except Year 4). This excludes the colleges of Dentistry, Law, Medicine, Nursing and Veterinary Medicine.	
Mon. Apr. 29, 2024	Last day of Winter Term final examinations for Veterinary Medicine Year 2	
Mon. Apr. 29, 2024	First day of classes for Pharmacy Year 4	
Tues. Apr. 30, 2024	Last day of Winter Term final examinations for Veterinary Medicine Year 1	
Tues. Apr. 30, 2024	Last day of Winter and Multi-term classes for Engineering Year 1	
Tues. Apr. 30, 2024	Last day of Winter term final examinations for College of Nursing	
May		
Wed. May 1, 2024	Start of PHAR 487 Integrating seminar for Pharmacy Year 4	
Fri. May 3, 2024	End of PHAR 487 Integrating seminar for Pharmacy Year 4	
Fri. May 3, 2024	Last day of Winter Term classes for Medicine Year 1 and 2	
Mon. May 6, 2024	First day of Winter Term final examinations for Medicine Year 1 & 2	
Mon. May 6, 2024	Quarter 1, Spring Term and Multi-Term Spring and Summer Session classes begin	

DATE	DESCRIPTION	NOTES
Tues. May 7, 2024	Deadline for registration changes for Quarter 1 classes with 100% tuition credit	
Thurs. May 9, 2024	Last day to withdraw from Quarter 1 classes with 75% tuition credit	
Fri. May 10, 2024	Deadline for registration changes for Spring Term classes with 100% tuition credit	
Fri. May 10, 2024	Deadline for registration changes for Multi-Term classes with 100% tuition credit	
Fri. May 10, 2024	Last day to withdraw from Quarter 1 classes with 50% tuition credit	

Academic Calendar 2023-2024

Fri. May 10, 2024	Last day of Winter Term and Multi-Term classes for Dentistry all years (including CDA ~~Fall Cohort~~)	
Fri. May 10, 2024	Last day of Winter Term final examinations for Medicine Year 1 and Year 2	
Mon. May 13, 2024	First day of Winter Term and Multi-Term final examinations for Dentistry all years (~~including~~ excluding CDA ~~Fall Cohort~~)	
Mon. May 13, 2024	Convocation faculty meeting	
Tues. May 14, 2024	Convocation faculty meeting	
Tues. May 14, 2024	Last day to withdraw from Spring Term classes with 75% tuition credit	
Wed. May 15, 2024	Deadline for submitting Winter Term and Multi-Term supplemental and deferred exam authorizations	
Thurs. May 16, 2024	University Council meeting	
Fri. May 17, 2024	Last day to withdraw from Multi-Term classes with 75% tuition credit	
Fri. May 17, 2024	Last day to withdraw from Spring Term classes with 50% tuition credit	
Sun. May 19, 2024	Last day of Spring term classes for Post Degree BSN	
Mon. May 20, 2024	Victoria Day – university closed	
Fri. May 24, 2024	Last day to withdraw from Multi-Term classes with 50% tuition credit	
Fri. May 24, 2024	Last day of Winter Term and Multi-Term final examinations for Dentistry all years (~~including~~ excluding CDA ~~Fall Cohort~~)	
Mon. May 27, 2024	Last day of instruction for Quarter 1 classes	
Mon. May 27, 2024	First day of Summer term classes for Post Degree BSN	
Mon. May 27, 2024	Last day to withdraw from Quarter 1 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Wed. May 29, 2024	Exam period (Wed. May 29 to Fri. May 31st, 2024) for Quarter 1 classes	
Wed. May 29, 2024	Mid-Term break (Wed. May 29 to Fri. May 31st, 2024) for Spring Term (T1) and MultiTerm (T1T2) classes begins	Classes resume on Mon. Jun. 3, 2024.
Fri. May 31, 2024	Annual Indigenous Convocation Celebration	

June

DATE	DESCRIPTION	NOTES
Mon. Jun. 3, 2024	Quarter 2 classes begin; Spring Term and Multi-Term classes resume	
Mon. Jun. 3, 2024	Deadline to pay Spring Term and Multi-Term tuition	
Mon. Jun. 3, 2024	Spring Convocation	
Tues. Jun. 4, 2024	Deadline for registration changes for Quarter 2 classes with 100% tuition credit	

Academic Calendar 2023-2024

Tues. Jun. 4, 2024	Spring Convocation	
Wed. Jun. 5, 2024	Spring Convocation	
Thurs. Jun. 6, 2024	Spring Convocation	
Thurs. Jun. 6, 2024	Last day to withdraw from Quarter 2 classes with 75% tuition credit	
Fri. Jun. 7, 2024	Last day to withdraw from Quarter 2 classes with 50% tuition credit	
Fri. Jun. 7, 2024	Spring Convocation	
Thurs. Jun. 13, 2024	University Council meeting	
Tues Jun. 18, 2024	Winter Term and Multi-Term deferred and supplemental examinations begin	
Fri. Jun. 21, 2024	Winter Term and Multi-Term deferred and supplemental examinations end	
Fri. Jun. 21, 2024	Last day of instruction for Quarter 2 and Spring Term classes	
Fri. Jun. 21, 2024	Last day to withdraw from Quarter 2	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Fri. Jun. 21, 2024	Last day to withdraw from Spring Term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Mon. Jun. 24, 2024	Exam period (Mon. June 24 to Wed. June 26, 2024) for Quarter 2 and Spring Term classes	
Mon. Jun. 24, 2024	Mid-Term break (Mon. June 24 to Fri. June 28, 2024) for Multi-Term (T1T2) classes begins	Classes will resume on Tues. Jul. 2, 2024
July		
Mon. Jul. 1, 2024	Canada Day – university closed	
Tues. Jul. 2, 2024	Summer Term and Quarter 3 classes begin; Multi-Term classes resume	
Wed. Jul. 3, 2024	Deadline for registration changes for Quarter 3 classes with 100% tuition credit	
Fri. Jul. 5, 2024	Last day to withdraw from Quarter 3 classes with 75% tuition credit	
Mon. Jul. 8, 2024	Last day to withdraw from Quarter 3 classes with 50% tuition credit	
Mon. Jul. 8, 2024	Deadline for registration changes for Summer Term classes with 100% tuition credit	

DATE	DESCRIPTION	NOTES
Wed. Jul. 10, 2024	Last day to withdraw from Summer Term classes with 75% tuition credit	
Mon. Jul. 15, 2024	Last day to withdraw from Summer Term classes with 50% tuition credit	
Mon. Jul. 22, 2024	Last day of instruction for Quarter 3 classes	

Academic Calendar 2023-2024

Mon. Jul. 22, 2024	Last day to withdraw from Quarter 3 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Tues. Jul. 23, 2024	Exam period (Tues. July 23 to Wed. July 24, 2024) for Quarter 3 classes; break for Summer Term and Multi-Term classes	
Tues. Jul. 23, 2024	Mid-Term break (Tues. July 23 to Wed. July 24, 2024) for Summer Term and Multi-Term classes begins	Classes resume on Thurs. Jul. 25, 2024
Thurs. Jul. 25, 2024	Quarter 4 classes begin; Summer Term and Multi-Term classes resume	
Thurs. Jul. 25, 2024	Deadline to pay Summer Term tuition	
Fri. Jul. 26, 2024	Deadline for registration changes for Quarter 4 classes with 100% tuition credit	
Tues. Jul. 30, 2024	Last day to withdraw from Quarter 4 classes with 75% tuition credit	
Wed. Jul. 31, 2024	Last day to withdraw from Quarter 4 classes with 50% tuition credit	
August		
Mon. Aug. 5, 2024	Saskatchewan Day – university closed	
Thurs. Aug. 15, 2024	Last day of instruction for Quarter 4, Summer Term, and Multi-Term classes	
Thurs. Aug. 15, 2024	Last day to withdraw from Quarter 4 classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Thurs. Aug. 15, 2024	Last day to withdraw from Summer Term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Thurs. Aug. 15, 2024	Last day to withdraw from Multi-Term classes	For classes that do not follow the standard start and end dates, please consult an academic advisor.
Fri. Aug. 16, 2024	Exam Period (Fri. August 16 to Tues. August 20, 2024) for Multi-Term, Summer Term, and Quarter 4 classes begins	
Fri. Aug. 23, 2024	Deadline for submitting Spring and Summer Term supplemental and deferred exam authorizations	
Sun. Aug. 25, 2024	Last day of Summer term classes for Post Degree BSN	
September		
Mon. Sep. 2, 2024	Labour Day – university closed	
Sat. Sep. 14, 2024	Spring and Summer Term supplemental and deferred examinations	
DATE	DESCRIPTION	NOTES
Thurs. Sep. 19, 2024	Last day for Masters and PhD students to submit approved thesis to ETD site and for departments to submit all supporting documentations, indicating completion of the graduate degree, to graduate at Fall Convocation	If this date falls on a

Academic Calendar 2023-2024

		first business dweekend/holiday, the ay **prior** is observed.
Thurs. Sep. 26, 2024	University Council meeting	
Mon. Sep. 30, 2024	National Day for Truth and Reconciliation – university closed	

- Please note that the General Academic Assembly (GAA) date for 2024 will be determined at a later date

AGENDA ITEM NO: 9.1

UNIVERSITY COUNCIL

SCHOLARSHIPS AND AWARDS COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY:	Prof. Abdullah Mamun Chair, Scholarships and Awards Committee
DATE OF MEETING:	May 18, 2023
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) 2022-2023	Annual summary of centrally administered ***and*** college administered awards distributed to students
2) 2022	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 $15.5 million in undergraduate student awards in 2022-2023 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 2022-2023 year, as this is the reporting vehicle upon which graduate scholarships and awards can be reported to Council.**

DISCUSSION SUMMARY:

Part A – Undergraduate

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

This Committee last reported to University Council on May 19, 2022.[1] Since that time, the Committee had four regular meetings during the 2022 and 2023 calendar years. The Committee collectively reviewed 214 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 2022-2023 fiscal year, the University of Saskatchewan signed Terms of Reference agreements to accept donations establishing 101 new awards for undergraduate students and 14 new awards for graduate students. Of the 101 undergraduate awards, 23 are merit-based, 18 are need-based, and 60 are a combination of merit and need. Of the 14 graduate awards, all are merit-based. Eight of the new undergraduate awards and 3 of the graduate awards are for indigenous students.

	New Awards (Graduate and Undergraduate) by College
Agriculture and Bioresources	12
Arts and Science	8
Dentistry	2
Engineering	11
Edwards School of Business	12
Huskie Athletics	5
Law	4
Medicine	6
Pharmacy and Nutrition	2
Veterinary Medicine	11
Multi-College Awards	13
Graduate and Postdoctoral Awards	14
Indigenous Awards	11
Gender/ nonbinary Awards	5
Total New Awards	**101**

*[1]The May 19, 2022 Report to Council was based on data compiled **April 19, 2022.** $615,405 in undergraduate student awards was disbursed as part of the 2021-2022 academic year after that date.*

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 2022-2023: Guaranteed Entrance Scholarships and Competitive Entrance Awards. The Guaranteed Entrance Scholarships are distributed to students upon applying for admission and are guaranteed to students, so long as they meet the average requirements outlined in Table 1.

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

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

Table 1 - Guaranteed Entrance Scholarship Distribution for 2022-2023[3]

Award Tier		Number of Recipients Paid	Total Value
$3,000 Guaranteed Entrance Scholarship (95% +)			
	Agriculture and Bioresources	54	$162,000
	Arts and Science	428	$1,284,000
	Education	51	$153,000
	Engineering	109	$327,000
	Edwards School of Business	55	$165,000
	Kinesiology	72	$216,000
Total $3,000 Guaranteed Entrance Scholarships		**769**	**$2,307,000**
$2,000 Guaranteed Entrance Scholarships (93 - 94.9%)			
	Agriculture and Bioresources	30	$60,000
	Arts and Science	172	$344,000
	Education	33	$66,000
	Engineering	53	$106,000
	Edwards School of Business	44	$88,000
	Kinesiology	25	$50,000
Total $2,000 Guaranteed Entrance Scholarships		**357**	**$714,000**
$1,000 Guaranteed Entrance Scholarships (90 – 92.9%)			
	Agriculture and Bioresources	28	$28,000
	Arts and Science	227	$227,000
	Education	33	$33,000
	Engineering	75	$75,000
	Edwards School of Business	47	$47,000
	Kinesiology	23	$23,000
Total $1,000 Guaranteed Entrance Scholarships		**433**	**$433,000**
$500 Guaranteed Entrance Scholarships (85 – 89.9%)			
	Agriculture and Bioresources	40	$20,000
	Arts and Science	298	$149,000
	Education	61	$30,500
	Engineering	79	$39,500
	Edwards School of Business	84	$42,000
	Kinesiology	21	$10,500
Total $500 Guaranteed Entrance Scholarships		**583**	**$291,500**
Total Guaranteed Entrance Scholarships		**2,142**	**$3,745,500**

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

[3] *Data as of April 13, 2023.*

Scholarships, valued at $40,000 over four years; the Chancellors' Scholarship, valued at $30,000 over four years; the University of Saskatchewan Entrance Scholarship, valued at $24,000 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 2022-2023. 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 2022-2023[5]

	Number of Recipients	Total Value
University of Saskatchewan Funded Competitive Entrance Awards		
Agriculture and Bioresources	10	$78,500
Arts and Science	81	$575,108
Education	6	$39,000
Engineering	15	$123,500
Edwards School of Business	13	$106,000
Kinesiology	13	$84,500
Total U of S Funded	**138**	**$1,006,608**
Donor Funded Competitive Entrance Awards		
Agriculture and Bioresources	15	$78,300
Arts and Science	68	$363,245
Education	11	$68,750
Engineering	41	$228,897
Edwards School of Business	14	$36,300
Kinesiology	7	$19,250
Total Donor Funded	**156**	**$794,742**
Total Competitive Entrance Awards	**215**	**$1,801,351**

[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.*

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 2022-2023

Transfer Average	Scholarship Amount	Number of Recipients Paid	Total Distributed
Incentive Institution[6]	$2,500	0	$0
85% +	$2,000	28	$56,000
80-84.9%	$1,500	24	$36,000
78-79.9%	$1,000	5	$5,000
TOTAL		**57**	**$97,000**

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[7] or more in 2021-2022 were eligible for the 2022-2023 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 2022-2023.

[6] 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.

[7] 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[8] Continuing Awards Distribution for 2022-2023

	Number	Total Value
University of Saskatchewan Funded Continuing Awards		
Agriculture and Bioresources	66	$103,736
Arts and Science	741	$872,493
Dentistry	10	$16,850
Education	364	$284,724
Edwards School of Business	155	$197,986
Engineering	93	$199,369
Kinesiology	39	$69,332
Law	66	$91,936
Medicine	51	$62,348
Nursing	166	$230,650
Pharmacy and Nutrition	36	$77,388
Western College of Veterinary Medicine	84	$194,494
Graduate Studies and Research[9]	356	$278,710
Total University of Saskatchewan Funded	**2,207**	**$2,670,016**
Donor Funded Continuing Awards		
Agriculture and Bioresources	15	$107,567
Arts and Science	88	$279,784
Dentistry	3	$4,250
Education	54	$329,094
Edwards School of Business	10	$43,750
Engineering	28	$148,775
Kinesiology	11	$32,250
Law	17	$62,000
Medicine	9	$29,000
Nursing	26	$126,559
Pharmacy & Nutrition	20	$70,000
Western College of Veterinary Medicine	30	$115,038
Graduate Studies and Research[10]	4	$14,500
Total Donor Funded	**314**	**$1,362,566**
Total Continuing Awards	**2,521**	**$4,042,582**

[8] *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.*

[9] *There are a few select Continuing Awards administered by the Student Finance and Awards Office that are open to both undergraduate and graduate students. This number also includes travel awards.*

[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.*

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 2021-2022, 146 applications were received. Seven of the applicants were considered ineligible for consideration. The total paid out for the credit units completed during the 2021-2022 academic year was $247,603.90. Eligible applicants received $62.50 per credit unit they successfully completed, with a maximum award value of fees assessed in the academic year. The 2022-2023 USFA Scholarships have not been awarded yet.

Table 6 – University of Saskatchewan Faculty Association (USFA) Scholarship Fund 2021-2022 Distribution[11]

	Number of Recipients
Undergraduate	120
Graduate	19
Total	**152**

Administrative and Supervisory Personnel Association (ASPA) Tuition Reimbursement Fund

In 2021-2022, there were 12 applications for the ASPA Tuition Reimbursement Fund. Eight applicants were considered ineligible. Eligible applicants received partial tuition reimbursement for the credit units completed during the academic year of May 1, 2021-April 30, 2022. There was $181,000 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 $62 per credit unit they successfully completed. The total payout for tuition reimbursements in 2021-2022 was $177,766.00. The 2022-2023 ASPA Tuition Reimbursements have not been awarded yet.

Table 7 – ASPA Tuition Reimbursement Fund 2021-2022 Distribution[12]

	Number of Recipients
Undergraduate	97
Graduate	15
TOTAL	**112**

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,

[11] *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.*

[12] *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 2022, $180,000 was received. The ASPA TRF is based on credit units completed in the 2021-2022 academic year.*

adjudicates the student appeals of revoked awards. There were ten student appeals submitted to the Student Finance and Awards Office during the 2022-23 academic year, and in each case the appellant was allowed to retain their award.

Additional Section 1: **2022-2023 International Master's Degree Support Bursary**

Although not under the purview of the Committee and not under the requirements of the Undergraduate Awards Policy, the International Master's Degree Support Bursary was adjudicated and disbursed by the Student Finance and Awards office, and this information is included to provide an accurate picture of awards on campus. These awards were not funded by the College of Graduate and Postdoctoral Studies and thus do not appear in Part B of this report, but were adjudicated in consultation with the college to ensure college requirements were met.

119 awards were given out, valued at $1,500 each, for a total of **$178,500**. Award competitions for the International Master's Degree Support Bursary were run in both the fall and winter terms of 2022-2023, with some students receiving the award each term (for a total of $3,000).

Additional Section 2: 2022-2023 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 2022-2023 [13]

College	Total Payouts	Total Value
Agriculture and Bioresources[14]	235	$542,746
Arts and Science[15]	294	$586,350
Dentistry	28	$40,030
Education	185	$166,425
Edwards School of Business[16]	316	$739,950
Engineering[17]	295	$675,823
Kinesiology	13	$9,900
Law	199	$550,195
Medicine	131	$504,521
Nursing	56	$130,475
Pharmacy and Nutrition	70	$64,850
Veterinary Medicine	142	$302,600
Huskie Athletics	582	$885,006
TOTAL	**2,546**	**$5,198,173**

[13] *Number and values reported as of **April 13,** 2023. Totals are rounded to the nearest dollar.*

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

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

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

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

UNIVERSITY OF SASKATCHEWAN

PRESIDENT'S REPORT TO COUNCIL
May 2023

USask embarks on largest campaign in Saskatchewan history

An ambitious goal of $500 million will be reached with the support and generosity of USask donors and community members, with the money going toward work in four principal areas. First is **leading critical research**, aimed at increasing the number of endowed research chairs, supporting graduate student funding, and providing undergraduate research experiences. Next, we will support **Indigenous achievement** by creating an endowment fund for scholarships and bursaries, new programming, support for learners, and reducing barriers to post-secondary education. Third is a focus on **student success** by creating new scholarships and bursaries, technology support, mentoring programming, and other initiatives that support the health and success of our learners. Finally, **visionary spaces** will be designed, including those for the Colleges of Dentistry and Engineering, the Prince Albert campus, the Emma Lake Kenderdine campus, upgraded libraries, and improved classrooms and laboratories.

To learn more about the campaign and how to get involved, please visit our website **give.usask.ca**

VIDO scientists receive leadership awards for excellence in vaccine research

Scientists at USask's Vaccine and Infectious Disease Organization (VIDO) have been recognized by the Canadian Institutes of Health Research (CIHR) for their international leadership in vaccine research for infectious diseases.

Drs. Darryl Falzarano (PhD) and Alyson Kelvin (PhD) received CIHR Leadership Awards for Excellence in Vaccine Research for Infectious Diseases of Epidemic Potential. In total CIHR funded six awards, with five in partnership with the Coalition for Epidemic Preparedness Innovations (CEPI).

The **funding from CEPI is part of a new partnership with the CIHR announced** during a virtual event to celebrate National Immunization Awareness Week. CIHR and CEPI will provide $2.7 million in grant funding to support Canadian scientists pursuing projects to prepare for epidemic and pandemic threats.

CIHR awarded Falzarano $200,000 to advance the development of a novel combination adjuvant—a component added to vaccines that helps promote the right kind of immune response. In response to the COVID-19 pandemic,

Falzarano and his team developed a protein subunit vaccine candidate formulated with this combination adjuvant. Preclinical research demonstrated this adjuvant boosted the immune response and importantly was able to provide protection in the upper respiratory tract—a characteristic that could help reduce virus transmission. Falzarano will use synchrotron technology at USask's Canadian Light Source to advance the characterization.

Kelvin will receive $200,000 from CIHR and an additional $200,000 from CEPI to develop a universal coronavirus vaccine. Creating a universal vaccine to protect against multiple coronaviruses (SARS-CoV variants of concern, Middle East respiratory syndrome coronavirus, future coronaviruses, etc.) will help control future potential pandemics. Kelvin will identify similarities in the immune responses triggered by multiple coronaviruses to develop a universal coronavirus vaccine. The project includes collaborators in Rwanda and Bangladesh.

The 6th annual māmowi āsohtētān Internal Truth and Reconciliation Forum

The 6th annual internal forum at USask focused on the Truth and Reconciliation Commission of Canada (TRC) Calls to Action as they relate to education, and how USask can continue to respond to the TRC's recommendations in meaningful and impactful ways.

The **Office of the Vice-Provost Indigenous Engagement** (OVPIE) led the organization and hosted the event, which was facilitated by the **Mistatimōk Committee**. This year, the forum celebrated 50 years of success in USask's **Indian Teacher Education Program** (ITEP). Students, alumni, and leaders from ITEP shared their experiences leading, attending, and teaching within the program and how those experiences have impacted their lives today.

I want to extend a thank you to the OVPIE team for organizing a successful event, and to all of USask community members who participated.

The annual māmowi āsohtētān Internal Truth and Reconciliation Forum was created in response to the **94 Calls to Action** that the TRC made in 2015 to redress the legacy of residential schools and advance the process of Canadian reconciliation. The forum provides an opportunity for all members of the USask community to gather and constructively and respectfully dialogue and plan for the university environment they need and want. The māmowi āsohtētān Internal Truth and Reconciliation Forum began in 2017 to continue the discussion after USask hosted the first national Building Reconciliation Forum in 2015.

ITEP, located in USask's College of Education, was established in 1973 to increase the number of First Nations teachers in Saskatchewan and other parts of Canada to meet the social and cultural needs of Indigenous communities, as well as to contribute to school systems where Indigenous and non-Indigenous children make up the student population. This year, ITEP is celebrating 50 years at USask and is hosting 50th anniversary events to mark the milestone. This includes the **ITEP Student Council Round Dance**, which was held on March 31 in the Education Gym.

USask to pay tribute to honorary degree recipients

USask will celebrate five remarkable individuals who have made extraordinary contributions to their communities throughout their careers. At this year's USask Spring Convocation at Merlis Belsher Place from June 5-9, the university will award honorary degrees to Justice Rosalie Silberman Abella, Indigenous environmentalist Gary Carriere, Dr. John Conly, Elder Sharon Jinkerson-Brass, and celebrated philanthropist Ellen Remai.

USask celebrates the opening of the Jane and Ron Graham Centre for the Scholarship of Teaching and Learning

Located in the College of Education, the centre was established thanks to a $2-million donation from USask alumni Jane (BEd'62, DCL'22) and Ron (BE'62, DCL'13) Graham.

At the heart of the centre's work is the Scholarship of Teaching and Learning – commonly referred to as SoTL — which focuses on the systematic study of teaching practices in higher education with the goal of improving student learning.

Donors Jane and Ron Graham gathered with representatives from USask to officially open the newly renovated space, located on the main floor of the Education Building. The donation is part of the newly-launched Be What the World Needs Campaign, which aims to raise $500 million to support key priorities at the university.

Two USask alumni awarded prestigious McCall MacBain scholarship

Thanks to a landmark $200 million gift in 2019 by John and Marcy McCall MacBain, USask graduates Julia Morelli (BA'23) and Minh Au (BE/BSc'23) will be pursuing fully funded master's degrees worth $100,000 each at McGill University, while participating in mentorship, coaching, and a leadership development program.

This is the second time a USask graduate has been awarded the McCall MacBain scholarship: Last year, **Nikaela Lang (BA'21) earned this exciting opportunity**. This is the first time USask will celebrate two recipients. Morelli and Au are two of 20 Canadian recipients of the award; 10 international students also received the scholarship.

Each scholar was chosen based on their character, community engagement, leadership potential, entrepreneurial spirit, academic strength, and intellectual curiosity.

Originally from Viscount, Morelli will graduate with a Bachelor of Arts (Honours) in political studies and works as a constituency assistant for two Members of the Legislative Assembly of Saskatchewan. She also helps first-year students learn to conduct research and is a seasonal farmhand for the family business. Morelli played on the USask Huskies women's hockey team and gave back to the hockey community as an assistant coach and on-ice instructor. Her academic interests include decolonization, Indigenous-settler relations, and Indigenous self-determination, and she will pursue a master's degree in political science at McGill. The selection committee was so impressed with her potential, it placed her in the top 20 of nearly 700 applicants.

Engineering physics student Au leads a student group dedicated to design and innovation in biomedical engineering. She has worked and volunteered as an editor for the university's student-run newspaper, tutored students at a Vietnamese language school, and managed social media for a financial literacy club. During the summers, Au worked in research and taught kids at a science camp. She spent last summer conducting research at CERN, the largest particle physics laboratory in the world, and plans to study experimental particle physics at McGill.

BE WHAT THE WORLD NEEDS

Provost's Report to Council

May 2023

Hello Council Chair, members, and visitors. Bonjour.
tānisi. hãn. ëdłanet'e? taanishi. aniin
[English. French. Cree. Dakota/Lakota/Nakota. Dene. Michif. Saulteaux]

GENERAL REMARKS

Congratulations to USask leaders, faculty, students, and staff on a successful Winter 2023 term. The ongoing dedication to USask's teaching, learning, and research missions is so appreciated. Thank you for your continued support of the commitments and goals outlined in the University Plan 2025. My very best wishes for spring and summer classes, and for a relaxing, rejuvenating, and safe summer ahead.

Enhancing student experience, student supports focus of 2023/24 tuition rates

On April 20, the University of Saskatchewan announced tuition rates for the 2023/24 academic year, implementing an increase to support continued delivery of high-quality academic programming alongside further investment in student services and financial aid.

The tuition change is a weighted average increase of 4.02 per cent. This will mean that in the College of Arts and Science, where nearly half of all USask students are enrolled, a domestic student's tuition in an undergraduate Bachelor of Arts program will change from $6,978 to $7,257 for the upcoming year—an increase of $279, or about $8.75 per week over the fall and winter terms.

As part of its annual tuition review and rate-setting processes, USask examines rates at peer institutions in the U15 Group of Canadian Research Universities. Tuition rates are considered within the context of five principles at USask, as per the *Tuition and Fees Authorization Policy*: Comparability to similar programs; accessibility and affordability for students; enabling the high quality of programs; predictability of tuition to support longer-term planning for students; and transparency through consultation with students to ensure a common understanding on tuition.

To mitigate the impact of economic barriers for students with financial need, USask has budgeted nearly $56 million in 2023/24 for student aid, through scholarships, bursaries, and tuition waivers. This does not include financial support through the many employment opportunities that are available to USask students.

In the upcoming 2023/24 academic year, needs-based funding of $1 million will be allocated toward financial support for continuing international undergraduate and master's degree students. This is approximately 13 per cent of the overall new tuition revenue stemming from the increase to international student tuition. USask is also investing in other key student supports, including additional funding for the University of Saskatchewan Students' Union (USSU) Food Centre, which is accessed by students across campus.

In 2021, USask launched tuition consultation initiatives to further engage students about tuition rates and how the university utilizes tuition revenue. Tuition planning and planning and resource allocation learning modules were developed to provide students with comprehensive information about how tuition rates are decided, as well as about the role of student consultation, the processes and timelines for setting tuition rates, and how integrated planning is connected to resource allocation and budgeting. Also in 2021, USask signed *The Saskatchewan Post-Secondary Multi-Year Operating Funding Memorandum of Understanding* with the Government of Saskatchewan. This has created the opportunity for overall tuition stability across several years and has enhanced the predictability of tuition decisions.

Coupled with the provincial operating investment, tuition supports USask by jointly funding the university's core expenses, including faculty and staff salaries; student financial aid; student services; libraries; information technology; infrastructure investment; and administration across campuses. Tuition and fees provide about 19 per cent of USask's total comprehensive revenue. Tuition rates for all undergraduate and graduate programs can be found online at usask.ca/tuition.

USask community invited to planning and budget town halls

All members of the USask community are invited to join Dr. Airini, provost and vice-president academic, and Dr. Devan Mescall, chief financial officer, for two online planning and budget town hall presentations and discussions in May.

Faculty, staff, and students are welcome to attend one or both town halls, which are scheduled for Wednesday, May 17, 2023, from 1 pm – 2:30 pm, and Friday, May 19, 2023, from 10:30 am – 12 pm. Both town halls will take place online via Zoom.

USask's budget and planning town halls happen twice each academic year, during the spring and fall terms. The events offer an opportunity to learn more about how USask's academic mission drives the university's financial decision-making and resource-allocation processes. There is also discussion about how our academic values—based on USask's mission, vision, and values, and the University Plan 2025—lead decision-making, and how budget realities inform these decisions.

The spring town halls will focus on highlights from the 2023/24 budget, including notable accomplishments and challenges ahead. There will also be an opportunity to ask questions and make suggestions after the presentation.

The spring town halls will be recorded. The recordings will be made available to the campus community following the events. Information from past town halls can be found here and information about USask finances can be found here.

USask's highest teaching award to be renamed

After careful consideration and consultation with the Office of the Provost and Vice-President Academic, the Master Teacher Committee has decided to change the name of the Master Teacher Award to the University of Saskatchewan Distinguished Teacher Award.

This decision was made after reviewing other awards offered internally at the university, such as the Distinguished Researcher Award and the Distinguished Graduate Mentor Award. The intent is to elevate teaching, and for the highest institutional award for teaching to be on par with other highest-level awards at USask. The new name, the University of Saskatchewan Distinguished Teacher Award, reflects the level of excellence and prestige the recipients demonstrate and serves to advance the university's

commitment to setting the standard in learning and demonstrating excellence in teaching, leadership, and personal growth.

The standard and criteria for this award remain unchanged. It was determined that adding "University of Saskatchewan" to the name ensures the award is recognized as institutional in level. The committee overseeing the award will now be named the Distinguished Teachers Committee, and award recipients will refer to themselves as USask Distinguished Teachers. The call for the fall University of Saskatchewan Distinguished Teacher Award is now open.

Application packages due on May 26 for Vice-Provost, Faculty Relations position

A search is underway to recruit a candidate for the position of Vice-Provost, Faculty Relations. USask faculty members who currently hold a tenured position at the rank of associate professor or professor are invited to apply. As a member of the senior leadership team in the Office of the Provost and Vice-President Academic, the Vice-Provost, Faculty Relations provides vision, leadership, and support in all aspects of faculty relations.

The position profile can be viewed here. Information about the composition of the search committee can be found here. Nominations and applications for the position of Vice-Provost, Faculty Relations are to be received by Friday, May 26, 2023. Interested candidates should provide an application package, including a letter of interest and a curriculum vitae, in confidence to Deputy Provost Patti McDougall at leadership.search@usask.ca.

I would like to take this opportunity to express my gratitude for the commitment and dedication of Dr. Mary Buhr, who has served as interim vice-provost, faculty relations, since May 23, 2022. Her term in this role will conclude on June 30, 2023. Thank you, Dr. Buhr, for your leadership and for serving in this key leadership role.

The recruitment and review of senior leadership positions is guided by the Search and Review Procedures for Senior Administrators, approved by the Board of Governors. More information about the current searches underway can be found on the website of the Office of the Provost and Vice-President Academic. Please direct questions to leadership.search@usask.ca.

USask celebrates Jane and Ron Graham Centre for the Scholarship of Teaching and Learning

Located in the College of Education, the Jane and Ron Graham Centre for the Scholarship of Teaching and Learning was established thanks to a $2-million donation from USask alumni Jane (BEd'62, DCL'22) and Ron (BE'62, DCL'13) Graham. At the heart of the centre's work is the Scholarship of Teaching and Learning—commonly referred to as SoTL—which focuses on the systematic study of teaching practices in higher education with the goal of improving student learning.

On April 20, Jane and Ron Graham gathered with representatives from USask to officially open the newly renovated space, located on the main floor of the Education Building. The donation is part of the newly launched Be What the World Needs Campaign, which aims to raise $500 million to support key priorities at the university. In 2022, the centre launched the first master's and post-graduate certificate credentials in SoTL in North America, with the first students beginning their program this past September.

This month's appreciation:

Thank you to the team in the Office of the Vice-Provost Indigenous Engagement (OVPIE) for hosting a series of USask events for faculty, staff, and students in April and May 2023. These events supported

Indigenization and Transformative Decolonization Leading to Reconciliation, an aspiration outlined in the University Plan 2025. Thank you to the faculty, students, and staff who attended these events and committed to listening, learning, reflecting, and growing in the spirit of reconciliation.

On Friday, May 5, the OVPIE team organized an event at the Gordon Oakes Red Bear Student Centre to commemorate Red Dress Day—also known as the National Day of Awareness for Missing and Murdered Indigenous Women and Girls and Two-Spirit People. The day in Canada was inspired by Métis artist Jaime Black's REDress Project, an art installation featuring empty red dresses in various environments to represent missing and murdered Indigenous women. All members of the USask community were invited to gather to show their support for ending violence against Indigenous women, girls, and 2SLGBTQQIA+ people.

On Friday, April 28, USask hosted the 6th annual māmowi āsohtētān Internal Truth and Reconciliation Forum at Marquis Hall. All members of the USask community were invited to attend the event, which was sponsored by OVPIE and facilitated by the Mistatimōk Committee. The forum celebrated 50 years of success in USask's Indian Teacher Education Program (ITEP), through its roots in the Indian Control of Indian Education policy. Students, alumni, and leaders from ITEP shared their experiences leading, attending, and teaching within the program and how those experiences have impacted their lives today.

On Friday, April 21, the ohpahotân | oohpaahotaan Spring Symposium was held in Marquis Hall. Hosted by OVPIE, the ohpahotân | oohpaahotaan Spring Symposium continued the discussion from the ohpahotân | oohpaahotaan Fall Symposium, which was held on Oct. 28, 2022. At that time, members of the USask community came together to connect, network, and share successes in implementing initiatives that champion Indigenization.

The ohpahotân | oohpaahotaan "Let's Fly Up Together" strategy document was gifted to the USask community on Aug. 20, 2021, by Indigenous Elders, Traditional Knowledge Keepers, and Language Teachers. The gift represents the partnerships between USask and the communities it serves and is meant to be a living strategy that provides an Indigenous-led pathway to reconciliation.

This month's congratulations:

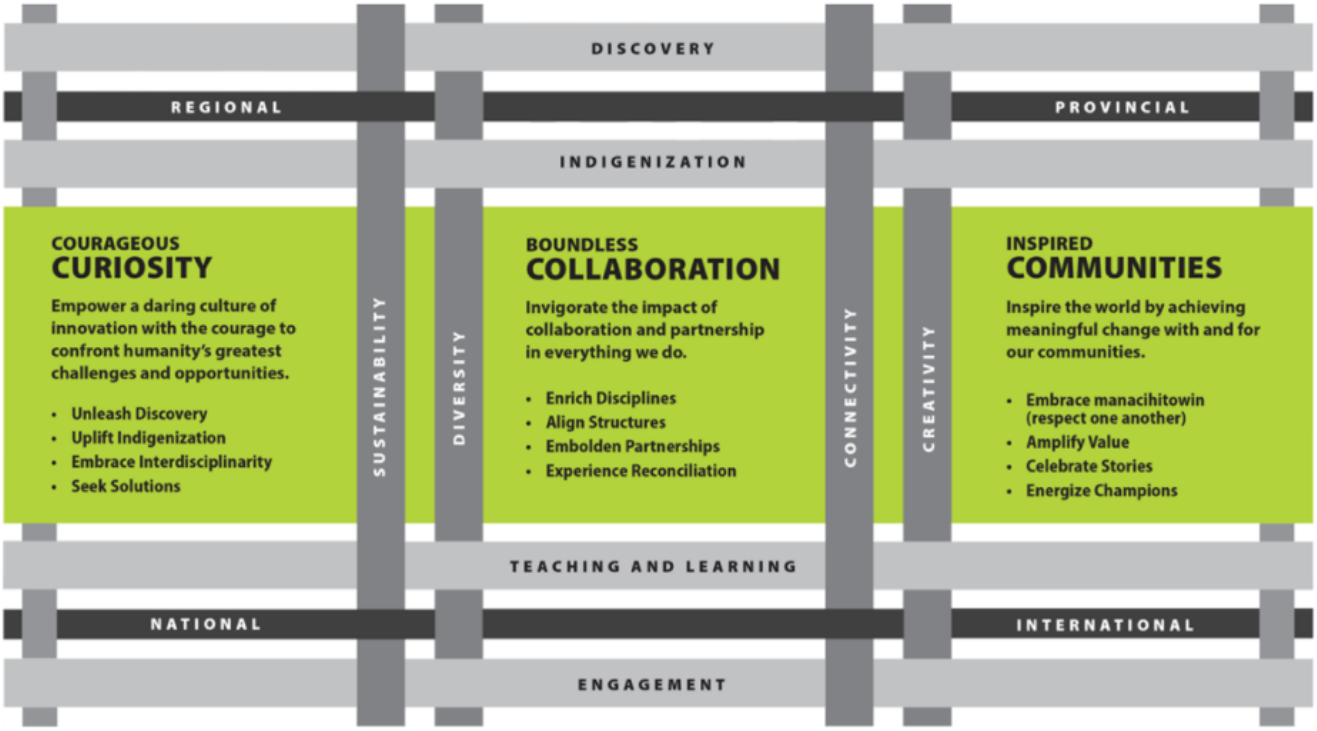
Congratulations to USask graduates Julia Morelli (BA'23) and Minh Au (BE/BSc'23), who have been awarded the prestigious McCall MacBain scholarship. They will be pursuing fully funded master's degrees worth $100,000 each at McGill University, while participating in mentorship, coaching, and a leadership development program.

Congratulations to Nyssa Guilbert, the Western College of Veterinary Medicine's first recipient of the Guy Hobman Award. The scholarship was created in memory of Guy Hobman, a Manitoba businessperson who passed away in 2017. After his death, his wife, Deanna, decided to honour her husband's love for animals and Manitoba by creating something to help veterinary students from their home province.

The endowment of $1 million in Guy Hobman's memory provides continuous funding for the annual award that will support a first-year student admitted to the WCVM through the Manitoba admission pool. The new scholarship fully covers the cost of tuition and student fees for the recipient's first two years of veterinary school.

UNIVERSITY 2025 PLAN: THE UNIVERSITY THE WORLD NEEDS

nīkānītān manācihitowinihk / ni manachīhitoonaan



Meaningful Impact

University of Saskatchewan Library: Videos highlighting Neil Richards Collection honoured

The Neil Richards Collection of Sexual and Gender Diversity at the USask Library was established in 2010 and contains more than 8,000 unique items, including books, photos, videos, artifacts, personal records, and records from prominent 2SLGBTQQIA+ organizations in Saskatchewan. Neil Richards spent his life and career at USask preserving LGBT history in Saskatchewan. Sadly, Neil Richards passed away in 2018, and without his enthusiastic and engaging personality, the collection became underutilized. The aim of this video project was to create marketing videos that would revive the awareness and use of the collection, and to inspire additions of content to this collection. Ann Liang (assistant librarian), Lindsay Stokalko (archives specialist) and Luke Muller (director of external engagement), with support from University Library Dean Melissa Just, created a series of videos that highlight the collection and feature USask faculty, students, and community partners.

The videos were submitted to the International Federation of Library Associations and Institutions Marketing Awards and received a special mention as an example of great library marketing as one of the top 15 campaigns out of 91 submissions and as the only Canadian representation. A shorter promotional video was also submitted to the Association of Research Libraries "Arlies" Film Festival and won in two categories: Best Reflection of Diversity and Best Development/Fund-Raising film. The USask Library is pleased that the project team's hard work and creativity has been recognized by peer institutions and furthers the goal to get the collection to a wider audience.

College of Education: Jane and Ron Graham Centre hosts SoTL Shine Summit
On May 9 and 10, the inaugural SoTL Shine Summit was held at the newly established Jane and Ron Graham Centre for the Scholarship of Teaching and Learning. All scholars interested in the scholarship of teaching and learning were invited to attend and to develop and further their knowledge and understanding of SoTL. The summit included plenary speakers, workshops, and panel discussions to help the more than 40 participants work on various parts of their SoTL research projects. Workshop facilitators included Dr. Peter Felten, executive director of the Center for Engaged Learning at Elon University; Dr. Andrea Webb, from the University of British Columbia; Dr. Lisa Fedoruk, from the University of Calgary; and Dr. Carmen Gillies and Dr. Gordon Martell from USask.

College of Arts and Science: USask lecture theatre named for Nobel Laureate
A prominent lecture theatre on the USask campus is now named in honour of Nobel Laureate Dr. Gerhard Herzberg. At an event on April 12, the Physics 107 theatre was officially dedicated to Herzberg, a faculty member in the physics department of USask's College of Arts and Science from 1935–45. The Dr. Gerhard Herzberg Lecture Theatre is the first learning space on campus named in honour of Herzberg, who won the 1971 Nobel Prize in Chemistry and is considered the father of modern spectroscopy.

After Herzberg died in 1999 at age 94, the USask Herzberg Fund was established. Gifts from donors have provided scholarships, fellowships, and travel awards to more than 150 graduate students since 2004. The dedication of the Physics 107 lecture theatre was first announced in 2021 as part of Herzberg50, a national project honouring the 50th anniversary of Herzberg's Nobel Prize.

Productive Collaboration

College of Engineering: Professor presents on competency-based assessment
USask engineering professor Dr. Sean Maw has been invited by universities across Canada to deliver presentations about how the college implemented competency-based assessment (CBA) when it relaunched its first-year engineering program in 2021. Maw, and Dr. Joel Frey, led the team that redeveloped the program.

One of the key changes is using CBA to assess students. Maw has worked with and/or presented to faculty at McGill University, York University, Queen's University, and the University of Alberta. He was also a speaker at the recent GACIP 2022 Summit and will be the keynote speaker at Queen's University's upcoming First Annual CBA Symposium. In addition, Maw and Frey and other members of the First Year Team have presented on CBA at multiple Canadian Engineering Education Association conferences in recent years.

The core principles of CBA are:
- Assessment focused on learning outcomes;
- Learners have multiple chances to show competency/mastery;
- Timely, high-quality formative feedback facilitates learning between iterations;
- Grades are based on where a learner gets to, not on how they got there; and
- Performance expectations are clear and transparent to all.

College of Agriculture and Bioresources: USask launches new insect research facility
On April 5, USask launched the University of Saskatchewan Insect Research Facility (USIRF), the first insect research facility with quarantine capabilities in a western Canadian university. Research conducted in the new facility will boost Canadian agriculture, protect the environment, reduce risk to

food security, and provide fundamental insight into insect ecology. Located in the Agriculture Building on USask's Saskatoon campus, the 500-square-foot insect quarantine facility is designed to meet Canadian Food Inspection Agency Plant Protection Containment Level-2A requirements, allowing researchers to study non-native insects and pathogens that pose a potential threat to western Canadian crops.

The USIRF supports collaborations between pest researchers and USask Crop Development Centre plant breeders. With the increased research capacity, USask researchers will be able to develop proactive methods of managing insects, resulting in new ways to predict pest outbreaks, decrease pesticide use, and develop new pest-resistant crop varieties. Funding for the USIRF was provided by $500,000 from the Western Grains Research Foundation (WGRF) as part of its $32-million Capacity Initiative, $285,000 from the Canada Foundation for Innovation, $70,000 from the Saskatchewan Canola Development Commission, $70,000 from Saskatchewan Pulse Growers, $70,000 from the Saskatchewan Wheat Development Commission, and $50,000 from USask.

Distinguished Learners

College of Engineering: Cube satellite developed by USask students to be launched on June 3
USask students are set to see the RADSAT-SK CubeSat launched into space. On March 29, the team was at the Canadian Space Agency in Longueuil, Quebec, where it successfully integrated the satellite into the Nanoracks CubeSat Deployer. The successful integration secured the team's spot as a NASA payload on the SpaceX CRS-28 rocket to the International Space Station (ISS). The launch is scheduled for June 3. The cubesat is scheduled to be deployed from the ISS in July.

According to the CubeSat team's research, this is the first satellite that has been designed, tested, and assembled in Saskatchewan that will ultimately be deployed. The RADSAT-SK CubeSat project is a partnership between the Canadian Space Agency, USask's College of Engineering, Saskatchewan Polytechnic, and the University of Saskatchewan Space Design Team (USST). Industry partners are Galaxia Mission Systems and Calian Advanced Technologies. Primary investigators are Dr. Sean Maw and Dr. Brian Berscheid, both faculty in the College of Engineering. While they are providing oversight and mentorship, the satellite has been primarily designed, built, tested, integrated, and managed by undergraduate students.

The following is the official statement about the payload and the purpose of the data to be collected by the satellite while in space: "The RADSAT-SK CubeSat houses an experimental dosimeter board developed by USask Electrical and Computer Engineering professor Dr. Li Chen and his team and a fungal melanin coating that is purified from G.simplex for radiation shielding, which is part of the research by Dr. Ekaterina Dadachova's team."

"The dosimeter board includes a number of low-cost experimental MOSFETs (metal-oxide-semiconductor field-effect transistor), which demonstrate a linear relationship between output and total absorbed dose during ground testing, and a commercial RADFET (radiation-sensing field-effect transistor) used for calibration and comparison purposes. Some of the MOSFETs are covered with a melanin-containing coating, with increasing melanin content across samples, in order to test the feasibility of melanin as a cosmic radiation shielding method in space."

Edwards School of Business: Edwards celebrates Indigenous Achievement Award recipients
In March 2023, the Edwards School of Business celebrated the achievements of Indigenous students. Edwards recognized Brielle Perlett, Marissa Pilat, Jaedon Wolfe, and Emerson Bear for their

achievements in academics, leadership, community engagement, and resiliency. Congratulations to the students.

Edwards School of Business: **Edwards celebrates 10 years of Dembroski SMPT**
Edwards also celebrated 10 years of the Dembroski student-managed portfolio trust (Dembroski SMPT) at an event with students, faculty, alumni, and donors in March 2023. Subsequently, 11 Edwards students, along with faculty advisor Abdullah Mamun, represented USask at the 2023 Global Assets Management Education (GAME) Forum in New York in April 2023. They entered the Dembroski SMPT, currently valued at more than $4.3 million, in the Global Portfolio Competition and placed third in the undergraduate value portfolio. The GAME Forum is the largest student-run financial conference in the world, and it is the first time the Edwards Dembroski SMPT has placed in the competition.

Transformative Decolonization Leading to Reconciliation

College of Education: Cumberland House celebrates graduates of Cree teacher education program
On May 6, 26 students were joined by more than 500 guests to celebrate the completion of a four-year Bachelor of Education degree with teaching areas of Cree and Indigenous studies. The community celebration was hosted by the Northern Lights School Division in Cumberland House and included greetings by His Honour The Honourable Russell Mirasty, Lieutenant Governor of Saskatchewan, as well as more than a dozen representatives from provincial, municipal, First Nations, and Métis governments. The program was made possible through an agreement signed in June 2019 by USask's College of Education and USask's College of Arts and Science, the Northern Lights School Division, Cumberland House Cree Nation, The Northern Village of Cumberland House, and Métis Nation-Saskatchewan to help with teacher recruitment and retention in the northern community.

College of Arts and Science: Award-winning Indigenous artist donates bison artwork to USask
Award-winning Siksika artist Adrian Stimson (MFA'06) is gifting artwork to USask. The artwork, entitled *Manifest Buffalo: A Bison Dream Past 10*, is being donated by Stimson and stewarded by the University Art Galleries and Collection. The artwork depicts a bison standing in a winter landscape and is composed of oil, graphite, and charcoal on canvas.

The piece was inspired by the time Stimson spent in Saskatchewan while studying at USask. He graduated from USask's College of Arts and Science with a Master of Fine Arts degree in 2006. Stimson is a member of the Siksika (Blackfoot) Nation in southern Alberta. He is an interdisciplinary artist, educator, and curator who works with many media, including painting, photography, installation, video, and performance. His artwork involves themes of displacement of animals, including bison, and historical memory and commemoration of war. He creates art with a lens of humour and counter-memory, or a socio-political context that re-signifies colonial history.

Global Recognition

VIDO and VFI collaborate to strengthen pandemic preparedness
The Vaccine Formulation Institute (VFI) and the Vaccine and Infectious Disease Organization (VIDO) at USask have signed a collaborative research agreement to help drive joint vaccine development. The agreement enhances an established alliance between the two organizations on COVID-19 and will support a rapid and unified response to future pandemics.

VFI, located in Geneva, Switzerland, develops vaccine adjuvants and formulations under open-access terms, to advance global vaccine development. VIDO, located in Saskatoon, is a global leader in infectious disease research and vaccine development and has commercialized eight vaccine technologies, six of which were world firsts. This collaboration aims to develop and test novel vaccine formulations for emerging pathogens, including developing the next generation of adjuvants to help drive protective immune responses.

The announcement strengthens VFI's partnership with VIDO, which includes a project funded by the Coalition for Epidemic Preparedness Innovations (CEPI) to create broadly protective coronavirus vaccines. VFI also co-developed with Seppic (France) the Sepivac SWE™ adjuvant, a key component in the formulation of COVAC-2, VIDO's COVID-19 subunit vaccine candidate currently being evaluated in clinical studies.

REVIEWS, SEARCHES, APPOINTMENTS

Searches:

- Vice-Provost, Indigenous Engagement (beginning winter 2023)
- Executive Director, School of Public Health (beginning winter 2023)
- Dean, College of Kinesiology (beginning winter 2023)
- Vice-Provost, Faculty Relations (beginning winter 2023)
- Dean, College of Engineering (beginning winter 2023)
- Dean, College of Medicine (spring 2023)

Appointments:

- **Dr. Brooke Milne** has been appointed as Dean, College of Arts and Science, for a five-year term, beginning Aug. 1, 2023.
- Beginning Sept. 1, 2023, **Dr. Angela Jaime's** term as Interim Vice-Provost, Indigenous Engagement, has been extend until Dec. 31, 2023, or until a new vice-provost is appointed.

Reviews:

- None at this time.

2023 AWARDS APPLICATIONS

Students:

Rhodes Scholarship: If your students wish to apply for the Rhodes Scholarship, they will need to complete the 2022/23 Rhodes Competition application in the Scholarships and Bursaries channel in PAWS by early August 2023. Information is available at the link above.

Faculty:

Royal Society of Canada Fellow: All 2024 nominations must be received by the Royal Society of Canada Secretariat by Dec. 1, 2023. The RSC consists of Fellows elected in three Academies (Academy I, Arts and Humanities; Academy II, Social Sciences; and Academy III, Science), Members of the College of New Scholars, Artists and Scientists, and institutional members from across Canada. There are currently more than 2,500 RSC Fellows, more than 400 members of the College, and more than 60 institutional members. There are three pathways to Fellowship in the Royal Society of Canada, including:

- **Fellows** are those with exceptional and original publications, intellectual achievements, and creative activities. Their achievements are in the arts, the humanities, the social sciences, and the sciences. They are either Canadian citizens or permanent residents of Canada for at least three years at the time of their nomination.

Distinguished professor: The Distinguished Professorship Program was created to honour and celebrate outstanding achievement in research, scholarly, or artistic work by USask faculty or emeriti. Professors emeriti or current faculty members possessing academic qualifications corresponding with an appointment at the rank of full professor are eligible for appointment to the distinguished professor position. The nomination deadline is Oct. 15, 2023.

thank you
mąsi / pidamaya / pinámaya miigwetch / marsee / hiy hiy

April 2023 - USSU Report to Council

April was the month that marked the transition of the USSU executive team for the fiscal year 2023-2024. We are pleased to inform you that the transition was smooth and successful, thanks to the new executive transition and compensation policy introduced this year. The policy aims to ensure organizational consistency during the transition process, and we are already seeing positive results.

In addition to the executive transition, USSU hosted the USSU Excellence Awards to recognize the outstanding contributions of staff, faculty, and students across the campus. This event was a huge success, and we were able to honour the individuals who have made a significant impact on the USSU community.

During the last fiscal month of 2022-2023, USSU executives focused on three annual priority engagements, innovation, and wellness. Throughout the year we reviewed various policies and drafted new ones to enhance accountability and support USSU's vision, mission, and values. We also organized the Dean's Fair, which provided an excellent opportunity for students to interact with their college academic staff and ask questions.

To enhance the student experience, we organized various de-stress events that brought different demographic students together. These events were a huge success and provided an opportunity for students to relax and socialize with their peers.

USSU also advocated for more provincial and financial support, and we were able to secure some significant wins.

Federal budget:

1. Canada Student Loan limits increased to $300/week from $210
2. Eligible students can now receive up to $4,200 from their Canada Student Grant
3. $197.7M investment in Student Work Placement Program for more work-integrated opportunities
4. Student grants increased by 40%
5. Mature students (22+) no longer need credit screening for federal grants/loans
6. Permanent removal of student loan interest from the Federal Government
7. Expansion of repayment Assistance Plan. Students do not have to pay loans if they make $40,000/year.
8. Temporary removal of limits to off-campus working hours for international students

Provincial Budget:

1. This budget includes $764.8 million for the post-secondary education sector this year, an increase of $24.5 million or 3.3 percent. It includes $47 million for student support, a 24 percent increase from last year due to the growing use of the Student Aid Fund and the Saskatchewan Advantage Scholarship. Students.
2. $518 million into mental health and addictions programs and services

We hosted the first in-person Annual General Meeting for UCRU (Undergraduates of Canadian Research-Intensive Universities) and brought together ten schools across Canada. We organized tours across campus, including the Canadian Light Source, VIDO, Gordon Oakes Red Bear Centre, and other places.

USSU's student advocacy can be found on the USSU website- https://ussu.ca/advocacy/

The year ended with wonderful conversations with the USASK President's executive team and a university senate meeting, where we highlighted various projects that took place and some of the achievements. We want to welcome the new executive team for the fiscal year 2023-2024 and wish them a successful year President - Ishita Mann, VP Operations and Finance - Nishtha Mehta, VP Academic Affairs - Elisabeth Bauman, VP Student Affairs- Gurbaz Singh.

Although there is a turnover every year, the core mission of USSU remains the same, that is to support the students and enhance their experience on the USSU campus.

Thank you for your time and consideration.

Sincerely,

Abhineet Goswami
Sharon Jacob
Punya Miglani
Lia Storey Gambel

University of Saskatchewan Graduate Students' Association Report to University Council, May 2023

Dear Council Members,

The 2023-2024 GSA leadership team started their activity on May 1, 2023. The GSA executive team 2023-2024 meets on May 9, 2023, for its first executive meeting. The leadership team discussed a list of advocacy works and potential areas of GSA-led service expansion. The GSA executives decided to continue working on their predecessors' outstanding advocacy and priority works. The newly elected executive team firmly believes that successfully implementing the advocacy works would positively change graduate students' life and well-being, which will help the University of Saskatchewan's academic excellence.

GSA Annual Event Calendar (2023-2024)		
Index	Event Name	Proposed Dates
1	Fall 2023 Orientation	September 7, 2023
2	Pop Talk/Elevated Speech Competition	September 27, 2023
3	Research Communication Workshop	October 28-29, 2023
4	Graduate Research Conference	November 9, 2023
5	Call for GSA Annual Award Application	December 2023
6	Holiday Hangout	December 27 and 28, 2023
7	Winter 2024 Orientation	January 9, 2024
8	Diversity Committee Event (International Mother Language Day Celebration)	February 21, 2024
9	GSA Sustainability Committee Event	January 2024
10	GSA Annual Award Gala Night	April 20, 2024

New Planned Events and Service Expansion:

1. Research communication workshop.
2. Elevator speech competition.
3. Expansion of vision care services

GSA Advocacy Priorities of the 2023-2024 fiscal year:

1. 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.
2. To advocate to ensure a university-wide minimum guaranteed scholarship/stipend for thesis-based graduate students for a duration that is compatible with the median degree completion time of the University of Saskatchewan graduates.
3. Advocacy for the introduction of part-time study opportunities coupled with part-time tuition fee options for part-time students.
4. Advocacy for the removal of international tuition differential for master's students.
5. A mandatory graduate evaluation committee report following each meeting for all thesis-based programs.
6. Advocacy for the introduction of walk-in clinic service at the student wellness center.
7. Advocacy for broader and faster adoption of Equity, Diversity, and Inclusion (EDI) principles across the university. Expanding the anti-racism and anti-oppression training beyond top-level university leaders, especially for faculty members, managers, and directors of different university services.
8. Advocacy for the introduction of paid maternity leave for graduate students (currently, a limited number of colleges offer such benefits at USASK).
9. Advocacy for the introduction of a university-wide emergency graduate childcare bursary.
10. Advocacy for a seat on the University of Saskatchewan Board of Governors.

With regards,

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