

UNIVERSITY COUNCIL

Agenda – November 21, 2024

Location: Convocation Hall (PMB 120)

Time: 2:30 - 4:30pm

Call to Order

1. **Tribute**
 - 1.1. Tribute to Professor Emeritus Ian Nelson from the University Library presented by Donna Canevari de Paredes, Librarian Emerita
2. **Agenda**
 - 2.1. Adoption of the Agenda
 - 2.2. Council Motions
3. **Chair's Opening Remarks-** Dr. Vicki Squires, Associate Dean Research, Graduate Support and International Initiatives
 - 3.1. Council Gazette
4. **Minutes**
 - 4.1. Approval of Minutes – October 24, 2024
5. **Business Arising**
 - 5.1. Election Results for the Presidential Search Committee
 - 5.2. Response from ADR Forum- Pls paying Provincial Sales Tax
6. **Academic Programs Committee**
 - 6.1. Request for Decision: Admissions Qualification Changes- Graduate Nursing Programs
7. **Governance Committee**
 - 7.1. Request for Decision: College of Nursing Bylaw Changes
8. **Planning and Priorities Committee**
 - 8.1 Item for Information: Verbal report from Chair Christian Willenborg
9. **Joint Committee on Chairs and Professorships**
 - 9.1. Request for Decision: Saskatchewan Wheat Development Commission Applied Genomics and Pre-breeding Chair
10. **Reports**
 - 10.1. President
 - 10.2. Acting Provost and Vice-President Academic

- 10.3. Graduate Students Association (GSA)
- 10.4. University of Saskatchewan Student's Union (USSU)

11. Other Business

12. Question Period

In addition to bringing forward questions during the course of a meeting, council members are also invited to submit questions on agenda items or matters relevant to council in advance of a meeting. These questions can be sent to the Chair of Council directly or via the Governance Office (vicki.squires@usask.ca; governance.office@usask.ca).

Whenever possible, the questions will be forwarded to the appropriate individual. Members submitting questions in advance will be invited to pose their questions during the course of the meeting.

13. Adjournment

Next Council meeting is on December 19, 2024- please send regrets to governance.office@usask.ca

The deadline to submit motions and items to the Executive Committee for the December meeting is November 27, 2024. A full list of submission deadlines can be found [online](#).

Zoom Link:

Join Zoom Meeting:

<https://usask-ca.zoom.us/j/95638875103?pwd=rszsGhtZanqbXzmTBBiVLUXjdw1J8A.1>

Join by Telephone:

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

Other Zoom Dial-in Numbers: <https://usask-ca.zoom.us/j/95638875103?pwd=rszsGhtZanqbXzmTBBiVLUXjdw1J8A.1>

Join by Video Conferencing Device (SIP):

95638875103@zoomcrc.com

Meeting ID: 956 3887 5103

Passcode: 25688656

Telephone Passcode: 25688656





University Council Agenda Motions November 21, 2024

Academic Programs Committee

6.1 Request for Decision: Admissions Qualification Changes- Graduate Nursing Programs

Motion: *It is recommended by the Academic Programs Committee that Council approve the new English language proficiency test score requirements for admission to all graduate programs (MN-Thesis, the MN-Professional Practice (CB), the MN-NP, and the PhD) in the College of Nursing effective May 2026.*

Governance Committee

7.1 Request for Decision: College of Nursing Bylaw Changes

Motion: *That Council approve revisions to the Bylaws of Faculty Council of the College of Nursing as shown in Attachment 1 and the Council Bylaws be amended accordingly.*

Joint Committee on Chairs and Professorships

9.1 Request for Decision: Saskatchewan Wheat Development Commission Applied Genomics and Pre-breeding Chair

Motion: *It is recommended by the Joint Committee on Chairs and Professorships that University Council approve the Saskatchewan Wheat Development Commission Applied Genomics and Pre-breeding Chair in the College of Agriculture and Bioresources within the Crop Development Centre and Department of Plant Sciences.*

USASK COUNCIL GAZETTE

Volume II, No. 1

November 21, 2024

Your Bi-Yearly Guide to What's Happening Around Council!

30 Years of University Council

The 2024-2025 academic years marks the 30th year of University Council.

The University of Saskatchewan Act, 1995 established a representative Council for the University of Saskatchewan, conferring Council responsibility and authority

“for overseeing and directing the university's academic affairs.”

In addition, Council meetings moved locations and now take place in the historical Convocation Hall.



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Academic Programs Committee

The Academic Programs Committee (APC) meets bi-weekly and is chaired by Carolyn Augusta. APC is known to be the robust decision-making committee given their main responsibilities are to review and approve curriculum changes from all colleges, recommend major curriculum changes to Council and oversee policies relating to students and academic programs.



To date, APC has made decisions on program terminations, program changes and new certificates. The committee will be reviewing several program proposals in the next couple of months as colleges work towards the January deadline for revisions to be included in the University Program Catalogue.

In addition to programs, APC had the opportunity to learn and provide feedback on the new draft Assessment Policy and Procedures presented by Wendy James and Nancy Turner from the Gwenna Moss Centre for Teaching and Learning. The new Assessment Policy and Procedures are being developed to address shifts in assessment practices taking place post-pandemic. A joint APC/TLARC working group came together to create evidence-informed assessment principles and to learn how these principles can be applied and actualized. Within this work, it became clear that a complete overhaul of the Academic Courses Policy was required which was then endorsed by both APC and TLARC.

For thoughts and questions on ‘what’s happening’ at APC, connect with Danielle at danielle.rudulier@usask.ca, APC Committee Coordinator.

Governance Committee

The Governance Committee, chaired by Roy Dobson is keeping busy with reviewing and discussing changes to faculty bylaws as well as looking at Council Bylaws. The committee anticipates a number of policy and regulation changes to come for discussion this year. In addition, the Governance Committee is overseeing a project that will review the mandates of the committees of Council.



For thoughts and questions on ‘what’s happening’ at Governance, connect with Amanda at amanda.storey@usask.ca, Governance Committee Coordinator.

12th Presidential Search Information



Nominations Committee

If Council were a stage play, the Nominations Committee would be the crew as it is an essential committee with behind-the-scenes work.

The Nominations Committee, chaired by Scott Bell, is responsible for recommending to Council a slate of qualified candidates to serve on university-level committees. This includes committees of University Council, search and review committees for senior administrators, and committees required under the collective agreement between USask and the Faculty Association.

The Council Bylaws and the terms of reference for committees provide the Nominations Committee with various restrictions in how it goes about its work. For example, different committees have different compositions, there are restrictions for how long one can consecutively serve on a committee, and sometimes being on one committee can preclude serving on another. The Council Bylaws also instruct the Nominations Committee to take different factors into consideration in doing its work, such as disciplinary diversity; selecting nominees with experience, demonstrated commitment, and the potential to contribute to a committee; and giving a full consideration to achieving diverse representation. The Nominations Committee has been actively engaged in discussions and learnings over the past couple of years as to how it can best fulfill this commitment to equity, diversity, and inclusion to live up to the wishes of Council and the EDI Framework for Action endorsed by University Council.

There will be a call for interest to Council members coming out in the spring to sit on various committees for the next academic year.

For thoughts and questions on ‘what’s happening’ at Nominations, connect with Jordan at jordan.sherbino@usask.ca, Nominations Committee Coordinator.

MEET YOUR 2024~2025 COUNCIL EXECUTIVE

Council Chair: Vicki Squires—
Education

Council Vice-Chair: Reza
Fotouhi— Engineering

COMMITTEE CHAIRS

APC: Carolyn Augusta—
Edwards

Governance: Roy Dobson—
Pharmacy and Nutrition

Nominations: Scott Bell—
Geography and Planning

PPC: Christian Willenborg—
Plant Sciences

RSAW: Eric Lamb—
Plant Sciences

Scholarships and Awards:
Jason Perepelkin—
Pharmacy and Nutrition

TLARC: Ralph Deters—
Computer Science



Planning and Priorities Committee

The Planning and Priorities Committee of Council (PPC) meets bi-weekly and is off to a full start this fall. With Chair Vicki Squires being appointed the new Chair of University Council, Vice-Chair Angela Lieverse stepped into the Chair role to start off the academic cycle. The Nominations Committee appointed Christian Willenborg as Chair effective September 26, 2024.

President Stoicheff joined members at their first meeting to discuss the leadership changes within the Provost Office. The President spoke to members about the need to modernize the provost role given the changing world since the position was first developed including financial challenges and government relations, global political situations, student mental health, urgency of deferred maintenance of buildings, reconciliation, etc. The President explained that these priorities have all been placed within the Provost Office causing the portfolio to grow substantially; therefore, requiring a review.

PPC has had a few opportunities to hear from CFO Dee Henne on USask financial updates, implementation of the new structures including the Strategic Finance Committee comprised of the CFO and Vice-Presidents who are responsible for advising the President. PPC has a role in providing feedback on the budget; therefore, CFO Henne will be presenting updates and strategies to PPC regularly throughout the year.

The President and Vice-Presidents have all stopped by with presentations on their unit priorities for 2024-2025 with an opportunity for members to ask questions and learn about the goals within these units for the upcoming year. PPC plans to welcome everyone back in the spring for a progress update on their outlined priorities.

PPC member Dr. Venkatesh Meda provided the committee with an overview on a project undertaken to learn of current academic collaborations with Saskatchewan Polytechnic as well as looking at best practices to inform work and partnerships going forward given the future visibility of the united campuses.

Other topics of interest to PPC have been the ongoing concerns around international students and the impacts the government decisions are making on our campus. Members of PPC were notified that the UPlan is going to extend beyond 2025 with a slight adjustment to focus on values and ideas. Information is available on the [Tracking Our Progress Website](#).



Coming up PPC will be provided with information on the capital prioritization project, tuition and fee information as well as the Student Enrolment Management planning.

For thoughts and questions on ‘what’s happening’ at PPC, connect with Danielle at danelle.rudulier@usask.ca, PPC Committee Coordinator.

Research, Scholarly and Artistic Work Committee

The Research, Scholarly, and Artistic Work Committee (RSAW), chaired by Eric Lamb, has been busy this term acquainting itself with its responsibilities and planning its work for the year. At its November meeting, the committee received the annual reports from the Research Ethics Boards and engaged in a preliminary discussion on the changes to the University Standards. Looking forward to future meetings, RSAW will be discussing the changes to the University Standards with the vice-provost, Faculty Relations, discussing research collections on campus, and discussing issues around responsible conduct of research.

For thoughts and questions on ‘what’s happening’ at RSAW, connect with Amanda at amanda.storey@usask.ca, RSAW Committee Coordinator.

BE WHAT THE WORLD NEEDS

Scholarships and Awards Committee

The Scholarships and Awards Committee saw the approval of new undergraduate awards policy through Council last January and has been reviewing the impact of the new policy changes. Additionally, the committee is investigating whether a similar policy for awards that fall outside of CGPS’s authority in this area is necessary to ensure award adjudication is equitable and consistent with university best practices. In December and January, the committee will undertake its annual task of adjudicating the university’s highest value entering awards, consisting of 17 awards totaling \$560,000 in value, requiring a review of 210-240 applicants.

For thoughts and questions on ‘what’s happening’ at S&A, connect with Alex Beldan at alex.beldan@usask.ca, S&A Committee Coordinator.



Teaching, Learning and Academic Resources Committee

The teaching, learning, and academic resources committee welcomes Ralph Deters as its new Chair. The committee also has six new members which include Kate Congreves, Natasha Hubbard Murdoch, Marguerite Koole, Ken MacKenzie, Colin Miner, and Reza Golpayegani. For this academic year, the Chair anticipates focusing on issues that arise from Council and any topics brought forward by committee members. A large focus will be on the principles of generative artificial intelligence and potential solutions for students who use it. If you would like to be a guest presenter at TLARC involving any pedagogical issues or information you would like the committee feedback on, please be in touch with the committee coordinator.

For thoughts and questions on ‘what’s happening’ at TLARC, connect with Lissa at lissa.defreitas@usask.ca, TLARC Committee Coordinator.

“The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution”

ENTERTAINMENT GUIDE

Reminder to take time to pause...

NOVELS

The Berry Pickers by Amanda Peters

1984 by George Orwell

Wuthering Heights by Emily Brontë

The Tattooist of Auschwitz by Heather Morris

ON THE SCREEN

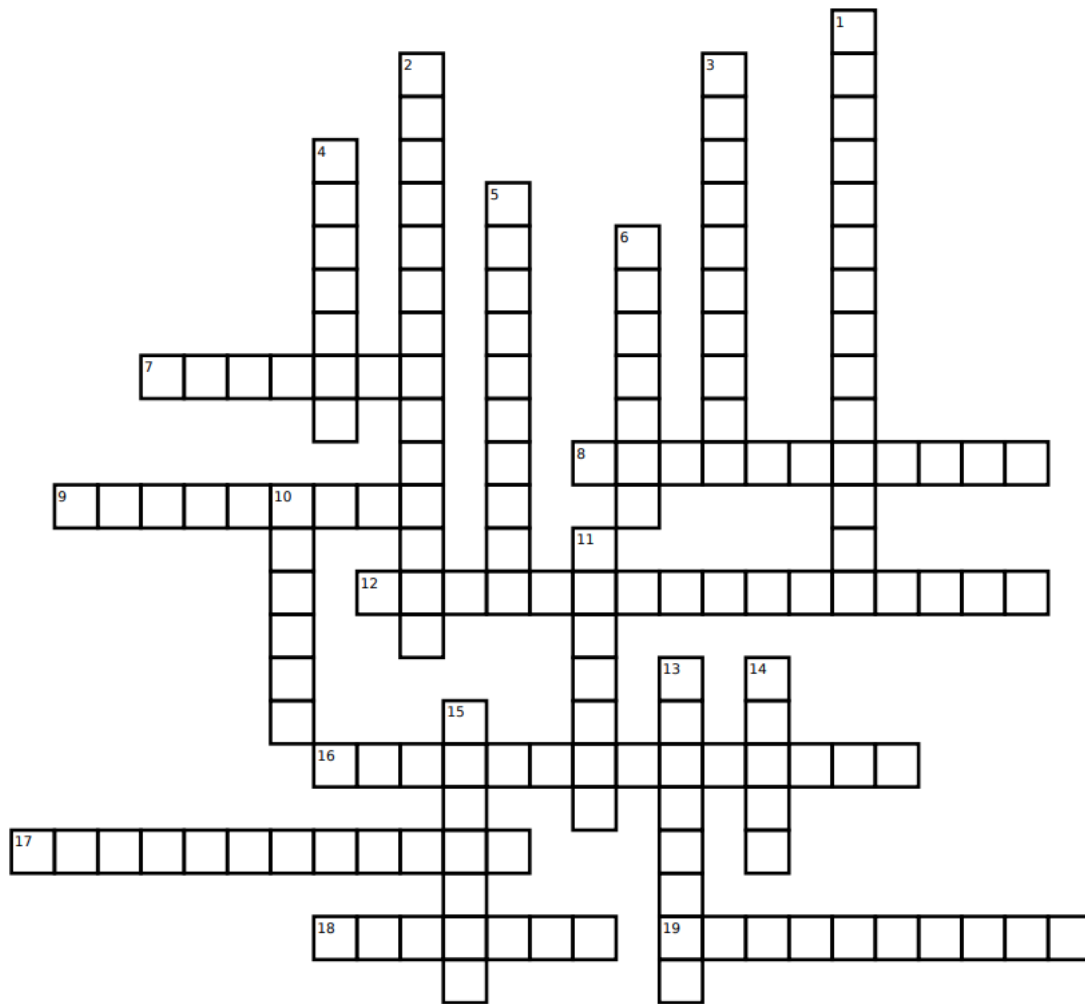
A Beautiful Mind

The Nutty Professor

Tenure

Governance Office Pick of the Month: Napoleon Dynamite

The Governance Times Crossword Puzzle



Down:

1. Where you can find the Gordon Snelgrove Gallery
2. This college has the highest student enrollment
3. This position Chairs Senate Meetings
4. Number of USask athletic teams
5. First woman Council Chair
6. Last name of Council Chair
10. This is the number of years Council has ran for
11. Merlis Belsher Lounge name
13. The method and practice of teaching
14. Council has this many committees
15. This governing body has 135 members

Across:

7. How one might get around campus during winter
8. Current rules of orders used for Council
9. This committee sets the agenda for Council meetings
12. This committee reports to Council on implications of enrolment plans, changes, and admission standards
16. This is the highest honour bestowed to an individual
17. PMB is constructed mostly with this locally sourced dolomitic limestone
18. 211 of these were made at Council, Board, and Senate in 2023-2024
19. This committee recommends changes to the Council Bylaws

Do you have an announcement, book, movie or podcast to share? We would love to hear it!
Connect with us at governance.office@usask.ca

USask University Council Meeting Minutes
Thursday October 24, 2024
2:30-4:30pm
Convocation Hall and Zoom

Call to Order

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

The Chair, Dr. Vicki Squires, began with a Land Acknowledgement.

No members of the media identified themselves.

The Chair reminded members there are no recordings of Council meetings.

1. Tribute

Dr. Gillian Muir, Dean, Western College of Veterinary Medicine, provided a tribute to Distinguished Professor Dr. Barry Blakely.

2. Adoption of the agenda

2.1 Adoption of the Agenda

Motion: (Deters/Jones): *That the agenda be approved as circulated.*

CARRIED

3. Chair's Opening Remarks

Chair Squires welcomed everyone to the second University Council meeting for the 2024/2025 academic year and thanked members for feedback on the new venue, noting that work has been underway to address logistical issues and will continue to adjust as needed.

The Chair noted several events that took place over the last few weeks. On October 17 & 18, the 2024 People Around the World Congress was held on campus and highlighted the nexus of food, water and energy; additionally, conversations regarding sustainability, equity diversity, inclusion and social justice in relationship to that nexus were explored.

The Chair mentioned the Alumni Achievement Awards ceremony held Monday night where 6 amazing alumni were celebrated.

The Chair noted the monthly President Executive Committee and Council Chairs meeting last week. The discussion focused on key messages to share at a lunch meeting with Board of Governors which was held on Tuesday.

4. Minutes

Motion: (Shin/Dutchyn): That the minutes of September 26, 2024 be approved as circulated.

CARRIED.

5. Business Arising

5.1 Permission for Awards Publication

Information is in the package. There were no questions.

5.2 Affiliated College Student Access

Deputy Provost Patti McDougall explained that students at the Saskatoon Theological Union do not have access to USask services as they do not have an NSID, something which USask has reviewed many times over the past few years. The STU (St. Andrew's College, Lutheran Theological College, and the College of Emmanuel & St. Chad) framework is about the three institutions coming together to offer standalone programs. There are no joint programs offered with USask and these institutions are considered an affiliate. As per the Council Bylaws *"the aim of affiliation is to associate with the University for the purposes of promoting the general advancement of higher education in the province, those institutions which are carrying on work recognized as of university grade by Council of the University"*. Dr. McDougall noted that students have no formal relationship with USask unless they take a course at USask. If a student from one of these affiliated Colleges were to enroll in a USask class, they would pay student fees and get access to services.

5.3 Indigenous Learning Supports

Acting Provost Dr. Vince Bruni-Bossio responded to members noting that consultation with Dean Brooke Milne took place given this question is related to resource allocation.

The College recently appointed a three-year term instructor to focus delivery on INDG 107 as well as an additional instructor was hired in 2023 to teach multiple sections of the course. There have also been efforts to offer online sections to meet demand, although recognizing this is not the optimal modality for this course and its important content.

The ICC (Indigenous Content Committee) was formed to look at programs and resources as proposals come in. Arts and Science is actively looking at the demand of the course and the work is ongoing to address the demand.

Dr. Vicki Squires recused herself from the next item and Vice-Chair Reza Fotouhi came forward.

6. Nominations Committee

Scott Bell, Chair of the Nominations Committee presented the committee's items.

6.1 Request for Decision: Senior Administration Review Committee Dean, College of Agriculture and Bioresources

There were no questions.

The Chair called for Nominations from the floor.

Motion (Bell/Noppen): *It is recommended by the Nominations Committee that Council approve the nomination to the review committee of a senior administrator as described in the attached report, effective October 24, 2024.*

CARRIED
Abstentions: Nolan

6.2 Request for Decision: Presidential Search Committee

Scott Bell, Chair of the Nominations Committee presented the item and noted that there were several nominations that came forward for this committee, generating a great discussion at the meeting. The Chair mentioned that all nominations were carefully reviewed.

A member commented on the unusual outcome and asked about the process to change the slate of nominees. Secretary Demkiw explained that nominations from the floor would create an election process to determine the committee members.

The Chair called for Nominations from the floor.

Nominations from the floor included:

Ralph Deters (self- nomination)- College of Arts and Science
James Nolan (self- nomination)- College of Agriculture and Bioresources
Dean Chapman (nominated by James Nolan)- College of Medicine
Jerzy Szpunar (nominated by James Nolan)- College of Engineering
Ludmilla Voitkovska (self-nomination)- College of Arts and Science

The Governance Office will reach out to the GAA members above to verify they accept the nomination.

Nomination Committee Chair, Scott Bell explained that all nominees will be asked if they want their names to stand and the election process will occur within the next two weeks. Secretary Demkiw noted that the Governance Office will do their best to collect all required information for this time frame and clarified that only Council members can vote.

A member asked for clarification on what happens to the members who were nominated during the original call and they were not selected by the Nominations committee. Secretary Demkiw noted that unless they brought their names forward on the floor, they are not part of the vote.

Clarification was sought on the information that will be collected from the GAA members nominated from the floor. It was noted that the same questions and information will be collected as the previous nominations. GAA members will be asked to vet all information before it will be posted for the purpose of the election.

Chair Squires resumed the role as Chair.

7. Governance Committee

Dr. Roy Dobson, Chair of the Governance Committee presented the committee's item as outlined in the agenda package.

7.1 Notice of Motion: College of Nursing Bylaw Changes

There were no questions.

8. Reports

8.1 Report of the President

President Stoicheff highlighted the Alumni Achievement Awards and the [Amati String](#) Concert that took place last weekend in Convocation Hall. The President mentioned the ongoing concerns of the IRCC decision last month and the continued work to address the financial implications. President Stoicheff explained the Federal Government's decision to reduce student visa applications by an additional 10% and graduate students are no longer exempt. The President explained that knowing this information in advance of the next MOU discussions is helpful. President Stoicheff pointed out that implications are far greater than the financial impact. This decision affects all of Canada where research productivity will be negatively affected, Canada's ability to attract and retain talent will be affected. In addition, the ability to grow innovation and increase prosperity will be impacted and put a chill on Canada's attractiveness for post secondary education.

The President made mention of his priorities for the year (Government Relations in a New Era, Artificial Intelligence in the Post-Secondary Sector, Campaign, Innovation and Entrepreneurship and Elevating Institutional Strategy). The President noted that even if an item does not appear on the main priority list of focus, it does not mean it is not being focused on, such as indigenization and sustainability as they have been integrated into the daily work of the institution.

A member noted that the reports from the President should be more focused and clear on what it all means for international students directly.

The President thanked the member for their comment and expressed it is a good reminder that USask is a beacon of hope for students.

8.2 Report of the Acting Provost

Acting Provost Bruni-Bossio expanded on the impacts of the IRCC decision on USask students and how the IRCC is creating a gate to study permits. USask has been issued a certain number of Provincial Attestation Letters (PALs) to distribute to an accepted International Student. This letter is sent to the government, and they decide who gets a permit. This process has caused a decrease in international students and is impacting our research and richness on our campus. Acting Provost Bruni-Bossio noted that USask has a great reputation which allows us to recruit more domestic students. The impact so far on these restrictions is around \$15.6 million (3%) of operating budget; however, USask has had worse and will overcome this as well. Dr. Bruni-Bossio noted that job cuts and hiring freezes are not on the table. USask is continuing to meet with the federal government, lobbying for fair access to PALs. The Strategic Enrolment Management (SEM) committee and President's Executive Committee (PEC) are continually discussing this issue. The next step is to meet with the Deans to discuss a

strategy and they feel positive that USask can come up with strategies such as leveraging flexible learning where students can take courses elsewhere in the world.

There were no questions.

8.3 Report of the GSA President

A formal report was not received or posted.

President David Ohene-Amoako reported on going to Ottawa to demonstrate how International Students are significantly contributing and are worried about the impacts from the federal government decision.

It was noted in the report that the GSA is looking to pursue a freeze in tuition so students can have piece of mind in their studies. Additionally, the GSA is wanting to ensure students have flexibility including not putting a hold on their account when they cannot pay their tuition.

8.4 Report of the USSU President

President Krunal Chavda noted the key initiatives taking place and progress continuing to be made. President Krunal made mention of the constant rise of food insecurity and the constant challenge.

The full report is in the agenda package.

There were no questions.

9. Other business

There was no other business.

10. Question period

Pre-submitted Questions:

What is the USask/Saskatoon communication and action plan for Wiggins and University Dr? There is very little visible paint on the single crosswalk on the west side of Wiggins. The use of both sidewalks is close to equal, despite the east crosswalk being closed and our students are arriving to campus at their peril.

The member who submitted the question noted that this issue has been taken care since submission; however, wanted to take the opportunity to thank the facilities team as well as the city for having the lines painted and is hopeful this will save lives.

One of the biggest concerns for our students remains the financial burden of study. Some of our students enrol in a co-op program, hoping that a paid co-op placement will help ease this burden. I've heard that

substantive effort is put by the university to recruit and retain private employers, and potentially as a result, our co-op program is rather small compared to other U15 institutions. While many private companies are excellent candidates for co-op placements, other U15 institutions hire many of their own co-op students, ensuring that few co-op students are left without a placement. My questions are:

- With thanks to Nancy Turner, David Greaves, Kim Matheson, Troy Harkot and their teams for all of the help to provide the data referenced today
- USask has had experiential learning (a broader category that includes work integrated learning such as co-op). In 2022 89% of USask students had one or more experience-based learning opportunity at time of graduation.
- Coops are a type of work integrated learning for which there is a specific Canadian definition that USask uses.
- Data are provided today that speak to paid learning opportunities (including coops, paid internships, and paid placements) as well as to coop specifically.
- The responses today include only UG students.

1. How many students are currently enrolled in co-op programs, and how does this compare to the U15?

- Overall, the number of paid curriculum-based learning opportunities (WIL – work-integrated learning) in 2023-24 was 341 and 291 of these students were in co-op. That represents 1.6% of USask's UG population at that time.
- This proportion is low compared to the U15 where our best estimates (2020-21) indicate that on 8.9% of students were engaged in co-op or when compared to estimates for Western Canadian U15s (excluding UAlberta) where the proportion is 6% (2021-21).
- In addition to the curriculum-based WIL noted above, USask facilitates (and has grown) paid non/co-curricular WIL opportunities for our students.
 - 2023-2024: 186 opportunities
- With these co-curricular opportunities added, 2.5% (2023-24) of USask UG students have a paid WIL opportunity.

2. How many of our own co-op students do we hire at the University of Saskatchewan?

- We can estimate this number but is not something that is centrally tracked. A very small number of co-op students are placed at USask each year, the vast majority are placed in settings outside the university.
- It is important to add that USask spends millions of dollars each year on employing UG students in a multitude of ways. In 2023-24 this was \$13M on students and another \$10M on post-doctoral fellows.

3. Could this number (answer to #2) be increased, to strengthen our co-op program and reduce the financial burden for our students?

- It is certainly possible to strengthen our co-op programming, and this could be an avenue for the university and colleges to explore – perhaps focused broadly on how to expand or begin paid WIL programming (as opposed to co-op alone).

- This will take financial investment to coordinate and oversee placements. Our colleagues do not believe that the number of available employer placements is a current barrier. We have not yet maxed out opportunities.
- It is also important that we explore co-curricular models and unique approaches like AGRC 445 that have been viewed as cost effective options that provide USask student's paid experiences and development of professional and academic competencies.

Next Steps:

- As part of a recent discussion involving Dr. Augustus (who raised these questions), the Deputy Provost, and the Vice-Provost Students and Learning two suggested steps emerged:
 - USask should pursue a "coordinating body" of those college-based personnel who are overseeing coop programming. *Note: This statement, originally made at the University Council in October needs to be corrected in that such a coordinating body already exists and is co-lead by Kim Matheson, Director, Career Services and Christina Dolan, Director, Undergraduate Programs and Career Services, Edwards School of Business. The group is called the Career Educator Group, and they meet at least twice per term to build and sustain a supportive community that facilitates the sharing of knowledge and expertise, and creates opportunity for efficiencies, collaboration, and innovation. This group includes members from central Career Services, each of the four [decentralized Career Services offices](#), and individuals who work in colleges in aligned roles but do not have a team/unit in place (e.g., CGPS, Huskie Athletics).*
 - It may be useful for a joint working group to be struck including members of TLARC and members of APC to consider different ways that USask could increase student opportunities for paid work-integrated learning opportunities (curricular and co-curricular).

Is the University going to start requiring PIs to pay provincial sales tax on the tangible results of research?

This question will be taken to the ADR forum next week and a response back to Council.

11. Adjournment

(Bell): The meeting was properly adjourned at 4:08 pm.

UNIVERSITY COUNCIL
FOR INFORMATION

DATE OF MEETING: November 21, 2024

SUBJECT: Election Results for the Presidential Search Committee

SUMMARY:

During the October 24, 2024 University Council meeting, in addition to the names that were brought forward by the Nominations Committee, additional nominations were made from the floor for the four members of the General Academic Assembly to sit on the [Presidential Search Committee](#). Given there were more nominees than available positions, an election was held to fill the four available positions. All voting members of University Council were eligible to participate in the election as it is Council that makes the appointments to this search committee.

The individuals on the election ballot to serve on the committee included:

- Dean Chapman
- Candice Dahl
- Ralph Deters
- Shelley Kirychuk
- jake moore
- James Nolan
- Vicki Squires
- Jerzy Szpunar

(Note that Ludmilla Voitkovska put their name forward at the Council meeting; however, withdrew prior to the election taking place.)

The election for General Academic Assembly (GAA) representatives on the presidential search committee opened on November 4th and closed November 8th at 4:00pm.

There were 81 out of a possible 111 votes cast (73% response rate). The results were as follows:

Candice Dahl	<i>elected</i>
Shelley Kirychuk	<i>elected</i>
jake moore	<i>elected</i>
Vicki Squires	<i>elected</i>

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Carolyn Augusta, Chair, Academic Programs Committee

DATE OF MEETING: November 21, 2024

SUBJECT: **Change to Admissions Qualifications – Graduate Nursing Programs**

MOTION: *It is recommended by the Academic Programs Committee that Council approve the new English language proficiency test score requirements for admission to all graduate programs (MN-Thesis, the MN-Professional Practice (CB), the MN-NP, and the PhD) in the College of Nursing effective May 2026.*

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 is recommending the approval of admission requirement changes for the above graduate programs in the College of Nursing. The proposed changes will require a higher than minimum standard in English Language Proficiency, bringing the standard in line with many of the other U15 universities and align more closely to the USask BSN requirement.

CONSULTATION:

On August 23, 2024, the College of Graduate and Postdoctoral Studies put forward a proposal to the Academic Programs Committee of Council (APC), recommending the approval of admission requirement changes for graduate programs in the College of Nursing to require higher than minimum standards in English Language Proficiency. The proposed changes were reviewed by APC on September 10, 2024, and again on October 23, 2024. After fulsome discussions and revision suggestions, the committee was supportive of the revised proposal.

ATTACHMENTS:

1. Admission Changes for Graduate Programs in Nursing Proposal



UNIVERSITY OF SASKATCHEWAN

College of Graduate
and Postdoctoral Studies

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MEMORANDUM

To: Academic Programs Committee of Council

From: Dr. Jaswant Singh, Associate Dean, College of Graduate and Postdoctoral Studies

Date: November 12, 2024

Re: Revisions to the proposed admission changes for graduate programs in Nursing

On August 23, 2024, the College of Graduate and Postdoctoral Studies put forward a proposal to the Academic Programs Committee of Council (APC), recommending the approval of admission requirement changes for graduate programs in the College of Nursing to require higher than minimum standards in English Language Proficiency. The proposed changes were reviewed by APC on September 10, 2024, and October 23, 2024.

Following recommendations made by APC, revised scores for the TOEFL were proposed to ensure equivalency between IELTS and TOEFL scores. The revised scores are as follows:

	Minimum Score
IELTS (International English Language Testing System)	7.0
Writing	6.5
Reading	6.5
Listening	6.5
Speaking	6.5
TOEFL (Test of English as a Foreign Language)	94
Reading	22
Listening	22
Speaking	22
Writing	24

Attached please find the original memo from the Graduate Programs Committee, original proposal, updated catalogue entry mark-ups and updated CWR.

If you have any questions, please contact the Academic Affairs Specialist at gradprograms.academicaffairs@usask.ca.



MEMORANDUM

To: Academic Programs Committee of Council

From: Graduate Programs Committee, CGPS

Date: August 23, 2024

Re: Admission changes for graduate programs in Nursing

The College of Graduate and Postdoctoral Studies is recommending the approval of admission requirement changes for graduate programs in the College of Nursing. The proposed changes will require a higher than minimum standard in English Language Proficiency, bringing the standard in line with many of the other U15 universities and align more closely to the USask BSN requirement.

The proposed changes will impact the following programs:

- Master of Nursing – Thesis-based
- Master of Nursing – Course-based (Professional Practice)
- Master of Nursing – Nurse Practitioner
- Nursing Doctor of Philosophy (Ph.D.) - Non-Direct Entry
- Foundations for Registered Nurse Specialty Practice Graduate Certificate

CGPS Faculty Council has delegated authority to the Graduate Programs Committee to approve higher than minimum standards to English Proficiency. The Graduate Programs Committee of the College of Graduate and Postdoctoral Studies reviewed the proposal in June 2024 and recommended approval of the proposal via online vote with the following motion:

Motion: “To recommend approval of the proposed new English proficiency language and higher than minimum test score requirements for admission to all graduate program in the College of Nursing, including the Master of Nursing – Thesis-based, Master of Nursing – Course-based (Professional Practice), Master of Nursing – Nurse Practitioner, Nursing Doctor of Philosophy (Ph.D.) - Non-Direct Entry and Foundations for Registered Nurse Specialty Practice Graduate Certificate.”

Martin/Ferrari – CARRIED (2 abstentions)

Attached please find the admission requirement change proposal for graduate programs in the College of Nursing.

If you have any questions, please contact the Academic Affairs Specialist at gradprograms.academicaffairs@usask.ca.

Motion: To approve the proposed new English proficiency test score requirements for admission to all graduate program in the College of Nursing.

Proof of English proficiency may be required for applicants to graduate programs. Proof of English proficiency may be demonstrated through:

- a) A minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution, where the exclusive language of instruction and examination of the program and/or institution is English; or
- b) Provision of evidence of English language proficiency, using one of the approved tests listed in the English Language Proficiency Policy. Acceptable test scores are as follows:

IELTS (Academic Module)

International English Language Testing System

- **Fully qualified:** Overall score of **7.0** with no score below 6.5 in each area

TOEFL iBT (Internet-based)

Test of English as a Foreign Language

- **Fully qualified:** Overall score of 92 with minimum scores of 22 in each area

Includes the **TOEFL iBT Special Home Edition**

Institutional TOEFL (ITP) not accepted

our Institution Code is 0980

Rationale:

To bring the College of Nursing English proficiency requirements in line with many of the other U15 universities (see chart listing other U15 university requirements). The proposed scores are in the middle of the scores required by other U15 universities and align with the University of Toronto. The USask BSN program has a higher English proficiency test score requirement than the graduate programs. The proposed scores would move the graduate program English proficiency test score requirement just above the USask BSN requirement.

ENPR Minimum Requirements-Comparative TOEFL and IELTS Scores in U 15 Universities and 1 Non-U15 University

Universities	USask Minimal Expectations Grad. Programs (includes Nursing)	USask Undergraduate BSN
University of Alberta Higher than USask TOEFL score of at least 97 (Internet based) with the following min. Scores: Listening 27, Reading 21, Writing 27, Speaking 23 IELTS: Overall score of 7.0 with the following min. scores: Listening 7.5, Reading 6.6, Writing 7.0, Speaking 7.0	TOEFL score of 86 ; Reading 19, Listening 19, Speaking 19, Writing, 19. IELTS: Overall score of 6.5 , Reading 6.0, Listening 6.0, Speaking 6.0, Writing 6.0	TOEFL score of 90 ; Reading 20, Listening 22, Speaking 26, Writing, 20.
University of Calgary TOEFL score of at least 97 (Internet based) with the following min. Scores: Listening 27, Reading 21, Writing 27, Speaking 23 IELTS: Overall score of 7.0 with the following min. scores of 6.5 in each.	Higher than USask	-----
McGill University TOEFL minimum score of 86 IELTS: Overall score of 6.5	Same as USask	-----
Queen's University TOEFL minimum score of 88 (Writing 24, Speaking 22, Reading 22, Listening 20) IELTS: Overall score 7.0	Higher than USask	-----
University of Toronto TOEFL minimum score of 93 (Writing 22, Speaking 22) IELTS: Overall score 7.0	Higher than USask	-----
Western University TOEFL minimum score of 86 with no individual score below 20 for the IT version. (Writing 22, Speaking 22) IELTS: Overall score 7.0	Same as USask	-----
Dalhousie University	TOEFL score higher than USask IELTS is similar	-----

ENPR Minimum Requirements-Comparative TOEFL and IELTS Scores in U 15 Universities and 1 Non-U15 University

TOEFL at 90 with a minimum score of 22 in Reading & Listening and a minimum score of 21 in Writing & Speaking. IELTS Minimum over al band score at 6.5		
University of Manitoba TOEFL at 86 IELTS at 6.5	Same as USask	-----
McMaster University TOEFL score of 92 IELTS minimum score is 7.0	Higher than USask	-----
University of Ottawa TOEFL score at 79 IELTS at 6.5	TOEFL is lower than USASK IELTS is similar at 6.5	-----
University of Waterloo (U15 with no graduate nursing programs) TOEFL at 90 Writing and Speaking 25, IELTS at 7.0 , Writing 6.5 and Speaking 6.5	Higher than USask	-----
University of British Columbia TOEFL score at 100 overall, Listening 22, Reading, 22, Speaking 21, Writing 21 IELTS overall 7.0 , Listening 7.5, Reading 6.5, Speaking 7.0, Writing 7.0	Higher than USask	-----
Memorial University of Newfoundland TOEFL an overall score of 92 for graduate programs with higher English proficiency IELTS An overall score of 7 for graduate studies with higher English proficiency requirements.	Higher than USask	-----
Université Laval	No TOEFL or IELTS (TCF in French)	-----
Université de Montréal	No TOEFL or IELTS (TCF in French)	-----
Athabasca Non-U15	Lower than USask	-----

ENPR Minimum Requirements-Comparative TOEFL and IELTS Scores in U 15 Universities and 1 Non-U15 University

TOEFL: 80 IELTS: 6.0		
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Nursing

Master of Nursing (M.N.) - 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.~~
- **Proof of English proficiency may be required for applicants to graduate programs. Proof of English proficiency may be demonstrated through:**
 - A minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution, where the exclusive language of instruction and examination of the program and/or institution is English; or
 - Provision of evidence of English language proficiency, using one of the approved tests listed in the English Language Proficiency Policy. Acceptable test scores are as follows:
 - **TOEFL: a combined minimum total score of 94, with a minimum of 24 out of 30 in the writing component, and a minimum of 22 out of 30 in the reading, listening, and speaking components.**
 - **IELTS: an overall score of 7.0 with no score below 6.5 in each area**
- a bachelor's degree in Nursing, 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)
- current registration as a registered nurse or registered psychiatric nurse from any country
- the equivalent of three credit units in each of Statistics and Research Methods at the undergraduate level

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#).

Nursing

Master of Nursing (M.N.) - Course-based

Admission Requirements

- Current registration as a registered nurse or registered psychiatric nurse.
- ~~Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.~~
- Proof of English proficiency may be required for applicants to graduate programs. Proof of English proficiency may be demonstrated through:
 - A minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution, where the exclusive language of instruction and examination of the program and/or institution is English; or
 - Provision of evidence of English language proficiency, using one of the approved tests listed in the English Language Proficiency Policy. Acceptable test scores are as follows:
 - TOEFL: a combined minimum total score of 94, with a minimum of 24 out of 30 in the writing component, and a minimum of 22 out of 30 in the reading, listening, and speaking components.
 - IELTS: an overall score of 7.0 with no score below 6.5 in each area
- a bachelor's degree in Nursing, 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)
- the equivalent of three credit units in each of Statistics and Research Methods at the undergraduate level

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#).

Nursing

Master of Nursing (M.N.): Nurse Practitioner
Primary Health Care Concentration

Admission Requirements

- 3600 hours of clinical practice as a Registered Nurse in the last five years
- ~~Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.~~
- **Proof of English proficiency may be required for applicants to graduate programs. Proof of English proficiency may be demonstrated through:**
 - A minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution, where the exclusive language of instruction and examination of the program and/or institution is English; or
 - Provision of evidence of English language proficiency, using one of the approved tests listed in the English Language Proficiency Policy. Acceptable test scores are as follows:
 - TOEFL: a combined minimum total score of 94, with a minimum of 24 out of 30 in the writing component, and a minimum of 22 out of 30 in the reading, listening, and speaking components.
 - IELTS: an overall score of 7.0 with no score below 6.5 in each area
- a bachelor's degree in Nursing, 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)
- current CPR certificate at health care provider level
- current licensure as a registered nurse in a Canadian province or territory
- the equivalent of three credit units in each of physical assessment, pharmacology, physiology, statistics, and research methods at the undergraduate level

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#).

Nursing

Doctor of Philosophy (Ph.D.) - Non-Direct Entry

Admission Requirements

- Current registration as a nurse or psychiatric nurse.
- ~~Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.~~
- Proof of English proficiency may be required for applicants to graduate programs. Proof of English proficiency may be demonstrated through:
 - A minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution, where the exclusive language of instruction and examination of the program and/or institution is English; or
 - Provision of evidence of English language proficiency, using one of the approved tests listed in the English Language Proficiency Policy. Acceptable test scores are as follows:
 - TOEFL: a combined minimum total score of 94, with a minimum of 24 out of 30 in the writing component, and a minimum of 22 out of 30 in the reading, listening, and speaking components.
 - IELTS: an overall score of 7.0 with no score below 6.5 in each area
- Master's degree, or equivalent, from a recognized university in a relevant academic discipline
- Previous research experience, through completion of a thesis or other research experience
- a cumulative weighted average of at least a 80% (U of S grade system equivalent) in the last two years of study (i.e. coursework required in Master's program)
- have completed at least one course in each of statistics, research methods, and nursing theory

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#).

Foundations for Registered Nurse Specialty Practice

Graduate Certificate (G.Cert.)

Admission Requirements

- a bachelor's degree in Nursing from a Canadian college or university.
- Proof of Registered Nurse (RN) Licensure in a Canadian Jurisdiction; applicants must submit a copy of their RN licensure (in good standing) from a Canadian nursing regulatory body.
- a cumulative weighted average of 65% or higher (U of S grade system equivalent) in the last two years of post-secondary study (ie. 60 credits). Applicants are required to submit transcripts from all post-secondary education programs where they have completed course work.
- ~~Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English.~~
- **Proof of English proficiency may be required for applicants to graduate programs. Proof of English proficiency may be demonstrated through:**
 - A minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution, where the exclusive language of instruction and examination of the program and/or institution is English; or
 - Provision of evidence of English language proficiency, using one of the approved tests listed in the English Language Proficiency Policy. Acceptable test scores are as follows:
 - TOEFL: a combined minimum total score of 94, with a minimum of 24 out of 30 in the writing component, and a minimum of 22 out of 30 in the reading, listening, and speaking components.
 - IELTS: an overall score of 7.0 with no score below 6.5 in each area
- the equivalent of three credit units in each of: health/physical assessment, pharmacology, and physiology at the undergraduate level.
- Letter of recommendation: Letters of recommendation: (1) from your supervisor, (1) clinical recommendation and (1) academic reference must be submitted. If less than three letters of recommendation are submitted, your application will not be accepted.

Note: Applicants are assessed on a holistic basis for competitive admission purposes. We look at a variety of factors when making admission decisions including undergraduate degree, grade point average, and reference letters. Applicants who do not meet the minimum requirements are encouraged

to contact the College of Nursing Graduate Programs 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 may be required to take certain preparatory courses to improve their qualifications. The student's status will be reviewed after a specified amount of academic work is

completed. If progress is satisfactory, the College of Nursing - Graduate Admissions Committee may recommend the student is 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 the new set of conditions, agreed to by the student, the College of Nursing and the College of Graduate and Postdoctoral Studies. For more information on probationary admission, see the College of Graduate and Postdoctoral Studies [Academic Policies](#).

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#) for more information.

Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: New English proficiency test score requirements for admission to graduate programs in the College of Nursing

General Description: The proposed changes will require a higher than minimum standard in English Language Proficiency, bringing the standard in line with the USask BSN requirement and with many of the other U15 universities.

Degree College: College of Graduate and Postdoctoral Studies

Effective Term: May 2026

Course implications

- N/A

Registration and classes

- N/A

Financial and Budget

- N/A

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Roy Dobson, Chair, Governance Committee

DATE OF MEETING: November 21, 2024

SUBJECT: College of Nursing Faculty Council Bylaws Revisions

COUNCIL ACTION: Request for Decision

That Council approve revisions to the Bylaws of Faculty Council of the College of Nursing as shown in Attachment 1 and the Council Bylaws be amended accordingly.

PURPOSE:

Revisions to Faculty Council bylaws require approval by University Council at the recommendation of the Governance Committee of Council.

SUMMARY:

The College of Nursing has proposed some minor changes to the terms of reference for five of their standing committees. These changes reflect changes to the manner in which the chair for the standing committees is identified and ensures the right expertise on the standing committees. Additionally, some adjustments were made to the number of students on certain committees.

The Governance Committee reviewed the changes at its October 4, 2024 meeting and were supportive of the changes. A Notice of Motion was presented at the October 24, 2024 Council meeting. No feedback or questions have been received following that meeting.

ATTACHMENTS:

1. Summary of College of Nursing Faculty Bylaws Revisions (February 2022 and May 2023)
2. Revised College of Nursing Faculty Bylaws

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).

Roles and Responsibilities of the Faculty Councils

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 reelection 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.

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.

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).

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.

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.

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.

The Undergraduate Education Committee

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.

- Dean of College of Nursing (ex-officio) or Dean's Designate
- Associate Dean, Academic
- Other Associate Dean(s) (ex-officio) or designate
- Undergraduate Academic Leads (2)
- Chair or Vice-Chair of Faculty Council (ex-officio)
- Chair of each Year Committee (or designate)
- Vice-Chair of each Year Committee (or designate)
- Two (2) undergraduate student representatives (must be in good academic standing and should include Indigenous student representation if possible)
- Manager of Clinical Placement Coordination *
- Manager of Academic Advising and Student Support *
- UCAN Advisor *
- Director of Operations and Strategic Planning *
- Health Sciences Liaison Librarian *
- Curriculum Specialist *
- Provincial Lab Manager *
- Administrative Support *
- Others invited as required *

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.

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

- Dean (ex officio) or Dean's designate
- Faculty Council Chair (ex-officio) or designate
- Associate/Assistant Deans (ex officio)*
- **One (1)** faculty member representing the Year 2 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.

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

- **One (1)** faculty member representing the Year 3 Committee
- **One (1)** faculty member representing the Year 4 Committee
- One (1) faculty member representing the Post Degree BSN
- Administrative support*

The Chair **and Vice-Chair** will be **selected annually by the members of the committee 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.

- Associate/Assistant Deans (ex officio)*
- Six (6) faculty members who are members of Council including the Chair and 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.

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. Ensure timely and accountable graduate education and postdoctoral communications.
8. Make recommendations regarding the use of technologies that may facilitate the College of Nursing graduate education and postdoctoral programs.
9. Advise College Senior Leadership regarding the resource needs of the College of Nursing Graduate Education and Postdoctoral programs.
10. 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.

- **Eight (8)** tenured or tenure-track faculty who are members of CGPS

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.

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*

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
- Associate Dean - Academic - **Chair**
- ~~Associate Dean - Distributed Learning~~
- **Undergraduate Academic Leads**
- NP Faculty Member
- Two (2) tenured or tenure-track faculty from the UG programs
- Two (2) instructors from the UG programs
- **Curriculum Specialist***

*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.

- ~~One (1) Academic Advisor~~ Manager of Academic Advising and Student Support*
- ~~One (1) Clinical Coordinator~~ Manager of Clinical Placement Coordination*
- Guest as required - SHA representative*
- Administrative support provided by the ~~De~~Dean's office*

*Non-voting members

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 Subcommittee](#)

- A. Undergraduate Education Committee (UEC): Curriculum Subcommittee

As a subcommittee of the Undergraduate Education Committee (UEC), this subcommittee 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.

7. 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.



UNIVERSITY OF
SASKATCHEWAN

College of Nursing

**University of Saskatchewan
College of Nursing
Faculty Council Bylaws**

October 9, 2024

V4.0

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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).

Roles and Responsibilities of the Faculty Councils

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
- Associate Dean, Academic
- Other Associate Dean(s) (ex-officio) or designate
- Undergraduate Academic Leads (2)
- Chair or Vice-Chair of Faculty Council (ex-officio)
- Chair of each Year Committee (or designate)
- Vice-Chair of each Year Committee (or designate)
- Two (2) undergraduate student representatives (must be in good academic standing and should include Indigenous student representation if possible)
- Manager of Clinical Placement Coordination *
- Manager of Academic Advising and Student Support *
- UCAN Advisor *
- Director of Operations and Strategic Planning *
- Health Sciences Liaison Librarian *
- Curriculum Specialist *
- Provincial Lab Manager *
- 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)*
- One (1) faculty member representing the Year 2 Committee
- One (1) faculty member representing the Year 3 Committee
- One (1) faculty member 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 and Vice-Chair will be selected annually by the members of the committee. The Vice-Chair 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 Chair and 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)*
- Eight (8) 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 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
- Associate Dean, Academic
- Undergraduate Academic Leads
- NP Faculty Member
- Two (2) tenured or tenure-track faculty from the UG programs

- Two (2) instructors from the UG programs
- Curriculum Specialist*
- Manager of Academic Advising and Student Support*
- Manager of Clinical Placement Coordination*
- 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 subcommittee 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 Faculty Bylaws Revision	April 13, 2023	Reflect Updates	February 23, 2023	Bylaws Committee
4.0	Undergraduate Scholarship & Awards Committee TOR	August 28, 2023	Committee TOR updates approved at Faculty Council		
	Graduate Education and Postdoctoral Committee TOR				
	Undergraduate Education Committee TOR	August 31, 2023			
	Patient Safety Committee TOR				
	Undergraduate Academic Integrity Committee	June 17, 2024			

UNIVERSITY COUNCIL
FOR INFORMATION

DATE OF MEETING: November 21, 2024

SUBJECT: Planning and Priorities Committee Overview

SUMMARY:

The Planning and Priorities Committee of Council (PPC) began the year having to elect a new chair, as Chair Vicki Squires was appointed as the Chair of University Council. Chris Willenborg was elected as Chair effective September 26, 2024. Chris is Head of the Department of Plant Sciences in the College of Agriculture. Thank you to Vice-Chair of PPC, Angela Lieverse, for stepping up to run the committee following Vicki's departure.

The committee meets biweekly with the objective to recommend and report to council on academic plans and priorities, community engagement, and matters referred from other committees and the CFO. Over the past months, we have heard from and provided input to the President and the VP of each executive unit. Each member provided priorities, goals, and ideas that will define our work moving forward.

President Stoicheff joined the committee's first meeting to discuss the leadership changes within the Provost Office. He spoke about the need to modernize the provost role given the changing world. Since the position was developed in the 1990s, there have been significant changes due to financial challenges and government relations, global political situations, student mental health, urgency of deferred maintenance of buildings, reconciliation, and sustainability. The President explained that these priorities have all gone to the Provost's office causing the portfolio to grow substantially. The PPC will participate and provide input on the profile and scope of the provost's role when required.

The committee also heard from CFO Deidre Henne on USask financial updates, and the implementation of the new structures including the Strategic Finance Committee comprised of the CFO and Vice-Presidents who advise the President. PPC's role is to provide feedback on the budget and financial stability, so Deidre will present updates and strategies to PPC regularly throughout the year. Related to financial and budgeting, the committee also learned more about capital projects on campus and their prioritization from VP Admin Greg Fowler.

Other topics of interest to PPC are the ongoing concerns around international students and the impacts of government decisions on admissions and our campus community. Members of PPC were notified that the UPlan is going to extend beyond 2025 with a slight adjustment to focus on values and ideas. Information is available on the [Tracking Our Progress Website](#).

Another area of focus for the committee is the current academic collaborations with Saskatchewan Polytechnic and best practices to inform future work and partnerships given the visibility of the neighboring campuses. Any future partnership will be an important step in post-secondary education in the province.

The President and Vice-Presidents will continue to provide updates on their unit priorities for 2024-2025 with an opportunity for PPC committee members to ask questions and learn about the goals within these units for the upcoming year. Looking ahead, PPC will be provided with information on the capital prioritization project, tuition and fee information as well as the Student Enrolment Management planning.

Christian Willenborg,
Chair
Planning and Priorities Committee

UNIVERSITY COUNCIL
Joint Committee on Chairs and Professorships (JCCP)
REQUEST FOR DECISION

PRESENTED BY: Scott Walsworth, Co-Chair
Joint Committee on Chairs and Professorships (JCCP)

DATE OF MEETING: November 21, 2024

SUBJECT: Saskatchewan Wheat Development Commission Applied Genomics and Pre-breeding Chair

DECISION REQUESTED: It is recommended by the Joint Committee on Chairs and Professorships that University Council approve the Saskatchewan Wheat Development Commission Applied Genomics and Pre-breeding Chair in the College of Agriculture and Bioresources within the Crop Development Centre and Department of Plant Sciences.

PURPOSE: Primarily focused on wheat, the Saskatchewan Wheat Development Commission Applied Genomics Pre-breeding Chair will expand the cereal research breeding and training activities in the Crop Development Centre (CDC) with the goal of increasing the speed of varietal development for wheat and other cereals (barley, oat, canary seed) to more effectively improve crop performance through the implementation of applied genomics and pre-breeding strategies.

DISCUSSION SUMMARY: The creation of the Saskatchewan Wheat Development Commission Applied Genomics Pre-breeding Chair has been discussed with, and endorsed by, the donor, the Office of the Vice President Research, and the Office of the Vice President University Relations.

FURTHER ACTION REQUIRED: With approval of the University Council and subsequently approval of Board of Governors, the terms of reference will be implemented immediately.

ATTACHMENT: Terms of reference for the Saskatchewan Wheat Development Commission Applied Genomics and Pre-breeding Chair in the College of Agriculture and Bioresources within the Crop Development Centre and Department of Plant Sciences.



UNIVERSITY OF SASKATCHEWAN

Saskatchewan Wheat Development Commission Applied Genomics and Pre-breeding Chair Terms of Reference

Purpose:

To establish a continuing status faculty position at the College of Agriculture and Bioresources within the Crop Development Centre and Department of Plant Sciences to expand the crop breeding and training capacity for wheat.

The invested trust will be used to support the salary and benefit costs associated with the faculty position as well as one technical position to support the activities of the Chairholder.

Objectives of Chair:

Primarily focused on wheat, the Saskatchewan Wheat Development Commission Applied Genomics Pre-breeding Chair will expand the cereal research breeding and training activities in the Crop Development Centre (CDC) with the goal of increasing the speed of varietal development for wheat and other cereals (barley, oat, canary seed) to more effectively improve crop performance through the implementation of applied genomics and pre-breeding strategies.

This Faculty position will focus on the following main objectives:

- Applying a combination of genomics techniques and data science methods to large collections of germplasm to identify target traits that are useful and have potential in breeding programs.
- Research, develop, and deploy cutting-edge genomic/phenotypic selection strategies and trait introgression (crossing/gene editing) with the specific aim to access the necessary variation to improve varietal performance.
- Design strategies to modulate recombination and/or use gene editing and functional genomic strategies to eliminate the incidental introduction of deleterious/undesirable traits (linkage drag) associated with traditional breeding approaches.
- The focus of research will be on wheat (at least 90% of activities), and other cereal crops (barley, oat, canary seed; up to 10% of activities). We anticipate the position to target pre-breeding activities related to disease and pest resistance and climate resiliency. The attention to disease resistance has the added benefit of increasing pathology support at the CDC.

- It is expected that the objectives will evolve over time with advances in technologies and breeding practices. Review of these objectives will occur every five years and changes will be captured in Guidelines and form an Appendix to the Terms of Reference.

Accountability:

All terms of reference must align with the *Guidelines for Chairs and Professorships*.

Chair Type:

This will be a continuing status Chair.

Background:

The Chair was conceived to address a current bottleneck in the CDC that exists at the pre-breeding (germplasm development) stage. There is a growing concern across the country that there is a lack of expertise in pre-breeding, particularly in wheat.

Source and Amount of Funding:

The Saskatchewan Wheat Development Commission will make a contribution of \$6,500,000 to support this Chair. The contribution will be received over a period of two years as follows:

- \$3,250,000 on or before December 31, 2024
- \$3,250,000 on or before August 1, 2025

Tenability:

Both principal and earnings will be available for use. It is anticipated that the funds will be utilized over a period of approximately 30 years.

The funding is anticipated to support the costs (salary and benefits) of the Chairholder as well as those of a single technical support position for a period equivalent to one career term (approximately 30 years). The life of the trust will depend on investment returns and cumulative costs. If the tenability of the two career term positions becomes in doubt, then funding for the Chair would be prioritized over the technical position to maximize the life of the Chair such that a career term target for the Chair may be achieved through the invested trust.

The tenability of the term will be reviewed should a Chairholder no longer hold the appointment and in advance of seeking a new incumbent. The Management Committee may recommend changes to the term of the Chair, subject to agreement of the JCCP co-chairs with formal notification provided to JCCP.

Saskatchewan Wheat Development Commission will be entitled to, at its absolute discretion, add amounts to the funding provided under this agreement.

Search Committee:

There shall be a Search Committee established in each department and non-departmentalized College. The Chair of the Committee and the Committee membership is determined by the relevant terms in Article 13 of the collective agreement between the University of Saskatchewan and the University of Saskatchewan Faculty Association.

Subject to the requirements of the collective agreement between the University of Saskatchewan and the Faculty Association, the Contributor (or designate) will be invited to join the search subcommittee.

Chairholder responsibilities:

The Chairholder will be responsible for expanding and complementing the breeding capacity of the Crop Development Centre by developing a comprehensive pre-breeding and applied genomics selection program in wheat and other cereal crops. Additionally, the Chairholder should bring expertise to support selection of traits valuable in resistance to diseases, heat stress, and drought tolerance to support climate resiliency.

The Chairholder will:

- provide visionary leadership to advance the CDC's breeding capacity in cereals through the development and implementation of pre-breeding methods and applied genomics techniques.
- attract appropriate research funding to support applied genomics/pre-breeding activities at the CDC.
- participate in teaching at the graduate and undergraduate level with a commitment of 4.5 CU of teaching per year, on average.
- provide mentorship and supervision of graduate students and post-doctoral fellows in their research and studies.
- be a liaison with external stakeholders including producers to support and align with provincial core breeding strategies and activities.
- provide an annual report to and review workplans with the Saskatchewan Wheat Development Commission.

The holder of the Chair will submit reports and/or a lay summary of scholarly and financial activities in accordance with university practices to the Dean, College of Agriculture and Bioresources and the Head of the Department of Plant Sciences. The reports will outline accomplishments of the Chairholder in keeping with the Chair's purpose and objectives.

Term of Chair:

The Chairholder will be appointed into a continuing-status-track position. The continuation of the Chair will be dependent on sufficient funding for the Chair, ensuring the Chairholder maintains a continuing status appointment, and that the Chairholder obtains satisfactory reviews.

Vacancies:

Any vacancies in the Chair will be addressed according to the procedures related to the type of vacancy as outlined in the Guidelines for Chairs and Professorships.

Review:

The Chairholder's scholarly progression must be reviewed at least biennially.

A financial review must occur annually.

Management Committee:

The Management Committee will consist of the Dean, Agriculture and Bioresources, the Department Head of Plant Sciences, the Director of the CDC, and the appropriate financial officer (or designate). Others may be included on the management committee if deemed beneficial in achieving the objectives of the Chair.

A representative from the Saskatchewan Wheat Development Commission will be invited to sit on the Management Committee. That representative will be permitted to share all of the information and documents they receive through their participation on the Management Committee with Saskatchewan Wheat Development Commission including for the purposes of reporting to its board of directors, provided that those reports, information and documents will be held in confidence by Saskatchewan Wheat Development Commission.

Management responsibilities shall include the following:

1. Oversee the activities of the Chair or Professorship;
2. Review and update objectives of chair while ensuring adherence to the original purpose;
3. Oversee management of the fund to ensure compliance with the terms of the trust deed and the on-going financial integrity of the initiative;
4. Approve annual budgets;
5. Receive annual financial statements of the trust fund, and, at least annually, a projection of the anticipated life of the fund;
6. Receive and review, at least annually, a report from the Chairholder on the progress and provide guidance on achieving the objectives of the Chair as set out in these terms of reference;
7. Receive and review the biennial scholarly report, the

annual financial report and the final report on the activities of the Chairholder; and

8. Provide a copy of the required scholarly, financial, and final reports to the co-chairs of the Joint Committee on Chairs and Professorships.

Removal of Chairholder:

Any allegations related to a breach of one or more of the University policies made against a Chairholder should follow appropriate university policies and procedures related to the nature of the breach. This includes, but is not limited to, policies related to research, financial stewardship, and/or employment. Should the appropriate process conclude and determine that the Chairholder has breached a University Policy or failed to meet an expectation as a faculty member, the provost and vice president academic and vice president research will determine appropriate measures regarding the continuation of the Chairholder which may include termination from the Chair. The final determination will be communicated to the Chairholder, the Dean, College of Agriculture and Bioresources and the Chair of the Management Committee.

Disestablishment of Chair:

Once the invested trust has been diminished so that it is no longer practical to fund the chair, the Chairholder position will be terminated in accordance with the obligations of the Collective Agreement between the University of Saskatchewan and the University of Saskatchewan Faculty Association, and Section 7 of the *Guidelines for Chairs and Professorships* for the Disestablishment of a Chair.

Eligible Expenditures:

The trust will be used to support the salary and benefits of the Chairholder as well as a technical support position. Research project funding will not be supported by the trust.

Expenditures will be in alignment with Section 2.0 of the *Guidelines for the Establishment of Chairs and Professorships*, and will relate to the budget for the Chair (attached).

Unspent Funds:

At such time that the Chair ceases to be in existence, the university will consult with the Saskatchewan Wheat Development Commission to determine an agreeable alternate use for the unspent funding that is in keeping with the original spirit and intent of the contribution.

Insufficient Funds:

The trust fund is expected to cover the eligible costs of the Chair until its disestablishment. However, should there be insufficient funds to cover the costs associated with the Chair, the excess cost will be covered by the Crop Development Centre, per the terms outlined under *Tenability*.

Fund Administration:

The University shall have the power to administer the fund as part of the University's general trust and endowment funds, in keeping with and under the University's investment and administrative guidelines and practices as may be established and changed from time to time. At the date of this agreement, and under the above guidelines and practices, provision shall be made for the investment of trust funds in common with other trust funds and the payment of administration fees with respect to the management of trust funds, such fees to be determined by the University acting reasonably.

Successors:

Should any corporate changes impact the fund in name or structure of the organization, the terms of reference will be edited to reflect those changes.

In the event that circumstances make the Saskatchewan Wheat Development Commission Applied Genomics and Pre-breeding Chair unable to feasibly pursue the objectives, the Management Committee, in consultation with Saskatchewan Wheat Development Commission, will recommend to University Council and the Board of Governors of the University of Saskatchewan, changes to the Chair. These recommendations will maintain, as much as is reasonably possible, the Chair's spirit and general intent as identified in its statement of Purpose.

The creation of this Chair is subject to approval of both University of Saskatchewan Council and University of Saskatchewan Board of Governors.

[Signature page follows]

It is hereby acknowledged that these terms of reference are acceptable and are in keeping with the intent of the gift.

Saskatchewan Wheat Development Commission


Per: _____
Blair Goldade
Executive Director

Date

Per: _____
Jake Leguee
Chair of the Board of Directors

Date

The College of Agriculture and Bioresources recommends acceptance based on the above terms.



Angela Bedard-Haughn, PhD, PAg
Dean and Professor, College of Agriculture
and Bioresources

November 8, 2024

Date

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

Scott Walsworth, PhD
Vice-Provost, Faculty Relations

Date

The Office of the Vice President, Research recommends acceptance based on the above terms.

Dawn Wallin, PhD
Associate Vice President, Research

Date

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

Cheryl Hamelin
Vice-President, University Relations

Date

PRESIDENT'S REPORT TO COUNCIL

November 2024

Fall Convocation

USask welcomed 944 new graduates to our growing alumni family at Fall Convocation ceremonies on Nov. 13.

President's Medal

At this year's USask Fall Convocation ceremony, Amélia Gagnon received the President's Medal. This award goes to the graduating student with the highest academic average in any USask undergraduate program. Amélia Gagnon, who graduated with a Bachelor of Science in Cellular, Physiological and Pharmacological Sciences, also received the University Medal in BSc, Biomedical Sciences from the College of Arts and Science.

Distinguished Researcher Award

Dr. FangXiang Wu (PhD), a world-renowned pioneer in computational intelligence for medical/biological data analytics and widely recognized for his seminar contributions to biomarker discovery, medical image analysis and health informatics, is the University of Saskatchewan's Distinguished Researcher for fall 2024. Wu earned his PhD in computational biology in August 2004 from USask and subsequently completed a post-doctoral fellowship at Université Laval. He returned to USask's College of Engineering as an assistant professor in August 2005 and became a full professor in July 2012.

Honorary Degrees

As outlined in a previous report, two honorary degrees were granted to award-winning writer and Indigenous rights advocate Doug Cuthand, and to business and community leader Greg Smith, celebrating their career achievements, dedication, and lifetime of work in support of others.

I want to extend my sincere congratulations to all of our new graduates and the academic, teaching and research award recipients. Many stories of our accomplished graduates have been shared this month on news.usask.ca.

Remembrance Day at USask

The University of Saskatchewan has a proud legacy of military service, spanning generations of faculty, staff and students. For almost a century, USask has hosted a Remembrance Day ceremony on campus to honour the members of our university community who serve and have served our country. The 96th annual ceremony took place this year on Nov. 11 at the Memorial Gates on the USask Saskatoon campus.

You can read the stories of many USask community members throughout history who have served our country and view a map of campus memorials that exist to honour them on the [Spotlight webpage](#).

Canadian Centre for the Study of Co-operatives celebrates 40th anniversary

Established in 1984, the Canadian Centre for the Study of Co-operative's (CCSC) origins trace back to a tripartite agreement among the co-operative sector (Federated Co-operatives Limited (FCL), Credit Union Central of Saskatchewan, and the Saskatchewan Wheat Pool), USask, and the Government of Saskatchewan to fund the first in Canada—and among the first in the world—research and education centre dedicated to co-operatives.

Additionally, FCL has contributed nearly \$4.5 million to various scholarships, programs and initiatives, which includes [renewed support of \\$1.3 million](#) for the CCSC. FCL's renewed commitment includes funding for the Co-operative Retailing System Chair in Co-operative Governance until 2029. In honour of the significant and enduring partnership between USask and FCL, a collaboration and learning space in the Diefenbaker Building, home of the CCSC, has been dedicated and re-named the Co-op Collaborative Room.

Research Highlights

Signature Series podcast launch

The launch of the USask Signature Series Podcast is being led by the Research Profile and Impact unit of the Office of the Vice-President Research. The podcast is an exploration and

celebration of the interesting and the innovative, the fun and the fantastic, the cutting-edge and creative of USask research, and will feature interviews with USask researchers about timely topics that tackle the questions, challenges and opportunities the world needs today.

Friends of VIDO receives \$1 million

A donation of \$1 million from Ellen Rемаi, through the Frank and Ellen Rемаi Foundation, will support the Vaccine and Infectious Disease Organization (VIDO). This gift will support VIDO's mission its mission of becoming Canada's Centre for Pandemic Research, through facility enhancements, new equipment, scientific training or the establishment of research chairs and fellowship opportunities. Rемаi received an Honorary Doctor of Laws from USask in 2023.

People Around the World 2024 International Congress a success

The People Around the World 2024 International Congress took place at USask from Oct. 16-18. Researchers and speakers from USask and across Canada, the United States, Germany, the Netherlands, and more came together to share critical research and new ideas here on the Prairies.

Memorandum of Agreement on nuclear research and innovation

The University of Saskatchewan, Atomic Energy of Canada Ltd., and Canadian Nuclear Laboratories Limited have signed a Memorandum of Agreement to collaborate on nuclear research and innovation. The agreement will address some of the most pressing challenges in the field, including health, safety, security, energy and the environment. The partnership, housed within USask's College of Engineering, aims to leverage the strengths of each institution to advance nuclear science and technology, grow One Health applications, enhance educational opportunities, access specialized infrastructure, and contribute to the development of sustainable energy security and solutions.



Provost's Report to Council

November 2024

GENERAL REMARKS AND CURRENT ISSUES

I want to thank everyone for their continued support and acknowledge that we are working diligently to forecast, plan, mitigate and address the impact of changing federal Immigration, Refugees, Citizenship Canada (IRCC) policies. At the same time, we are actively working with the provincial Government on our second memorandum of understanding regarding provincial funding (MoU2). With the provincial election behind us, our Ministry of Advanced Education has re-initiated discussions with our leadership team. During these discussions, we continue to focus on our enrolments, priorities, and financial outlook. Because these discussions are ongoing, we will adhere to the required confidentiality, and not speak directly or officially on these matters. However, we will continue to provide updates on this process and the outcomes of MoU2 in the next few months.

I would also like to update you on the search for the University Librarian and Dean of the University Library. Due to unforeseen circumstances, one short-listed candidate has withdrawn from the search process. The candidate will no longer be visiting USask for her short-list visit on November 25 – 26. We will be proceeding with Selinda Berg, the other shortlisted candidate. We are looking forward to her short-list visit on November 27 – 28. After Selinda's visit to USask, the committee will meet to discuss whether we will add more candidates to the short list.

Thank you for your continued work as Council members.

Fall Convocation

USask welcomed 944 new graduates to the alumni family at Fall Convocation on Nov. 13. This fall's graduates received a total of 973 certificates, diplomas and degrees. I would like to offer my congratulations to all of this fall's graduating students and student award winners on their remarkable achievement. Many graduating student success stories can be found on the Convocation celebration website linked above.

The [Distinguished Teacher Award](#) represents the highest level of recognition of teaching excellence at the University of Saskatchewan. The award honours faculty members who excel in their profession and emphasizes the importance of high-quality teaching at the university. At Fall Convocation, I presented this award to Dr. Greg Malin, an associate professor in the Department of Academic Family Medicine and Academic Director of Undergraduate Education in the College of Medicine. Congratulations to Dr. Malin on this accomplishment.

I would also like to congratulate Dr. Jaris Swidrovich, who received his PhD in Education at Fall Convocation, on receiving the [Governor General's Gold Medal](#). This honour is awarded to the student who achieves the highest academic standing at the graduate level and is awarded at both fall and spring convocation ceremonies.

Thank you to all of the faculty members who participated in fall convocation with special acknowledgement of the many staff members who work tirelessly to make each convocation ceremony a success.

UPDATES, ACHIEVEMENTS AND MILESTONES

A selection of recent accomplishments, achievements and milestones to be celebrated by the USask community are shared below. The past month saw many new program offerings, and an update on Fall Term enrolment statistics.

[Enrolment at USask remains stable](#)

Despite challenges faced with international enrolment, USask saw a slight increase in overall enrolment. Of the more than 23,500 students enrolled at USask this fall – a slight increase of less than one per cent from last year – 67 per cent of undergraduate students are from Saskatchewan, which is a slight increase from 2023.

[USask blanket project honours children who never made it home](#)

During 2024's Week of Reflection, blankets woven and sewed by groups across campus were framed and displayed in prominent campus locations. More than 150 USask staff, faculty and students have taken part in the Blanket Project, an initiative that honours the children who never made it home from the residential school system. A recap of the project is available at the link above.

[Edwards School of Business launches New Master of Science in Management](#)

Graduates of this two-year, thesis-based, graduate level program will be equipped to pursue a PhD or gain a competitive advantage in industry-based jobs that have a significant research component.

New micro-credentials in sustainable irrigation

Two new micro-credentials at USask provide professionals the opportunity to gain knowledge in water management and irrigation agronomy.

USask Nursing launches micro-credential, Management of Major Depressive Disorder in Adults

In addition to undergraduate and graduate nursing education, the USask College of Nursing is now offering a brand-new micro-credential.

MOU partnership signed to support teacher certification in English as an Additional Language education

The College of Education and its local partner school divisions Greater Saskatoon Catholic School Division, Prairie Spirit School Division and Saskatoon Public School Division signed the Memorandum of Understanding in support of teacher certification in English as an Additional Language (EAL) on September 24, 2024. Together, the school divisions and the college will deliver five specialized courses in the Post-Degree Certificate in EAL Education program.

Study abroad course focused on learning about colonization, decolonization and education in Aotearoa New Zealand

This past August, 19 students from USask had the opportunity to learn about reconciliation in education through the experience of the Māori people of New Zealand (Aotearoa). The group spent 12 days visiting K-12 schools and post-secondary institutions to learn about the local culture and how the education system promotes Māori culture and language.

College of Medicine expansion and program update

To expand health-care training opportunities in Saskatchewan, three new two-year master's level programs will be launched by USask's College of Medicine—occupational therapy (OT), physician assistant studies, speech-language pathology (SLP). A stakeholder retreat was held on October 25 to inform the development and vision for the [Master of Physician Assistant Studies](#) program. The application deadline for the Fall 2025 intake is November 18; there has been an enthusiastic response from applicants thus far.

A program development working group has been working to support the implementation of the OT and SLP programs within the [School of Rehabilitation Science](#). The working group will be engaging with the OT and SLP community in the coming months as they establish program details, including course requirements, pre-requisites, and admissions criteria. Pending all required university-level approvals, the programs are targeted to begin in the fall of 2026.

[JSGS Robertson Lecture](#)

The Johnson Shoyama Graduate School of Public Policy (JSGS) hosted the fourth annual Robertson Lecture on October 16, 2024, featuring Dr. Sylvain Charlebois, Professor and Director, Agri-Food Analytics Lab at Dalhousie University and moderated by JSGS PhD candidate and former Robertson Scholar, Larissa Shasko. The lecture discussed Saskatchewan's role in the evolving landscape of food production and distribution. Attendance at the lecture was well represented by a range of sectors, including all levels of government and the food industry, as well as a large number from the interested public. Watch the recording on JSGS's [YouTube](#) page.

RECENT APPOINTMENTS

- Dr. Andrew Denton has been appointed as the inaugural director for the School of the Arts, College of Arts & Science for a term of up to five years, effective July 1, 2024 and up to June 30, 2029.
- Dr. Angela Lieveise has been appointed as interim Vice-Dean, Faculty Relations, College of Arts & Science for a term of up to six months, effective January 1, 2025, and up to June 30, 2025.
- Jo Ann Murphy has been appointed as Assistant Dean, Learning & Curriculum Support, University Library for a term of 20 months, effective November 1, 2024 and up to June 30, 2026.

[Active Searches & Reviews](#)

Searches:

- Senior Leader for the USask University Library

Reviews:

- Dean, College of Agriculture and Bioresources

Please see [here](#) for information on searches and reviews.



Graduate Students' Association

**UNIVERSITY OF SASKATCHEWAN – GRADUATE STUDENTS
ASSOCIATION**

**NOVEMBER 2024 REPORT PRESENTED TO THE UNIVERSITY
COUNCIL MEETING, VENUE – CONVOCATION HALL**

Dear Members of the University Council,

The GSA has been actively working to enhance the experience and support for graduate students through various initiatives and milestones. Recent updates include the announcement of the Fall 2024 Need-Based Bursaries, a historic national leadership achievement, approval of the annual budget, and the launch of a new strategic plan. These developments, reflect the association's dedication to fostering a vibrant, supportive, graduate student community.

Need-Based Bursaries: Fall 2024

The fall semester calls for the GSA-CGPS Need-Based Bursary will be open for nearly five weeks, closing on December 8. We have worked with CGPS to establish a method to provide bursaries by direct deposit through the university, so bursaries will no longer be issued by cheque. We hope this change will make it easier for students to access their bursary funds. Fall bursaries will be distributed before the holiday break, and we hope they will provide relief to students experiencing financial hardship.

2024-2025 Operating Budget Approved

Because of the challenges face by the previous executives, they did not present a budget to committee/council for approval at the Spring 2024 Annual General Meeting. The current executives have been working to evaluate the current budget and make changes that we hope will benefit students, academic councils, and future GSA executives and staff. The Budget and Finance Committee approved the budget on Oct 24, and the Council approved it on Oct 28. The updated budget is now posted on the GSA Website.

GSA President is elected as the Deputy National Chair of CFS.

The Graduate Students' Association at the University of Saskatchewan is proud to announce a historic achievement at the recent National Annual General Meeting of the Canadian Federation of Students (CFS). The CFS has elected David Ohene-Amoako as the National Deputy Chairperson. This election marks a significant milestone, as it is the first time in history that the USask GSA has attained a national leadership position within the Federation. This accomplishment highlights the growing influence and representation of the USask GSA on the national stage. It is a testament to the commitment and dedication of the GSA leadership to advocate for the interests of graduate students at both the institutional and national levels.

Strategic Plan

The Graduate Students' Association is currently in the process of developing a comprehensive strategic plan. This initiative aims to establish clear priorities and a sustainable roadmap to guide our growth and focus over the coming years, ensuring long-term success and impact.

GSA Logo Update

All GSA logos in the GSA Commons have been updated to reflect the new branding, ensuring consistency across all platforms. The new logo has also been integrated into the website and social media accounts, providing a unified and modernized look for the organization. These updates align with GSA's commitment to maintaining a cohesive and professional identity while enhancing its digital presence.

GSA Academic Council/Social Group Ratifications

Annual ratification of all the academic councils (AC) and social groups (SG) is necessary for the organized and proper functioning of GSA. Ratified AC and SG receive funding from GSA and other benefits described in GSA's governing documents. This year, GSA aimed to return all councils and clubs to fall (Sept-Oct) ratification schedule. We ratified a total of 18 AC and six SG.

One Health Symposium Support

As first of its kind symposium hosted by our University, GSA supported this event as a silver sponsor. It took place at the Health Sciences building on November 23.

Warm Clothes Drive

The GSA, in collaboration with ISSAC and under the leadership of Lecia Ellis, has organized a warm clothing drive to support students in need. This initiative aims to provide essential winter clothing to help students stay comfortable during the cold months.

A Win on OneDrive Storage Capacity for Graduate Students

On Nov 6, University of Saskatchewan ICT sent a notice stating: "Microsoft has reduced the storage allocation for higher-ed institutions, which will have a significant impact on our ability to provide larger quotas to individuals. Effective January 6, 2025, the storage quota in your OneDrive and USask email will be reduced to 20GB. Take action to ensure your storage use is below 20GB." GSA responded swiftly, knowing that a 98% reduction in storage capacity would negatively impact graduate students doing data-intensive research. We wrote and presented a letter to the President's Executive Committee, asking for storage capacity to be maintained for graduate students. This proposal was mostly well received, and on Nov 12, ICT issued a follow-up statement: "Following a recent communication from ICT, we want to clarify that while Microsoft has indeed reduced cloud storage capacity for higher education institutions, including USask, there will be no changes to graduate student storage at this time." We thank Dean Debby Burshtyn for her support of GSA in this matter.

The Graduate Students' Association (GSA) extends its sincere gratitude to the graduate student community. Their collective unity and collaboration, guided by thoughtful and effective leadership, serve as a powerful foundation for achieving shared goals and overcoming challenges. The students united can never be defeated!

David Ohene-Amoako

DO-A

President, Graduate Students' Association (GSA)

University Council Report – November 2024

USSU Executive Visit the Prince Albert Campus

The USSU executive recently visited the Prince Albert campus, engaging directly with students in classrooms and informal settings to better understand their experiences. This visit marked a successful interaction between the USSU and students at the PA Campus, highlighting the importance of face-to-face dialogue. Safety emerged as the top concern, and the USSU is committed to addressing this critical issue. Beyond that, fostering a stronger sense of community was a key focus, with plans to support student leaders in creating a more connected and inclusive environment. This visit underscores the USSU's dedication to amplifying student voices and driving meaningful change.

USSU Joins the Canadian Alliance of Student Associations (CASA)

The USSU is proud to join the Canadian Alliance of Student Associations (CASA), uniting with 365,000 students from coast to coast to amplify our collective voice. The USSU will join other post-secondary institutions to lobby the federal government as part of CASA. University of Saskatchewan students will have a direct and influential role in shaping national policies that impact students' daily lives. In a time when government relations are more critical than ever, this move signifies our unwavering commitment to advocating for students at the highest levels of decision-making. By joining CASA, we are not just adding our voice—we are making it impossible to ignore. The USSU stands resolute: we will champion our students' needs, from affordability to accessibility, and ensure their priorities are heard in Ottawa.

Promoting Campus Culture Through Campus Groups

Campus groups are an essential part of our campus ecosystem. Vice President of Operations and Finance Moses Ahiabu is working tirelessly to give campus groups and their leaders all the support and resources they need. Till now, USSU has given an amount of \$16,000 as grants for campus groups and ratified more than 118 campus groups. This highlights our commitment to student life and making students feel a part of the greater community.

Teaching Excellence Awards

Each year, USSU celebrates teaching excellence on our campus. A few weeks ago, students nominated professors and teaching assistants they feel deserve a Teaching Excellence Award because of their enthusiasm, organization and fairness. This year, we received 85 nominations from students who nominated their professors and teaching assistants. We are conducting the surveys with the award ceremony happening in March celebrating those award winners.

Campus Safety Walk

USSU Vice President of Student Affairs Upkar Singh recently joined Vice-Provost Students and Learning Dr. Jerome Cranston and Brad Niven, Director of Protective Services, for a campus safety walk to better understand the challenges students face. This walk was more than just an assessment—it was a commitment to making our campus safer and more welcoming for everyone. We deeply appreciate the Usask administration's genuine dedication to addressing safety concerns and creating an environment where students feel secure and supported. Together, we're taking meaningful steps to ensure safety remains more than a goal—it's a reality.

Remembrance Day

On November 11th, President Krunal Chavda and Vice President of Student Affairs Upkar Singh participated in the 96th Remembrance Day Ceremony at the Memorial Gates, honouring those who sacrificed their lives for this nation. Their presence was a heartfelt tribute to the courage and selflessness that shaped our freedoms. This annual ceremony is a powerful reminder of the cost of peace, and through it, we ensure that the legacy of these brave individuals continues to inspire future generations.

Louis Riel Day

President Krunal Chavda and Vice President of Student Affairs Upkar Singh participated in the Louis Riel Day flag-raising ceremony at Nobel Plaza, hosted by the Office of the Vice-Provost of Indigenous Engagement. Honouring the legacy of Métis leader Louis Riel, the event reflected a shared commitment to reconciliation and celebrating the diversity that strengthens our campus. By standing with Métis leaders and students, they reaffirmed their dedication to respect, inclusion, and unity.

Academic Advocacy

The USSU's Academic Advocacy Office has become the lifeline for students navigating an increasingly complex and inconsistent academic support system. The USSU Academic Report created by Vice President of Academic Affairs Elisabeth Bauman highlights a stark reality: students in crisis are often left vulnerable by unclear processes and a lack of accessible, timely conflict resolution. The stories reflect distress, fatigue, and systemic gaps that demand urgent attention. It's a call for the University of Saskatchewan to step forward and invest in equitable, transparent structures—ensuring that every student, regardless of their situation, feels heard, valued, and supported. Change isn't just necessary; it's overdue. Let this report be the catalyst for a better future for all students. The report can be found at the end of this report.

USSU's Academic Advocacy Office Brief & Report

September 2024

Elisabeth Bauman

Vice President of Academic Affairs

University of Saskatchewan Students' Union



USSU Academic Advocacy Brief:

The USSU's Academic Advocacy Office is overseen by the VP Academic, which is an annually elected position with many responsibilities, only one of which is the Office. The Office's mandate is to provide academic advice and advocacy for students, not systems navigation or conflict mediation.

The problem, as identified by the USSU's Academic Advocacy Office, is the university's misplaced overreliance on the USSU to provide important and needed university services to students in crisis. USSU's Vice President Academic Affairs is an annually elected position, and there is a huge variability of interest, skill level, motivation, and support for fulfilling the kind of role that the USSU currently does. The university should not rely on an undergraduate student who is not employed by them to oversee these risks.

This brief and the following table summarize the nature of the concerns reported in the USSU's Academic Advocacy Report, which details observations and trends based on supporting students from May 2023 to August 2024. The table provides links to relevant sections of the report.

Problems Noted in May 2023-August 2024 by VP Bauman	Core Student Needs	Recommendations to help Address the Needs ¹
<p>Many students struggle to find support for their concerns² or appropriate avenues of advocacy and end up at the USSU.³</p> <p>See Table 1 Case Type accessing USSU; Table 3 Policies; Figure 5 Resolution record; Figure 6 Cases according to students' year of study; Appendix A Case 1.</p>	<p>Access to appropriate advice. Units that can give this advice exist and are available.</p> <p>Appropriate mediation and conflict resolution and mediation support.</p> <p>Clear pathways to find relevant support.</p>	<p>Identifiable and continuing staff or offices that assist students to navigate systems, processes (e.g., academic integrity office, student rights office, ombuds office, student legal services, conflict resolution office), and a website that directs students to appropriate offices.⁴</p> <p>Recommendations 1, 2, 3, 4, and 14</p>

¹ Taken from the list of 14 Recommendations from the Report.

² Academic grievances, Academic Misconduct,

³ This is particularly detrimental to student well-being in situations that do not fit into pre-determined processes, such as academic misconduct or appeals. Even in predetermined processes, students need additional support to navigate systems.

⁴ See also ["Parallel Structures"](#) and the websites of the University of Regina and Queen's University.

<p>Some students say they feel dismissed and disrespected as they try to get answers or solutions.</p> <p>See Figure 2 Current student conflict-resolution process; Figure 3 Recommended conflict-resolution process.</p>	<p>Effective and respectful advice and interactions. Processes that allow students to feel listened to,⁵ and structures that help students feel valued by the institution. Limited gossip within units that gets back to students.</p>	<p>Conflict training for leadership and those offering support, record keeping of advice provided to students.</p> <p>Recommendations 2, 4, 5, 7, 8, 9, 10, and 11.</p>
<p>Many students report distress levels exacerbated by time frames and referral processes, and some appear to abandon the process due to fatigue.⁶</p> <p>See Table 8 Distress levels; Table 10 Time to resolve cases. Table 4 Referrals; Table 5 USSU contacts in support of cases; Table 6 Student contacts; Figure 2 Student Networks; Appendix A Case 2, Appendix A Case 7.</p>	<p>Timely, understandable processes that attend to implications for students' academic plans and well-being, and reliable referral mechanisms.</p> <p>Support for engaging in processes according to student rights and responsibilities.</p>	<p>Timely support, and a centralized system so various support units across campus are not giving conflicting advice, or being played against each other.</p> <p>Recommendations 1, 2, 3, 4, 5, 6, 7, 10, 12, 13, and 14.</p>
<p>Often, students seeking conflict resolution discover that there are no consistent conflict-engagement processes. They question fairness and perceive a bias in favour of instructors/the institution.</p> <p>Undefined or poorly defined processes result in inconsistency, delays, and lack of fairness.</p> <p>See Table 1 Case Types; Table 6 Number of Offices Student is in Contact with, and Figures 3 and 4 Conflict Processes.</p>	<p>Trust in the fairness of processes. Mediators, advocates, and support personnel that value the student and do not have to make judgements about the specific situation themselves.</p> <p>A consistent conflict resolution process.</p> <p>Students know what support is available to them and where to go for help (Figure 1).</p>	<p>Conflict engagement supports for students when encountering vulnerable situations, with a consistent processes.</p> <p>Recommendations 2, 4, 5, 8, 9, 10, 11, and 14.</p>
<p>Inappropriate Support: Students seek support from the USSU; however, the USSU is not the appropriate position, nor is appropriately resourced to be mediating in many of</p>	<p>Supports appropriate to the type, scale, severity, and complexity of each case.</p>	<p>Support positions that are adequately resourced, and have authority to mediate; supports that are recognized by the university.</p>

⁵ E.g. in formal academic misconduct hearings, students feel heard because there is a structure which allows them to share all relevant information in an allocated time frame that is equal to the time given to their instructor.

⁶ Referral processes: Referral processes: where students seek clarity of direction, and are passed among offices without finding resolution.

<p>these situations; the USSU should advocate, not mediate. The USSU's Academic Advocacy Office is currently the only student-centric support system on campus to help students navigate a full range of academic crises.⁷</p> <p>See Figure 1 Referrals; Tables 4, 5, and 6 Offices Involved; Appendix A Case 5; Appendix A Case 7.</p>	<p>Supports that have the knowledge, experience, wisdom, and networks to navigate systems on campus.</p>	<p>Recommendations 2, 3, 4, 5, and 6.</p>
<p>Vulnerable Support: Both students and their advocates within the USSU are vulnerable (and students are made more vulnerable by their advocate's precarious positions), reducing their ability to have timely or effective mediation.⁸</p> <p>See Tables 1 and 2 Types of Cases; Figure 2 Student Networks; Figures 3-4 Conflict Professes; Appendix A Case 4.</p>	<p>Students need support that is not only empowered to help them but also makes a safe enough⁹ place for students to work through challenges.</p> <p>Support that has the power and authority to mediate complex situations with various power dynamics between students, instructors, and senior leadership.</p>	<p>Support that is equipped to safely navigate power dynamics, having the ability/authority to create an environment that empowers both parties to engage in meaningful problem solving - the position should create expectancy of procedural fairness and integral spaces.</p> <p>Recommendation 2, 4, and 5.</p>
<p>Limited/Insufficient Support: Students seek support from the USSU, but as the USSU is limited in its capacity,¹⁰ it cannot sufficiently meet the needs of students.</p> <p>Poor resourcing, lack of clarity, and limited trust increases student frustration and costs to the university, as students reach out to many units to find the support the current system is failing to provide.</p>	<p>Students need support that has enough capacity to give them adequate time and advice.</p> <p>Support that can attend meetings with students when needed.</p>	<p>Permanent student support position employed by the university. Authority to mediate conflicts between university employees and students, with the structural expectation that both parties are on equal footing. Allows for appropriate challenging of policies: disagreeing and problem solving in a timely way.</p> <p>Recommendations 2, 3, 4, 5, 6, 7, and 8.</p>

⁷ The Office is overseen by the VP Academic, which is an annually elected position with many responsibilities, only one of which is the Office. Furthermore, student leaders are not immune to conflicts, errors, and academic misconduct.

⁸ The USSU's Academic Advocacy Office is staffed by students who take classes from professors who they may need to mediate conflicts with, and are still students under college leadership that they may have to confront.

⁹ Safe enough: not fearing retribution if they face a concern, not being talked over, not fearing internal politics affecting their decisions

¹⁰ Both VP Academic and Academic Governance Assistant have many other responsibilities, see introduction of the Report.

See Figure 2 Student Networks ; Table 7 Amount of Time to Resolve ; Table 8 Hours the USSU Spends , and Figure 5 Resolution ; Appendix A Case 7 .	Support that has access to power, knowledge, and networks that can help student cases, and support that is outside of the USSU.	
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Students need for the university to invest in a system of transparent, timely, and appropriate conflict resolution and system navigation. The USSU recommends that the units involved at the university consider these options and build better systems to help students. The USSU is calling on the University to invest in and streamline student conflict resolution and student support processes so that students receive consistent support.

The USSU is available to discuss ideas and to provide input into what students currently need.

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USSU's Academic Advocacy Report:

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Introduction

The USSU's Academic Advocacy report is designed to comment on the student experience as witnessed by the USSU's Academic Advocacy Office.

The USSU's Academic Advocacy Office, consisting of the Vice President of Academic Affairs and the USSU's Academic Governance Assistant, serves as a source of information and support for undergraduate students in academic crises.¹¹

Between May 2023 and August 2024, VP Bauman was involved in 140 student [academic cases](#) (including conflicts, academic misconduct, academic appeals, and numerous complaints that do not fit into any predefined process), and the following problems and recommendations are conclusions reached from first-hand experience.

Context and Background

The University of Saskatchewan Students' Union exists to represent, serve and support the academic and non-academic needs of undergraduate students, and has been doing so for 115 years. The USSU's Academic Advocacy Office provides advice and advocacy for students facing academic challenges.¹² The USSU is a non-profit corporation governed by an elected four-member student Executive and University Students' Council (USC).

The Vice President of Academic Affairs (VP Academic)'s mandate states that the position is "responsible for academic advocacy on behalf of the students." The VP Academic acts as a liaison with the University's Senior Administration and University Council. They are responsible for dealing with student grievances, academic appeals, curriculum issues and student computing," and they "ensure students receive proper information and guidance when faced with academic grievances."¹³

The VP Academic and the USSU's Academic Advocacy Office meet with students seeking academic support one-on-one in a confidential space.

Note:

The USSU acknowledges that the problems named in the report should not be interpreted to mean that we think all students are in the right or that consequences for their actions have been inappropriate. We are naming procedural and support issues, not attempting to weigh in on the substance of decisions or judgements in either the academic or non-academic realm.

¹¹ The website states that the office is "a general information source for students regarding their rights and responsibilities," and provides "[advice] on the policies and procedures of the University of Saskatchewan." <https://ussu.ca/academic-advocacy/>

¹² "advise you on the policies and procedures of the University of Saskatchewan, both informally and formally." <https://ussu.ca/academic-advocacy/>

¹³ USSU Vice-President Academic Affairs Portfolio, 1

Students may sometimes engage in academic misconduct and may contribute to some of the challenges they encounter. We do not advocate for overlooking or excusing irresponsible behavior. We do, however, advocate for the university to improve its structures and processes that support students when they face difficulties (regardless of the origin of the difficulties).

Methods/Metrics

The data provided within the report comes directly from the USSU Academic Advocacy Office. It is not representative of all students but rather shows distressed students seeking help. The data is taken from the office's records from May 2023-August 2024.

Metrics:

- Number of offices involved
 - Note: one office can have multiple people involved for the same case.
 - It is challenging to show the complexity of the power dynamics involved.
- Length of time per case (including meetings, emails answers, resolution)
- Policies involved
- Resolution
- Student demographic
- Office referrals: linking networks
 - Who does the USSU refer to most often, who refers students to the USSU
- Colleges
- Distress level of students
- What kind of case: Misconduct, appeal, complaints, conflicts.

Data / Findings

All findings are based on anonymized data gathered by VP Bauman. Students seeking help from the USSU's Academic Advocacy Office have signed confidentiality forms, giving the USSU permission to use case information for various purposes.

Tables 1 & 2: Types of Cases

Table 1. Sorted by Case Type:

Academic Case Statistics

Case Types



Sorted by Case Type

Academic Misconduct Allegation	37
Academic Misconduct Allegations Involving Artificial Intelligence (AI)	9
Appeal	57
Complaint	42
Conflict	32
Appeal on Matter other than Academic Decision (University Level)	1
Financial Issues	2
Harassment	2
Non-academic Misconduct	2
Registration	1
Retroactive Withdrawal	2
Other / Question	12

In more complex situations, students might engage in multiple formal and informal processes. The following table illustrates the various types of cases a single student might encounter.

The University saw 135 academic misconduct cases in 2023-2024, according to the Governance Office's 2023-2024 Statistics report.¹⁴ The USSU was involved in 27% of these cases, which means that the majority of students either received support elsewhere, or did not receive support at all. The USSU does not have capacity to support all these students.

The 57 appeal cases that the USSU Office supported include academic misconduct appeals and academic appeals, informal appeals and appeals that were never submitted (both at the college and university levels).

The 2023-2024 Governance Committee Report from June 2024 states that there were 14 applications to appeal decisions related to academic misconduct, and there were 2 student appeals in academic matters.¹⁵ The USSU's VP Academic Affairs was involved in 12 of these cases, including the one successful appeal (and potentially more - there are some students whom the office never heard back from, but who were planning on submitting appeals). That means over 75% of all formal appeals receive support from the USSU.

¹⁴ Governance Office Statistics: <https://governance.usask.ca/student-conduct-appeals/index.php#Statistics>, Misconduct and Academic Appeal Cases: <https://governance.usask.ca/documents/student-conduct-appeals/stats/2023-24-honesty-report.pdf>.

¹⁵ 2023-2024 Governance Committee Report on Appeals: "SUMMARY: 1. Student appeals in academic matters: From May 1, 2023 to April 30, 2024 there were two applications for appeals in academic matters that were submitted to the University Secretary. One did not proceed to a hearing as the notice of appeal was submitted outside the 30-day limit for filing appeals. The other proceeded to a hearing and the appellant was successful. This consistent with the number of appeals filed in 2022-23, when there were also two applications for appeal received. 2. Appeals of decisions related to academic misconduct: From May 1, 2023 to April 30, 2024 there were fourteen applications for an appeal of a decision of a college hearing board under the Student Academic Misconduct Regulations. This compares to just three applications for appeal received from May 1, 2022 to April 30, 2023. Of the fourteen applications received, all but one were denied as the applicant did not present valid grounds of appeal or the appeal was filed outside of the 30-day appeal period. One appeal went forward to an appeal board and was dismissed. Under Council's regulations on student misconduct, allegations of academic misconduct are heard first at the college level." <https://governance.usask.ca/council/meetings.php> or <https://governance.usask.ca/documents/council/agenda/2023-2024/june24-agenda-package.pdf>

Table 2. Sorted by Student:

Academic Case Statistics
Case Types



Sorted by Student

Academic Misconduct Allegation	31
<div> <div></div> Academic Misconduct Allegations Involving Artificial Intelligence (AI) </div>	9
Academic Misconduct Allegation + Appeal	3
Appeal	36
Appeal + Complaint	5
Appeal + Complaint + Conflict	16
Complaint	15
Complaint + Conflict	12
Appeal on Matter Other Than Academic Decision (University level)	1
Misconduct + Complaint + Conflict	2
Conflict	3
Conflict + Non-academic Misconduct	1
Financial Issues	2
Academic Misconduct + Complaint + Conflict	1
Complaint + Conflict + Non-academic Misconduct	2
Other / Questions	14

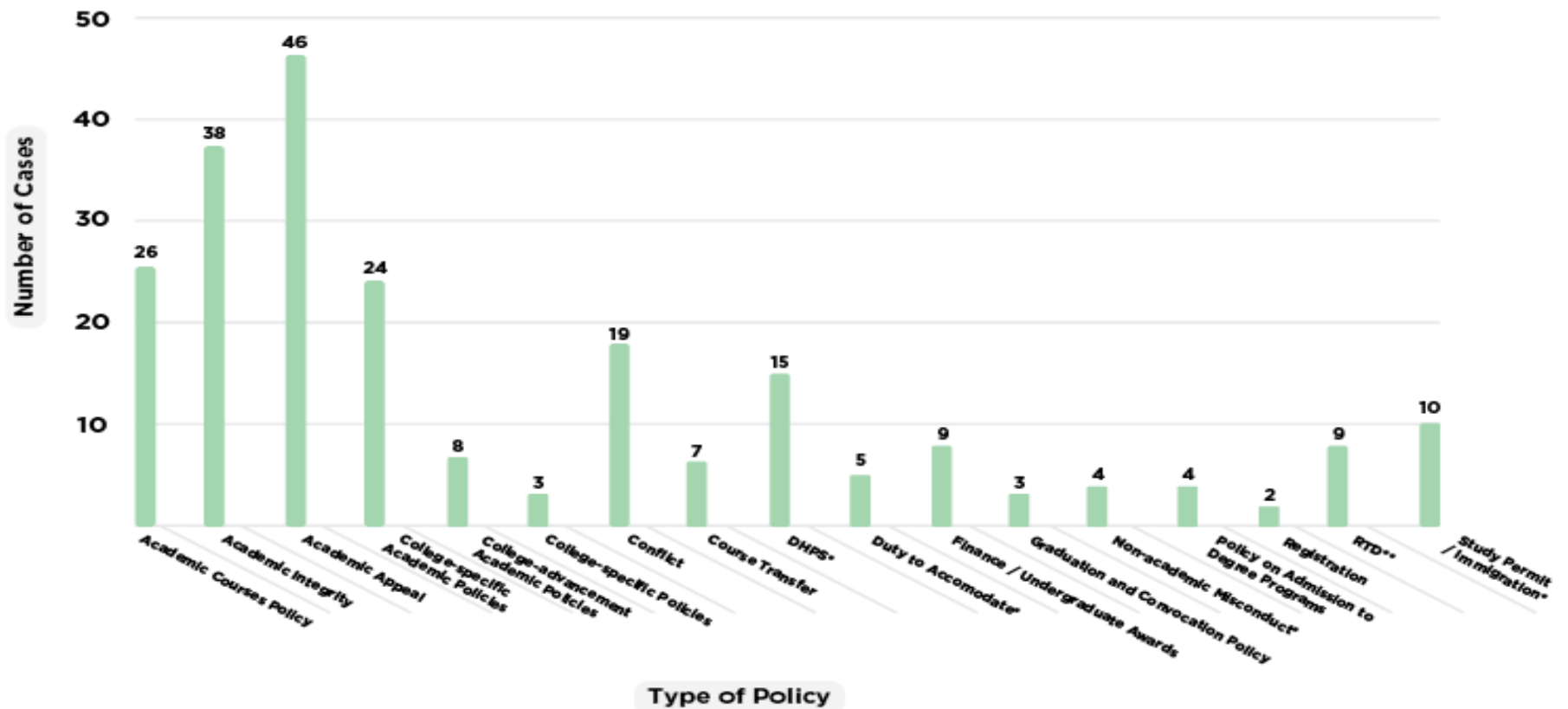
The above table depicts how many of the 140 students were dealing with multiple case types (or academic complaint processes). For example, 16 students were simultaneously doing an appeal, a complaint, and a conflict.

Table 3: Policies Involved

Policies involved in each case (organized not by case number. Many cases involve more than one policy).

Table 3.

Academic Case Statistics Policies



* Outside of USSU's Academic Office's Mandate

** Additional Information

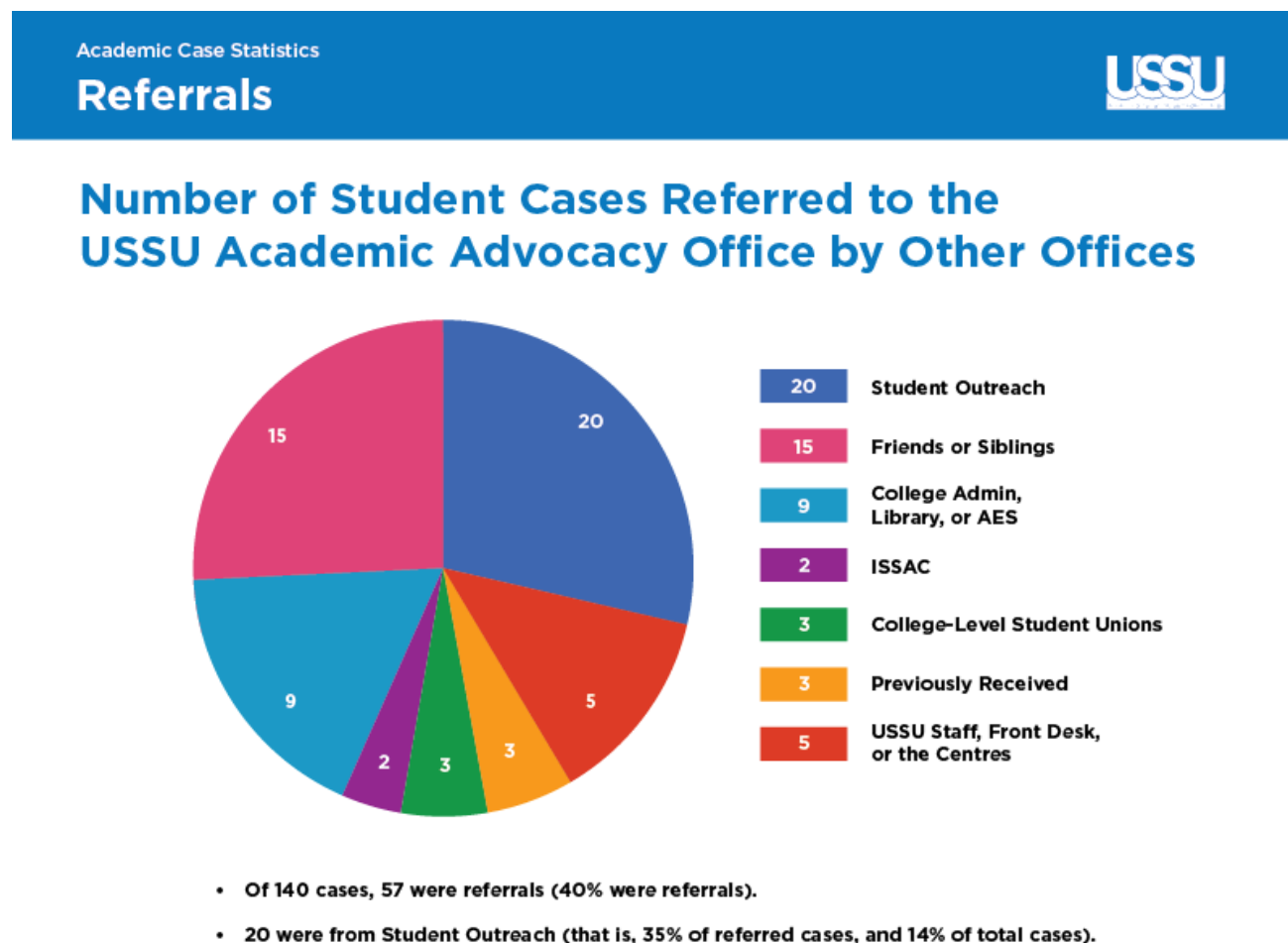
The 19 cases categorized as 'conflict' do not align with any specific University policy; instead, they represent situations where a conflict-resolution policy would have been beneficial. These cases often rely on a mix of various college or program-specific policies or informal procedures.

Although it falls outside the USSU's scope to provide guidance on study permits, work permits, or immigration matters for international students, it is helpful to highlight the significant role these issues play in certain cases. ISSAC and Student Affairs and Outreach have Regulated International Student Immigration Advisors (RISIA) on staff to help provide immigration consultation; students with concerns receive advice on Canadian immigration and how this may impact their studies and non-academic concerns. The USSU is often brought in when academic concerns or advocacy are involved.

Figure 1: Referrals

The USSU receives students who have been referred from other offices across campus.

Figure 1.



Tables 4-6: Offices Involved

On average, the USSU reaches out to 1.27 offices per case (this typically consists of, at minimum, an email thread; more often this means a phone call, meeting, or series of meetings, both with and without the student present).

This is a much smaller number than the actual number of offices involved, as the USSU usually simply refers students, due to limited capacity.

The table below only shows the instances where the USSU has to directly engage with an external office, anything from a series of meetings with that office to being included in an email thread, NOT referrals.

Table 4.

Academic Case Statistics

USSU

Offices

Offices the USSU is in Contact with

Academic Advisors	5 Instances
Academic Hearing Board	8 Instances
Academic Integrity Specialist	4 Instances
Admissions	1 Instance
Associate Dean / Associate Dean's Office	28 Instances
College Undergraduate Office	14 Instances
College's Student Union	5 Instances
Conflict Engagement Office	6 Instances
Dean	7 Instances
Department Head / Undergraduate Chair	13 Instances
Experiential Learning Office	4 Instances
Governance Office	8 Instances
Registrar's Office	5 Instances
Student Central	5 Instances
Student Outreach	60 Instances
Student Wellness	2 Instances
Student Finance	1 Instance
Transfer Credit Office	1 Instance
VP Indigenous Engagement	1 Instance
Vice-Provost Teaching, Learning, and Student Experience	7 Instances

Note: One case can require the USSU to engage with multiple offices; in some cases the USSU has no need to reach out to any external office on behalf of the student. In some highly complicated cases, the USSU can be in contact with more than 10 different offices.

On average, students contact 3.5 offices per case, a significantly higher number than those being contacted by the USSU. When processes are unclear or students struggle to find timely and clear support, they tend to reach out to multiple offices across campus in an effort to advocate for themselves. However, the USSU lacks the capacity to manage cases and coordinate with all the offices involved in these situations.

Table 5.

Academic Case Statistics

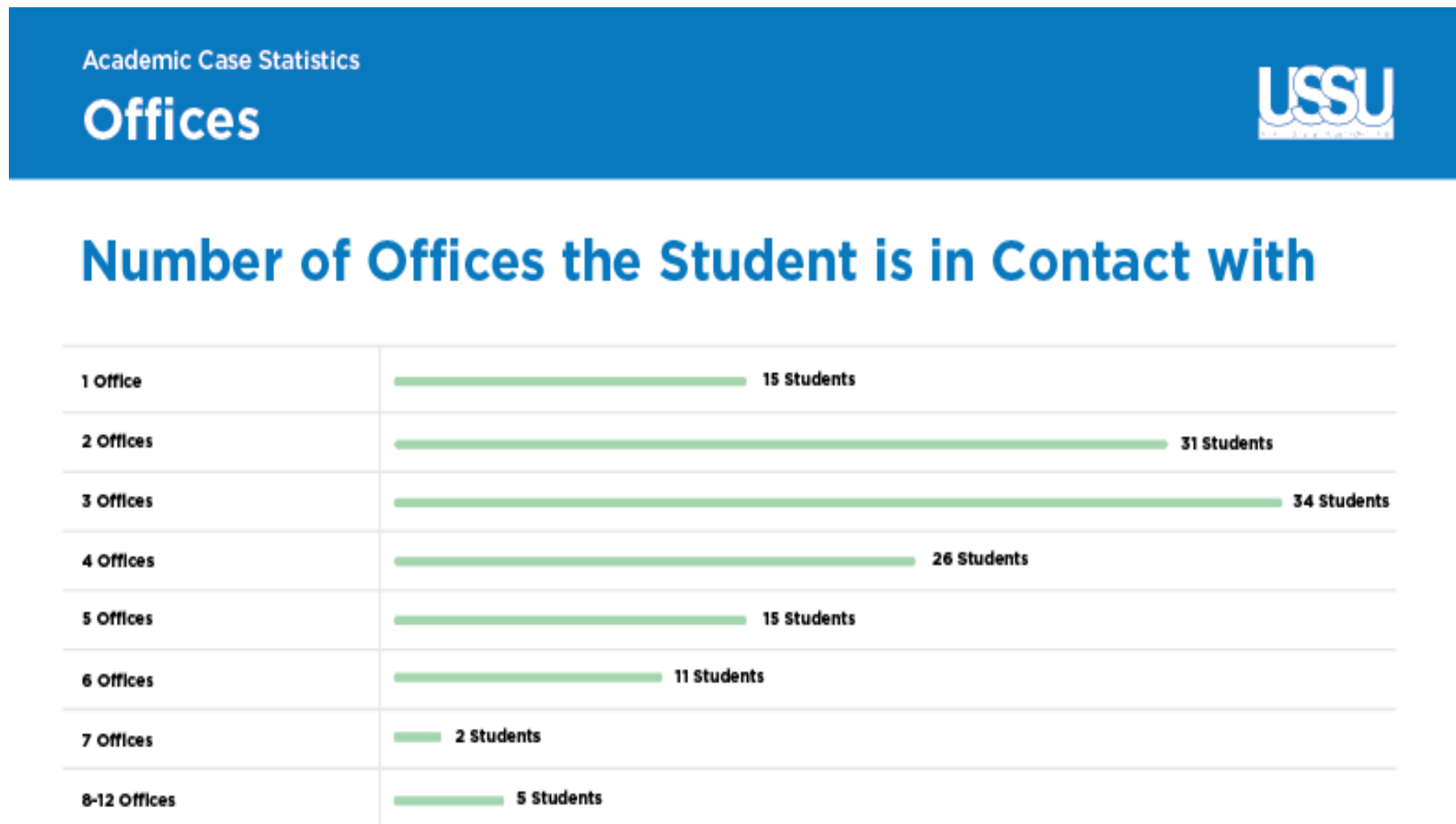
USSU

Offices

Offices Student is in Contact With

Academic Advising	18 Instances
Admissions	1 Instance
Access and Equity Services (AES)	19 Instances
Associate Dean / Dean's Office	46 Instances
Career Services	1 Instance
College Undergraduate Office	67 Instances
College's Student Union	6 Instances
Conflict Engagement Office	6 Instances
Dean	16 Instances
Department Head	37 Instances
Discrimination and Harassment Prevention (DHPS)	3 Instances
Experiential Learning Offices	8 Instances
Finance	6 Instances
Governance	12 Instances
ISSAC	12 Instances
Registrar's Office	5 Instances
Student Central	10 Instances
Student Outreach	61 Instances
Student Wellness	10 Instances
Transfer Credit Office	2 Instances
University of Saskatchewan Students' Union (USSU)	+ 140 Instances
Vice-Provost	8 Instances
VP Indigenous Engagement	2 Instances

Table 6.



This table is a conservative estimate of the number of offices students engage with. Each interaction with an office takes between 30-60 minutes of staff time, and in many cases, students will meet with Academic Advisors, Student Outreach, and the USSU multiple times. This also does not consider time spent in email communication.

Supporting students in crisis requires many resources, including time and personnel. For example, 15 students met with 5 different offices for each of their cases; if each interaction takes a minimum of 1 hour, and we will assume, for the sake of this example, that only 1 staff employee is involved in each interaction and there is only one interaction per office: this is already 75 hours of university employee time.

This data is only from the cases that the USSU is involved in; we assume that there are many other cases ongoing at the university, requiring similar numbers of university employee time.

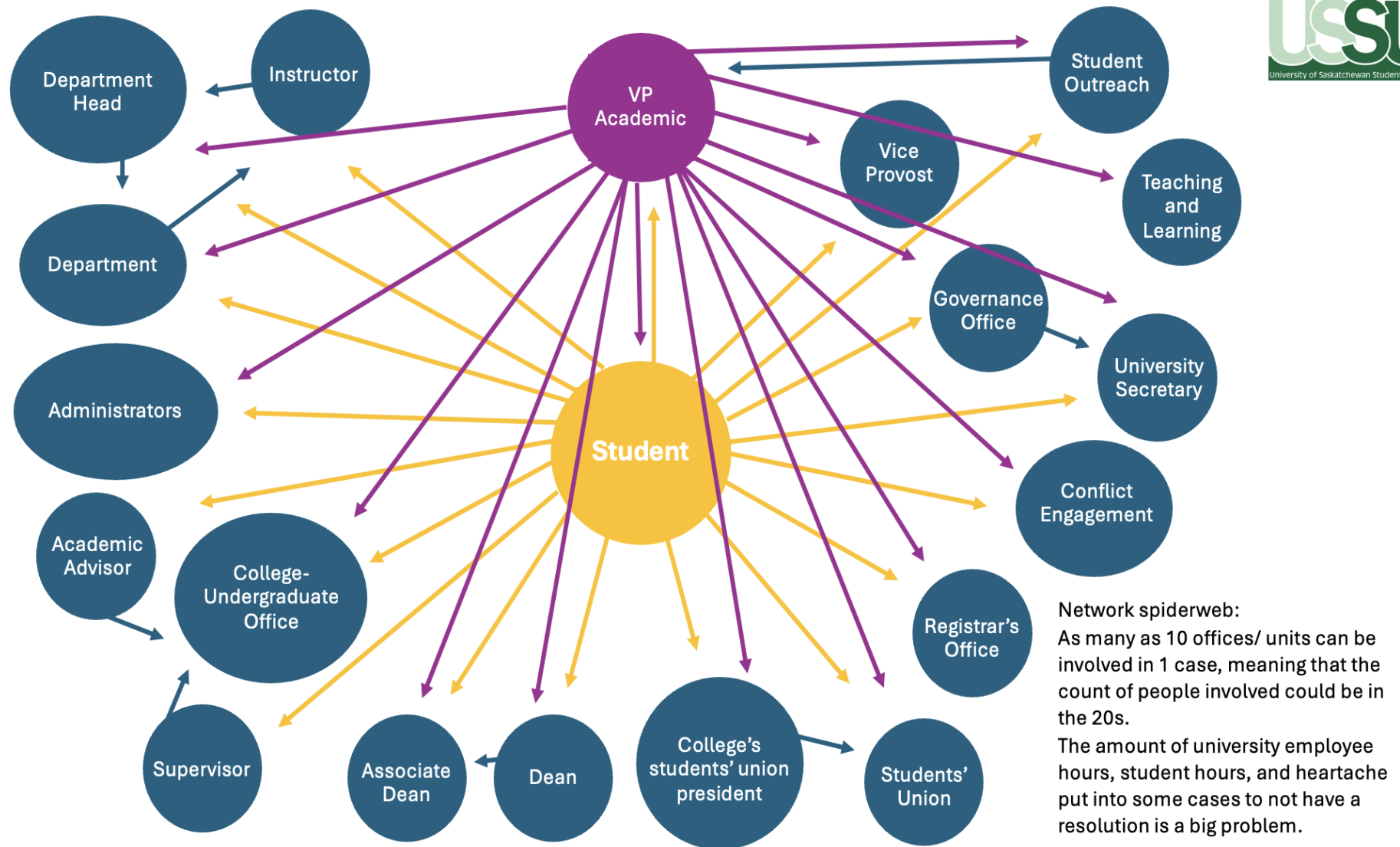
Figure 2: Student Networks:

When in crisis, when seeking answers, and when in high conflict escalation, some students reach out to anyone who may be able to provide them with clarity or answers. This can create complicated networks, where each office or unit may receive different details from the student and may or may not be aware of the other units already involved in the case.

The USSU supports students in seeking answers, but particularly when processes are unclear, the USSU can also be involved in extended and convoluted networks of communication.

The following figure attempts to illustrate how one of these cases may look.

Figure 2: Depiction of Fragmented System for Resolution



Example spiderweb, of the networks students might create in their attempts to advocate for themselves and seek answers.

While only a few cases may actually involve all the offices depicted above, there have been cases that involve many, or all of these offices. These cases tend to be highly complicated, and involve appeals, complaints, and conflicts.

Figures 3-4: Conflict Process:

Figure 3 provides a visual depiction of some typical steps in students' attempts to seek conflict resolution. As the current conflict-resolution processes for students are limited, inconsistent, and most students are not aware of them, this path (or one similar) is what most students who stick with the processes encounter.

The red question mark boxes indicate steps in the process where the student, the USSU, and other support units are at a loss for how to proceed, and do not know where it would be appropriate to take the student. These are the areas that are most urgently in need of addressing.

Figure 3.

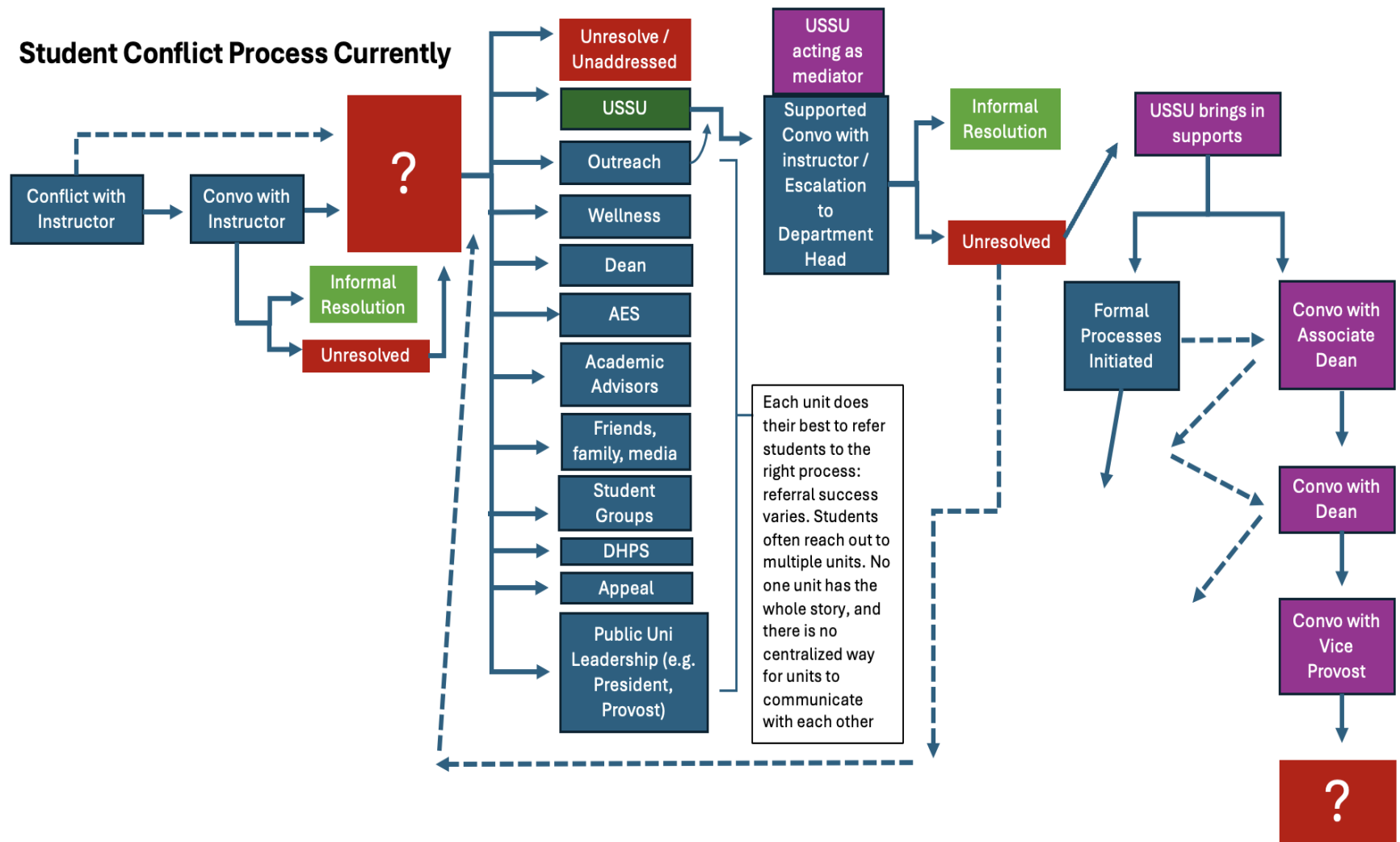
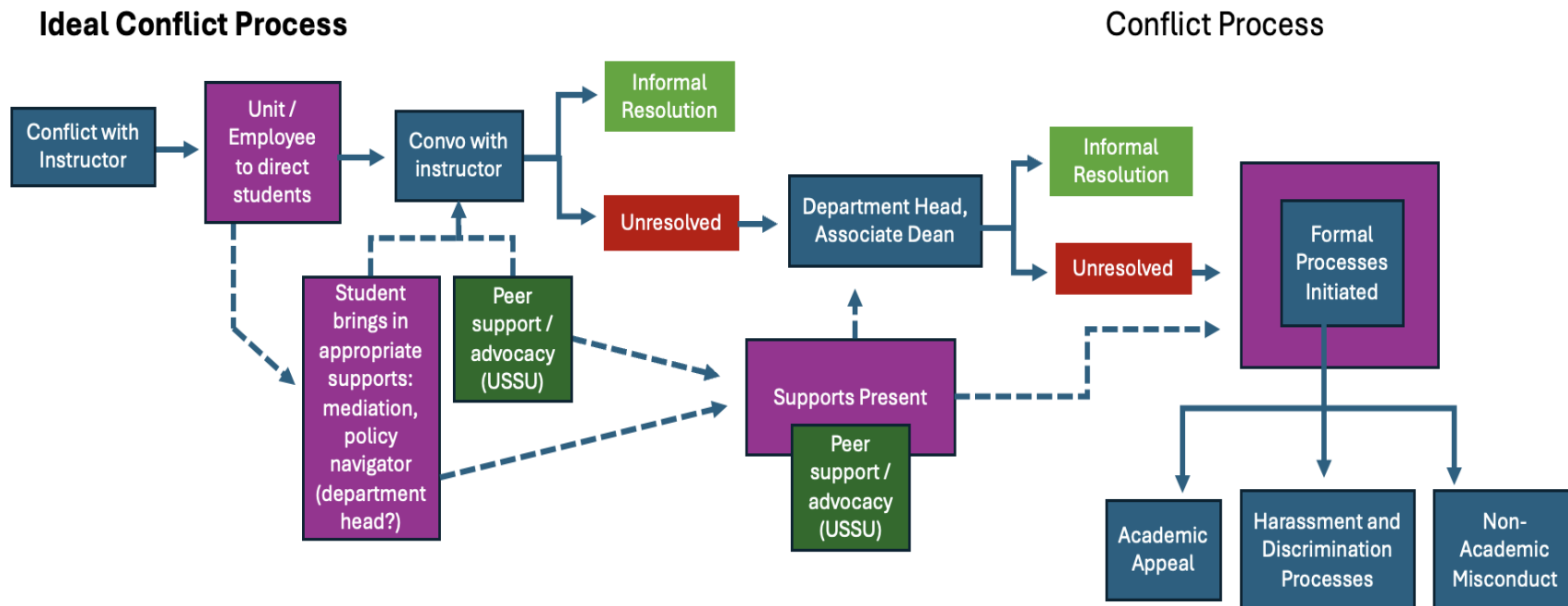


Figure 4.



What is required:

- The purple box: this mediator should be university employees, not a student leader elected annually.
- Mediator or third party available to support student conflicts
- Student knows WHAT student support to bring in, and where that support can be found (this means permanent positions that have built trust with both faculty and students)
- Dean's Office of each college? – Student, in each college first.
- So many variations about the conflict: cases are multi-layered (Dean's offices are poorly equipped)

Table 6: Distress Levels:

On a scale of 1 to 5, how distressed is a student.¹⁶

- 1 = minimal to no distress. Student is performing well academically, taking care of themselves, and expressing very few signs of stress or anxiety.
- 2 = Low levels of distress: student is still performing well academically. They are relying on support systems, communicating with friends and family about their situation. They seek supports.
- 3 = Medium levels of distress. Student is having trouble regulating their emotions and is displaying signs of anxiety and depression. They are losing capacity to deal with stress in their life, including academic stress and conflicts.
- 4 = Student is in high distress, which may look like: outbursts of anger, emotional instability, anxiety, depression, negative attitude, trouble focusing, skipping class, decreased performance academically, not going out, avoiding friends, tiredness.
- 5 = Student is in the highest form of distress, which may look like a combination of these symptoms: excessive anxiety/panic about the situation (panic attacks, uncontrollable crying, thinking they will vomit or faint), depression, suicidal thoughts/intent, may be hospitalized at points, cannot perform academically, cannot sleep, eat, or care for themselves, and they have significant trouble socializing.

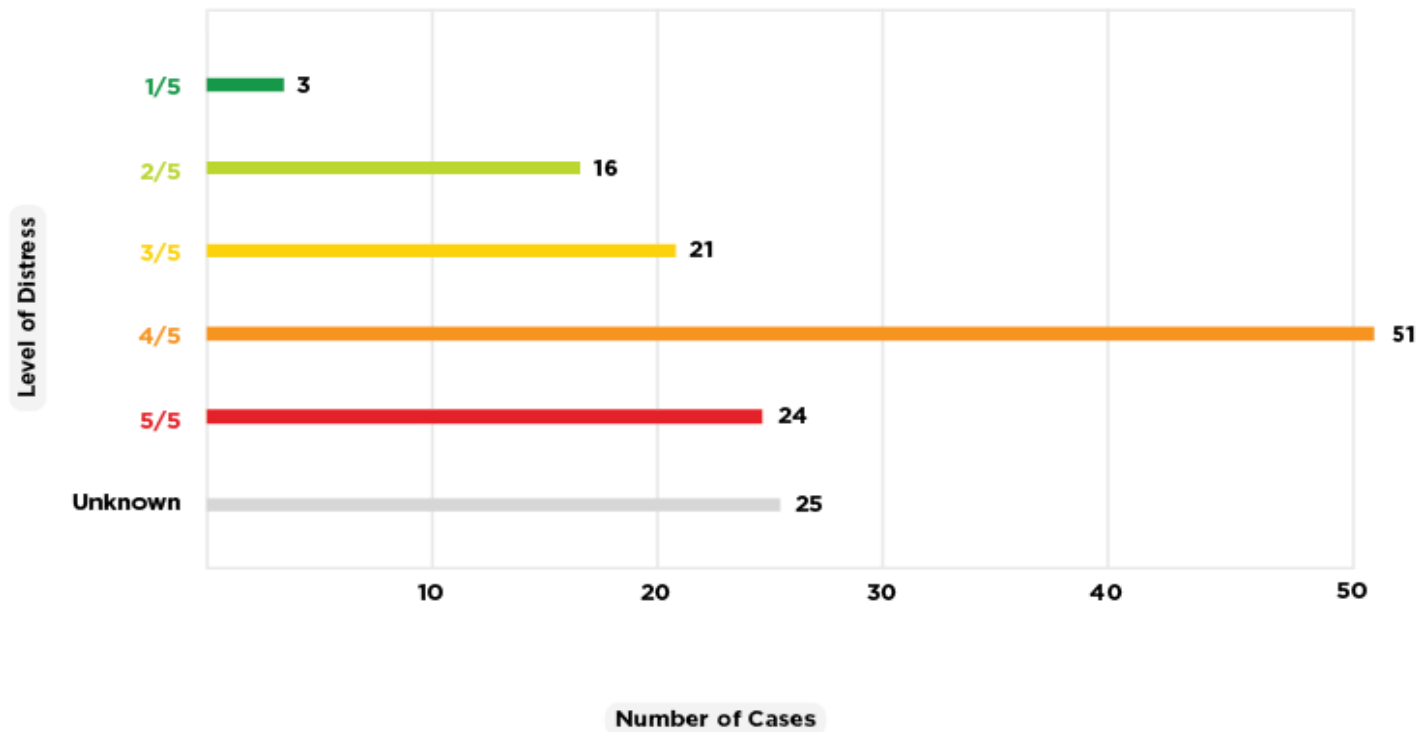
A student is considered to be in “distress” between levels 3 and 5.

¹⁶ This scale of evaluation is based on USask’s “Taking Care of your Mental Health” mental health continuum’s definitions. <https://students.usask.ca/documents/counselling/mental-health-tear-sheet.pdf>

Table 7.

Academic Case Statistics

Distress Levels

Unknown: not enough data to accurately estimate the student's level of distress.

50% of students seeking help from the USSU's Academic Advocacy Office are in high distress (levels 4 and 5).

- There is not always a correlation between distress levels and case complexity.
- When a student enters the USSU's Academic Advocacy Office with a low level of distress, this does not always mean that the case will be simple. Likewise, a student in high distress does not mean that the case will be complex.
- Some of the students who last longest in the process (or with the most complex cases) actually begin the process among the least distressed. They are able to be self-contained and are most resourceful, able to manage emotions. However, they almost always increase their distress levels because of the length and complexity of the process of seeking help.
- Cases with the potential to be complex often do not get there because the student bows out and has no capacity to deal with the challenges navigating the system.
- If students who are mentally and emotionally fully equipped are the only ones able to navigate the system, then students experiencing depression, anxiety, or other mental health issues are more likely to self-select out of the process, increasing systemic inequalities.
- It is appropriate to assume that the 140 students who made it to the USSU are already some of the most well-resourced at the University. The students with fewer supports, and who enter a conflict process already in high distress, rarely have the capacity to reach out to the USSU or Student Outreach to even begin the process.

Table 7: Amount of Time it takes to resolve cases:

Table 7.

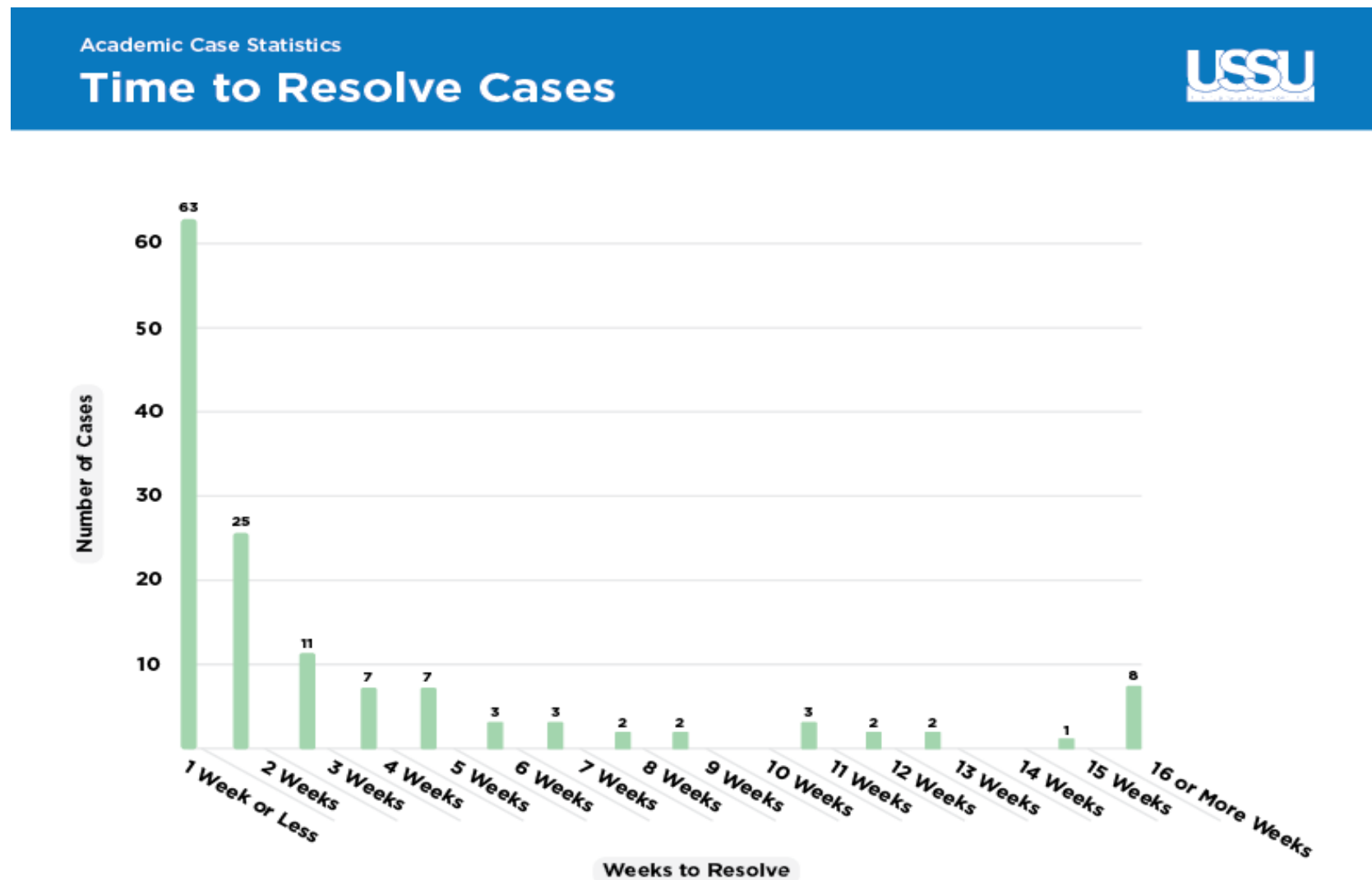
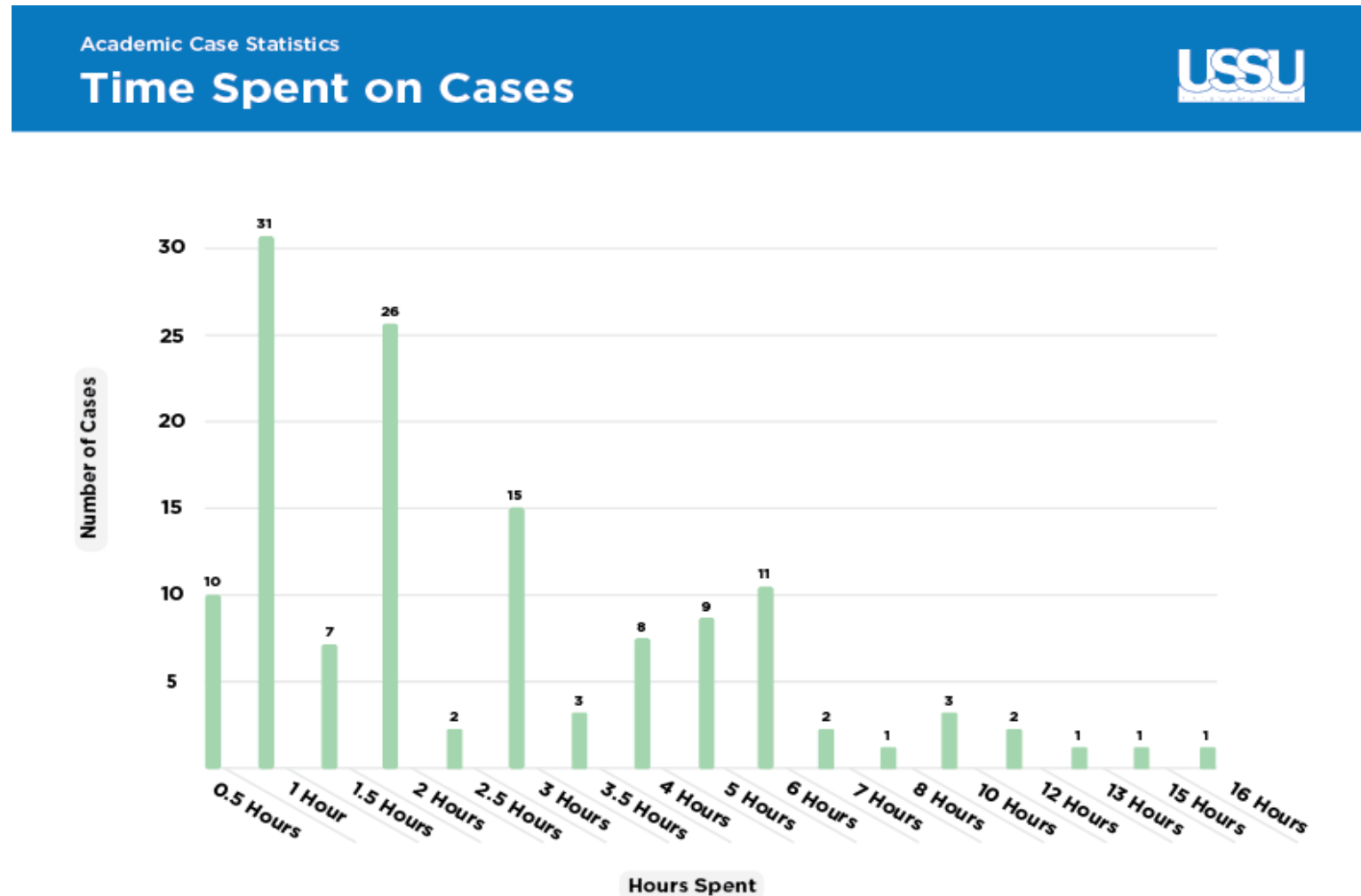


Table 8: Hours the USSU Spends Per Case:

Table 8.



Half of the student cases handled by the USSU are resolved in less than two hours, typically through multiple 30-minute meetings spread over several days. This is due to many students seeking support from the USSU, and once the USSU responds with referrals and resource links, no further follow-up occurs from the students.

Figure 5: Resolution of Cases:

For 40 cases, students receive supports, resources, explanations, answers, and referrals from the USSU, and the USSU never heard back from them. These cases are also reflected in the Table 7 Time Involved and Table 8 Hours the USSU Spent on Each Case.

Figure 5.

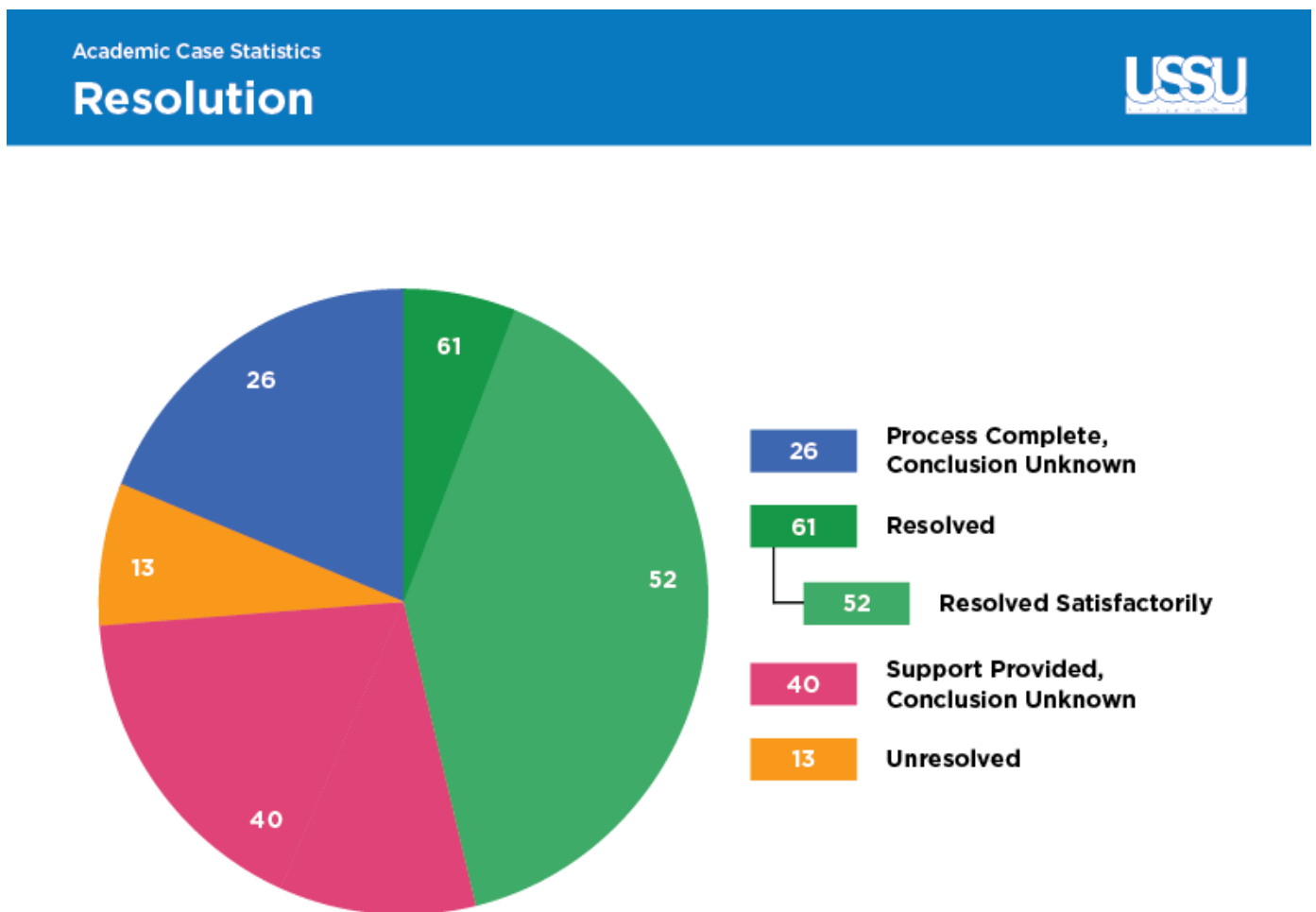


Table 9: Primary College:

The primary college status is defined as the college with administrative authority over the student. The primary college does not always correspond to the college responsible for overseeing the academic misconduct hearing or a conflict with an instructor.

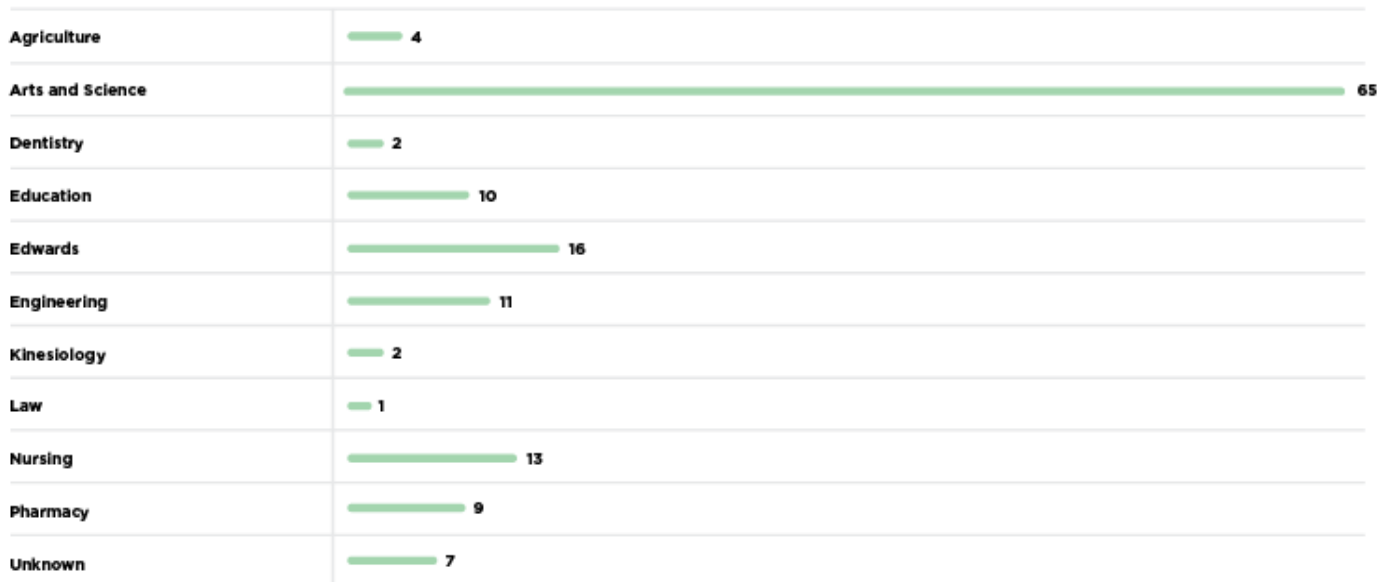
Figure 15.

Academic Case Statistics

College Statistics



Number of Cases in Each Primary College



Breakdown of Cases in Arts and Science



13 of the cases had an additional college as a significant player in their case. Colleges have different policies and procedures, and students often find themselves confused and caught in the middle of these processes.

Many other students were either a student of a college not directly involved in their case, or were taking classes from a college that was not involved in their case, but these are not shown in the data. Cross-college course work is inevitable, and Arts and Science bears the brunt of these cases, as Arts and Science classes are foundational for the majority of degrees on campus.

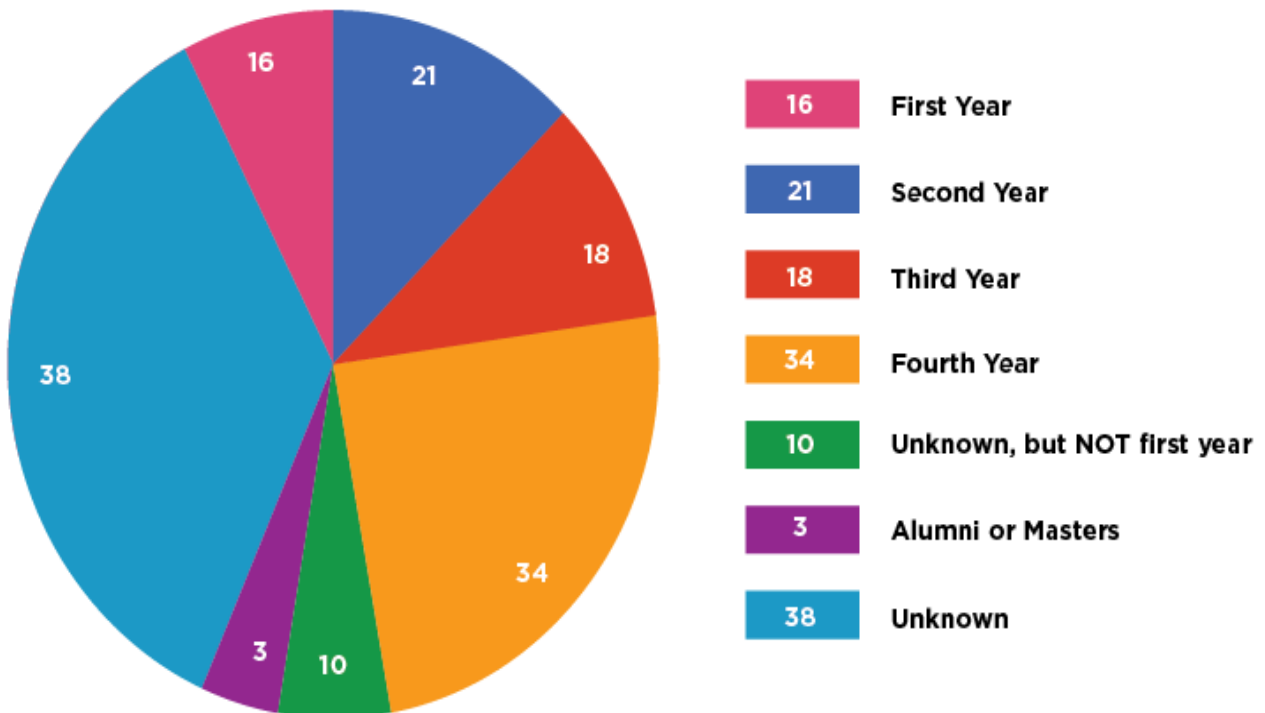
Figure 6: Year of Study:

More than 50% of students who reach out to the USSU office have been at the University for more than 2 years.

Figure 6.



Cases According to Student's Year of Study



This is one of the indicators that the University needs clearer support processes for students facing a crisis or academic concern.

It is also interesting to note that relatively few first years are involved in these cases. This does not mean that academic misconduct allegations occur less frequently among first-years, though perhaps first-years are more likely to be offered informal resolutions. However, this does mean that first-year students are not aware of as many supports and are less well resourced for dealing with academic concerns and conflicts.

Data Analysis

Student Experiences:

- Students are struggling to find appropriate avenues and support for their concerns (academic or otherwise). This is particularly detrimental to student well-being in situations that do not fit into pre-determined processes, such as academic misconduct or appeals. Even in predetermined processes, students need additional support to navigate systems.
 - Because students are wanting to advocate for themselves, they are seeking tools, structures, and supports that allow them to do so effectively and appropriately.¹⁷
- Students report feeling dismissed and disrespected when they do engage in appropriate processes. Many students choose not to pursue concerns further due to fatigue with the system and the energy required to find answers.
- Often students feel that the processes that do not actually give them a fair chance. For example, sometimes when students are looking for answers or for directions in a process, they are referred in a continuous loop from office A to office B, and back again to office A (at times, this may be due to administration not knowing the appropriate place to refer them). This not only consumes a great deal of USask employee and student time, but is emotionally draining for the student.
 - Students feel like processes are biased towards instructors or the institution, counter to procedural fairness.
- The result of these concerns is that students are feeling unvalued (unheard, humiliated, and dehumanized) at the University.

The USSU's Involvement:

- Both students and their advocates within the USSU are incredibly vulnerable due to navigating relationships with university staff and leadership who have power over them academically. Grades are a currency for students, as is the ability to graduate, and as such, students are in difficult positions in which to be mediating conflicts between other students and instructors.

¹⁷ Students are becoming increasingly aware of their own needs, but do not yet have the tools or structures with which to advocate effectively for themselves.

- Students seek support from the USSU, but as the USSU is limited in its capacity (both VP Academic and Academic Governance Assistant have many other responsibilities), and it cannot sufficiently meet the needs of students.
 - The USSU's Academic Advocacy Office is currently the only student-centric support system on campus to help students navigate a full range of academic crises. The Office is overseen by the VP Academic, which is an annually elected position with many responsibilities, only one of which is the Office. The Office's mandate is to provide academic advice and advocacy for students, not systems navigation or conflict mediation.¹⁸
- As need increases, the USSU will not be able to fill the gaps as their involvement is not sustainable, and student needs will not be met.
 - Due to poor resourcing, lack of clarity, and limited trust, the student need increases risk and cost to the university, as students reach out to many offices looking for answers or support, and become frustrated with the systems currently in place.
- Unlike other offices, when an issue escalates, the USSU office has no one to refer the case up to. The Office relies heavily on Student Outreach to provide the support and experience we cannot provide. However, our mandates are very different.
- To be effective in these cases, the office, and specifically the VP Academic, have had to learn numerous skills in a short period of time. These are not required by the USSU of its employees, and because they require time and effort to learn and practice, may not be engaged in by future members.
 - How to navigate complex cases and high conflict cases with varied power dynamics.
 - How to hold in tension multiple conflicting impressions of and experiences with a person or unit, and find a way to work together. Students will come with strong (and sometimes negative) perspectives of university staff and units, and it is the mediator's role to remain open to other perspectives and stories to facilitate productive dialogue.
 - How to support and calm highly distressed students, including being confided in for suicidal ideation and being treated with aggression.
 - How to facilitate healthy conflict engagement on various levels of university administration and with large power dynamic fluctuations.
 - How to interpret university policies, learn how they are most frequently applied, and help students navigate these policies.
- The USSU's Academic Advocacy Office's involvement in some of these cases can be considered a conflict of interest, and this also increases the risk for the undergraduate students mediating. For example, when the VP Academic is asked to mediate a conflict between a student and an instructor they are taking classes from, their relationship to that instructor could be jeopardized. Furthermore, the undergraduate students running the Academic Advocacy Office are vulnerable to retaliation from instructors, department heads, or even deans whom they interact with professionally, and who are also their academic administrators.
 - While advocating for a student, if a senior leader asks the VP Academic to withhold information about the student that they are advocating for, the VP's ability to advocate is compromised.
- The VP Academic's primary supports in learning these skills have been:
 - Student Outreach
 - Gwenna Moss Centre
 - The Office of Teaching and Learning: Academic Integrity Strategist

¹⁸ Furthermore, student leaders are not immune to conflicts, errors, and academic misconduct.

- Conflict Engagement
- Library Learning Specialists
- Associate Deans

Processes and Structures:

- When a situation/case does not fall into a specific policy area (appeal, academic courses policy, academic integrity), or predefined procedure (informal appeal) both the student, their support team, and other offices involved are left without clear guidelines on how to proceed. Clear procedures for students (or supports) for what to do when conflict occurs would certainly help.
- Informal appeals and conversations are encouraged, but few students are equipped to know how to do this well.
 - Emotionally equipped: most students in these situations are highly stressed, and do not have the emotional tools for managing intense conversations well.
 - Practically equipped: students do not know where to go to, or even where to find the information or who to ask.
- Inconsistency:
 - There is inconsistency in procedures from department to department, and college to college.
 - This inconsistency is particularly harmful for students who take classes from colleges different from their own college.
 - Not only can these cases be a gray-area for processes and policies, but it is particularly difficult to track down information. In the USSU's experience, administrative staff and academic leads within both colleges may not know how these cases that span multiple colleges work.¹⁹
- Many processes are not timely.²⁰

Conflict Experiences:

- The data suggests that there are no consistent conflict-engagement or complaint processes across the University.
- Currently, the USSU's Academic Advocacy Office is being asked to wear multiple hats: advocates and mediators.
 - Advocates: the USSU's role, as imagined by the university and through the USSU's mandate, is to advocate for the students.
 - Mediators: however, sometimes/often structures are not in place that allow for civil or productive conversations when students look for informal resolution. This means that, if the USSU wants the student to be heard and treated fairly, they have to actually act as a mediator and manage meetings as a third party. This takes away from their ability to be an advocate, and speak on behalf of the student.
 - Wearing two hats also complicates and confuses interactions with university administration and leadership.

¹⁹ Appendix A [Cases 6](#)

²⁰ Appendix A [Case 2](#); Appendix A [Case 3](#); Appendix A [Case 6](#)

- Specifically, when seeking information, sometimes college personnel become defensive, thinking that the USSU is acting as an advocate (accusatory, judgmental, very much on a “side”), while the USSU is actually trying to be a mediator and hear both sides of the story.
- This confusion shuts down conversations early.
- There is need for conflict engagement authority that is built into a position at the University, rather than asking the USSU to flip into this.
 - Positional expectations for a conflict engagement position:
 - Equipped to safely navigate power dynamics
 - The position has the authority to create an environment that empowers both parties to engage in meaningful problem solving.
 - Authority to mediate conflicts between university employees and students
 - Allows for appropriate challenging of policies: to disagree and problem solve in a timely way
 - The position needs safeguards to have freedom to disagree and challenge policies and procedures (or individuals), without risk of retaliation or job loss. They need to be positioned as employees of the University of Saskatchewan, but operate like a third-party advocate who has a degree of autonomy (within reason: they must follow institutional policies and procedures, perform professionally, and adhere to HR protocols).
 - A comparative analysis of U15 Universities reveals how these positions function in similar structures.
 - Structural expectations for a conflict engagement position:
 - Both parties are on equal footing
 - Each person’s interests are held with equivalent value
 - Not spaces to make judgements, but to make sure that what is of value makes it to the table
 - Procedural fairness

Parallel Structures:

An examination of other university's advocacy offices, Ombudsperson offices, and equivalents gives some insight into these gaps. It also reveals that USask is currently behind in terms of structures and policies that support students, particularly when compared to U15 Universities, as USask is the only one without an ombuds office. See also, [Recommendations 4, 5, 9, and 13](#).

- (1) University of Alberta:
 - Webpage dedicated to “supports available during a crisis,” including academic support and mental wellbeing. <https://www.ualberta.ca/en/campus-life/supports-available-during-a-crisis.html>
 - Office of the Student Ombuds is an accessible, confidential third-party service that works to “ensure that university processes related to students operate as fairly as possible.” They also make sure student voices are heard and they “help to mediate disputes and resolve conflicts.”²¹ <https://www.ualberta.ca/en/current-students/ombuds/index.html>
- (2) University of Calgary:
 - Calgary has a Student Ombuds Office, which is a “safe place for all students of the University of Calgary to discuss student related issues, interpersonal conflict, academic and non-academic concerns, and many other problems.” <https://www.ucalgary.ca/student-services/ombuds>
 - The Student Ombuds Office serves between 400-600 student cases a year.²²
 - These services fall under the Vice-Provost Student Experience: “The Ombuds is accountable to the broad University community and the Vice Provost (Student Experience) for fulfilling the terms of the office established in this Terms of Reference.”²³
- (3) University of British Columbia:
 - UBC's ombuds office is a jointly funded office that is independent and confidential: <https://ombudsoffice.ubc.ca/>
- (4) Dalhousie University:
 - On their “Campus Life” webpage, there is a direct link to the Ombudsperson office https://www.dal.ca/campus_life.html
 - Their Ombuds office offers “impartial, and independent support to help resolve any university-related concerns.” The Ombudsperson does not act as an advocate nor replace existing structures, but rather facilitates discussions, gives advice, and explains university policies and procedures. https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html

²¹ <https://www.ualberta.ca/en/current-students/ombuds/about/index.html>

²² <https://www.ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/29/ombudsreport-2021-2022.pdf>

²³ 2.b <https://www.ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/9/student-ombuds-office-terms-of-reference-november-2016.pdf>

- “Not sure where to go? Contact the Ombudsperson”

Where to get help

- | | |
|---|---|
| • <u>DalSAFE app</u> | • <u>Personal harassment</u> |
| • <u>Academic appeals</u> | • <u>Student Health & Wellness</u> |
| • <u>Human Rights & Equity Services</u> | • <u>Student Conduct Office</u> |
| • <u>LGBTQ2SIA+ support</u> | |
| | • <u>Not sure where to go? Contact the Ombudsperson</u> |

- Under “Where to Get Help,” they also have some FAQ for Academic concerns:
https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/on-campus-academic.html
- (5) University of Manitoba:
 - Student Advocacy Office: <https://umanitoba.ca/student-supports/academic-supports/student-advocacy>
 - Housed within student supports/services
 - Structure and personnel:
 - Director, Assistant Director, Confidential intake: professionals, permanent employees of the University (NOT students)
 - 6 student advocates
 - The university also has a Conflict Management Office with clear process flowcharts:
<https://umanitoba.ca/human-rights-and-conflict-management/>
- (6) McGill University:
 - McGill’s Ombudsperson office: <https://www.mcgill.ca/ombudsperson/>
 - In 2022-2023, the Ombudsperson office supported 307 cases.
https://www.mcgill.ca/ombudsperson/files/ombudsperson/annual_report_2022-2023_0.pdf
- (7) Queen’s university:
 - Resource page, including specific information for students in crisis:
<https://www.queensu.ca/inclusive/resources/general>
 - Queen’s Ombudsperson’s Office: <https://www.queensu.ca/ombuds/>
 - The small Ombudsperson’s office has a full time ombudsperson, and an intake officer, both employees of the University
- (8) Laval University
 - Laval’s Ombuds office: <https://ombudsman.ulaval.ca/>
 - The Ombudsman “does not have decision-making power, but a power of recommendation according to the *Regulation concerning the ombudsman* : this is the very essence of his function.”
- (9) McMaster University
 - McMaster’s Ombuds Office: <https://ombuds.mcmaster.ca/>
 - Hey have an entire page with policy resource links: <https://ombuds.mcmaster.ca/about-page/#tab-content-policy-links>
 - In 2022-2023 the office supported 372 cases.

- (10) University of Ottawa
 - Office of the Ombudsperson: <https://www.uottawa.ca/about-us/office-ombudsperson>
 - Their team is made of the ombudsperson, assistant ombudsperson, and an eight-person advisory committee. This committee “provides support to the Ombudsperson in his or her functions with particular attention to ensuring the independent and confidential nature of that function.”
- (11) University of Toronto:
 - Office of the Ombudsperson: <https://ombudsperson.utoronto.ca/>
 - UofT has an ombuds officer based at each of its three campuses.
 - The office has the authority to “Investigate problems when regular channels have been exhausted and there is evidence of procedural unfairness.”
- (12) University of Waterloo
 - The University of Waterloo has a conflict management office: <https://uwaterloo.ca/conflict-management-human-rights>
 - The office provides supports for a variety of situations, including various complaints: <https://uwaterloo.ca/conflict-management-human-rights/frequently-asked-questions>
- (13) Western University
 - Office of the Ombudsperson: <https://uwo.ca/ombuds//index.html>

In addition, a comparison with the other university in the province is insightful.

University of Regina:

- <https://www.uregina.ca/students/>
- On their “Students” Page, have a link to “Concerns and Complaints” info
- The webpage breaks down the process of complaints: <https://www.uregina.ca/students/concerns-complaints.html>
 - If USask had a page like this, and included some contact information and links to things like Student Outreach, Student Wellness, and appeal policies, this would both expedite concerns, reduce the amount of time spent referring students, and reduce student distress.
- Services for Respectful University: <https://www.uregina.ca/respectful-university/>
 - Outlines the complaint process

Recommendations:

14 Recommendations for the University:

Students need the university to invest in a system of transparent, timely, appropriate conflict resolution and system navigation. Here are areas of investment that occur to the USSU based on the needs of the students who sought help from the Academic Advocacy Office.

Note: many of these are overlapping. For example, if recommendation 4 is implemented, recommendations 2, 3, and 8 would be redundant.

Changes to Structure (Positions)

1. Intake unit to triage and direct students (either within each college or one for the entire university)
2. Permanent student support position, university employee not within a college.²⁴
3. Position within each college's Dean's Office specializing in supporting students through misconduct, appeals, conflicts, complaints, and other processes.
4. Ombudsperson office: addresses student need for system navigation, and allows a third party to be present for conflicts.
5. Expand the conflict engagement office to allow support for students: e.g., a permanent conflict engagement authority or position at the University that holds space for both parties in a conflict, allowing the USSU to act as an advocate, not a mediator.
6. Establish an academic integrity office to allow capacity to support student cases
7. Campus Legal Service
 - a. Law students supervised to help support students through specific policies and procedures

Changes to Policy

8. Conflict training for department heads and academic leads.²⁵
9. Revise policies so students can make complaints other than DHPS.
10. Undue harm clause for appeals: the expectation that if university processes or administrative/clerical errors cause undue harm to students, an effort will be made to support the student.²⁶

Changes to Software

11. Written records of all interactions between students, staff, instructors, advisors, administrators, etc. Students and university employees have access to the centralized system.
12. Centralized system of record keeping and case management, and internal mechanisms for inter-unit communication between supports to ensure all units involved have relevant information and are giving advice that aligns with what else has been done with the case.

²⁴ Unknown where this position might reside (Governance Office? TLSE? Legal Services? Student Central? Student Affairs and Outreach?).

²⁵ While this still does not provide a sense of safety for students with high conflict escalation, it might allow for fewer cases being escalated so severely.

²⁶ This would require a definition of what constitutes "harm."

- a. Access to an appropriate and confidential case management and record-keeping platform to support timely response and procedures.
 - b. An advocate or support person/office could help advance the sharing of information in relevant cases for academic misconduct.
13. Better digital communication: webpages that explain where students can go with concerns and complaints. Webpage on the “Students” website with clear directions for crisis aid.
 - a. On the University’s Student Page, there is NOTHING clearly marked for concerns, complaints, appeals, or even for immediate crisis: <https://students.usask.ca/>. We recommend clearer direction for when students go looking for support. (Student Affairs and Outreach is not labeled clearly enough).

Of the recommended permanent positions, we are seeking to address the following needs, which are currently being met insufficiently by the USSU’s Academic Advocacy Office due to yearly turnover and inexperience. USSU’s Vice President Academic Affairs is an annual elected position and there is huge variability of interest, skill level, motivation, and support for fulfilling the kind of role that the USSU currently does. The university should not rely on an undergraduate student not in their employment to manage these risks. Instead, there should be University positions that have:

- Continuity of relationship with academic leaders across campus
- Expertise in relevant policies
- Rapport with students (and consistency in what supports are offered, word of mouth)
- The power and influence to stand on equal footing with academic leads.
- Equipped to safely navigate power differentials; having the authority to create an environment that empowers both parties to engage in meaningful problem solving. The position should create neural expectancy of procedural fairness and integral spaces.
- Authority to mediate conflicts between university employees and students, with the structural expectation that both parties are equally heard.
 - Allows for appropriate challenging of policies: to disagree and problem solve in a timely way

In conclusion, the Vice President Academic Affairs, Elisabeth Bauman, is available to discuss ideas and further engage in constructive dialogue regarding the report. Please feel free to reach out for any clarifications, feedback, or additional suggestions.

Appendix A: Selected Representative Anonymized Cases

The Vice President Academic Affairs has received permission from these individual students to describe their case in these words.

Case 1: Convoluted Networks

- Student struggles to find avenues to bring forward concerns and complaints about the quality of education in their college (citing specific examples). They faced what they called “incidents of perceived intimidation,” by instructional and administrative staff, and said, “I feel targeted and attacked.”
- Student feels unheard by the department head and Associate Dean (who was unwilling to meet with them).
- USSU helps facilitate a meeting between the student and the Vice Provost, and then the student and the Dean, as the Vice Provost “validated that we were raising legitimate issues that were worthy of a meeting with the college administration, and encouraged the administration at the College of Education to meet.” (Student’s words)
- The college-specific student union, Student Outreach, and the Conflict Engagement Office all become involved as the student looks for ways to enact change in their college.
- The student is concerned that many other students have been encountering similar problems, but there is not enough trust (and a fear of retaliation) which hinders students bringing concerns forward.
- USSU and Dean cannot do anything if concerns are not raised; however, the absence of vocal complaints does not equate absence of problems; it “can mean that students just don’t want to talk anymore” (Student’s words). The goal is to create an environment where student voices are heard and valued.

Case 2: Fatigue caused by long processes

- Student receives incorrect advice from an academic advisor; experiences confusion and miscommunication with college administration about class requirements for graduation over the course of 2 years.
- Student, Undergraduate Chair, and USSU suspect administrative errors.
- Student contacted the Associate Dean for both a formal and informal appeal.
- Student and VP Bauman sought clarity about the proceedings and the appropriate means to get answers. They contacted over the course of 6 months: the Governance Office, Registrar’s Office, college-specific undergraduate office, Academic Advisors, Department Head, Conflict Engagement Office, and the Associate Dean (each unit referred on to another unit, cyclically). No straightforward answers were provided regarding the policy or the missing documents.
- Throughout the process, references to policies were inconsistent (including which policy was being applied, and how it was being applied to the student’s case).
- Student was not able to graduate on time.
- Timelines are convoluted, and processes are not clear (e.g. what was assumed was an informal appeal was actually considered a formal appeal by the college, meaning that the student’s

university-level appeal was denied due to it being more than 30-days past the denial of the college-level appeal).

- The student's mental and emotional health was significantly impacted by the entire process. The time spent seeking answers, the preparation of documentation for each meeting, and the frustrating cyclical conversations with various units caused extreme exhaustion and distress to the student.

Case 3: Challenges for International Students

- Student(s) commit academic misconduct in a summer term class, which is a prerequisite for numerous fall-term classes in the program.
- Student(s) register in fall term classes, and in October are informed of an academic misconduct allegation against them for the summer term class.
- The scheduled hearings take place after the add-drop deadline for courses.
- Student(s) are found guilty of academic misconduct, and receive a failing grade in the summer term class. As a result, they lose the prerequisite for numerous of their fall-term classes, and are dropped from those courses. As the add-drop deadline has passed, student(s) are unable to register in other classes, and some drop from full-time to part-time students.
- Student(s) are international students, and in order to work during their study terms and for eligibility for a post-graduate work permit, they are required to be full-time students in all regular academic sessions.²⁷
- Due to the timing of the academic misconduct hearings, student(s) are no longer able to work, no longer meet the criteria for a post-graduate-work-permit, and faced various other challenges, including severe mental, emotional, and financial repercussions that had the potential to have long-lasting effects on their lives.²⁸
- Because of additional stress caused by the pace of the hearings and the impacts the timing had on futures, the college changed its internal process. It is unfortunate that it took so many students in distress and USSU advocacy to prompt change, but change did happen.

Case 4: Need for Centralized Communication Systems

- Student is RTDed from their college for one year.
- Part way through the RTD year, they meet with the Associate Dean, who gives them advice and instructions for re-applying to the college. The student follows the advice.
- Admissions and college administration makes the student jump through administrative hoops, which the student does.
- When the student's re-application is denied on grounds that confuse the student and some advising staff, they reach out to the USSU, who provides support through the appeal process. The USSU also tries to find some answers for the student about why their application and appeal were denied.
- USSU reaches out to 11 different people in an attempt to find some answers and clarity about what process the student should attempt next (multiple academic administrators, academic advisor, Student Outreach, Associate Dean, conflict engagement, governance office, admissions

²⁷ An international student's study permit comes with a work clause attached, that specifies the circumstances under which the student can work while studying.

²⁸ While the students will have an opportunity to make a case to the immigration officer for their post-graduate work permit, odds are against them.

office). There seemed to be much confusion about processes and how policies were being applied by various units. The USSU received conflicting advice and instructions (on the same day the USSU was told, by two different college administrators aware of the case, where the appropriate place to submit the appeal was: it was not the same place).

- Clarity is never achieved, though the case is resolved satisfactorily after involving the Dean.

Case 5: Undue Harm Clause

- Student seeks advice from college's academic advisor, department head, and a student central administrative office about a course-related process.
- Student follows the advice. This advice is later revealed to be inaccurate (and a misunderstanding occurred with the administrative office). As a result, the student faces consequences and is not able to graduate on time.
- Student appeals the decision on the college level. They receive conflicting information about why the appeal is denied.
- Student appeals on the University level. Due to the timing, the appeal is denied.
- Student and USSU meet with various offices to try to figure out (1) what went wrong with the process, (2) why the appeals were denied, and (3) if anything can be done to remediate the situation. These offices included: Associate Dean's Office, Academic Advisors, Course Transfer, Student Central, and the Governance Office.
- While it is acknowledged that the student received bad advice, because they did not do one small procedure required by college processes, they were still not able to graduate on time (and despite various administrators wishing they could do something, there is no undue harm clause).

Case 6: Process Unclear, Timing of Academic Processes

- Student(s) were finishing a degree in one college. One of their last courses was offered through a different college at the university.
- Student(s) received an allegation of academic misconduct on the final exam, but from the initial notice, the length of time it took to receive information about the hearing (formal or informal, when?) increased the student(s)' distress.
- If found guilty, and given a sanction in which the course grade became a fail, student(s) would face life-altering consequences (including losing their eligibility to convocate on time).
- On top of being scheduled to graduate in a month, student(s) were also facing a combination of these factors that increased their stress:
 - (1) Study permit expiring
 - (2) Financial challenges (more courses)
 - (3) Applications to professional schools
- The USSU reached out to administrators, Associate Deans, and heads of college-specific undergraduate offices in both the home college of the student(s), and the college in which the course was offered, trying to find information. Administrators in both colleges were uncertain of the process for students in this particular situation (or if priority was given to student hearings in situations where the students were scheduled to convocate shortly).
- Formal hearings were finally scheduled one week before convocation. Student(s) were unsure if the outcome of the Academic Misconduct hearings would be sanctions that would affect their

passing grade in the class, and thus their eligibility to graduate. Most students, as a safeguard, withdrew their application to graduate.

- The timing of academic processes can be detrimental to student wellbeing and their ability to make wise academic decisions

Case 7: Miscommunicating Causing Distress

- Student was in conflict with the Experiential Learning (EL) office, and was in high distress. The EL office and the college arranged a meeting with the student, and gave the student the date and time of the meeting two days prior to the meeting itself. The meeting time was then changed the afternoon before the 8:30 am meeting.
- The timing of this meeting limited the student's ability to bring an advocate or mediator to the meeting. The student was uncertain about their ability to be heard, and felt the need of external support to ensure they were taken seriously. The student reached out to the USSU, but the USSU personnel usually supporting students in high crisis situations had a prior commitment that could not be rescheduled.
- The student requested that the meeting time be adjusted, but was denied this request. The student explained their desire to have a mediator present to help support them in the conflict with people with power over them, and was informed that the Associate Dean would act as mediator.
- Not only did the student have limited time to prepare their defense, but the USSU felt helpless with their limited capacity to support a highly distressed student.
- The student writes, "Emotionally, this situation has taken a heavy toll. Navigating the university system has been confusing and overwhelming. The process moves slowly, and I have been unable to find the necessary support or timely guidance to resolve the issue, leaving me feeling isolated and helpless. This stress has extended beyond me, affecting my family as well. The financial pressure and uncertainty have created an immense emotional burden for both me and those who depend on me. Delaying my coursework has also put me behind in graduating, which will require additional student loans to finish my education."

Case 8: Vulnerability of English-as-a-Second-Language students

- Student was accused of using AI to complete an assignment.
- The complainant cited certain long/complicated words present in the essay as their burden of proof: the student was an international student, and English was not their first language - since these words were used in the essay, this was evidence of AI engagement.
- The student successfully defended their case by drawing upon multiple years of their writing (academic and personal) to show their familiarity with the specific words, and more complex English words in general.
- This accusation was humiliating and degrading to the student: it was harmful to suggest that for international students or English-as-a-second-language students, a correct and complex use of the English language is evidence of academic misconduct.

Case 9: Emotional Toll

While students may not have the full story or understand why administration makes certain decisions, their experience, and the emotions that result from it, are valid. This is an example (with permission from the student) of some of the thoughts, feelings, and emotions a student may counter while trying to navigate the system.

The student used these phrases over the course of a meeting with the VP Academic Affairs, who took notes: “I feel like I’m completely worthless in the eyes of the university. ... I’m treated like I’m diseased or something. It feels like I’m being treated like I’m a criminal.... It is no longer just an appalling case. It implies that there is something that justifies what I’ve been going through. This has been six months, consuming me, destroying me, and I’m right back... I have suicidal ideation; I lose all hope. I want to bash my head into a wall – I hang out in the depths of despair. ... I don’t know what I am doing wrong! I cannot know if no one tells me. I cannot know what justifies me being treated this way. I want a chance for my case to be heard. ... The thought of giving up makes me want to throw up.... I feel stuck.... I wish they could understand how harmful this is... I’ll fantasize about not being alive anymore, but I’m not intending to act on it.”

In a meeting a few weeks later, the student said, “I feel like they are trying to make it as difficult as possible to get through the process. Some of the emails were belittling... I was prevented from being able to successfully advocate for myself.”

In a written statement three months later, the student recorded: “This process has been incredibly triggering. I have PTSD, major depression, and an anxiety disorder, which are largely connected to abusive relationships and bullying I have experienced in the past. The emails I have received from [redacted] have contained statements that are akin to gaslighting... This feels very similar to when I was bullied very badly in my early teens. Unlike that time, I am now trying to stand up for myself, but every step of the way seems to reinforce to me the message: don’t even try, they will just hit you back harder. Being given number to Wellness Centre feels like an afterthought, and also like, ‘in case you kill yourself, we’re not liable.’ I have spent so much time and effort just trying to be acknowledged and treated like a human being. This process has made me entirely lose faith in the university’s ability to adequately support students, as well as allow students to advocate for themselves. I appreciate that there are supportive people on campus, such as Elisabeth and counsellors, but when it comes to the people who hold power over my degree and the policies that surround completing it, I am appalled.”

These statements are included as an example of how some students feel while navigating the processes at the university. This is language that students use (more often than is comfortable) while in the USSU’s Advocacy Office – this is not an isolated case, nor is this language unusual. While it is not an accurate representation of the University, it *is* a lived student experience here on campus.

Statements like these tell us that some of our students in crisis are feeling under supported, and that the systems we have in place for conflict resolution may be exacerbating these challenges.

Appendix B: Consultation, Acknowledgements

The USSU's VP Academic Affairs would like to thank those at the USSU and the University who have provided support and advice in the 2023-2024 school year and the first months of the 2024-2025 school year.

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Supportive Statements Received from key partners:

Beau Gallerneault, Director of Student Affairs and Outreach:

"The University of Saskatchewan has been very fortunate to have such a dedicated Vice President of Academic Affairs with the USSU over the past year and for the upcoming academic year, as they have been very skilled and diligent in their support students needing advocacy and support in academic related challenges. As an annually elected position, not all incoming Incumbents will be able to draw on the same skills or experiences. A formal position external to the colleges and USSU will be beneficial for students to be able access a policy expert as well as position them to work with current university supports."

Dr. Susan Bens, Academic Integrity Strategist:

"I commend Vice President Baumann in the effort she has gone to summarize and evaluate her work in supporting USask students navigating a range of issues this past year. She has served students, and ultimately the University, at a level rarely seen in an undergraduate student leader. The insight and advice in the report makes the case that we need to correct an over-reliance on the USSU in this area immediately." ~ Susan Bens, Academic Integrity Strategist, Office of Teaching and Learning