

UNIVERSITY COUNCIL Agenda – May 15, 2025

Location: Convocation Hall (PMB 120) Time: 2:30 - 4:30pm

Call to Order

- 1. Agenda
 - 1.1. Adoption of the Agenda
 - 1.2. Council Motions
- 2. Chair's Opening Remarks- Dr. Vicki Squires, Council Chair, College of Education
- 3. Minutes
 - 3.1. Approval of Minutes April 17, 2025
- 4. Business Arising
- 5. Academic Programs Committee
 - 5.1. Request for Decision: Master of Physician Assistant Admission Qualification Requirements
 - 5.2. Item for Information: Micro-credential Update
 - 5.3. Item for Information: College of Engineering Credit Unit Changes
- 6. Planning and Priorities Committee
 - 6.1. Item for Information: Composting and Pedestrian Safety
- 7. Governance Committee
 - 7.1. Request for Decision: Council Bylaw Changes
 - 7.2. Notice of Motion: Academic Courses Policy Changes
 - 7.3. Notice of Motion: Changes to Nominations Committee Terms of Reference
- 8. Nominations Committee
 - 8.1. Request for Decision: Omnibus Council Committee Selections
 - 8.2. Tentative Agenda Amendment: Request for Decision: Council Vice-Chair
- 9. Reports
 - 9.1. President
 - 9.2. Acting Provost and Vice-President Academic
 - 9.3. Graduate Students Association (GSA)
 - University of Saskatchewan Student's Union (USSU) 9.4.



10. Other Business

11. Question Period

In addition to bringing forward questions during the course of a meeting, council members are encouraged 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. Questions from the floor are also welcomed and encouraged.

12. Adjournment

Next Council meeting is on June 12, 2025- please send regrets to governance.office@usask.ca

The deadline to submit motions and items to the Executive Committee for the next meeting is May 20, 2025. A full list of submission deadlines can be found online.

Zoom Link:

Join Zoom Meeting:

https://usask-ca.zoom.us/j/95792065510?pwd=vMxMSfDIDZUnYdvNARBiVTBvFiJbL4.1

Join by Telephone:

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

Other Zoom Dial-in Numbers: https://usask-ca.zoom.us/u/awNwN114n

Join by Video Conferencing Device (SIP):

95792065510@zoomcrc.com

Meeting ID: 957 9206 5510

Passcode: 06534619

Telephone Passcode: 06534619





University Council Agenda Motions May 15, 2025

Academic Programs Committee

5.1 Request for Decision: Master of Physician Assistant Admission Qualification Requirements

Motion: It is recommended by the Academic Programs Committee that Council approve the Master of Physician Assistant admission requirements effective for the 2026-2027 intake.

Governance Committee

7.1 Request for Decision: Council Bylaw Changes

Motion: It is recommended by the Governance Committee that Council approve the changes to the Council Bylaws.

7.2 Notice of Motion: Academic Courses Policy Changes

Motion: It is recommended by the Governance Committee that Council approve the changes to the Academic Courses Policy effective September 1, 2025.

7.3 Notice of Motion: Changes to the Nominations Committee Terms of Reference

Motion: It is recommended by the Governance Committee that Council approve the Nomination Committee Term of Reference changes.

Nominations Committee

8.1 Request for Decision: Omnibus Council Committee Selections

Motion: It is recommended by the Nominations Committee that Council approve the slate of nominations to Committees of Council as noted below effective July 1, 2025.

8.2 (TENTATIVE AGENDA AMENDMENT) Request for Decision: Council Committee Vice-Chair

Motion: It is recommended by the Nominations Committee that Council approve the nomination of Council Vice-Chair effective July 1, 2025- June 30, 2027.



USask University Council Meeting Minutes Thursday April 17, 2025 2:30-4:30pm Convocation Hall and Zoom

Call to Order

The meeting was called to order at 2:32 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. Glen Hussey, Professor in the Department of Physics and Engineering Physics, provided a tribute to Dr. Kathryn McWilliams.

2. Adoption of the agenda

2.1 Adoption of the Agenda

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

CARRIED

3. Chair's Opening Remarks

Chair Squires welcomed members to the April University Council meeting noting that this is the last Council meeting for the 2024-2025 student representatives expressing that Council appreciates their leadership of students.

The Chair thanked Danielle Rudulier in the Governance Office for her work on compiling the Council Gazette, which highlights the work of each of the Council Committees. Chair Squires hopes the gazette gives members an indication of the important work that is taking place on each of the committees.

The Chair mentioned the Financial Town Hall which took place yesterday by USask Chief Financial Officer, Dee Henne who provided a good understanding of the financial picture for our university.

Yesterday, at Planning and Priorities, Greg Fowler presented more information in response to the questions around composting and sustainability as well as the Wiggins intersection and traffic on campus. Given that this presentation occurred yesterday, the chair of PPC, Dr. Christian Willenborg, will bring this item back for information to the May University Council Meeting.

The monthly PEC/CCC meeting focused on a very specific topic regarding the language around who on campus could apply for and hold research funds. The Council Chairs had an excellent discussion which will be addressed further in item 6.1 in the agenda.

The Chair encouraged members to do their civic duty and get out to vote in the federal election noting that she appreciated the opportunity to vote in the advanced poll on campus.

4. **Minutes**

Motion: (Dobson/Koole): That the minutes of March 20, 2025 be approved as circulated.

CARRIED

5. **Business Arising**

There was no business arising.

6. Executive Committee of Council

6.1 Item for Information: Endorsement of Inclusive Language in the Eligibility to Apply for, Hold, and Administer Research Funding Policy

Chair Squires presented this item to members noting that this is a Board level policy and summarized the information provided in the agenda package. At the Council Chairs meeting with the President Executive Committee, Senior Administration committed to review the policy along with proper consultation.

Dr. Walsworth noted to members that this change in policy comes at a considerable risk to the institution and clarified that the motion from the Executive was to endorse the changes and take the next appropriate steps with the President's Executive Committee. Chair Squires reiterated that the motion was to review the policy and its impact, potentially revising the existing policy based on consultations with members of campus.

7. Academic Programs Committee

Carolyn Augusta, Chair of APC presented the committee's items as outlined in the agenda package.

7.1 Request for Decision: Master of Speech-Language Pathology

Information is in the agenda package. There were no questions.

Motion (Augusta/Jones): It is recommended by the Academic Programs Committee that Council approve the Master of Speech-Language Pathology program effective May 2026.

CARRIED

7.2 **Request for Decision: Master of Occupational Therapy**

Information is in the agenda package. There were no questions.

Motion (Augusta/Jones): It is recommended by the Academic Programs Committee that Council approve the Master of Occupational Therapy program effective May 2026.

8. Planning and Priorities Committee

Dr. Angela Lieverse, Vice-Chair of the PPC committee, presented the committee's items as outlined in the agenda package.

Item for Information: Disestablishment of the Confucius Institute 8.1

Information is in the agenda package. There were no questions.

9. Governance Committee

Dr. Roy Dobson, Chair of the Governance Committee presented the committee's item.

9.1 Notice of Motion: Council Bylaw Changes

Information is in the agenda package. There were no questions.

10. Scholarships and Awards Committee

Dr. Jason Perepelkin, Chair of the Scholarships and Awards Committee presented the committee's item.

10.1 Item for Information: Best and Brightest Award Updates

Slides are in the agenda package. Dr. Perepelkin notified members that a working group will be put together to look at the name of these awards. This review comes from a question posed at University Council last year regarding how the 'best and brightest' terminology was chosen.

There were no questions.

11. Nominations Committee

11.1 Item for Information: Deadline for Expressions of Interest to Serve on Committees of Council

Scott Bell, Chair of Nominations, noted that the call for interest in Council Committees closes tomorrow (April 18) and encourages members to put their names forward.

12. Reports

12.1 Report of the President

The full report is in the agenda package.

President Stoicheff began by mentioning that the Confucius Institute was closed due to the federal government creating a list of research organizations with whom universities could not have a relationship if they wanted to continue receiving tri-council funding. The Beijing Institute of Technology was on this list; therefore, USask could not sustain our contract with the Confucius Institute. In addition, the President noted that there was not a lot of activity from the institute near the end. The President wanted to assure members that the closure was not related to any of the geopolitical issues surrounding Confucius Institutes at the time. USask maintained our

Confucius Institute for as long as we could due to the support it provided for the Chinese community, faculty and students as well as the opportunities it created to send USask members to China on University related business. It was noted that our Confucius Institute remained open for as long as it did given specific details in the contract such as USask having oversight on hiring, curriculum and programming at the Institute as well as the transparency of the contract being posted online.

The President mentioned the Universities Canada Conference he attended last week where Presidents of the 98 member institutions convened. President Stoicheff noted that the visiting speakers were not academics, which makes the highlighted takeaways more interesting:

- Universities must rethink themselves; as the Canada of the future redesigns itself, it will be looking to universities and expertise within to help.
- President Stoicheff noted that we do not often hear that Universities are going to be more important than they have ever been. This was a common message throughout the Conference.
- USask was mentioned specifically several times given the unique suite of activities and programs it offers at one institution.

The President acknowledged the Zoom bombing that took place at the GAA meeting earlier in the month, notifying members that the IP addresses were traced to four different countries. The President assured members that the incident has been elevated to the Saskatoon Police Hate Crime Unit and is under investigation.

In closing the President recognized the student leaders and how fortunate USask was to have David and Krunal leading the student groups. The President noted their incredible maturity, leadership and vision during challenging times for students.

There were no questions.

12.2 Report of the Acting Provost

Acting Provost Vince Bruni-Bossio echoed the words from the Chair and the President regarding the student leaders.

The Acting Provost provided a financial update noting the appreciation for the transparency and partnership through the Strategic Finance Committee. The message to the campus community is that our financial situation can be serious if we don't act. Dr. Bruni-Bossio expressed that their goal is to empower leaders to make decisions and encourage them to think strategically. A 'think tank' co-led by the CFO and himself has been created to engage with senior leaders to come up with ideas and strategies to create and balance budgets.

Dr. Bruni-Bossio mentioned that the 2025-2026 tuition rates were released yesterday. The goal for USask is to be comparable to similar U15 programs. Detailed information about tuition can be found on the student consultation on tuition and the role of USask tuition websites.

There were no questions.

12.3 Report of the GSA President

A formal report can be found in the agenda package.

President David Ohene-Amoako provided his final GSA report to Council noting that GSA elections are beginning tomorrow and will run until April 23rd. In addition, there will be byelections for President and for the Indigenous positions. The GSA hired a new operations manager who began on April 14th.

There were no questions.

12.4 Report of the USSU President

The full report is in the agenda package.

President Krunal Chavda expressed how the USSU student leaders entered these positions as kids and are leaving these leadership positions as adults. President Chavda noted that this experience has added so much value and knowledge and understandings of this institution.

Joining the Canadian Alliance of Student Associations was a huge accomplishment where undergraduate USask students now have a voice at the federal level.

President Chavda was proud to say that USask student groups have one of the best relationships with senior leaders than any other student group in Canada and hopes this relationship continues.

Deputy Provost Patti McDougall echoed all previous comments and expressed to members that this USSU and GSA were exceptional. There was such a high level of professionalism among these students; while there was not always agreement, they always continued to talk. Dr. McDougall expressed that it was a privilege to work with them all.

There were no questions.

13. Other business

Secretary Demkiw noted the call for nominations for a GAA representative to the Board of Governors will be going out soon.

Question period

Pre-submitted question:

1. Our department hosts a large number of international graduate students and we are finding that many of these students are experiencing financial challenges in the first few days and weeks after arrival. They have numerous expenses upon arrival including tuition, that are due in advance of their first stipend paycheque.

The students have indicated that ability to choose to pay tuition in monthly or biweekly installments that are timed to begin after their first paycheque dates would substantially reduce this onboarding financial crunch.

Flexibility in payment timing would come at little cost to the University and substantial benefit to the students. We would like to know whether such an option could be made available, and if not why not.

Deputy Provost Patti McDougall explained that the team of the Registrar and the Strategic Finance Committee will be looking at an increased capacity for accounts receivable. An altered late payment approach is being determined thanks to the GSA for their advocacy. In addition, changes have been made to Flywire which has created an increased capacity to set up a payment system that will assist with this. Work is underway in this area and it will make more sense to bring this back for an update in late fall/ early winter. The Deputy Provost made it clear to members that this is not a simple task and does indeed come at a cost but are committed to finding a solution.

A member followed up on the food waste and Wiggins Road planning from last meeting. This was noted in the Chair's remarks that the conversation came to PPC yesterday and will be reported back to Council in May.

15. Adjournment

(Jones): The meeting was properly adjourned at 4:07 pm.

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE REQUEST FOR DECISION

PRESENTED BY: Carolyn Augusta, Chair, Academic Programs Committee

DATE OF MEETING: May 15, 2025

SUBJECT: Master of Physician Assistant Admission Qualifications

MOTION: It is recommended by the Academic Programs Committee that Council

approve the Master of Physician Assistant admission requirements

effective for the 2026-2027 intake.

PURPOSE:

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

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies is proposing admission requirement changes to the Master of Physician Assistant Studies (MPAS) program. The MPAS program was initially approved in April 2024 with the program's first admission cycle opening in September 2024. Program curriculum was being developed concurrent to these admission processes and as a result, a comprehensive review of the admissions process was undertaken by MPAS. The proposed changes will enhance and clarify prerequisite course requirements, add the requirement of a CV, and move the Saskatchewan Connectedness Index from selection criteria to the admission requirements. These changes will be effective for students applying to the MPAS program in Fall 2025/Winter 2026 and starting the program in September 2026.

CONSULTATION:

The College of Graduate and Postdoctoral Studies along with proponents from the MPAS program brought forward a proposal to the Academic Programs Committee of Council (APC) on March 26, 2025. Members reviewed the requested changes and had a few outstanding questions and recommendations for the proponents. At the April 16th, 2025, meeting, members advised proponents to ensure there is clear information for applicants on how the CV and *Saskatchewan Connectedness Index* will be used in the selection process. After a robust discussion, APC voted in favour of the proposed changes.

ATTACHMENTS:

1. Master of Physician Assistant Admission Qualifications

Master of Physician Assistant Studies Admission Requirement Changes Table of Contents

Memo from CGPS	
Executive Summary and Proposal	
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116, 110 Science Place Saskatoon SK S7N 5C9 Canada Telephone: 306-966-5751

Email: grad.studies@usask.ca

M E M O R A N D U M

To: Academic Programs Committee of Council

From: College of Graduate and Postdoctoral Studies

Date: April 10, 2025

Re: Clarification of MPAS Admission Requirement changes

The perspective of the College of Graduate and Postdoctoral Studies (CGPS) is that any document required from all applicants and used to assess admissibility must be listed as an admission requirement. The intent of the proposed Master of Physician Assistants Studies (MPAS) admission requirements changes is to ensure the admission requirements correctly reflect the documents that all applicants are required to submit. These changes are not being proposed for the purpose of information being tracked in Student Information Systems (i.e., RMS Recruit)

CGPS has been working closely with the RMS team and reconnected with Ken Glover on March 28, 2025 to discuss the MPAS application. The application for graduate programs is unique in that there is only one application to serve all graduate programs. To meet the admissions needs of specific programs, supplemental items can be built into RMS that can be exported for analysis:

- 1. Saskatchewan Connectedness Index: CGPS' impetus for listing this as an admission requirement is because all applicants to the MPAS program will be required to complete the SK index, the results of which will be used to determine admissibility to the program. Adding the requirement will clarify to applicants that submission of the index is required for an application to be considered complete. The index is currently a supplemental item in RMS and will be required to remain as such. Within this supplemental item, applicants will answer the 10-question survey, and the results can be exported to Excel for analysis, like the MD program.
- 2. **Up-to-date CV:** The CV is being added as a <u>brand-new</u> admission requirement to ensure that this document is collected for all applicants to the MPAS program. Many grad programs collect a CV (and/or program specific documents) and the program page on https://grad.usask.ca/ can be amended to instruct applicants on the information needed in the document. The CV is an important item to collect to assess an applicant's professional experience and was not part of the initial admission or selection criteria for the MPAS program.

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



Master of Physician Assistant Studies (MPAS) Program

Revised Admissions and Selection Criteria: Update for Academic Approval

Executive Summary

This document outlines updates to the admissions and selection criteria for the Master of Physician Assistant Studies (MPAS) program. These revisions are submitted for review by the Graduate Programs Committee following the program's full academic approval by University Council on April 18, 2024. These updates are designed to enhance the selection process in preparation for the program's Fall 2026 intake. A letter of support from the Dean of the College of Medicine is included with this submission.

As the program transitions from development to implementation, a comprehensive review of the admissions process has been undertaken to ensure alignment with curriculum goals, optimize applicant evaluation, and enhance data security. This review, informed by best practices in Physician Assistant education, has led to three key modifications:

- 1. Strengthening the Human Physiology prerequisite by increasing the required credit units (cu) from 3 to 6.
- 2. Introducing a Curriculum Vitae (CV) requirement as part of the admissions process.
- Reclassifying the Saskatchewan Connectedness Index from Selection Criteria to an Admission Requirement, facilitating secure data collection via the University's Recruitment and Admissions Management System (RMS).

For further details on the program structure, curriculum, and overall admissions framework, please refer to our original **Academic Proposal Document** (page 38-190).

Key Revisions and Rationale

1. Enhancement of the Human Physiology Prerequisite

Updated Requirement: Increase from 3 credit units to 6 credit units. The Human Anatomy prerequisite remains at 3 credit units.

Justification:

- ➤ Enhanced Foundational Knowledge A single 3 cu physiology course often provides only a broad overview of key physiological systems in a few or select body systems, whereas a more comprehensive 6 cu requirement would ensure students have a stronger foundational understanding of key physiological systems in all of the body systems necessary for success in graduate-level PA program.
- Alignment with Curriculum Expectations Given the compressed (2 year) length of our PA program it is imperative that students enter with a strong focus on human physiology. By increasing the prerequisite to 6 cu, we can ensure that students are better prepared to engage with advanced topics without requiring extensive remedial instruction.



- ➤ Comparability with Other Institutions A review of similar undergraduate and graduate programs at peer institutions suggests that a 6 cu requirement is more aligned with national and international standards, helping to maintain the competitiveness of our program.
- ➤ Applicant Considerations: The program will provide guidance on suitable course options and acceptable course substitutions to minimize barriers for applicants needing to fulfill this requirement. Applicants will have until April 2026 to complete all prerequisite and academic requirements for the Fall 2026 admissions intake. This ensures that incoming students meet necessary academic standards while providing flexibility and support to help them fulfill requirements without unnecessary barriers.

2. Addition of Curriculum Vitae (CV) as an Admission Requirement

New Requirement: Applicants must submit an up-to-date CV outlining their educational background, work experience, volunteer activities, research involvement, and other relevant accomplishments.

Justification:

- Comprehensive Applicant Profile: A CV provides a valuable and concise summary of an applicant's educational history, work experience, volunteer activities, research involvement, and other relevant accomplishments. This holistic overview complements academic transcripts and provides the admissions committee with a broader understanding of each applicant's background, skills, and experiences beyond academic performance.
- ➤ **Demonstration of Relevant Experience:** For a professional program like Physician Assistant Studies, practical experience, healthcare exposure, and professional development are highly relevant. The CV allows applicants to showcase these experiences, highlighting skills and attributes that are essential for success in the program and future practice as a Physician Assistant. However, prior healthcare experience is not a requirement for admission. The admissions committee will use structured guidelines to assess CVs, ensuring consistency in evaluating applicants' relevant experiences.

3. Reclassification of the Saskatchewan Connectedness Index as an Admission Requirement

Updated Classification: The Saskatchewan Connectedness Index will be collected as an admission requirement rather than a selection criterion, allowing applicants to provide this information securely within the RMS system.

Justification:

Addressing Healthcare Workforce Needs: The Saskatchewan Connectedness Index is a critical tool designed to identify applicants with a demonstrated connection to Saskatchewan and/or rural communities, including Yukon, Nunavut, and Northwest Territories. This index utilizes demographic factors, derived by their personal and historical connections to the province, that are predictive of an applicant's likelihood to practice in Saskatchewan after graduation. As Saskatchewan's only medical school, we have a strong social mandate to address the healthcare workforce challenges facing our province and its rural communities. This aligns with the Saskatchewan government's four-point



Health Human Resources (HHR) Action Plan focused on recruiting, training, incentivizing, and retaining healthcare providers within the province.

➤ Ensuring Program Mission Alignment: By incorporating the Saskatchewan Connectedness Index as an admission requirement, we ensure that our selection process prioritizes applicants who are more likely to contribute to the healthcare needs of Saskatchewan communities, particularly in rural and underserved areas. Collecting this information directly within the RMS application ensures secure and efficient management of this important data. All applicants are asked to complete the questionnaire for the Saskatchewan Connectedness Index; however, they have the option to select "prefer not to disclose" for all questions if they choose not to share this information. While applicants can opt not to disclose specific information, those who do provide responses will help inform program efforts to meet provincial healthcare needs.

Conclusion

These updates reinforce the MPAS program's commitment to selecting highly qualified, well-prepared candidates who will contribute meaningfully to healthcare in Saskatchewan and beyond. In order to have these admission requirements reflected in the Fall 2026 admission cycle, we are aiming for approval of these proposed changes (through University Council) before May 2025. This timeline will ensure that the updates are included in the USask Program Catalogue, which is released in September 2025.

We respectfully submit this revised admissions and selection criteria document for review and approval by the Academic Approval Committee and welcome any feedback or questions.

Physician Assistant Studies

Master of Physician Assistant Studies (M.P.A.S.)

This program will begin in the Fall of 2025.

Admission Requirements

- Must be a Canadian citizen or permanent resident of Canada
- A four year undergraduate degree, or equivalent, from a recognized college or university awarded prior to entry into the program
- A cumulative weighted entrance average of at least 75%. The cumulative weighted average will be calculated based on the most recent 60 graded credit units (i.e. the last two years of full-time graded course work) at the time of application.
- Language Proficiency Requirement: 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 <u>English Language Proficiency Policy</u>
- Demonstration of full course load (30 credit units in a year) in at least two years of undergraduate degree, one of these two years needs to be included in the last sixty credit units. Exceptions may be considered.
- Successful completion of the required pre-requisite courses with a minimum grade of 75% or higher in each prerequisite course:
 - Indigenous Studies 3 credit units (<u>list of approved courses</u> or <u>Indigenous Canada</u>
 MOOC)

ANTH 202.3 Anthropological Approaches to Aboriginal Research in Canada, ANTH 480.3 Indigenous Peoples and Mental Health Anthropological and Related Perspectives, CHEP 819 Colonization and its Impact on Indigenous Peoples' Health and Healing, HIST 195.3 History Matters Indigenous Perspectives on Canadian History, HIST 266.3 History Wars Issues in Native Newcomer Relations, INDG 107.3 Introduction to Canadian Indigenous Studies, LING 253.3 Indigenous Languages of Canada, PLAN 445.3 Planning with Indigenous Communities, POLS 222.3 Indigenous Governance and Politics, KIN 306.3 Introduction to Indigenous Wellness, INDG — 200-Level, 300-Level, 400-Level, SOC 341 Institutional Racism and Indigenous People, or equivalent*

Human Anatomy – 3 credit units

<u>CPPS (ACB) 310.3</u> Basic Human Anatomy or <u>CPPS (ACB) 221.3</u> Gross Anatomy, or <u>equivalent*</u>

o Human Physiology - 6 credit units

BMSC 207.3 Human Body Systems I and BMSC 208.3 Human Body Systems II or CPPS (PHPY) 302.3 Human Physiology Transport Systems and CPPS (PHPY) 303.3 Human Physiology Reproduction Growth and Energy Homeostasis, or equivalent*

- Additional coursework in the following areas is highly recommended, but not required: biochemistry, microbiology, genetics, psychology, statistics
- An up-to-date CV
- Completion of the Saskatchewan Connectedness Index. Applicants must be prepared to provide verification for claims made in regard to their Saskatchewan connectedness.

*Prerequisite equivalencies are approved by the MPAS admissions committee. The list of approved equivalencies is available on the MPAS website and will be managed by the MPAS program and updated as needed. If specific course equivalencies are not listed, applicants must seek and receive approval for equivalent prerequisite courses in advance of application. Applicants must contact the MPAS program to enquire about equivalency approval by email.

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies **Academic Policies**.

Selection Criteria

- Written personal statement (based on question prompt)
- Supplemental asynchronous assessment (video/written)
- Interview
- Saskatchewan and Rural Connectedness index
- Diversity and Social Accountability index
- Provide three references (ideally in a supervisory or employer role) who can speak to applicant's personal qualities in an academic, volunteer, employment or research environment

306-966-6149



March 3, 2025

Subject: Letter of Support for Revisions to MPAS Admissions and Selection Criteria

Dear Graduate Programs Committee,

I am writing in support of the proposed revisions to the admissions and selection criteria for the Master of Physician Assistant Studies (MPAS) program. With our inaugural cohort beginning in Fall 2025, we are in the process of completing our first round of admissions and we are continually refining the process to ensure it reflects our program's vision for academic excellence, workforce readiness, and a transformative learning experience. The proposed updates are intended for implementation in the Fall 2026 admission cycle.

At the College of Medicine, we believe in fostering an environment where students can thrive—not just academically but as compassionate, skilled, and community-oriented healthcare providers. The proposed updates include the strengthening of prerequisite coursework in human physiology, the introduction of a curriculum vitae requirement, and the reclassification of the Saskatchewan Connectedness Index as an admission requirement. These enhancements will further support the selection of outstanding candidates.

These changes reflect our commitment to rigor while addressing the pressing healthcare needs of Saskatchewan, particularly in rural and underserved areas. The alignment with the Health Human Resources (HHR) Action Plan ensures that we are actively contributing to provincial efforts to recruit, train, and retain healthcare professionals in the communities that need them most.

Our vision is to build a program that inspires and equips future physician assistants to make a meaningful impact in our province and beyond, and these admissions updates help us to move closer to that goal.

Thank you for your time and consideration.

Sincerely,

Sarah Forgie

Domes, Trustin

From: Milne, Brooke

Sent: Thursday, March 6, 2025 4:04 PM

To: Domes, Trustin; A&S Vice Dean Academic

Cc:Manoharan, Gayathri; Arts & Science - Office of the DeanSubject:Re: Consultation on Indigenous Studies Prerequisite

Dear Trustin:

Thank you for your message and bringing this to our attention. I have copied on my reply Vice Dean, Academic, Dr. Jennifer Lang, who can provide some guidance on how Arts and Science courses can be considered for meeting prerequisites in the MPAS program.

Sincerely, Brooke

Brooke Milne, PhD

Dean, College of Arts & Science
Professor, Department of Anthropology
University of Saskatchewan
College of Arts and Science
Ph: 306-966-4232

BE WHAT THE WORLD NEEDS

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

Confidentiality Notice: This message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure, or distribution is strictly prohibited. If you are not the intended recipient, please contact the sender by reply email and destroy all copies of the original message.

From: Domes, Trustin <trustin.domes@usask.ca>

Cc: Manoharan, Gayathri <gayathri.manoharan@usask.ca>; Arts & Science - Office of the Dean

<dean.artsandscience@usask.ca>

Subject: Consultation on Indigenous Studies Prerequisite

Dear Dr. Milne,

Hope you are doing well. As part of our Master of Physician Assistant Studies (MPAS) program admissions requirements, we have included a 3-credit unit Indigenous Studies prerequisite. This aligns with the College of Medicine's commitment

to social accountability, reconciliation, and ensuring our learners develop the foundational knowledge necessary to work effectively with Indigenous patients and communities.

We are basing this approach on what the UGME MD program has done for their Indigenous Studies prerequisites. Additionally, this aligns with the TRC Health Calls to Action, which emphasize the need for health professionals to have stronger foundation in Indigenous health, history, and governance.

In our program materials, we have referenced the following courses currently offered through the College of Arts and Science as meeting this requirement:

ANTH 202.3 Anthropological Approaches to Aboriginal Research in Canada, ANTH 480.3 Indigenous Peoples and Mental Health Anthropological and Related Perspectives, CHEP 819 Colonization and its Impact on Indigenous Peoples' Health and Healing, HIST 195.3 History Matters Indigenous Perspectives on Canadian History, HIST 266.3 History Wars Issues in Native Newcomer Relations, INDG 107.3 Introduction to Canadian Indigenous Studies, LING 253.3 Indigenous Languages of Canada, PLAN 445.3 Planning with Indigenous Communities, POLS 222.3 Indigenous Governance and Politics, KIN 306.3 Introduction to Indigenous Wellness, INDG — 200-Level, 300-Level, 400-Level, SOC 341 Institutional Racism and Indigenous People

To ensure appropriate alignment and consultation, CGPS has recommended that we connect with you regarding the use of these courses as prerequisites. We would appreciate any guidance you can provide on this matter and would be happy to discuss further at your convenience.

Please let me know a suitable time to connect, or if there is someone on your team who would be best positioned to discuss this with us. Looking forward to your thoughts.

Thank you, Trustin

Trustin Domes MD, MEd, MCPM, FRCSC Associate Professor of Surgery Academic Director, Master of Physician Assistant Studies (MPAS) Program College of Medicine University of Saskatchewan

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Domes, Trustin

From: Walker, Ryan

Sent: Tuesday, March 11, 2025 10:54 AM

To: Guo, Xulin; Domes, Trustin **Cc:** Manoharan, Gayathri

Subject: RE: Consultation on Indigenous Studies Prerequisite

Categories: Yellow Category

Hello Trustin,

This is a good initiative you're taking. Yes, as the typical instructor for PLAN 445.3 I am supportive of this and can accommodate new enrolment demand.

Ryan

--

Ryan Walker, Ph.D. RPP MCIP

he/him

Professor, Geography & Planning University of Saskatchewan

http://artsandscience.usask.ca/profile/RWalker/

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From: Guo, Xulin <xulin.guo@usask.ca>
Sent: Tuesday, March 11, 2025 9:14 AM
To: Domes, Trustin <trustin.domes@usask.ca>

Cc: Manoharan, Gayathri <gayathri.manoharan@usask.ca>; Walker, Ryan <ryan.walker@usask.ca>

Subject: Re: Consultation on Indigenous Studies Prerequisite

Good morning, Dustin,

It sounds good to me, but I copied the email with the instructor Dr. Ryan Walker to see what he thinks.

Xulin

From: Domes, Trustin <trustin.domes@usask.ca>

Sent: Monday, March 10, 2025 4:45 PM **To:** Guo, Xulin <xulin.guo@usask.ca>

Cc: Manoharan, Gayathri <<u>gayathri.manoharan@usask.ca</u>> **Subject:** FW: Consultation on Indigenous Studies Prerequisite

Hello Dr. Guo,

I hope this message finds you well. As part of the Master of Physician Assistant Studies (MPAS) program at the University of Saskatchewan, we have included a 3-credit unit Indigenous Studies prerequisite to align with the College of Medicine's commitment to social accountability, reconciliation, and equipping our learners with the foundational knowledge to work effectively with Indigenous patients and communities.

In consultation with Dr. Brooke Milne, Dean, College of Arts and Science and following direction from Dr. Jennifer Lang, Interim, Vice-Dean Academic, we've identified several courses from the College of Arts and Science that may meet this requirement. We are reaching out to ask if you have any concerns about potential increased demand for these courses. If you foresee any issues or have recommendations regarding the courses listed, please don't hesitate to share your thoughts.

The courses we have referenced are as follows:

- ANTH 202.3 Anthropological Approaches to Aboriginal Research in Canada
- ANTH 480.3 Indigenous Peoples and Mental Health: Anthropological and Related Perspectives
- CHEP 819 Colonization and its Impact on Indigenous Peoples' Health and Healing
- HIST 195.3 History Matters: Indigenous Perspectives on Canadian History
- HIST 266.3 History Wars: Issues in Native-Newcomer Relations
- INDG 107.3 Introduction to Canadian Indigenous Studies
- LING 253.3 Indigenous Languages of Canada
- PLAN 445.3 Planning with Indigenous Communities
- POLS 222.3 Indigenous Governance and Politics
- KIN 306.3 Introduction to Indigenous Wellness
- SOC 341 Institutional Racism and Indigenous Peoples

Thank you in advance for your time and support.

Kind regards, Trustin

Trustin Domes MD, MEd, MCPM, FRCSC Associate Professor of Surgery Academic Director, Master of Physician Assistant Studies (MPAS) Program College of Medicine University of Saskatchewan

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From: Domes, Trustin <trustin.domes@usask.ca>

Sent: Friday, March 7, 2025 2:40 PM

To: A&S Vice Dean Academic asvicedean.academic@usask.ca
Cc: Manoharan, Gayathri gayathri.manoharan@usask.ca
Subject: Re: Consultation on Indigenous Studies Prerequisite

Thank you for this helpful list of contacts, we will reach out to them and ensure proper alignment and see if anyone has any concerns.

Trustin

Trustin Domes MD, MEd, MCPM, FRCSC Associate Professor of Surgery Academic Director, Master of Physician Assistant Studies (MPAS) Program College of Medicine University of Saskatchewan

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From: A&S Vice Dean Academic asvicedean.academic@usask.ca

Sent: March 7, 2025 11:56 AM

To: Domes, Trustin <trustin.domes@usask.ca>

Cc: A&S Vice Dean Academic <<u>asvicedean.academic@usask.ca</u>> **Subject:** Re: Consultation on Indigenous Studies Prerequisite

Hello Trustin,

Thank you for reaching out as part of the consultation process. As you may anticipate, we have a lot of demand for courses within our College of Arts and Science students to fulfil the Indigenous Learning Requirement and the departments themselves can speak to any capacity issues that they might foresee with this proposal. I invite you to reach out to the following Department Heads for the courses you've identified in their departments that might qualify:

Clinton Westman – Anthropology
Kathryn Labelle – History
Terry Wotherspoon – Indigenous Studies
Jesse Stewart – Linguistics
Neil Hibbert – Political Studies
Harley Dickinson – Sociology
Xulin Guo – Geography and Planning

From the College administration perspective, I am grateful that you are considering a large roster of courses that could fulfill this criteria rather than one sole course that could really feel a capacity impact.

Please let me know if you have any questions or require any further information from me after you have reached out to the Department Heads.

Kind regards, Jennifer

Jennifer Lang, Ph.D.

Interim Vice-Dean Academic Professor, Music Education/Choral

University of Saskatchewan College of Arts & Science Dean's Office, Arts 230 Ph: 306-966-6812

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From: Domes, Trustin <trustin.domes@usask.ca>

Date: Thursday, March 6, 2025 at 4:06 PM

To: Milne, Brooke < brooke.milne@usask.ca >, A&S Vice Dean Academic

<asvicedean.academic@usask.ca>

Cc: Manoharan, Gayathri < gayathri.manoharan@usask.ca >, Arts & Science - Office of the Dean

<dean.artsandscience@usask.ca>

Subject: Re: Consultation on Indigenous Studies Prerequisite

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Trustin Domes MD, MEd, MCPM, FRCSC
Associate Professor of Surgery
Academic Director, Master of Physician Assistant Studies (MPAS) Program
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From: Milne, Brooke < brooke.milne@usask.ca>

Sent: March 6, 2025 4:04 PM

To: Domes, Trustin <trustin.domes@usask.ca>; A&S Vice Dean Academic <asvicedean.academic@usask.ca>

Cc: Manoharan, Gayathri <<u>gayathri.manoharan@usask.ca</u>>; Arts & Science - Office of the Dean

<dean.artsandscience@usask.ca>

Subject: Re: Consultation on Indigenous Studies Prerequisite

Dear Trustin:

Thank you for your message and bringing this to our attention. I have copied on my reply Vice Dean, Academic, Dr. Jennifer Lang, who can provide some guidance on how Arts and Science courses can be considered for meeting prerequisites in the MPAS program.

Sincerely, Brooke

Brooke Milne, PhD

Dean, College of Arts & Science

Professor, Department of Anthropology

University of Saskatchewan College of Arts and Science Ph: 306-966-4232

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From: Domes, Trustin < trustin.domes@usask.ca>

Sent: Thursday, March 6, 2025 3:37 PM **To:** Milne, Brooke < brooke.milne@usask.ca>

Cc: Manoharan, Gayathri <gayathri.manoharan@usask.ca>; Arts & Science - Office of the Dean

<dean.artsandscience@usask.ca>

Subject: Consultation on Indigenous Studies Prerequisite

Dear Dr. Milne,

Hope you are doing well. As part of our Master of Physician Assistant Studies (MPAS) program admissions requirements, we have included a 3-credit unit Indigenous Studies prerequisite. This aligns with the College of Medicine's commitment to social accountability, reconciliation, and ensuring our learners develop the foundational knowledge necessary to work effectively with Indigenous patients and communities.

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To ensure appropriate alignment and consultation, CGPS has recommended that we connect with you regarding the use of these courses as prerequisites. We would appreciate any guidance you can provide on this matter and would be happy to discuss further at your convenience.

Please let me know a suitable time to connect, or if there is someone on your team who would be best positioned to discuss this with us. Looking forward to your thoughts.

Thank you, Trustin

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Domes, Trustin

From: A&S Vice Dean Academic

Sent: Friday, March 7, 2025 11:57 AM

To: Domes, Trustin

Cc: A&S Vice Dean Academic

Subject: Re: Consultation on Indigenous Studies Prerequisite

Hello Trustin.

Thank you for reaching out as part of the consultation process. As you may anticipate, we have a lot of demand for courses within our College of Arts and Science students to fulfil the Indigenous Learning Requirement and the departments themselves can speak to any capacity issues that they might foresee with this proposal. I invite you to reach out to the following Department Heads for the courses you've identified in their departments that might qualify:

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Kind regards, Jennifer

Jennifer Lang, Ph.D.

Interim Vice-Dean Academic Professor, Music Education/Choral

University of Saskatchewan College of Arts & Science Dean's Office, Arts 230

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prohibited. If you are not the intended recipient, please contact the sender by reply email and destroy all copies of the original message.

From: Domes, Trustin <trustin.domes@usask.ca>

Date: Thursday, March 6, 2025 at 4:06 PM

To: Milne, Brooke <brooke.milne@usask.ca>, A&S Vice Dean Academic

<asvicedean.academic@usask.ca>

Cc: Manoharan, Gayathri <gayathri.manoharan@usask.ca>, Arts & Science - Office of the Dean

<dean.artsandscience@usask.ca>

Subject: Re: Consultation on Indigenous Studies Prerequisite

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Sent: March 6, 2025 4:04 PM

To: Domes, Trustin <trustin.domes@usask.ca>; A&S Vice Dean Academic <asvicedean.academic@usask.ca>

Cc: Manoharan, Gayathri <gayathri.manoharan@usask.ca>; Arts & Science - Office of the Dean

<dean.artsandscience@usask.ca>

Subject: Re: Consultation on Indigenous Studies Prerequisite

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Sincerely, Brooke

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Dean, College of Arts & Science

University of Saskatchewan College of Arts and Science Ph: 306-966-4232

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From: Domes, Trustin <trustin.domes@usask.ca>

Cc: Manoharan, Gayathri <gayathri.manoharan@usask.ca>; Arts & Science - Office of the Dean

<dean.artsandscience@usask.ca>

Subject: Consultation on Indigenous Studies Prerequisite

Dear Dr. Milne,

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Studies, <u>LING 253.3</u> Indigenous Languages of Canada, <u>PLAN 445.3</u> Planning with Indigenous Communities, <u>POLS 222.3</u> Indigenous Governance and Politics, <u>KIN 306.3</u> Introduction to Indigenous Wellness, <u>INDG — 200-Level</u>, <u>300-Level</u>, <u>400-Level</u>, <u>50C 341</u> Institutional Racism and Indigenous People

To ensure appropriate alignment and consultation, CGPS has recommended that we connect with you regarding the use of these courses as prerequisites. We would appreciate any guidance you can provide on this matter and would be happy to discuss further at your convenience.

Please let me know a suitable time to connect, or if there is someone on your team who would be best positioned to discuss this with us. Looking forward to your thoughts.

Thank you, Trustin

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Domes, Trustin

From: Domes, Trustin

Sent: Thursday, March 13, 2025 8:36 PM

To: Hibbert, Neil

Cc: Manoharan, Gayathri

Subject: Re: Consultation on Indigenous Studies Prerequisite

Thanks Neil for letting us know and for those other suggestions as well. It is very much appreciated. Trustin

Trustin Domes MD, MEd, MCPM, FRCSC Associate Professor of Surgery Academic Director, Master of Physician Assistant Studies (MPAS) Program College of Medicine University of Saskatchewan

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From: Hibbert, Neil <nah190@mail.usask.ca>

Sent: March 13, 2025 2:03 PM

To: Domes, Trustin <trustin.domes@usask.ca>

Cc: Manoharan, Gayathri <gayathri.manoharan@usask.ca> **Subject:** Re: Consultation on Indigenous Studies Prerequisite

Hi Trustin,

Doing well, thanks – hope the same for you.

I'm don't have any concerns in principle of adding POLS 222 to your list (it is an excellent introduction to indigenous politics and governance). I'm not sure what kind of student numbers you have needing these classes but I would note this class is our contribution to the College of Arts and Science's indigenous learning requirement and so fills up pretty much every time it is offered (we do offer an online version once or twice a year which creates more capacity).

We also offer POLS 324 (Metis otehpayimusuak and apihtawikosisanak Governance) and POLS 422 (Indigenous Governance and Self Determined Sustainable Development) from time to time. These would also be good fits though may require pre-req overrides as they're upper year classes.

All best, Neil

__

Neil Hibbert Head, Political Studies University of Saskatchewan

From: Domes, Trustin < trustin.domes@usask.ca>

Date: Monday, March 10, 2025 at 4:44 PM **To:** Hibbert, Neil <nah190@mail.usask.ca>

Cc: Manoharan, Gayathri <gayathri.manoharan@usask.ca> **Subject:** FW: Consultation on Indigenous Studies Prerequisite

Hello Dr. Hibbert,

I hope this message finds you well. As part of the Master of Physician Assistant Studies (MPAS) program at the University of Saskatchewan, we have included a 3-credit unit Indigenous Studies prerequisite to align with the College of Medicine's commitment to social accountability, reconciliation, and equipping our learners with the foundational knowledge to work effectively with Indigenous patients and communities.

In consultation with Dr. Brooke Milne, Dean, College of Arts and Science and following direction from Dr. Jennifer Lang, Interim, Vice-Dean Academic, we've identified several courses from the College of Arts and Science that may meet this requirement. We are reaching out to ask if you have any concerns about potential increased demand for these courses. If you foresee any issues or have recommendations regarding the courses listed, please don't hesitate to share your thoughts.

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- **SOC 341** Institutional Racism and Indigenous Peoples

Thank you in advance for your time and support.

Kind regards, Trustin Trustin Domes MD, MEd, MCPM, FRCSC
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From: Domes, Trustin < trustin.domes@usask.ca>

Sent: Friday, March 7, 2025 2:40 PM

To: A&S Vice Dean Academic <a > asvicedean.academic@usask.ca > Cc: Manoharan, Gayathri <a > gayathri.manoharan@usask.ca > Subject: Re: Consultation on Indigenous Studies Prerequisite

Thank you for this helpful list of contacts, we will reach out to them and ensure proper alignment and see if anyone has any concerns.

Trustin

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From: A&S Vice Dean Academic asvicedean.academic@usask.ca

Sent: March 7, 2025 11:56 AM

To: Domes, Trustin <trustin.domes@usask.ca>

Cc: A&S Vice Dean Academic <<u>asvicedean.academic@usask.ca</u>> **Subject:** Re: Consultation on Indigenous Studies Prerequisite

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University of Saskatchewan College of Arts & Science Dean's Office, Arts 230 Ph: 306-966-6812

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Date: Thursday, March 6, 2025 at 4:06 PM

To: Milne, Brooke < brooke.milne@usask.ca >, A&S Vice Dean Academic

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<dean.artsandscience@usask.ca>

Subject: Re: Consultation on Indigenous Studies Prerequisite

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Cc: Manoharan, Gayathri <<u>gayathri.manoharan@usask.ca</u>>; Arts & Science - Office of the Dean

<dean.artsandscience@usask.ca>

Subject: Re: Consultation on Indigenous Studies Prerequisite

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Brooke Milne, PhD

Dean, College of Arts & Science Professor, Department of Anthropology University of Saskatchewan College of Arts and Science Ph: 306-966-4232

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Trustin Domes MD, MEd, MCPM, FRCSC Associate Professor of Surgery Academic Director, Master of Physician Assistant Studies (MPAS) Program College of Medicine University of Saskatchewan

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Domes, Trustin

From: Domes, Trustin

Sent: Tuesday, March 11, 2025 2:44 PM

To: Labelle, Katie

Cc: Manoharan, Gayathri; A&S Vice Dean Academic; Arts & Science - Office of the Dean

Subject: Re: Consultation on Indigenous Studies Prerequisite

Thanks Katie for letting us know and I'm sorry to hear about the challenges your Department is facing. Although we list these as possible courses, students certainly need to be aware that they may not be able to get into these courses and need to plan ahead. It makes total sense that history majors and others that need this course for degree requirements would take preference. We just want to offer a variety of options as we may attract some history majors to this profession as well!

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within reach." Charles Huhigg

From: Labelle, Katie <kathryn.labelle@usask.ca>

Sent: March 11, 2025 10:28 AM

To: Domes, Trustin <trustin.domes@usask.ca>

Cc: Manoharan, Gayathri <gayathri.manoharan@usask.ca>; A&S Vice Dean Academic <asvicedean.academic@usask.ca>;

Arts & Science - Office of the Dean < dean.artsandscience@usask.ca>

Subject: Re: Consultation on Indigenous Studies Prerequisite

Dear Trustin,

Thank you for reaching out.

I'm glad to hear that you think we can help support this important initiative.

That said, although the Department and faculty would love to say there are no concerns, the truth is that we do not have the faculty to run these courses at this time and a number of other courses that would qualify for the ILR are not approved due to administrative processes out of our control. Our current ILR courses are at maximum capacity at the moment and we are not able to offer these courses to meet the demand.

For instance, we are only able to offer HIST 195 once next year and the capacity is 126. We are not able to offer HIST 266 for at least the next two years.

I wish I had better news. If circumstances change, I will certainly let you know.

Best, Katie

I acknowledge that I live and work on Treaty 6 Territory and the Homeland of the Michif/Métis.

Kathryn Magee Labelle

Department Head, History Department Professor, University of Saskatchewan

Author: Dispersed, But Not Destroyed (UBC: 2013), Le Pari de le dispersion (PUL: 2014), Daughters of Aataentsic (MQUP:

2021)

Co-Editor: From Huronia to Wendakes (UOP 2016)

From: Domes, Trustin <trustin.domes@usask.ca>

Sent: Monday, March 10, 2025 4:31 PM
To: Labelle, Katie <kathryn.labelle@usask.ca>

Cc: Manoharan, Gayathri <gayathri.manoharan@usask.ca> **Subject:** FW: Consultation on Indigenous Studies Prerequisite

Hello Dr. Labelle,

I hope this message finds you well. As part of the Master of Physician Assistant Studies (MPAS) program at the University of Saskatchewan, we have included a 3-credit unit Indigenous Studies prerequisite to align with the College of Medicine's commitment to social accountability, reconciliation, and equipping our learners with the foundational knowledge to work effectively with Indigenous patients and communities.

In consultation with Dr. Brooke Milne, Dean, College of Arts and Science and following direction from Dr. Jennifer Lang, Interim, Vice-Dean Academic, we've identified several courses from the College of Arts and Science that may meet this requirement. We are reaching out to ask if you have any concerns about potential increased demand for these courses. If you foresee any issues or have recommendations regarding the courses listed, please don't hesitate to share your thoughts.

The courses we have referenced are as follows:

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- PLAN 445.3 Planning with Indigenous Communities
- POLS 222.3 Indigenous Governance and Politics
- KIN 306.3 Introduction to Indigenous Wellness
- **SOC 341** Institutional Racism and Indigenous Peoples

Thank you in advance for your time and support.

Kind regards, Trustin Trustin Domes MD, MEd, MCPM, FRCSC Associate Professor of Surgery Academic Director, Master of Physician Assistant Studies (MPAS) Program College of Medicine University of Saskatchewan

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From: Domes, Trustin < trustin.domes@usask.ca>

Sent: Friday, March 7, 2025 2:40 PM

To: A&S Vice Dean Academic asvicedean.academic@usask.ca
Cc: Manoharan, Gayathri gayathri.manoharan@usask.ca
Subject: Re: Consultation on Indigenous Studies Prerequisite

Thank you for this helpful list of contacts, we will reach out to them and ensure proper alignment and see if anyone has any concerns.

Trustin

Trustin Domes MD, MEd, MCPM, FRCSC Associate Professor of Surgery Academic Director, Master of Physician Assistant Studies (MPAS) Program College of Medicine University of Saskatchewan

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From: A&S Vice Dean Academic <asvicedean.academic@usask.ca>

Sent: March 7, 2025 11:56 AM

To: Domes, Trustin < trustin.domes@usask.ca>

Cc: A&S Vice Dean Academic <<u>asvicedean.academic@usask.ca</u>> **Subject:** Re: Consultation on Indigenous Studies Prerequisite

Hello Trustin.

Thank you for reaching out as part of the consultation process. As you may anticipate, we have a lot of demand for courses within our College of Arts and Science students to fulfil the Indigenous Learning Requirement and the departments themselves can speak to any capacity issues that they might foresee with this proposal. I invite you to reach out to the following Department Heads for the courses you've identified in their departments that might qualify:

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Terry Wotherspoon – Indigenous Studies
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Neil Hibbert – Political Studies
Harley Dickinson – Sociology
Xulin Guo – Geography and Planning

From the College administration perspective, I am grateful that you are considering a large roster of courses that could fulfill this criteria rather than one sole course that could really feel a capacity impact.

Please let me know if you have any questions or require any further information from me after you have reached out to the Department Heads.

Kind regards, Jennifer

Jennifer Lang, Ph.D.

Interim Vice-Dean Academic Professor, Music Education/Choral

University of Saskatchewan College of Arts & Science Dean's Office, Arts 230

Ph: 306-966-6812

BE WHAT THE WORLD NEEDS

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From: Domes, Trustin < trustin.domes@usask.ca>

Date: Thursday, March 6, 2025 at 4:06 PM

To: Milne, Brooke

brooke, A&S Vice Dean Academic

<asvicedean.academic@usask.ca>

Cc: Manoharan, Gayathri < gayathri.manoharan@usask.ca >, Arts & Science - Office of the Dean

<dean.artsandscience@usask.ca>

Subject: Re: Consultation on Indigenous Studies Prerequisite

Thanks Dr. Milne for getting back to us on this so quickly. We look forward to hearing from Dr. Lang.

Trustin

Trustin Domes MD, MEd, MCPM, FRCSC
Associate Professor of Surgery
Academic Director, Master of Physician Assistant Studies (MPAS) Program
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From: Milne, Brooke < brooke.milne@usask.ca>

Sent: March 6, 2025 4:04 PM

To: Domes, Trustin < trustin.domes@usask.ca>; A&S Vice Dean Academic < asvicedean.academic@usask.ca>

Cc: Manoharan, Gayathri <<u>gayathri.manoharan@usask.ca</u>>; Arts & Science - Office of the Dean

<dean.artsandscience@usask.ca>

Subject: Re: Consultation on Indigenous Studies Prerequisite

Dear Trustin:

Thank you for your message and bringing this to our attention. I have copied on my reply Vice Dean, Academic, Dr. Jennifer Lang, who can provide some guidance on how Arts and Science courses can be considered for meeting prerequisites in the MPAS program.

Sincerely, Brooke

Brooke Milne, PhD

Dean, College of Arts & Science Professor, Department of Anthropology University of Saskatchewan College of Arts and Science Ph: 306-966-4232

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From: Domes, Trustin < trustin.domes@usask.ca>

Sent: Thursday, March 6, 2025 3:37 PM **To:** Milne, Brooke < brooke.milne@usask.ca>

Cc: Manoharan, Gayathri <gayathri.manoharan@usask.ca>; Arts & Science - Office of the Dean

<dean.artsandscience@usask.ca>

Subject: Consultation on Indigenous Studies Prerequisite

Dear Dr. Milne,

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We are basing this approach on what the UGME MD program has done for their Indigenous Studies prerequisites. Additionally, this aligns with the TRC Health Calls to Action, which emphasize the need for health professionals to have stronger foundation in Indigenous health, history, and governance.

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To ensure appropriate alignment and consultation, CGPS has recommended that we connect with you regarding the use of these courses as prerequisites. We would appreciate any guidance you can provide on this matter and would be happy to discuss further at your convenience.

Please let me know a suitable time to connect, or if there is someone on your team who would be best positioned to discuss this with us. Looking forward to your thoughts.

Thank you, Trustin

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Domes, Trustin

From: Wotherspoon, Terry

Sent: Tuesday, March 11, 2025 10:09 AM

To: Domes, Trustin **Cc:** Manoharan, Gayathri

Subject: Re: Consultation on Indigenous Studies Prerequisite

Categories: Yellow Category

Hello Trustin,

Thank you for your message.

I see that the only Indigenous Studies course on this list is INDG 107.3 - we probably have the capacity to take on students if this course is listed for your program prerequisite, but before I commit to this can you provide me with some indication of the likely numbers of students involved.

Thanks, Terry

Terry Wotherspoon

Acting Head, Indigenous Studies
Distinguished Professor
Professor of Sociology
University of Saskatchewan
1105 Arts Building | 9 Campus Drive
(306) 966-6925

http://artsandscience.usask.ca/profile/TWotherspoon#/profile

Treaty 6 Territory and the Homeland of the Métis

From: Domes, Trustin <trustin.domes@usask.ca>

Sent: March 10, 2025 4:42 PM

To: Wotherspoon, Terry <terry.wotherspoon@usask.ca> **Cc:** Manoharan, Gayathri <gayathri.manoharan@usask.ca> **Subject:** FW: Consultation on Indigenous Studies Prerequisite

Hello Dr. Wotherspoon,

I hope this message finds you well. As part of the Master of Physician Assistant Studies (MPAS) program at the University of Saskatchewan, we have included a 3-credit unit Indigenous Studies prerequisite to align with the College of Medicine's commitment to social accountability, reconciliation, and equipping our learners with the foundational knowledge to work effectively with Indigenous patients and communities.

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Thank you in advance for your time and support.

Kind regards, Trustin

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From: Domes, Trustin <trustin.domes@usask.ca>

Sent: Friday, March 7, 2025 2:40 PM

To: A&S Vice Dean Academic asvicedean.academic@usask.ca
Cc: Manoharan, Gayathri gayathri.manoharan@usask.ca
Subject: Re: Consultation on Indigenous Studies Prerequisite

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From: A&S Vice Dean Academic asvicedean.academic@usask.ca

Sent: March 7, 2025 11:56 AM

To: Domes, Trustin < trustin.domes@usask.ca>

Cc: A&S Vice Dean Academic <<u>asvicedean.academic@usask.ca</u>> **Subject:** Re: Consultation on Indigenous Studies Prerequisite

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Jennifer Lang, Ph.D.

Interim Vice-Dean Academic Professor, Music Education/Choral

University of Saskatchewan College of Arts & Science Dean's Office, Arts 230 Ph: 306-966-6812

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From: Domes, Trustin < trustin.domes@usask.ca>

Date: Thursday, March 6, 2025 at 4:06 PM

To: Milne, Brooke brooke.milne@usask.ca, A&S Vice Dean Academic

<asvicedean.academic@usask.ca>

Cc: Manoharan, Gayathri <gayathri.manoharan@usask.ca>, Arts & Science - Office of the Dean

<<u>dean.artsandscience@usask.ca</u>>

Subject: Re: Consultation on Indigenous Studies Prerequisite

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Sent: March 6, 2025 4:04 PM

To: Domes, Trustin < trustin.domes@usask.ca>; A&S Vice Dean Academic < asvicedean.academic@usask.ca>

Cc: Manoharan, Gayathri <gayathri.manoharan@usask.ca>; Arts & Science - Office of the Dean

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Subject: Re: Consultation on Indigenous Studies Prerequisite

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Dean, College of Arts & Science
Professor, Department of Anthropology
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From: Domes, Trustin <trustin.domes@usask.ca>

Sent: Thursday, March 6, 2025 3:37 PM
To: Milne, Brooke brooke.milne@usask.ca

Cc: Manoharan, Gayathri <<u>gayathri.manoharan@usask.ca</u>>; Arts & Science - Office of the Dean

<dean.artsandscience@usask.ca>

Subject: Consultation on Indigenous Studies Prerequisite

Dear Dr. Milne,

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Thank you, Trustin

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Domes, Trustin

From: Stewart, Jesse

Sent: Monday, March 10, 2025 4:49 PM

To: Domes, Trustin Cc: Manoharan, Gayathri

Subject: Re: Consultation on Indigenous Studies Prerequisite

Categories: Yellow Category

Dear Trustin,

Thank you for your email and checking in with us.

We do not have a problem with increased in enrolments, in fact we welcome it!

I would like to add LING 114: Indigenous Languages and Stories Introduction to the Structure of Language to this list, which also meets the ILR and is even better suited for increased enrollments than our LING 253 course, as LING 114 is already designed for high enrollments and is currently being offered with 300+ students.

Best, Jesse

Jesse Stewart, PhD (he) Professor Department Head, Graduate Chair, Undergraduate Chair Department of Linguistics University of Saskatchewan 916 Arts Building Saskatoon, SK Canada, S7N 5A5

+1(306).966.4183

stewart.jesse@usask.ca http://jessestewart.net

I humbly and temporarily tread on and across la pachamama.

From: Domes, Trustin <trustin.domes@usask.ca>

Sent: Monday, March 10, 2025 4:43 PM **To:** Stewart, Jesse <stewart.jesse@usask.ca>

Cc: Manoharan, Gayathri <gayathri.manoharan@usask.ca> Subject: FW: Consultation on Indigenous Studies Prerequisite

Hello Dr. Stewart,

I hope this message finds you well. As part of the Master of Physician Assistant Studies (MPAS) program at the University of Saskatchewan, we have included a 3-credit unit Indigenous Studies prerequisite to align with the College of Medicine's commitment to social accountability, reconciliation, and equipping our learners with the foundational knowledge to work effectively with Indigenous patients and communities.

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Sent: Friday, March 7, 2025 2:40 PM

To: A&S Vice Dean Academic <a > asvicedean.academic@usask.ca > Cc: Manoharan, Gayathri <a > gayathri.manoharan@usask.ca > Subject: Re: Consultation on Indigenous Studies Prerequisite

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Sent: March 7, 2025 11:56 AM

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Kind regards, Jennifer

Jennifer Lang, Ph.D.

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Date: Thursday, March 6, 2025 at 4:06 PM

To: Milne, Brooke < brooke.milne@usask.ca >, A&S Vice Dean Academic

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Cc: Manoharan, Gayathri < gayathri.manoharan@usask.ca >, Arts & Science - Office of the Dean

<dean.artsandscience@usask.ca>

Subject: Re: Consultation on Indigenous Studies Prerequisite

Thanks Dr. Milne for getting back to us on this so quickly. We look forward to hearing from Dr. Lang.

Trustin

Trustin Domes MD, MEd, MCPM, FRCSC
Associate Professor of Surgery
Academic Director, Master of Physician Assistant Studies (MPAS) Program
College of Medicine
University of Saskatchewan

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From: Milne, Brooke < brooke.milne@usask.ca>

Sent: March 6, 2025 4:04 PM

To: Domes, Trustin < trustin.domes@usask.ca>; A&S Vice Dean Academic < asvicedean.academic@usask.ca>

Cc: Manoharan, Gayathri <<u>gayathri.manoharan@usask.ca</u>>; Arts & Science - Office of the Dean

<dean.artsandscience@usask.ca>

Subject: Re: Consultation on Indigenous Studies Prerequisite

Dear Trustin:

Thank you for your message and bringing this to our attention. I have copied on my reply Vice Dean, Academic, Dr. Jennifer Lang, who can provide some guidance on how Arts and Science courses can be considered for meeting prerequisites in the MPAS program.

Sincerely, Brooke

Brooke Milne, PhD

Ph: 306-966-4232

Dean, College of Arts & Science Professor, Department of Anthropology University of Saskatchewan College of Arts and Science

BE WHAT THE WORLD NEEDS

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From: Domes, Trustin < trustin.domes@usask.ca>

Sent: Thursday, March 6, 2025 3:37 PM **To:** Milne, Brooke < brooke.milne@usask.ca>

Cc: Manoharan, Gayathri <<u>gayathri.manoharan@usask.ca</u>>; Arts & Science - Office of the Dean

<dean.artsandscience@usask.ca>

Subject: Consultation on Indigenous Studies Prerequisite

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Domes, Trustin

From: Domes, Trustin

Sent: Monday, March 10, 2025 4:45 PM

To: Dickinson, Harley **Cc:** Manoharan, Gayathri

Subject: FW: Consultation on Indigenous Studies Prerequisite

Hello Dr. Dickinson,

I hope this message finds you well. As part of the Master of Physician Assistant Studies (MPAS) program at the University of Saskatchewan, we have included a 3-credit unit Indigenous Studies prerequisite to align with the College of Medicine's commitment to social accountability, reconciliation, and equipping our learners with the foundational knowledge to work effectively with Indigenous patients and communities.

In consultation with Dr. Brooke Milne, Dean, College of Arts and Science and following direction from Dr. Jennifer Lang, Interim, Vice-Dean Academic, we've identified several courses from the College of Arts and Science that may meet this requirement. We are reaching out to ask if you have any concerns about potential increased demand for these courses. If you foresee any issues or have recommendations regarding the courses listed, please don't hesitate to share your thoughts.

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Thank you in advance for your time and support.

Kind regards, Trustin

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University of Saskatchewan

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From: Domes, Trustin <trustin.domes@usask.ca>

Sent: Friday, March 7, 2025 2:40 PM

To: A&S Vice Dean Academic <a > asvicedean.academic@usask.ca > Cc: Manoharan, Gayathri <a > gayathri.manoharan@usask.ca > Subject: Re: Consultation on Indigenous Studies Prerequisite

Thank you for this helpful list of contacts, we will reach out to them and ensure proper alignment and see if anyone has any concerns.

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From: A&S Vice Dean Academic asvicedean.academic@usask.ca

Sent: March 7, 2025 11:56 AM

To: Domes, Trustin < trustin.domes@usask.ca>

Cc: A&S Vice Dean Academic asvicedean.academic@usask.ca **Subject:** Re: Consultation on Indigenous Studies Prerequisite

Hello Trustin,

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From the College administration perspective, I am grateful that you are considering a large roster of courses that could fulfill this criteria rather than one sole course that could really feel a capacity impact.

Please let me know if you have any questions or require any further information from me after you have reached out to the Department Heads.

Kind regards, Jennifer

Jennifer Lang, Ph.D.
Interim Vice-Dean Academic
Professor, Music Education/Choral

University of Saskatchewan College of Arts & Science Dean's Office, Arts 230 Ph: 306-966-6812

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From: Domes, Trustin < trustin.domes@usask.ca>

Date: Thursday, March 6, 2025 at 4:06 PM

To: Milne, Brooke < brooke.milne@usask.ca >, A&S Vice Dean Academic

<asvicedean.academic@usask.ca>

Cc: Manoharan, Gayathri <gayathri.manoharan@usask.ca>, Arts & Science - Office of the Dean

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Professor, Department of Anthropology

University of Saskatchewan College of Arts and Science Ph: 306-966-4232

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Domes, Trustin

From: Domes, Trustin

Sent: Thursday, March 13, 2025 8:39 PM

To: Westman, Clinton Cc: Manoharan, Gayathri

Subject: Re: Consultation on Indigenous Studies Prerequisite

Thanks Clinton,

I appreciate the information. I don't anticipate a lot of additional students as most students at USASK require an Indigenous Studies learning component for their bachelor degrees. We can monitor if there are any specific issues and hopefully as an institution we can increase the number of offerings as more and more professional programs in health and other areas are looking for this pre-requisite knowledge. Trustin

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From: Westman, Clinton <clint.westman@usask.ca>

Sent: March 11, 2025 10:34 AM

To: Domes, Trustin <trustin.domes@usask.ca>

Cc: Manoharan, Gayathri <gayathri.manoharan@usask.ca> Subject: Re: Consultation on Indigenous Studies Prerequisite

Hello.

Thanks for your message. Anth 480 is unlikely to be offered again.

Anth 202 is likely to be offered every year but it consistently fills up due to meeting the same requirement in the Anthropology BA program and the College of Arts and Science program requirements more broadly. I'm unsure if we would be able to add more capacity in that class unless specific additional resources were provided.

Please let me know if you'd like to discuss further,

Clint Westman, PhD

Professor and Head

Department of Anthropology University of Saskatchewan

Ph: 306-966-4179

From: Domes, Trustin <trustin.domes@usask.ca>

Sent: March 10, 2025 16:30

To: Westman, Clinton <clint.westman@usask.ca>

Cc: Manoharan, Gayathri <gayathri.manoharan@usask.ca> **Subject:** FW: Consultation on Indigenous Studies Prerequisite

Hello Dr. Westman,

I hope this message finds you well. As part of the Master of Physician Assistant Studies (MPAS) program at the University of Saskatchewan, we have included a 3-credit unit Indigenous Studies prerequisite to align with the College of Medicine's commitment to social accountability, reconciliation, and equipping our learners with the foundational knowledge to work effectively with Indigenous patients and communities.

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University of Saskatchewan
College of Arts & Science Dean's Office, Arts 230

Ph: 306-966-6812

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UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE ITEM FOR INFORMATION

PRESENTED BY: Carolyn Augusta, Chair, Academic Programs Committee

DATE OF MEETING: May 15, 2025

SUBJECT: Micro-credential Update

ACTION: For Information Only

CONTEXT AND BACKGROUND:

As stated in the Micro-credential Guidelines, which were approved by Council in May of 2023, the Office of the Provost and Vice-President Academic will provide an annual report to the Academic Programs Committee on offerings and enrolment in micro-credentials.

Nancy Turner, Interim Associate Provost, Teaching Innovation and Strategic Initiatives presented the 2024-2025 report to the Academic Programs Committee on May 7, 2025. Members appreciated the update and had the opportunity to ask questions. Below is a summary of the offerings for the 2024-2025 academic year.

During the 2024-25 regular academic year, two M-Cs were offered:

- Management of Major Depressive Disorder (MDD) in Adults: Clinical Update
- Municipal Leadership in Addressing Substance Use Harms

Five M-Cs are scheduled to be delivered during Spring and Summer 2025, including:

- Leadership in Arts Management
- Municipal Leadership in Addressing Substance Use Harms (2nd offering)
- Major Depressive Disorder (MDD) in Adults: Clinical Update (2nd offering)
- Sustainable Irrigation (Water Management)
- Sustainable Irrigation (Irrigation Agronomy)

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE ITEM FOR INFORMATION

PRESENTED BY: Carolyn Augusta, Chair, Academic Programs Committee

DATE OF MEETING: May 15, 2025

SUBJECT: College of Engineering Credit Unit Changes (Environmental

Engineering)

ACTION: For Information Only

CONTEXT AND BACKGROUND:

The College of Engineering is proposing students entering the Environmental Engineering (ENVE) program to take CHE 113.3 (*Unit Operations in Chemical Process Engineering*). This will replace the requirement for ENVE students to take CE 171.2 (*Spring Survey Camp*). Ultimately, this change will add 1CU to the Environmental Engineering Program.

The First-Year Engineering Program team is proposing to reduce the number of lab sessions in CHEM 146 from 8 to 6, due to student workload concerns and scheduling constraints. While this change is meant to improve efficiency, it may reduce valuable lab experience for Environmental Engineering (ENVE) students.

To address this concern, the College of Engineering recommends that ENVE students enroll in the CHE bridge course (CHE 113), which provides additional lab experience, in place of the currently offered CE 171.

This would ensure ENVE students continue to build important chemistry and chemical engineering skills that support their academic and career goals.

CONSULTATION:

On May 7, 2025 the College of Engineering presented the proposed change to the Academic Programs Committee. The committee had the opportunity to review the change and voted in favour of the proposal. The Academic Programs Committee has final approval on this type of change; therefore, this is being brought to Council as an item for information.

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE ITEM FOR INFORMATION

PRESENTED BY: Christian Willenborg, Chair, Planning and Priorities Committee

DATE OF MEETING: May 15, 2025

SUBJECT: Response to Composting and Pedestrian Safety Questions at University

Council

ACTION: For Information Only

SUMMARY:

Greg Fowler, Vice-President of Administration and COO, provided a comprehensive response to the composting and pedestrian safety issues raised at the March Council meeting. PPC members had the opportunity to ask insightful questions and offer feedback. The work and planning are ongoing, and members can expect an update in the fall.

Most Universities in Canada have some form of composting. USask is the only U15 institution without a food waste program, in my opinion. Can USask leadership give an overview of plans for future composting, what programs might already be in place, and how such programs fit with the university's carbon emission goals.

USask has been running a pre-consumer organics program for the past year, despite some initial challenges. The university is nearing 90% pre-consumer organics recycling at Marquis and aims to reach 100%.

USask does not have a post-consumer organics program in place. Costs associated with a post-consumer recycling program are estimated to cost between \$300,000 and \$500,000. A request for funding, was submitted to the Strategic Finance Committee but not approved.

Mr. Fowler emphasized that to achieve the sustainability goals outlined in the strategy, USask must focus on areas that significantly reduce emissions. Solid waste accounts for about 1.5% of USask's emissions, and while important, it will not substantially lower overall emissions. Therefore, difficult decisions are necessary to allocate funding where it will have the greatest impact.

With the reduced use of the Place Riel bus loop and the eventual 100% transition to College Dr. bus stops, I have noticed an increased need for safe crossing of Wiggins Road in front of Dentistry (between College Dr. and the current crosswalk at the intersection/transition of Wiggins Rd. and Campus Dr.). While I appreciate the need of the Wiggins Rd. crossing at the corner of Campus Dr., hundreds of people do and will continue to cross at Dentistry. Will USask act to provide a safe way for transit and other active transport users to cross Wiggins in front of Dentistry? Would USask consider a pedestrian controlled/initiated crossing light at both the corner near Murray Library and midway between College Dr. and the beginning of Campus Dr.?

Several options have been discussed with traffic engineers to improve traffic flow and enhance pedestrian safety in the area. For example, the engineers recommended creating a traffic loop around the observatory, creating a significant change in the traffic flow to divert traffic away from the Wiggins intersection. Other options are also being considered.

Mr. Fowler acknowledges the urgency of communicating this information to the campus community to gather feedback, as the project is set to begin soon.

AGENDA ITEM NO: 7.1

UNIVERSITY COUNCIL GOVERNANCE COMMITTEE REQUEST FOR DECISION

PRESENTED BY: Roy Dobson, Chair, Governance Committee

DATE OF MEETING: May 15, 2025

SUBJECT: Changes to Council Bylaws

COUNCIL ACTION: Request for Decision

That Council approve the changes to the Council Bylaws.

PURPOSE:

Revisions Council Bylaws require approval by University Council at the recommendation of the Governance Committee of Council. This notice of motion to Council to approve these revisions to the Council Bylaws is presented in accordance with the requirement for 30-day notice on any amendments to said bylaws. A request for decision on the proposed revisions to these bylaws will be presented to Council on May 15, 2025

SUMMARY:

The Governance Committee is recommending two different changes to the Council Bylaws.

Centres Subcommittee Terms of Reference

The Governance Committee is recommending that the terms of reference for the Centres Subcommittee be included in the Council Bylaws as included in the attached package and that the terms of reference of the Centres Subcommittee currently included in the Centres Policy be removed.

Rationale for the change is outlined in the attached package.

These change were presented to Council as a Notice of Motion at the April 17, 2025 meeting. No changes, questions, or concerns were received.

Council Chair Election

The Governance Committee is recommending changes to the Council Bylaws to adjust the length of the both the nomination period and the election period for the chair of University Council. The current 30-day nomination period and 10-day election period are longer than any other nomination or election period for other role associated with University Council and is a hallmark of an earlier time when there was a reliance on paper nomination forms and ballots. A shorter nomination and election period will allow greater flexibility to support the process of nominating and electing the chair.

The proposed new timelines for the nomination and election period are outlined in the attached report.

These change were presented to Council as a Notice of Motion at the April 17, 2025 meeting. No changes, questions, or concerns were received.

ATTACHMENTS:

- 1. Centres Subcommittee terms of Rerefence
- 2. Council Chair Election



SUBJECT: **Centres Subcommittee Terms of Reference**

DECISION REQUESTED: That the Governance Committee recommend to University Council that:

- The terms of reference for the Centres Subcommittee as included in the report package be adopted; and
- The terms of reference be removed from the Centres Policy and included only in the Council Bylaws and Regulations.

BACKGROUND AND SUMMARY:

At its meeting on January 29, 2025, the Planning and Priorities Committee adopted the following motion: That the Planning and Priorities Committee recommend to the Governance Committee of University Council that:

- The terms of reference for the Centres Subcommittee as included in the report package be adopted;
- The terms of reference be removed from the Centres Policy and included only in the Council Bylaws and Regulations.

Additionally, the Centres Subcommittee similarly approved of these changes to their terms of reference at their January 10, 2025 meeting.

Over the course of the 2023/24 academic year, the Planning and Priorities Committee did work to amend its own terms of reference. These changes have been made, but the Centres Subcommittee wanted more time to propose recommendations to its own terms of reference so it could best support the decision making of the Planning and Priorities Committee on the issue of centres and ensure that the university's overall approach to centres governance is robust, sustainable, and works to achieve institutional goals.

As such, several changes are being proposed to the terms of reference of the Centres Subcommittee as described below and detailed in the attachment.

Minor Amendments to Subcommittee Responsibilities

Current Text	Revised Text	Rationale
"To facilitate the creation of new centres"	"Upon request, provide advice and feedback to existing and prospective centres"	This change is being proposed because the subcommittee's work is not strictly to facilitate the creation of centres, as in some circumstances a centre is not warranted (to ensure that the institutional approach to centres is sustainable). The subcommittee has inserted the words "Upon request" to create clarity that they are not to engage in policing on this matter, but only provide input when asked to do so.

"To monitor adherence to the Centres Policy"	"Support and monitor compliance with the Centres Policy and provide recommendations regarding revisions"	"Support" added to create opportunities for constructive feedback as opposed to a more strict emphasis on compliance. Providing input on the Centres Policy has been deleted from the below responsibility and has bee inserted into this one.
"To develop and review the Centres Policy and Guidelines"	"Develop and maintain Centres Guidelines"	The subcommittee has no authority to develop an institutional policy, but it can support this work through guidelines.
"To oversee the establishment and disestablishment of centres"	"Advise on the establishment, disestablishment, and reorganization of centres"	Adding the word "reorganization" more accurately reflects the work of the subcommittee as from time to time it will advise on reorganization, such as with the Toxicology Centre.

Clarification of Planning and Priorities Committee Responsibilities

With the above change to the subcommittee's terms of reference to explicitly include reference to providing input on centre reorganization, the following change is recommended to the responsibilities of the Planning and **Priorities Committee:**

Current Text

"Undertaking review and recommending to Council on...

(e) Establishment and disestablishment (including through amalgamation or separation) or review of any institute or centre at the university.

Revised Text

"Undertaking review and recommending to Council on...

(e) Establishment, disestablishment (including through amalgamation or separation), reorganization, or review of any institute or centre at the university."

Defining Committee Membership and Quorum

Defining the Chair

Past (and current) practice for this subcommittee has been to have the vice-chair of the Planning and Priorities Committee serve as chair. This has been explicitly stated in the updated terms of reference.

Clarifying Membership from the Planning and Priorities Committee

It has been clarified that the two members appointed to the subcommittee by the Planning and Priorities Committee are in addition to the vice chair of PPC serving as chair of the subcommittee. This is in line with current practice.

Membership from Other Council Committees

The terms of reference for the subcommittee in the current Council Bylaws say that the Academic Programs Committee and the Research, Scholarly, and Artistic Works Committee both have one member on this subcommittee. This remains unchanged.

Membership from Administrative Offices

The terms of reference for the subcommittee in the current Council Bylaws say that the membership will include representatives from the offices of the provost, the vice-president administration, and the vice-president research. The proposed changes eliminate representation for the vice-president administration. This office is included in the membership of the Planning and Priorities Committee.

Membership from Centre Directors

The current terms of reference indicate that centre directors are included, but do not specify how many. This number has been set at five, and the subcommittee has found value in having these voices as part of the decision-making process.

Clarifying Quorum

Typical of most Council committees, quorum has been set at a majority of voting members.

Committee Support

Currently, administrative support for the subcommittee is provided by the Governance Office, typical of most Council committees. No change is being recommended to this.

Removal of Subcommittee Terms of Reference from Centres Policy

The terms of reference (responsibilities and membership) for the Centres Subcommittee are currently outlined in both the Council Bylaws and in the Centres Policy.

No other committee or entity of Council has its terms of reference outlined in a policy, and this creates a redundancy. The terms of reference for a subcommittee are more appropriately housed in a set of bylaws as opposed to a policy. Additionally, the Centres Policy is co-owned by both University Council and the Board of Governors. Since the Centres Subcommittee is an entity of Council designed to assist Council with its academic decision making surrounding centres, the terms of reference for it should not be outlined in a document coowned by another governing body of the institution.

ATTACHMENT:

Terms of Reference for Centres Subcommittee

Terms of Reference for Centres Subcommittee

Relevant Excerpts from the Council Bylaws and Regulations

Planning and Priorities Committee

Current Text

"Undertaking review and recommending to Council on...

(e) Establishment and disestablishment (including through amalgamation or separation) or review of any institute or centre at the university.

Revised Text

"Undertaking review and recommending to Council on...

(f) Establishment, disestablishment (including through amalgamation or separation), reorganization, or review of any institute or centre at the university."

Centres Subcommittee Responsibilities

Current Text

The mandate of the PPC Standing Subcommittee on Centres is:

- (a) To facilitate the creation of new centres
- (b) To monitor adherence to the Centres Policy
- (c) To develop and review the Centres Policy and Guidelines
- (d) To oversee the establishment and disestablishment of centres
- (e) To maintain a list of active centres
- (f) To report on and bring recommendations on these issues to PPC

Revised Text

The mandate of the PPC Standing Subcommittee on Centres is to:

- (a) Upon request, provide advice and feedback to existing and prospective centres;
- (b) Support and monitor compliance with the Centres Policy and provide recommendations regarding revisions;
- (c) Develop and maintain Centres Guidelines:
- (d) Advise on the establishment, disestablishment, and reorganization of centres;
- (e) Maintain the list of active centres; and
- (f) Report on and bring recommendations on these issues to PPC.

Centres Subcommittee Membership

Current Text

Revised Text

Membership on this subcommittee is as follows:

Membership on this subcommittee will be drawn from the Academic Programs (1), Planning and Priorities (2) and Research, Scholarly and Artistic Works (1) Committees of Council, the offices of the provost, vice-president administration, and vice-president research, centre directors, and will be supported by the Governance Office.

- Vice chair of the Planning and Priorities Committee to serve as chair of the subcommittee.
- Two additional members from the Planning and Priorities Committee.
- One member from the Academic Programs Committee.
- One member from the Research, Scholarly, and Artistic Work Committee.
- Five centre directors.
- One representative of the Office of the Provost.
- One representative of the Office of the Vice-President Research.

Terms of centre directors on the subcommittee are for three years, rotating to ensure continuity of membership. Terms of the representatives of Council committees align with their terms on those committees. Quorum of the subcommittee is a majority of voting members.

The Governance Office provides committee coordination for the subcommittee.



SUBJECT: **Council Chair Election**

DECISION REQUESTED: That the Governance Committee recommend to University Council changes to the

Council Bylaws and Regulations with respect to the election of the Chair, as

outlined in this report.

BACKGROUND AND SUMMARY:

The Council Bylaws and Regulations task the Governance Committee with "Reviewing the Bylaws of Council and recommending to Council revisions to the Bylaws." (Part 2, section III, clause 1)

These bylaws set forth various timing requirements for the election of the chair of Council (Part 3, section III, clause 3):

- "(b) Thirty days prior to the deadline for receipt of nominations, the Secretary will inform all members of Council that nominations for the position of Chair are being requested...
- (d) Ten days prior to the date of the election, the Secretary will provide to all members of Council a ballot setting out the names of the nominee..." [emphases added]

Additionally, if there are no nominations submitted on this first call, a second call is required and there are no time requirements for this:

"(g) In the event that no nominations are received by the deadline for nominations for Chair, a second call for nominations will be sent."

The length of the 30-day nomination period and 10-day election period is longer than any other nomination and election period for anything related to University Council. The required length of this process creates difficulties in completing these elections if the chair resigns later in the academic year. Because there is a significant change over in Council membership on July 1 of each year, it is important to start and conclude this process either entirely before or entirely after this date. Additionally, with the current time requirements, having this process occur after July 1 would mean Council would be without a someone serving formally in the chair position for a period of roughly a month and a half. Ultimately, greater flexibility is needed in this process to ensure that Council can have someone serving in the position of chair and in a way that upholds democratic principles.

ATTACHMENT:

Amendments to the Council Bylaws and Regulations

Amendments to the Council Bylaws and Regulations

Changes to Council Chair Elections

Selection and Removal of the Chair and Vice-Chair

Current Text

- (b) Thirty days prior to the deadline for receipt of nominations, the Secretary will inform all members of Council that nominations for the position of Chair are this purpose.
- (d) Ten days prior to the date of the election, the Secretary will provide to all members of Council a ballot the Secretary will provide to all members of Council a setting out the names of the nominees and the brief description of each nominee referred to in (c). Information accompanying the ballot will indicate that the ballot is to be returned to the Secretary on or before the specified date.

Proposed Text

- (b) At least 14 days prior to the deadline for nominations, the Secretary will inform all members of Council that nominations for the position of Chair are being requested and will provide a nomination form for being requested and will provide a nomination form for this purpose.
 - (d) At least seven days prior to the deadline for voting, ballot setting out the names of the nominees and the brief description of each nominee referred to in (c).

New Text

(h) If necessary, the Secretary will allow adequate time for the second nomination period and will communicate these timelines to the Governance Committee.

And all subsequent clauses be renumbered appropriately.

UNIVERSITY COUNCIL GOVERNANCE COMMITTEE NOTICE OF MOTION

PRESENTED BY: Roy Dobson, Chair, Governance Committee

DATE OF MEETING: May 15, 2025

SUBJECT: Changes to the Academic Courses Policy

COUNCIL ACTION: NOTICE OF MOTION

That Council approve the changes to Academic Courses Policy,

effective September 1, 2025

PURPOSE:

The Governance Committee is responsible for bringing forward policies and changes to policies under the purview of University Council. To allow input from Council prior to approval, it is our practice to bring changes forward first as a notice of motion. A request for decision on the proposed changes to the Academic Courses Policy will be presented to Council on June 12, 2025

SUMMARY:

The Governance Committee met with the Associate Provost, Teaching Innovation & Strategic Initiatives and a representative from the Registrar's Office regarding proposed changes to the Academic Courses Policy to address emerging practices in assessment.

While work is underway to develop a new Assessment Policy with procedures that will eventually replace the Academic Courses Policy, that work is complex and requires extensive consultation. In the meantime, the current policy does not include principles related to assessment nor does it specifically address digital exams or oral/practical exams.

Changes included in this revision can be found at:

- Section II Assessment of Students principles related to assessment
- Item 7
 - o Role of educator in determining method of final assessment
 - o Information related to Digital Exams
 - Information related to Oral/Practical exams

The Governance Committee reviewed these changes at its May 6, 2025 meeting and were supportive of them, recognizing that they will support students and educators. The Academic Programs Committee also reviewed the proposed changes and were supportive.

ATTACHMENT:

• Academic Courses Policy (with changes highlighted)

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

Responsibility: University Registrar **Authorization:** University Council

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

reapproved June

18, 2020; reapproved June 15, 2023

Revisions

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

Delete the Withdraw Fail grade effective May 1, 2012 (March 2012)

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

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

Revise Student Assessment Issues and Special Circumstances section; addition of "N-Grades" definition

(May 2017)

Updates

Incorporate terminology used in the University Council policy on <u>Student Appeals of</u> <u>Evaluation</u>, <u>Grading and Academic Standing</u> and the <u>Procedures for Student Appeals in Academic Matters</u> (December 2012)

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

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

Principles

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

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

As articulated in the University <u>Learning Charter</u>, students will be provided with a clear indication of what is expected in a course or learning activity, and what is required to be successful in achieving the expected learning outcomes as defined in the course outline. Students must therefore receive prompt and constructive feedback on their learning progress

at regular intervals throughout the course. Educators will ensure that assessments of learning are transparent, applied consistently and are congruent with learning outcomes. Feedback will be designed to both assess and enable student learning, With these goals in mind, educators will solicit and reflect on feedback from students and peers and commit to building knowledge and skill in teaching practice for the purposes of continuous enhancement.

Scope of this Policy

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

It supersedes the following documents previously approved by University Council:

April, 2009 Academic Programs Committee Examination Regulations

April, 2001 Academic Programs Committee <u>Policies for Reporting Final</u> Grades

January, 2001 Academic Programs Committee Retroactive Withdrawal Policy

September, 1986 – University of Saskatchewan Grading Policy

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

June, 1999 Guidelines for Academic Conduct

June, 2007 Teaching and Learning Committee Student Evaluation of Instructors/Courses

December, 2009 Use of Materials Protected by Copyright

June, 2010 University Learning Charter

June 2011 Nomenclature Report

January, 2012 Academic Accommodation and Access for Students with Disabilities

Information and Communications Technology Lecture Capture

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

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

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

Policy

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

Section I. Class Delivery

- 1 Class Syllabus
- 1.1 Content of the syllabus
- 1.2 Changes to the syllabus after distribution
- 1.3 Change of final examination date
- 2 Contact Hours and Availability of Instructors
- 2.1 Availability of instructor
- 3 Student Attendance
- 3.1 Permission to attend and participate in classes
- 3.2 No credit unless registered
- 4 Class Evaluation by Students
- 5 Class Recordings
- 5.1 Privacy, permission, and consent
- 5.2 Intellectual property and copyright
- 5.3 Accommodation for students with disabilities
- 5.4 Definitions
- 5.5 Responsibilities of instructors and presenters
- 5.6 Responsibilities of students
- 5.7 Restrictions on use of classroom recordings
- 5.8 Storage and archiving
- 5.9 Special circumstances: clinics, training, art classes

Section II. Assessment of Students

6 Grading System

- 6.1 Fairness in evaluation
- 6.2 Weighting in class grades
- 6.3 Grade descriptors
- 6.4 Academic grading standards
- 6.5 Average calculations
- 6.6 Grading deadlines
- 7 Examinations
- 7.1 Methods and types of examinations
- 7.2 Mid-term examinations
- 7.3 Final examinations
 - a. Modification of requirement to hold a final examination
 - b. Final examination period and scheduling
- 7.4 Conduct and invigilation of examinations
 - a. Invigilation
 - b. b. 30 minute rule
 - c. Identification
- 7.5 Access to materials in the examination room
- 7.6 Permission to leave the examination room
- 7.7 Food and beverages
- 7.8 Protocols for an academic misconduct breach
- 7.9 Retention and accessibility of examination papers
- 7.10 Retention of the exam materials during the examination
- 7.11 Additional invigilation standards
- 8 Student Assessment Issues and Special Circumstances
- 8.1 Final grade alternatives and comments
- 8.2 Withdrawal
- 8.3 Retroactive withdrawal
- 8.4 Incomplete class work (assignments and examinations) and Incomplete Fail (INF)
- 8.5 No Credit (N) grade alternative and grade comment
- 8.6 Deferred final examinations
- 8.7 Supplemental final examinations

- 8.8 Aegrotat standing
- 8.9 Special accommodations for disability, pregnancy, religious, and other reasons
- 9 Procedures for Grade Disputes
- 9.1 Grade dispute between instructor and department head or dean
- 9.2 Grade dispute between instructor and student

Authority and Responsibility

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

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

University

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

Colleges and Departments

University Council, while retaining the final authority over assessment of student learning, delegates to colleges the responsibility of establishing general policies concerning the methods and types of assessment which may be employed by the departments of that college, and each department should establish any further instructions and policies for its members as necessary.

Instructors and Departments

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

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

Section I. Class Delivery

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

1. Class Syllabus

Department heads, and deans in non-departmentalized colleges, are accountable for the maintenance of

academic standards and relevancy of programs of their department and college.

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

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

1.1 Content of the syllabus

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

- type and schedule of class activities
- if the class is offered online, through distance learning, or off-campus, any additional or different expectations around any class activities and requirements
- expected learning outcomes or objectives for the class
- method of evaluation, specifically final grade mode (e.g., Numeric, Pass/Fail, or Completed Requirements)
- the type and schedule of graded assessments
- notice if any required class activities, including assessments, are scheduled outside of
 usual class times (with college permission) and how student time conflicts will be
 accommodated should they arise because of this change

- the structure and expectations of any final assessment. If there is a final examination, specify the length in hours as well as its mode of delivery
- relative weight of all assessments or all outcomes
- consequences related to missed or late assessments
- whether any or all work assigned in a class, or any outcome, is mandatory for passing the class
- whether there are any college-level regulations that specify requirements for passing the class
- attendance and/or participation expectations if applicable, how attendance and/or
 participation will be monitored and assessed, and the consequences of not meeting
 expectations. Where possible, marks should be related to the achievement of
 outcomes, and not solely on attending or participating in any form, regardless of
 quality.
- whether there are any approved class-specific fees being charged in addition to tuition (such as materials fees, mandatory fees for software and/or applications, mandatory or optional excursions and the fees associated with these activities, etc.).
- experiential learning expectations if applicable, how experiential learning will be monitored and evaluated, the consequences of not meeting experiential learning expectations, and their contribution to the assessment process
- contact information and consultation availability
- course or class website URL, if used
- notice of whether the instructor intends to record lectures and whether students are permitted to record lectures
- explanation of copyright where it relates to class materials prepared and distributed by the instructor
- location of the *Academic Courses Policy* as well as the regulations and guidelines for both academic and non-academic misconduct and appeal procedure
- information regarding support services that are available to students through the Teaching, Learning and Student Experience (TLSE) portfolio, Student Learning Services at the University Library, and colleges

Instructors are encouraged to use the <u>University of Saskatchewan Syllabus Template and Guide</u> to assist with satisfying the above requirements.

1.2 Changes to the syllabus after distribution

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

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

1.3 Change of final examination date

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

2. Contact Hours and Availability of Instructors

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

2.1 Availability of instructor

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

3. Student Attendance

Regular and punctual attendance in their classes is expected of all students (including lectures, seminars,

laboratories, tutorials, etc.).

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

3.1 Permission to attend and participate in classes

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

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

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

3.2 No credit unless registered

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

4. Class evaluation by students

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

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

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

5. Class Recordings

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

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

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

5.1 Privacy, permission, and consent

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

5.2 Intellectual property and copyright

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

5.3 Accommodation for students with disabilities

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

5.4 Definitions

Definition of "presenter"

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

Definition of "classroom"

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

Definition of "learning activities"

For the purposes of this section, a learning activity is any gathering of students and instructors which is

required as part of the class requirements, such as a laboratory, seminar, tutorial, and so forth.

5.5 Responsibilities of instructors and presenters

For purposes of teaching, research or evaluation, instructors may record lectures and other learning

activities in courses with permission from the presenters.

Notification of intent to record classroom sessions should be included in the class syllabus and, where possible, in the catalogue description of the course. If not so noted, permission from students will be obtained prior to making recordings for teaching or research where a student's image or voice may be recorded.

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

5.6 Responsibilities of students

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

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

5.7 Restrictions on use of classroom recordings

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

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

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

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

5.8 Storage, archiving, and permission to use

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

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

5.9 Special circumstances: clinics, training, art classes

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

Section II. Assessment of Students

Assessment is an essential component of the educational process at our university. It not only measures student learning and achievement but also informs instructional practice, supports student development, and contributes to the continuous improvement of academic programs. As indicated in this policy's purpose, assessment of student learning should be an effective, fair and transparent process which follows university, college, and department regulations.

Assessment practices outlined below are designed to ensure students are treated respectfully and impartially, evaluated fairly in alignment with learning outcomes of courses and programs and supported across our diverse student population.

The following assessment principles guide all assessment-related practices at USask:

Effective assessment of students:

- 1) Is aligned with learning outcomes and instructional strategies (assessment of learning).
- 2) Is inclusive and transparent, so students have equitable opportunities to demonstrate their learning.
- 3) Gives students multiple opportunities to learn through practice and feedback, so they have sufficient time and support to reflect and improve (assessment for learning).
- 4) Develops students' ability to learn effectively and prepares students to be self-directed, reflective, and engaged learners (assessment as learning).

- 5) Is designed so students apply disciplinary learning under authentic, or as close to authentic as possible, circumstances.
- 6) Is constructed and sequenced in ways that support positive student mental health and well-being.

Effective assessment is embedded in departments, colleges/schools, and system-wide when it:

- 1) Provides a valid and trustworthy representation of student achievement that students, educators, disciplines, accrediting bodies, and employers can have confidence in.
- 2) Is manageable and sustainable for educators and appropriately facilitated by policy and resourcing.
- 3) Provides useful information for ongoing course and program enhancement.
- 4) Forms an integral part of program design, aligning with what programs of study are aiming to achieve within disciplinary communities.

6. Grading System

6.1 Fairness

Students need to be assured of fairness and transparency in grading. Transparency includes specifying what an assessment is measuring, the relative importance of assessments in demonstrating course outcomes, and the clear criteria for success on individual assessments. Assessments should evaluate concepts, skills and processes that are the main focus of the course outcomes and the instruction.

University

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

College

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

Department

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

Appeal

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

6.2 Weighting in class grades

Timely feedback is an important part of the educational experience. Assessments will be graded and returned to students with feedback in a timely manner, so that students have a reasonable opportunity to learn and improve based on the feedback before they are assessed again.

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

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

6.3 Grade descriptors

The university's implementation of the percentage system for reporting final grades was approved by University Council in 1986. University grade descriptors and the percentage system apply unless separate approved college regulations exist. Exceptions to the grade descriptors below require council approval:

Definitions

Percentage assessment for undergraduate courses is based on the literal descriptors, below, to provide

consistency in grading among colleges.

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

90-100 Exceptional

A superior performance with consistent strong evidence of:

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

80-89 Excellent

An excellent performance with strong evidence of:

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

70-79 Good

A good performance with evidence of:

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

60-69 Satisfactory

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material
- a fair understanding of the relevant issues
- a general familiarity with the relevant literature and techniques
- an ability to develop solutions to moderately difficult problems related to the subject material
- a moderate ability to examine the material in a critical and analytical manner

50-59 Minimal Pass

A barely acceptable performance with evidence of:

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

<50 Failure

An unacceptable performance.

IP Grade: A placeholder grade applied to a class that spans multiple terms. The final grade, which indicates class completion, and full credit units are only awarded in the last term of the class.

College of Dentistry

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

College of Graduate and Postdoctoral Studies

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

College of Medicine

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

College of Pharmacy and Nutrition

In January 2023, separate literal descriptors were approved by University Council for the grading of numerically-graded Pharm.D. classes in the <u>College of Pharmacy and Nutrition</u>.

University

The registrar will record and report final grades in all classes according to the grade descriptors outlined above, unless an exception has been approved by University Council. All student grades in all classes must be reported in a timely manner, according to procedures established by the registrar.

College

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

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

Exceptions

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

6.4 Academic grading standards College

College regulations govern grading, promotion, and graduation standards. Students should refer to the appropriate college sections of the <u>Course and Program Catalogue</u> for specific requirements.

6.5 Average calculations

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

Calculation

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

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

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

Example of calculation of a student average:

Class	Grade	Credit Units	Weighted Marks
ENG 111.3	83	3	249
MATH 110.3	87	3	261
PSY 121.3	97	3	291
POLS 111.3	98	3	294
INDG 107.3	92	3	276
BIOL 120.3	81	3	243
WGST 112.3	93	3	279
CREE 101.3	96	3	288
CHEM 112.3	87	3	261
ASTR 113.3	91	3	273
Total		30	2715

Weighted Average (2715/30) = 90.5%

6.6 Grading deadlines

Final grades should be released to students in a timely way, both for the benefit of the students and to

assist university business processes such as Convocation.

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

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

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

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

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

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

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

University

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

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

Department

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

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

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

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

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

7. Examinations

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

7.1 Methods and types of examinations

College

University Council, while retaining the final authority over assessment of student achievement,

delegates to colleges the responsibility of establishing general policies concerning the methods and types of examinations which may be employed by the college and the departments of that college.

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

Department

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

Educator

The educator can determine the method of final assessment, including individual in-person, digital, or oral/practical examinations, unless the method of assessment is pre-determined by the department or college.

Cross-college and interdisciplinary courses

In courses provided by a department of one college for students in another college, the examination regulations of the teaching department will have precedence unless alternative arrangements have been negotiated between the teaching department, its own college and the other college. In the case of an interdisciplinary program, the appropriate designated authority over the program shall approve any program regulations.

Digital Exams

USask digital exams have specific and unique restrictions and permissions from other forms of exams including but not limited to requirements relating to scheduling, and invigilation.

Digital examinations requirements are as follows:

- USask digital exams are most often available through the Learning Management System, Canvas. Students should use devices that meet current system requirements.
- Online classes with examinations will have online, digital examinations times scheduled and will not be assigned an examination room.
- In rare situations when an in-person exam is required for an online class, the educator must first get permission from their college. Once college approval is granted, the AA dean will contact the Registrar for final approval.
 - O Permission must be granted before class starts and the in-person exam must be specified in the syllabus. This process must be completed in each affected term.
 - All information must be submitted to the University Registrar's Office for final approval in order that the exam can be scheduled for a room or to assist with the Special Centre invigilation of the exam, prior to the start of class.
 - All expenses related will be the responsibility of the college.
- In-person and blended classes may have digital exams, and this information will be identified on the exam information sheet. Digital exams for in-person and blended classes may have scheduled examination rooms if requested and when availability permits.
- When the examination is three hours or less, educators must be available for the entire length of the exam to assist with any technical issues and questions. For extended examination times, for example with a take-home digital examination, educators must

communicate with students about how and when the educator or designate will be available to respond to questions and technical issues.

- If a student has reduced time due to technical problems, the student should inform educators of the technical issue immediately. The educator should consider giving an equivalent amount of time to complete the examination.
- Students cannot take, duplicate, or record any digital examination without explicit permission from the educator.
- Lock-down browser tools vetted by the University: Invigilators should not use the automated video camera monitoring features in proctoring software due to the reportedly high error rates. However, digital exams may be invigilated visually using video conferencing tools like Zoom.

7.2 Mid-term examinations and assignments

Scheduling

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

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

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

Number of examinations

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

7.3 Final examinations

a. Expectations for selecting to have a final examination

Final examinations, like other forms of final assessment, should give the best possible information about a student's level of success in learning the course outcomes or objectives. Colleges determine how and if final examinations will occur and instructors should consult college level procedures and processes when planning final assessments. For example, colleges determine whether students will be permitted to pass a class if they have not written the required final examination. Colleges may allow instructors to determine whether students can pass a class if they have not written a required final examination. In order to be transparent, any requirement

that a student must write and/or pass a final examination to pass the class must be stipulated in the class syllabus.

A class with a final oral/practical examination shall communicate this information to the student through the class syllabus. If an exam will be recorded (e.g. audio, video), it should also be specified in the syllabus. An oral examination does not need to give all students the same questions. Examination questions must test the same course outcomes and be of equal difficulty but may be varied to protect exam security. See 7.9 Retention and accessibility of examination materials and class syllabus for information on maintaining records of final examination materials in the event of an academic appeal.

With the approval of the college and the department, an instructor may change the form of final assessment for a class section from that approved and built in Banner.

b. Final examination period and scheduling of final examinations

Scheduling

The registrar schedules all final examinations. This includes take-home final examinations as well as regular and special deferred final examinations and supplemental examinations. The registrar may delegate authority to schedule final examinations to colleges where classes do not conform to the 17 university's <u>Academic Calendar</u>, or for deferred and supplemental examinations, in such cases where colleges want to schedule and invigilate their own.

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

In cases where the exam mode is oral/practical, educators must identify an oral/practical exam when completing the exam information sheet. If the examination of all students can be entirely accommodated within a three-hour exam window, the University Registrar's Office will schedule an exam slot and a room. If the oral/practical exam for all students cannot be accommodated within an assigned three-hour examination slot, the exam scheduling is the educator's responsibility.

Classes identified as having a primary schedule type of LAB (Laboratory) or TUT (Tutorial) will not be scheduled for a final examination even if a final examination is requested.

Change of final examination date

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

Examination period

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

Final examinations for evening classes can occur in any night examination slot or anytime on a Saturday. Common final examinations between day and night classes can only be accommodated in a night examination slot or on a Saturday. For Spring Term and Summer

Term, the final examination period shall consist of two to three days immediately following the last day of lectures for a class.

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

Duration

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

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

Weekends and evenings

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

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

24-hour rule

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

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

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

In the case of oral/practical examinations, students must have sufficient choice of times so that they do not have direct examination conflicts or three examinations in 24 hours. (e.g. a student sign-up sheet with 15-minute blocks to allow the student to determine the best time to participate). See above for more information on what constitutes three examinations in 24 hours. Oral exams scheduled by the University Registrar's Office will not sub-divide the exam slot into timeslots for individual students; this is the responsibility of the educator. However, educators may contact the University Registrar's Office for suggestions regarding the best dates to offer a choice of times.

Conflicts for common examinations

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

Warning about other commitments

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

Warning about withdrawal

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

7.4 Conduct and invigilation of examinations

All regulations for the invigilation of final examinations can apply to the invigilation of midterm examinations. It is expected that invigilators will be present while students are sitting for examinations, readily available to answer questions from students, and will monitor and report any instances of academic or non-academic misconduct according to the <u>Regulations on Student Academic Misconduct</u> and the <u>Standard of Student Conduct in Non-Academic Matters.</u> Invigilators shall familiarize themselves with all related regulations and policies.

Invigilation

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

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

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

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

30-minute rule

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

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

Identification

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

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

Students who do not present a student ID card, or other acceptable photographic identification, during an examination will be permitted to finish sitting the examination, but only upon completing and signing a Failure to Produce Proper Identification at an Examination form. The form indicates that there is no guarantee that the examination paper will be graded if any discrepancies in identification are discovered upon investigation. Students will then have to present themselves with a student ID card or other acceptable government-issued photographic identification to the invigilator within two working days of the examination at a time and place mutually agreeable to the invigilator and the student. Such students may also be asked to provide a sample of their handwriting. Failure to provide acceptable identification within two working days will result in an academic misconduct charge under the <u>Regulations on Student Academic Misconduct</u>.

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

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

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

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

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

7.5 Access to materials in the examination room

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

Students shall follow the rules of the examination as defined by the instructor, including what resources and materials are permitted during an examination and what can be taken with them when they leave the room.

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

7.6 Permission to leave the examination room

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

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

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

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

Emergency evacuation of an examination

If the examination is interrupted by fire alarm, power outage, or similar emergency requiring evacuation, the invigilator should lead the students out of the examination room in an orderly fashion and keep the students together as much as is possible. The invigilator should, to the extent that this is possible, advise the students not to communicate with each other about the

examination and supervise the students until the resumption of the examination. If the situation requires cancellation of the examination, it will be rescheduled by the registrar at the earliest practical date and time.

7.7 Food and beverages

It is at the discretion of the invigilator whether food or beverages are permitted in an examination room.

unless required for a medical purpose.

7.8 Protocols for an academic misconduct breach

Where there are reasonable grounds for an invigilator believing that a violation of the *Regulations on*

Student Academic Misconduct has occurred, the invigilator has the authority to:

- remove anything on the desk or table not authorized for use in the examination.
- ask to examine any book bags or handbags, purses, laptop cases, dictionaries (print or electronic), instruments, calculators, electronic devices capable of data storage and retrieval or photography (computers, tablets, cell phones, personal music devices, etc.), and any other personal belongings if there is a reasonable suspicion that they contain evidence of academic misconduct. If allowed by the student, any such searches must be done in the presence of the student; the presence of another invigilator as a witness is recommended but not necessary.
- once examined, any personal belongings (e.g., cell phones, textbooks, and book bags) shall be returned to the student to be put back under the student's desk, with, in so much as it is possible, the evidence retained by the invigilator. Notes or similar unauthorized materials will be confiscated and attached to the incident report to be evaluated by the instructor for possible academic misconduct procedures. If the student requires a photocopy of any evidence
 - discovered, a copy will be provided as soon as is reasonably possible with the original to be retained by the invigilator.
- the invigilator may take photographs or video recordings of any evidence. Photographs or video recordings will only be used in support of a charge under the <u>Regulations on Student Academic Misconduct</u> and will not be used or disclosed for any other purposes, and will be retained in a secure manner for a limited period of time period.
- require the student to move to a seat where the invigilator can more easily monitor the student.
- ask a student to produce evidence where the invigilator believes that student has hidden it on their person. If the student refuses, respect the refusal but note it when reporting. Under no circumstances can the student be touched or physically searched.
- if considered reasonably necessary, invigilators may take a photograph of the student.

if the student refuses to cooperate with any request of the invigilator, note the refusal when reporting.

In all the above cases, the student is allowed to finish sitting the examination. Any interaction with the student should be as discrete and quiet as is possible, so as to avoid disruption to the examination room; if practical, any conversation with the student should take place outside of the examination room. If the student is disruptive, the invigilator can require them to leave the examination room.

As soon as possible, either during or following the conclusion of the examination, the invigilator is expected to:

- make a note of the time and details of the violation, the student's behaviour, and, if a student's identity is in question, their appearance (age, height, weight, hair, and eye colour, eyeglasses, identifying features, etc.)
- explain to the student that the status of their examination is in question, that the incident will be reported, and that possible charges under the <u>Student Academic Misconduct Regulations</u> could be forthcoming
- identify the student's examination paper, examination booklets, and any other examination materials and set them aside
- inform the instructor (if the invigilator is not the same) of the circumstances and turn over all the evidence available. If that the instructor is not available, the invigilator will inform the appropriate dean.

7.9 Retention and accessibility of examination materials and class syllabus

All marked final examination papers, together with the university tally sheets, shall be retained in the department, or college in non-departmentalized colleges, for a period of at least one year following the examination period in which the final examination was held in case of student appeals under university policy.

It is recommended that examples of all final examination questions for a class, along with the class syllabus, shall be retained in the department, or college in non-departmentalized colleges, for a period of at least ten years following the end of the class. Retention supports the evaluation of transfer credit for students.

With regards to oral/practical examinations, examinations may be recorded by the examiner, but not the student. A student should know if a recording is being made. If an exam is recorded, the copy of the recording must be maintained for one year and must then be destroyed/erased beyond recovery. Educators should retain a record of exam questions or prompts for use in challenge procedures.

For details regarding accessibility of examination papers please refer to the policy on <u>Student Appeals of Evaluation</u>, <u>Grading and Academic Standing</u> and the <u>Procedures for Student Appeals in Academic Matters</u>.

7.10 Retention of examination materials during the examination

Students are not permitted to leave the examination room with the examination paper, examination booklets, or any other examination materials unless permitted to do so by the

invigilator. It is also the responsibility of an invigilator to ensure that no such examination materials are left unattended in an examination room before, during or after an examination.

7.11 Additional invigilation standards

It is recognized that departments and colleges may want additional invigilation standards for their instructors or may require them to meet professional or accreditation standards, and that invigilation may be provided differently for online, distributed learning, or off-campus classes. University Council therefore delegates to each college and department the responsibility and authority for setting additional standards for invigilation appropriate to their college or department and in compliance with university policy and federal and provincial legislation

8. Student Assessment Issues and Special Circumstances

8.1 Final grade alternatives and comments

Definition:

Course Grade Modes

- Pass/Fail/In Progress (P/F/IP)
- Percentage/Numeric/In Progress (0-100/IP)
- Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)

The following final grading alternatives within certain grade modes also exist:

- Audit (AU)
- No Credit (N)
- Not Applicable (NA)
- Withdrawal (W)
- Withdrawal from Audit (WAU
- Aegrotat Standing (AEG)
- In Progress (IP)
- No Grade Reported (NGR)

Final grades recorded as percentage units may be accompanied by the following additional grade comments as warranted:

- Incomplete Failure (INF)
- Deferred Final Examination Granted (DEFG)
- Special Deferred Final Examination Granted (SPECDEFG)
- Supplemental Final Examination Granted (SUPPG)
- Supplemental Final Examination Written (SUPP)
- Special Supplemental Final Examination Granted (SPECSPG)
- Special Supplemental Final Examination Written (SPECSUP)

8.2 Withdrawal

If a student withdraws from the class after the add-drop deadline but before the withdrawal deadline for

that class, the class remains on their transcript and is shown as a withdrawal.

Withdrawal is a grading status alternative which appears permanently on a student's transcript as a W.

Withdrawal has no academic standing and does not impact the calculation of a student's average. If a student withdraws from a class before the add-drop deadline for a term, the listing of the class is deleted from their transcript.

8.3 Retroactive withdrawal

A retroactive withdrawal from a class can be granted by the college when a student has received a failing grade in a class due to serious personal circumstances. It does not matter whether the student completed class work, including the final examination, for the class in such situations. As well, a retroactive withdrawal can be granted in situations where the student, or the university, has made a verifiable error in registration.

A retroactive withdrawal from a class can be placed on an academic record by the registrar, provided the student has applied for this change to the college in which they are registered, and the college approves this appeal. Changing a failing mark to a withdrawal removes these failures from the student's average.

Such a change in an academic record can be justified only on serious personal circumstances (normally medical or compassionate grounds, such as a mental or physical illness or condition, the death of someone close, or similar reasons beyond the student's control which contributed to the failure in the class) rather than academic grounds.

Other procedures already exist for academic appeals, as described in the University Council policy on <u>Student Appeals of Evaluation</u>, <u>Grading and Academic Standing</u> and the <u>Procedures for Student Appeals in Academic Matters</u>.

8.4 Incomplete class work (assignments and/or examinations) and Incomplete Failure (INF) When a student has not completed the required class work, which includes any assignment or examination including the final examination, by the time of submission of the final grades, they may be granted an extension to permit completion of an assignment or granted a deferred examination in the case of absence from a final examination.

Extensions past the final examination date for the completion of assignments must be approved by the department head, or dean in non-departmentalized colleges, and may exceed thirty days only in unusual circumstances. The student must apply to the instructor for such an extension and furnish satisfactory reasons for the deficiency. Deferred final examinations are granted as per college policy.

In the interim, the instructor will submit a computed percentage grade for the class which factors in the incomplete class work as a zero, along with a grade comment of INF (Incomplete Failure) if a failing grade. The INF grade comment can only be used with a failing grade.

In the case where the student has a passing percentage grade, but the instructor has indicated in the class syllabus that incomplete required class work will result in failure in the class, a final grade of 49% will be submitted along with a grade comment of INF (Incomplete Failure).

If an extension is granted and the required assignment is submitted within the allotted time, or if a deferred examination is granted and written in the case of absence from the final examination, the instructor will submit a revised assigned final percentage grade. The grade change will replace the previous grade and any grade comment of INF (Incomplete Failure) will be removed.

A student can pass a class based on work completed in the class provided that any incomplete class work has not been deemed mandatory by the instructor in the class syllabus as per college regulations for achieving a passing grade.

College of Graduate and Postdoctoral Studies

The College of Graduate and Postdoctoral Studies, which has higher passing grade thresholds for its programs than do undergraduate courses, will designate a final failing grade of 59 % to be assigned along with a grade comment of INF (Incomplete Failure) if the student could otherwise pass the class.

8.5 No credit (N) grade alternative and grade comment

The No Credit (N) or "N-Grade" can be listed on a student's transcript as a grade. The N grade (No Credit) is listed next to the percentage grade to show that a student has a passing grade but has not earned credit. These must be distinguished from failing grades in that a student will not have failed the class for which the N-Grade has been issued. For example, a college may issue a grade of N when a student has not mastered an "essential component" in a class. If an essential component is failed, but the final grade results in a passing mark, a grade of N (No Credit) will be added to the percentage grade on the transcript (e.g.,72N). Essential components must always be identified as such on course syllabi. College promotion standards determine whether a student must successfully repeat the course.

8.6 Deferred final examinations

A deferred or special deferred final examination may be granted to a student.

Examination period

The deferred and supplemental examination periods are approximately as follows:

- Fall Term classes, the four business days of the February midterm break
- Fall and Winter two-term classes and Winter Term classes, the five business days following the second Thursday in June
- Spring Term and Summer Term classes, the first or second Saturday following the start of classes in September

The registrar may delegate authority to schedule final examinations to colleges where classes do not conform to the university's <u>Academic Calendar</u>, or in such cases where colleges want to schedule and invigilate their own deferred, special deferred, and supplemental examinations.

Students granted a deferred, special deferred, or supplemental examination will be assessed the approved fee for such an examination.

College

The college must consider all requests for deferred examinations and notify the student, the instructor, and, in the case of approval, the registrar of its decision within ten business days of the close of the final examination period, and within ten business days of receipt of the application for special deferred examinations. The college, in consultation with the student and the instructor, is responsible for arrangements for special deferred examinations.

A student who has sat for and handed in a final examination for marking and signed the tally sheet will not be granted a deferred examination but may apply for a retroactive withdrawal or a supplemental examination, subject to individual college policy and procedures.

Barring exceptional circumstances, deferred examinations may be granted provided the following conditions are met:

- a student who is absent from a final examination for valid reasons such as medical or compassionate reasons may apply to their college for a deferred examination.
- a student who becomes ill during a final examination or who cannot complete the final examination for other valid reasons must notify the invigilator immediately of their inability to finish. The student may then apply for a deferred examination.
- a special deferred examination may be granted to a student who, for valid reasons such as medical or compassionate reasons is unable to write during the deferred examination period. An additional fee is charged for special deferred examinations; otherwise, they are subject to the same regulations as deferred examinations.
- a student must submit their application for a regular or special deferred examination, along with satisfactory supporting documentary evidence, to their college within three business days of the missed or interrupted final examination.

Instructors must provide deferred examinations to the registrar at least five business days prior to the start of the deferred examination period. Failure to do so may result in the instructor, department or college being responsible for invigilating the exam.

Once the examination is written, the instructor will assign a revised final percentage grade. The grade comment of DEFG (Deferred Final Examination Granted) or SPECDEFG (Special Deferred Final Examination Granted) will be removed from a student's official record. If the examination is not written, the original grade/grade comment submitted by the instructor will stand.

A deferred or special deferred examination shall be accorded the same weight as the regular final examination in the computation of the student's final grade.

Exceptions

With the approval of the department head, or dean in non-departmentalized colleges, and the consent of the student, the instructor of a class is allowed some flexibility about the nature of the examination to accommodate the particular circumstances which created the need for the

deferred examination. The registrar must be notified of any departures from the regular form of examination.

The registrar may arrange for deferred and special deferred examinations to be written at centres other than Saskatoon.

Appeal

In the case of a disputed final grade, a student is entitled to an Informal Consultation on a deferred or special deferred examination. A Formal Reassessment (re-read) will be granted upon receipt of the appropriate application. For more information about Informal Consultation or Formal Reassessments including deadlines, please see the University Council policy on Student Appeals of Evaluation, Grading and Academic Standing and the Procedures for Student Appeals in Academic Matters.

8.7 Supplemental final examinations

A student who is assigned a failing grade in a class as a penalty for an academic offence is not eligible to

be granted a supplemental examination in that class.

Examination period

The supplemental examination periods coincide with the deferred examination periods. Supplemental

examinations resulting from deferred examinations will be specially accommodated.

College

Supplemental final examinations may be granted only according to the following conditions:

- in consultation with the department concerned, a college may grant a supplemental or special supplemental examination to a student registered in the college. Within the limits defined in this section, the college shall determine the grounds for granting supplemental and special supplemental examinations and the criteria for eligibility. This applies to all students regardless of year.
- factors to be taken into consideration for granting a supplemental or special supplemental examination include but are not limited to the subsequent availability of the course or an appropriate substitute, the grades obtained by the student in term work, the weighting of the final examination in determining the final grade, or the class schedule of the student in the subsequent session.
- supplemental final examinations may be granted under regulations established at the college level except that any student who is otherwise eligible to graduate and who fails one class in their graduating year shall be granted a supplemental examination, provided that a final examination was held in that class. A student who fails more than one class in the graduating year may be considered for supplemental examinations according to the regulations established by the student's college.
- the student must make formal application for a supplemental examination to their college by the stated deadline of the college.

a special supplemental examination may be granted to a student who, for medical, compassionate or other valid reason, is unable to write during the supplemental examination period. An additional fee is charged for special supplemental examinations; otherwise, they are subject to the same regulations as supplemental examinations.

Once the examination is written, the instructor will assign a revised final percentage grade. The grade comment of SUPPG (Supplemental Final Examination Granted) or SPECSPG (Special Supplemental Final Examination Granted) will be replaced with a grade comment of SUPP (Supplemental Final Examination Written) or SPECSUP (Special Supplemental Final Examination Written) on a student's official record. If the supplemental examination is not written, the original grade submitted by the instructor will stand.

Supplemental examinations shall be accorded the same weight as the original final examination in the computation of the student's final grade. However, college regulations may affect how grades based on supplemental examinations are calculated.

Instructors must provide supplemental examinations to the registrar at least five business days prior to the start of the supplemental examination period.

Exceptions

The registrar may arrange for supplemental and special supplemental examinations to be written at

centres other than Saskatoon.

Appeal

A student is entitled to an Informal Consultation on a supplemental or special supplemental examination. A Formal Reassessment (re-read) will be granted upon receipt of the appropriate application. For more information about Informal Consultations and Formal Reassessments including deadlines, please see University Council policy on <u>Student Appeals of Evaluation</u>, <u>Grading and Academic Standing</u> and the <u>Procedures for Student Appeals in Academic Matters</u>.

8.8 Aegrotat standing (AEG)

In exceptional circumstances, in consultation with the registrar, a student may be offered Aegrotat Standing (AEG) in lieu of writing the deferred or special deferred final examination, or in lieu of a final grade.

Aegrotat standing can be considered provided the student has obtained a grade of at least 65 percent in term work in the class(es) in question (where such assessment is possible); or, if there is no means of assessing term work, the student's overall academic performance has otherwise been satisfactory; the instructor of the class, along with the department head, or dean in a non-departmentalized college, recommends offering Aegrotat standing, and the student's college approves the award.

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

a. Students registered with Access and Equity Services may be granted special accommodation with regard to attendance, availability of study materials, and assessment

requirements (including mid-term and final examinations) as per the <u>Academic</u> <u>Accommodation and Access for Students with</u>

Disabilities policy.

Students must arrange such special accommodations according to stated procedures and deadlines established by Access and Equity Services. Instructors must provide mid-term and final examinations for students who are being specially accommodated according to the processes and deadlines established by Access and Equity Services.

b. Students may also request special accommodation about attendance, availability of study materials, and assessment requirements (including mid-term and final examinations) for reasons related to pregnancy.

The University of Saskatchewan has a general duty to provide special accommodation related to the academic obligations of a class to students who are pregnant, and students whose spouses or partners may be pregnant. Students who are experiencing medical issues resulting from pregnancy may be able to arrange accommodation through Access and Equity Services. Students can also arrange such special accommodations in consultation with their instructor and can be asked to provide medical or other supporting documentation (for example, regarding prenatal or postnatal medical appointments, date of delivery, or confirmation of birth). Denials of special accommodation by an instructor may be appealed to the dean's office of the college of instruction.

c. Students may also request special accommodation about attendance, availability of study materials, and assessment requirements (including of mid-term and final examinations) for religious reasons.

Students must arrange such special accommodations according to stated procedures and deadlines established by the registrar. Instructors must provide mid-term and final examinations for students who are being specially accommodated for religious reasons according to the processes and deadlines established by the registrar.

d. Students who are reservists in the Canadian Armed Forces and are required to attend training courses or military exercises, or deploy for full-time service either domestically or internationally, may be granted special accommodation about attendance, availability of study materials, and assessment requirements (including mid-term and final examinations).

Student must arrange such special accommodations in consultation with their instructor. A signed <u>Student Permission to Travel for University Business</u> form shall be presented in support of any request for special accommodation. Denials of special accommodation may be appealed to the dean's office of the instructor's college.

e. Students shall be granted special accommodation due to participation in activities deemed to be official university business. Such activities are considered an important part of student development and include participation in Huskie Athletics, university fine or performing arts groups, participation at academic conferences, workshops or seminars related to the student's academic work, or like activities. Travel time to and from such activities is also considered official university business.

If such activities create a conflict with class work students shall be granted special accommodation about attendance, availability of study materials, and assessment requirements (including mid-term and final examinations).

Student must arrange such special accommodations in consultation with their instructor. A signed <u>Student Permission to Travel for University Business</u> form shall be presented in support of any request for special accommodation. Denials of special accommodation may be appealed to the dean's office of the instructor's college.

8.10 No Grade Reported (NGR)

If a final grade is not reported by the instructor for past terms, the registrar may assign a placeholder notification of No Grade Reported (NGR) in lieu of a grade. NGR can be listed on a transcript to signify that the class status has changed from 'In Progress' to 'Completed,' but with no grade reported. This placeholder assigns no credit unit weight, final grade status, or average calculator, but is simply a stand-in used by the registrar until a final grade has been submitted and approved. Only the registrar may assign a placeholder notification of No Grade Reported (NGR).

9. Procedures for Grade Disputes

9.1 Grade dispute between instructor and department head or dean

In the absence of any other approved mechanism to resolve grade disputes between an instructor and

department head, or dean in a non-departmentalized college, the following steps, to be completed in a maximum of twelve business days, shall be followed.

- a. Members of each department or college shall agree ahead of time on a conciliation mechanism that the department or non-departmentalized college will follow in the event of a grade dispute.
- b. If five business days following the last day of examinations pass and the department head or dean has not approved the grade report for a class due to a dispute with the instructor, the department or non-departmentalized college shall immediately commence the conciliation procedure. The department or college has five business days to complete this conciliation process.
- c. If, after five business days the conciliation procedure does not resolve the dispute, the matter shall be immediately referred to the dean, or the provost and vice president (academic) in the case of non-departmentalized colleges, who will set up an arbitration committee within two business days. The committee shall consist of three members: one member nominated by the instructor, one member nominated by the department head, or dean in non-departmentalized colleges, and a chairperson. If one of the parties does not nominate a member, the dean or provost and vice-president (academic) shall do so. All appointees to the arbitration committee should be members of the General Academic

Assembly. The chairperson shall be appointed by the mutual agreement of the nominees for the instructor and the department head or, if the two nominees cannot agree, by the dean. In non-departmentalized colleges, the chair will be appointed by the provost and vice-president (academic) if the dean and the instructor cannot agree.

- d. Also within two business days of the failure of the conciliation process, the department head, or dean in a non-departmentalized college, must list in writing what material was considered in conciliation. A copy of this list shall be sent to the instructor who must immediately report in writing to the dean, or provost and vice-president (academic) for non-departmentalized colleges, as to the accuracy of the list. Within the same two business days, the department head, or dean in non-departmentalized colleges, and the instructor shall forward written submissions with supporting documents to the dean, or provost and vice-president (academic) in non-departmentalized colleges.
- e. Written submissions and all supporting documentation considered in the conciliation (including the list drawn up by the department head, or dean in non-departmentalized colleges), and the response of the instructor, are to be forwarded to the arbitration committee. The committee shall consider only written submissions and all supporting documentation forwarded during their deliberations. To the extent possible, the arbitration committee will use the same relative weighting of final examination and class work as was used by the instructor in arriving at the final grades.

The arbitration committee shall be given a maximum of three business days to complete its deliberations and reach a final decision about the disputed marks. The committee can either uphold the disputed marks or assign new marks. Once the committee reaches a final decision a written report which explicitly outlines the rationale for the decision shall immediately be submitted to the registrar, with copies to the dean, department head (if applicable), and instructor. Any grade changes required by the decision shall be submitted by the instructor and approved by the department head, or dean in a non-departmentalized college.

- f. If after three business days the arbitration committee has not submitted a final decision about the disputed marks, the dean or provost and vice-president (academic) will be notified as to the reasons for the impasse and the arbitration committee will have two business days to resolve their differences and come to a final decision.
- g. If, after two additional business days, an arbitration committee cannot come to a final decision, the dean, or the provost and vice president (academic) in the case of non-departmentalized colleges, will reach a final decision about the disputed marks based upon the written submissions and supporting documents. The dean, or the provost and vice-president (academic) shall immediately submit a written report which explicitly outlines the rationale for the decision to the registrar, with copies to the dean, department head (if applicable) and instructor. Any grade changes required by the decision shall be submitted by the instructor and approved by the department head, or dean in a non-departmentalized college
- h. Once this process is completed, affected students who previously ordered a transcript can contact the registrar whereupon corrected transcripts will be issued free of charge.

9.2 Grade dispute between instructor and student

Students who are dissatisfied with the assessment of their class work or performance in any aspect of class work, including a midterm or final examination, should consult the University Council policy titled <u>Student Appeals or Evaluation</u>, <u>Grading and Academic Standing</u> and the <u>Procedures for Student Appeals in Academic Matters</u>.

The policies describe the process to be followed in appealing the assessment. Appeals based on academic judgment follow a step-by-step process including consultation with the instructor and rereading of written work or re-assessment of non-written work.

Contact Information

Contact Person: University Registrar

Phone: 306-966-6723

AGENDA ITEM NO: 7.3

UNIVERSITY COUNCIL GOVERNANCE COMMITTEE NOTICE OF MOTION

PRESENTED BY: Roy Dobson, Chair, Governance Committee

DATE OF MEETING: May 15, 2025

SUBJECT: Changes to Council Bylaws

COUNCIL ACTION: NOTICE OF MOTION

It is recommended by the Governance Committee that Council approve the Nomination Committee Terms of Reference Changes.

PURPOSE:

Revisions Council Bylaws require approval by University Council at the recommendation of the Governance Committee of Council. This notice of motion to Council to approve these revisions to the Council Bylaws is presented in accordance with the requirement for 30-day notice on any amendments to said bylaws. A request for decision on the proposed revisions to these bylaws will be presented to Council on June 12, 2025

SUMMARY:

The Governance Committee met with the chair of the Nominations Committee of Council regarding ongoing concerns with achieving quorum for the committee, given that the Council Bylaws stipulate that they require two thirds of members in attendance to achieve quorum. With a membership of nine members of Council, this means that six members must be present at each meeting. The Chair indicated that simply lowering the requirement for quorum to majority, which would make the committee comparable to other Council committees would mean losing some of the diversity of voices around the table.

To ensure that the Nominations Committee still requires at least six members present to achieve quorum and to align the committee's quorum requirement with other Council committees, the Governance Committee passed the following motions at its May 6, 2025 meeting:

1. That the Governance Committee recommend that Council approve changes to the Council Bylaws at Part 2, section I.2.c) to remove the requirement that the Nominations Committee have two thirds of members in attendance to achieve quorum; AND

2. That the Governance Committee recommend that Council approve changes to the Council Bylaws at Part 2, section V to raise the membership of the Nominations Committee from nine members of University Council to **ten** members of University Council

ATTACHMENT:

• Council Bylaws (with mark-up on pages 13 and 19)

Council Bylaws and Regulations

April 15, 1999 with revisions: September 1999; October 2000; May, September 2001; February, March, June, October, November, December 2002; February, May, June, Sept. 2003; January, May, June, September 2004; January, February, April, June, September 2006; January, May, June, October, December 2007; March, June, October 2008; February, March 2009; May, October 2010; January, February, May, June 2011; March, June, September 2012; January, April, June, December 2013; June, December 2014; January, February, March, May, September 2015; January, February, April, May, November 2016; February, March, August, November, December 2017; April, May, July 2018; September, December 2019; February 2020; May, June, November, 2020; January, October, November 2021; April, May, June 2022, August 2022; Major Revisions and Edits June 2024



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PART ONE - COUNCIL

I. CONSTITUTIONAL POWERS AND DUTIES OF COUNCIL

The University of Saskatchewan Act, 1995, S.S. 1995, c. U-6.1 prescribes the constitution, powers, and duties of Council. Section 60 of the Act provides that Council is responsible for "overseeing and directing the university's academic affairs." Section 61 provides a list of specific matters that fall within the jurisdiction of Council. These include the following: (the list is not exhaustive)

- grant academic degrees, diplomas and certificates of proficiency;
- grant scholarships, prizes, fellowships, bursaries and exhibitions;
- authorize the Board on academic grounds to establish or disestablish a college, school, department, chair or institute;
- authorize the Board on academic grounds to provide for or to dissolve affiliation or federation with another educational institution;
- prescribe curricula, programs of instruction and courses of study;
- prescribe methods and rules for evaluating student performance;
- discipline students for academic dishonesty;
- prescribing academic and other qualifications for admission;
- hear appeals by students or former students concerning academic decisions affecting them;
- prescribe the number of students to be admitted to a college or program;
- review library policies;
- review the physical and budgetary plans for the university and make recommendations respecting those matters to the President or the Board;
- exercise power that the Board or Senate may delegate to it;
- appoint members to committees composed of members of Council and any or all of the Board, the Senate and the General Academic Assembly;
- make bylaws governing election of members;
- make bylaws respecting any matter over which it has jurisdiction;
- make recommendations to the President, the Board or Senate respecting any matter that Council considers to be in the interests of the University;
- do anything that it considers necessary, incidental or conducive to the exercise of its powers to promote the best interests of the University or to carry out the purposes of the *Act*.

¹The exercise of some of these powers is subject to review by the General Academic Assembly and, in some cases, involves the Board of Governors or the Senate.

II. ELECTION OF FACULTY MEMBERS TO COUNCIL

- 1. The University Secretary will oversee the call for nominations and election of faculty members of Council as provided in section 57(1) of *The University of Saskatchewan Act, 1995*.
- 2. Per sections 57(2) to (5) of *The University of Saskatchewan Act, 1995*, the academic vice president of the undergraduate students' union, and the academic vice president of the graduate students' association, respectively, shall oversee the elections of student members of Council mentioned in 53(2)(h).
- 3. Nominations and elections of faculty and student members of federated and affiliated colleges to University Council are delegated to those colleges.
- 4. The *Act* defines a faculty member as "a person who is employed on a full-time basis by the university or an affiliated or federated college and who serves as a Professor, Associate Professor, Assistant Professor, Lecturer, full-time Special Lecturer, full-time Instructor, or Librarian." For the purposes of Council and General Academic Assembly (GAA) membership, faculty members who are appointed on a full-time basis but are on an approved reduced appointment are still eligible to serve. Certain approved leaves also grant eligibility to serve (e.g., sabbatical/administrative leaves, maternity/parental leaves, or educational leaves).
- 5. A faculty member may choose to stand for election as a college (including the University Library) faculty representative, and/or as a faculty member at large, per Section 53 of *The University of Saskatchewan Act, 1995*. There are two faculty positions per college; there are 54 members at large.
 - The college representative call for nominations and election will occur first followed by a call for nominations and election for the member at large position.
- 6. Nominations will be made using the form provided by the Secretary. A nomination will be endorsed by the nominee and will confirm their eligibility and willingness to stand for election.
- 7. Once the deadline for nominations has passed, the Secretary will conduct elections by making ballots available to all eligible voters.
- 8. If there are more than two nominations for the college representatives there will be an election for both positions on one ballot.
- 9. If two or more nominees with the most votes receive the same number of votes, the Secretary will select the elected member from among those nominees by lot.

- 10. Candidates on the voting list who receive the greatest number of votes are elected to Council effective July 1. Should candidates so elected decline or otherwise be unable to accept a position on Council, at the time of the election such positions shall continue to be filled by those unelected candidates that received the greatest number of votes.
- 11. If insufficient nominations are received to fill the vacant positions, then those valid nominees whose nominations were received by the deadline will be considered elected by acclamation, and a second call for nominations will be sent.
- 12. If after the second call for college representative nominations are closed and there is a vacant position, as per Sec 53 of the *Act*, the dean shall be a college representative. If there is more than one vacant position, then the dean shall also ensure another college faculty member is appointed.
- 13. If after the second call for faculty members at large nominations are closed and there are vacant positions, the Nominations Committee of Council will be asked to appoint faculty members to fill the vacant positions for a one-year term.
- 14. A vacancy on Council for a college representative or a faculty member at large shall be filled by an election held within 90 days of the vacancy, if the vacancy occurs within 27 months of that member being elected. A vacancy arising after that time shall be filled at the next annual election. Council members taking sabbatical, administrative or other leaves of greater than six months, will be filled equivalent to the length of the leave during the annual election. In the event a member decides to serve during their leave, a replacement is not required. Members may complete their term upon return from their leave if still within their elected time frame.

III. PROCEDURAL BYLAWS OF COUNCIL

1. Quorum and Voting for Meetings

- (a) The quorum for regular and special meetings will be 40%.
- (b) Council will use the majority of votes cast (as defined in Kerr and King, 3rd ed.) as the default method of calculating a majority during Council votes unless otherwise explicitly stated in the bylaws or procedures.

2. The Duties of Chair and Vice-Chair

(a) The duties of the Chair will be carried out by the Vice-Chair when, for any reason, the Chair is unable to discharge these duties.

- (b) If the Vice-Chair is required to act as Chair for more than one month, the Nominations Committee shall present to Council for approval the name of a person to be acting Vice-Chair until the Vice-Chair is able to resume the position of Vice-Chair.
- (c) If the Chair, the Vice-Chair, and the acting Vice-Chair are all unable to discharge the duties of the Chair, the Governance Committee shall name a member of Council to serve as Chair for a specified period of time.
- (d) The Chair will preside over all meetings of Council. The Chair's duties are to preserve order and decorum and, subject to appeal, to decide all questions of order and other questions as provided in these bylaws.
- (e) The Chair will prepare a draft agenda for each meeting of Council and will present it for approval at the meeting.
- (f) The Chair will not vote on a motion before Council except when there is an equal number of voting members supporting and opposing the motion.
- (g) The Chair may seek the guidance and assistance of the governance committee with respect to matters pertaining to the role of the Chair.
- (h) The Chair will be the spokesperson for Council in communications with the Board, the Senate, the General Academic Assembly, and the public. In this respect, the role of the Chair is to explain the activities and to communicate the policies of Council.

3. Selection and Removal of the Chair and Vice-Chair

- (a) The Chair and Vice-Chair will be selected as hereinafter provided.
- (b) Thirty days prior to the deadline for receipt of nominations, the Secretary will inform all members of Council that nominations for the position of Chair are being requested and will provide a nomination form for this purpose.
- (c) A Council member is nominated for the position of Chair when the nomination form referred to in (b) containing the consent of the nominee is endorsed by three members of Council and returned to the Secretary on or before the date specified by the Secretary. The nomination form will contain a brief description of the nominee stating the nominee's qualifications for the position of Chair of Council.
- (d) Ten days prior to the date of the election, the Secretary will provide to all members of Council a ballot setting out the names of the nominees and the brief description of each nominee referred to in (c). Information accompanying the ballot will indicate that the ballot is to be returned to the Secretary on or before the specified date.

- (e) All ballots received by the Secretary on or before the date referred to in (d) will be reported by the Secretary to the next meeting of Council. The Chair of the Governance Committee will determine whether an irregular ballot will be counted and the effect of any other election irregularities. The Chair's decision will be final.
- (f) In the event that the two or more nominees with the most votes receive the same number of votes, the Chair of the Governance Committee will select the Chair by lot.
- (g) In the event that no nominations are received by the deadline for nominations for Chair, a second call for nominations will be sent. If the second call for nominations does not elicit a nomination, then the Nominations Committee will be asked to nominate a member of Council to serve as Chair for a one-year term, and a call for nominations will go out the following year.
- (h) The Nominations Committee will nominate a member of Council to serve as Vice-Chair.
- (i) The Chair and Vice-Chair will normally hold office for a period of 2 years.
- (j) Council may remove the Chair or Vice-Chair by a vote of 2/3 of the members of Council present and voting.
- (k) If the Chair is unable to discharge the duties associated with the position for three months, the Governance Committee will present a motion to a meeting of Council asking for the removal of the Chair. A vote of 2/3 of the members of Council present and voting shall be necessary for the passage of such a motion. In the event such a motion is passed, an election will be held for a new Chair according to the procedures laid out in these bylaws.

4. Council Membership

- (a) Annual elections for Council will be completed by March 31. Changes to deadlines and timelines regarding elections, should they be necessary, shall be determined by the Governance Committee in consultation with the University Secretary.
- (b) Term of office for Council membership begins July 1 of the year of the member's election or appointment, other than student members.
- (c) Terms of student members will be one year beginning May 1.
- (d) When a person appointed to Council under Section 53 (2)(c)(ii) of the *Act* ceases to be a Dean, the acting Dean or a new Dean appointed during the term of the incumbent Dean will occupy the position of Dean with voice and vote until the expiration of the incumbent Dean's term on Council when a new election or appointment occurs.

- (e) A vacancy occurs on Council when:
 - I. a member resigns from Council by submitting their intentions in writing to the Secretary;
 - II. a member ceases to be an employee of the University, or
 - III. a member is unavailable to attend meetings of Council for a period of greater than six months during their term.
- (f) All Council members, other than ex officio members, are also members of the student academic hearing and appeals committee, from which representatives for student disciplinary and appeal boards are selected. Members may decline to serve on a board when asked.

5. Council Meetings

- (a) Council meetings will be open except when Council decides to have them closed.
- (b) Council will meet monthly during the academic term (September June) except in February. The Chair can call a meeting during a month when a meeting is not normally scheduled.
- (c) Attendees at Council meetings are expected to refrain from unauthorized audio or video recording of the proceedings and to respect the rulings of the Chair.
- (d) Special meetings of Council can be called by the Chair or by petition of 20% of the members of Council.
- (e) A motion to amend the Bylaws will be preceded by a notice of motion presented in writing to the members not less than 30 days prior to the date of the meeting at which the motion is considered.
- (f) Except as provided in Bylaws (e) and (i), a motion will be preceded by a notice of motion presented in writing to the members of Council not less than 10 days prior to the date of the meeting at which the motion is to be considered. This bylaw applies only to a motion dealing with a substantive matter which requires consideration by members of Council prior to the meeting at which the motion is presented. Whether or not a motion falls within this bylaw will be determined by the Chair.
- (g) The requirement of bylaw (f) may be suspended upon vote of two-thirds of the members present and voting at a meeting.
- (h) A recommendation to Council contained in a committee report is deemed to be a notice of motion if the report containing the recommendation is included with the agenda of the meeting at which the report is considered.

- (i) In the event of an emergency situation as declared jointly by the President and Chair of Council or their respective delegates, if Council is unable to meet or attain quorum, Council may decide urgent matters by alternative means. Procedures governing such decisions are the responsibility of the Governance Committee.
- (j) The meetings of Council and of committees of Council will be conducted in accordance with the rules of order contained in Procedures for Meetings and Organizations, Third Edition by Kerr and King.
- (k) Unless Council decides otherwise, the secretary of Council meetings shall be the University Secretary, or a member of the University Secretary's office as designated by the University Secretary.

IV. CONFLICT OF INTEREST

1. Council Proceedings

- (a) It is necessary to distinguish between the roles of the "representative" members of Council, on the one hand, and the "at large" and ex officio members, on the other, with respect to their obligations to bring pertinent information to Council or to committees of Council and to report back to their constituents. However, there is no distinction with respect to the exercise of judgment and decision-making in Council meetings and in deliberations of a committee of Council. Members of Council and members of committees of Council will have as their principal concern the welfare of the University community. They will exercise independent judgment and may not act as agents of any person or organization.
- (b) There are no restrictions on the rights of a Council member to participate in debate and to vote on any matter that comes before Council. However, a Council member who has a conflict of interest with respect to a matter that comes before Council will disclose the conflict when speaking on the matter in Council proceedings.

2. Committees of Council

- (a) A member of a committee of Council will conduct themselves so as to avoid conflict of interest or the appearance of conflict of interest.
- (b) A member of a committee will disclose and identify any conflict of interest or perceived conflict of interest affecting that member.
- (c) Sessional Lecturer members cannot also be full-time employees in another bargaining unit.

- (d) A member of a committee will 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.
- (e) The Chair or a member of a committee will be entitled to raise the question of whether another member has a conflict of interest or perceived conflict of interest on a matter before the committee.
- (f) The Chair or a member of a committee is entitled to ask another member who has or is perceived to have a conflict of interest to withdraw from the deliberations of the committee and/or to refrain from voting on a matter before the committee.
- (g) If a request referred to in paragraph (e) to withdraw from the deliberations of the committee or to refrain from voting on a matter before the committee is denied by the member to whom the request is 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.

3. Conflict of Interest Defined

A conflict of interest exists for a member of Council or a member of a Council committee when, with respect to a matter being considered by Council or the committee:

- (a) the decision being made is such that the member could not reasonably be expected to exercise independent judgment because of the effect the decision would or would be likely to have on the member or a person closely related or closely associated with the member; or
- (b) as a result of occupying a position or holding an office in an organization, the person is legally obligated to subordinate the interests of the University to the interests of the organization when dealing with the matter.

PART TWO – COMMITTEES OF COUNCIL

I. THE COMMITTEES OF COUNCIL

1. Creation and Composition of Council Committees

- (a) Council has the statutory power to establish committees to facilitate its work. There is no requirement that these committees be composed entirely of Council members². Council is also empowered to appoint members of joint committees involving the Board, the Senate or the General Academic Assembly.
- (b) The Governance Committee will nominate the members and Chair of the Nominations Committee.
- (c) The Nominations Committee will nominate members, including the Chairs, of Council committees. Chairs of Council committees will appoint their vice chairs. Except where the chair is required to be a member of Council, the Nominations Committee shall first consider Council members for the position of Chair and if a suitable nominee cannot be obtained, then the Chair will be selected from the General Academic Assembly members.
- (d) The Nominations Committee will present its nominations to Council by the final Council meeting of the year, and otherwise as required when vacancies occur.

It is the responsibility of the Nominations Committee of Council to present a slate of candidates for all committee positions except the Nominations Committee itself. The Committee will take into consideration the abilities and experience of the proposed nominees and the balance of representation from the various sectors of the campus, as well as equity, diversity and inclusion (EDI). It will review the names of potential nominees submitted by faculty, Department Heads and Deans and if necessary canvas additional individuals in order to develop an able, representative slate.

The Nominations Committee will present the slate to Council with sufficient names to fill the available positions. The Chair of Council will call for any further nominations from the floor. If there are none, the slate will be elected. If there are nominations from the floor there will be an election held within two weeks. The election will be held only for those committees that have received nominations exceeding the available positions. The ballot will be prepared and

²The only statutory restriction on the committee structure is prescribed by section 61(2) of the *Act* which requires that a committee established to discipline students or hear appeals with respect to student discipline must contain members of Council who are students.

distributed by the University Secretary. The ballot will include the names of the slate presented by the Nominations Committee and the nominations from the floor indicating the Council status of each. It will indicate the positions to be filled and the eligibility requirements for the positions. Voters will indicate choices up to the number of positions available. Eligible candidates with the greatest number of votes will be declared elected.

- (e) The President and the Chair of Council are ex officio, non-voting members of all Council committees. They are not counted when determining the quorum of a committee meeting unless otherwise stated.
- (f) An *ex officio* member may designate an individual to serve in their place on a committee of Council with the same powers as the designator. Such designations shall last for twelve months and are subject to renewal. In the event that the individual is unable to complete the full term, another individual can be designated in their place. To initiate the designation, the *ex officio* member will inform the Chair of Council and the Chair of the committee involved. During the period of designation, the *ex officio* member who initiated the designation may still attend the Committee meeting from time to time with a voice but no vote.
- (g) The USSU and GSA will name their appointees to Council committees for the year from May 1 to April 30.
- (h) Resource officers and offices providing administrative support are non-voting members of the committees and are not counted when determining the quorum of a committee meeting.
- (i) Terms of office for Council committee members will begin July 1 unless otherwise provided by the Nominations Committee, except for student committee members whose terms of office will begin May 1.
- (j) The term of office of a faculty member of a standing committee is normally three consecutive years, unless otherwise specified by the Nominations Committee to ensure regular turnover on Council committees. Terms are renewable once for up to an additional three years, for a maximum of six consecutive years of service. Once the maximum term of service has been reached, one year must lapse prior to the commencement of a new term on that same committee. The term of office of the Chair will be one year, renewable annually for up to two additional one-year terms. Once the Chair has served for a maximum of three consecutive years of service, one year must lapse before the member may serve as Chair of that same committee. The renewal of the Chair is subject to the six consecutive years of service a faculty member may serve on a standing committee. For greater certainty, the maximum six years of consecutive service limitation does not apply to ex officio members of a committee.
- (k) The terms of student and Sessional Lecturer members will be one year.
- (I) When a committee member is appointed as a member of Council, if there is a GAA vacancy on said committee their term on the committee may be completed if they cease to be a member of

Council provided they are and remain a faculty member, at the discretion of the Nominations Committee. This excludes the Nominations Committee and the voting members of the Governance Committee, whose membership is restricted to Council members.

(m) In the event of a vacancy on a Council committee of greater than six months, the vacancy will be filled so that the balance between Council and General Academic Assembly members on the committee of the bylaw is maintained.

2. Committee Responsibilities

- (a) All standing committees will meet and report to Council at least once each academic year.
- (b) Standing committees may create subcommittees, including subcommittees composed of persons who are not members of Council.
- (c) The quorum for standing committee meetings is a majority of the voting members. The quorum for the Nominations Committee is two-thirds of the voting members unless otherwise stated.
- (d) Unless a motion of Council specifically provides otherwise, all recommendations of committees will be brought to Council for approval or change. Generally, committee recommendations are presented to Council in the form of reports.
- (e) Council has statutory power to make recommendations to the President, the Board, or the Senate respecting matters that Council considers to be in the interests of the University. A matter may be referred to a Council committee by Council to develop recommendations to be presented to the President, the Board, or the Senate.
- (f) The constitutional structure of the University provides for shared jurisdiction over matters. Consequently, it may be necessary for the President, acting as the chief administrator of the University, or the Board to seek the advice or assistance of a Council committee with respect to a particular matter. The power of a committee to provide advice or assistance to the President or the Board is specified in Part Two of these Bylaws or will be given by Council. The advice and assistance will not contradict or conflict with the Bylaws of Council.
- (g) A committee that provides advice and assistance pursuant to clause (e) will report to Council the general nature of the advice. However, the Committee need not report to Council on matters the disclosure of which would be inimical to the interests of the University. These matters will be disclosed to the governance committee at the request of the Chair of Council.

II. ACADEMIC PROGRAMS COMMITTEE

Membership

Eleven members of the General Academic Assembly, at least five of whom will be elected members of Council, normally one of whom will be chair.

One Sessional Lecturer*

One undergraduate student appointed by the USSU

One graduate student appointed by the GSA

Ex Officio Members

Vice-Provost, Students and Learning
University Registrar
Vice-President, Administration and Chief Operating Officer or designate (non-voting member)
President (non-voting member)
Chair of Council (non-voting member)

Resource Officers (Non-voting members)

Resource Officers are to be identified at the end of each academic cycle for the following year (May committee meetings) by the Committee, and in consultation with the Governance Office.

*If there is no immediate interest in the Sessional Lecturer position, it will remain vacant.

Committee Coordination

Governance Office

The Academic Programs Committee is responsible for:

- 1) Recommending to Council policies and procedures related to academic programs and sustaining program quality.
- 2) Evaluating the fit of academic program proposals with university priorities; reviewing financial sustainability of proposals for new academic programs and program deletions; and recommending to Council on new programs, major program revisions and program deletions, including their budgetary implications.
- 3) Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses and reporting them to Council.
- 4) Considering outreach and engagement aspects of programs.
- 5) Consulting with Planning and Priorities Committee on processes and outcomes of academic program review, following consultation with the Planning and Priorities Committee and other Council committees as appropriate.

- 6) Consulting with Planning and Priorities Committee on proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program.
- 7) Consulting with Planning and Priorities Committee on proposed or continuing affiliation or federation of other institutions with the University.
- 8) Reporting to Council on the academic implications of enrolment plans, changes, and admission standards.
- 9) Approving the annual academic schedule and reporting the schedule to Council for information and recommending to Council substantive changes in policy governing dates for the academic sessions.
- 10) Approving minor changes (such as wording and renumbering) to rules governing examinations and reviewing and recommending to Council substantive changes.
- 11) Recommending to Council classifications and conventions for instructional programs.
- 12) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 13) Consider the priorities of the University, such as Indigenization and internationalization, when assessing current and new academic programs and policies.
- 14) Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

III. GOVERNANCE COMMITTEE

Membership

Three elected members of Council, one of whom will be Chair

A GAA member of Council appointed by the President

Chair of Council

Chair, Academic Programs Committee of Council or APC committee designate*

Chair, Planning and Priorities Committee of Council or PPC committee designate*

Ex Officio Members (non-voting)

University Secretary President

Student members (non-voting unless the appointed member is a member of Council)

GSA President or designate USSU President or designate

*Should the chair of this committee not be a member of Council, a committee designate who is a member of Council will be named.

Committee Coordination

Governance Office

The Governance Committee is responsible for:

- 1) Reviewing the Bylaws of Council and recommending to Council revisions to the Bylaws.
- 2) Reviewing the Bylaws of Faculty Councils and recommending to University Council, Colleges, and Schools changes to their Bylaws.
- 3) Reviewing the membership, powers, and duties of committees of Council and recommending to Council revisions to the membership, powers and duties of committees.
- 4) Recommending to Council regulations and procedures for Council and Council committees.
- 5) Advising the University Secretary (or designate) on matters relating to faculty councils and University Council elections.

- 6) Advising Council with respect to its responsibilities and powers under *The University of Saskatchewan Act, 1995* and recommending to Council on proposed changes to the *Act*.
- 7) Nominating the members and chair of the Nominations Committee of Council to University Council.
- 8) Providing advice to the Chair of Council on the role of the Chair.
- 9) Recommending to Council rules and procedures, including the penalties as prescribed by section 61(1)(h) of *The University of Saskatchewan Act, 1995*, to deal with allegations of academic misconduct on the part of students.
- 10) Recommending to Council rules and procedures to deal with appeals by students and former students concerning academic decisions affecting them as provided in section 61(1)(j) of *The University of Saskatchewan Act, 1995*.
- 11) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 12) Reporting and recommending to Council on University policies that are within the purview of Council and/or the joint purview of the University's governing bodies.
- 13) To review and approve editorial (not substantive) revisions to the University Council Bylaws (e.g., corrections to title changes for senior administrative positions, spelling, formatting, proofing...), and report them to Council on an annual basis. Such revisions will not change the reading of the Bylaws, their potential interpretations, meanings, or significance.

IV. EXECUTIVE COMMITTEE

Membership

Chair of Council, who shall be Chair Vice-Chair of Council Chairs of Council Committees

Ex Officio Members (non-voting)

University Secretary President

Committee Coordination

Governance Office

The Executive Committee is responsible for:

- 1) Setting the agenda for Council meetings.
- 2) Receiving and determining the disposition of written motions from individual members of Council. The Executive Committee will either include the motion on the Council agenda or refer the matter to a standing committee(s), which will then report back on the matter to the Executive Committee and Council.
- 3) Facilitating the flow of information between Council committees and the Administration, and between Council committees and the Senate.
- 4) Coordinating the work of Council committees.
- 5) Advising the Chair of Council on matters relating to the work of Council.
- 6) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.

V. NOMINATIONS COMMITTEE

Membership

Nine-Ten elected members of Council, not more than three members from Arts and Science and not more than two members from each of the other colleges, one of whom will be Chair.

Ex Officio Members (non-voting)

President Chair of Council

Committee Coordination

Governance Office

The Nominations Committee is responsible for:

- 1) Nominating members of the General Academic Assembly (GAA) and Council to serve on all standing and special committees of Council, other than the Nominations Committee, and nominating the Chairs of these committees.
- 2) Nominating members of Council or the GAA to serve on other committees on which Council or GAA representation has been requested.
- 3) Nominating individuals to serve as Chair and/or Vice-Chair of Council, or as members of Council, as required, in accordance with the Bylaws.
- 4) Nominating Sessional Lecturers to Council committees as required.
- 5) Nominating eligible members of the General Academic Assembly to serve on appeal and review committees as required by the Collective Agreement with the University of Saskatchewan Faculty Association.
- 6) Nominating individuals to serve on search and review committees for senior administrators.
- 7) Designating individuals to act as representatives of a Council Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.

Notes:

- (a) Members of the Nominations Committee will be permitted to serve on other Council committees.
- (b) To the greatest extent possible the Nominations Committee should attempt to ensure that no member of Council or the General Academic Assembly serves on more than one of the following

committees: Academic Programs Committee or Planning and Priorities Committee.

- (c) Members of affiliated and federated colleges may not serve on the Planning and Priorities Committee.
- (d) To the greatest extent possible, the Nominations Committee should attempt to include on committees members who are broadly representative of the disciplines of the University.
- (e) The Nominations Committee will solicit nominations widely from Council and the General Academic Assembly.
- (f) The term of office of a faculty member of a standing committee is normally three consecutive years, unless otherwise specified by the Nominations Committee so as to consider regular turnover, the composition of committee membership, and the alignment of Council terms.
- (g) The Nominations Committee will nominate term replacements for Council Committee members taking sabbatical, administrative or other leaves of greater than six months, equivalent to the length of the leave. In the event a member decides to serve during their leave, a replacement is not required. Members may complete their term upon return from their leave if still within their elected time frame.
- (h) Nominees will be selected for their experience, demonstrated commitment and/or their potential for a significant contribution to committee functions.
- (i) In nominating individuals to Council and other university committees, a full consideration will be given to achieve equity, diversity, and inclusion in representation. The Nominations Committee of Council will revise and adapt its approach to fulfilling this commitment on a regular basis.

VI. PLANNING AND PRIORITIES COMMITTEE

Membership

Eleven members of the General Academic Assembly, at least six of whom will be elected members of Council, normally one of whom will be Chair. At least one member from the General Academic Assembly with some expertise in financial analysis will be nominated.

One Dean appointed by Council

One undergraduate student appointed by the USSU

One graduate student appointed by the GSA

One Sessional Lecturer*

Ex Officio Members

Provost and Vice-President, Academic or designate

Vice-President, Administration and Chief Operating Officer or designate

Vice-President, Research or designate

Vice-Provost, Indigenous Engagement or designate

Chief Financial Officer, Office of the President (non-voting member)

President (non-voting member)

Chair of Council (non-voting member)

Resource Officers (Non-voting members)

Resource Officers are to be identified at the end of each academic cycle for the following year (May committee meetings) by the Committee, and in consultation with the Governance Office.

*If there is no immediate interest in the Sessional Lecturer position, it will remain vacant.

Committee Coordination

Governance Office

Quorum for Planning and Priorities Committee meetings is 40%, with at least five members (majority) of the General Academic Assembly as appointed by Council.

The Planning and Priorities Committee (PPC) is responsible for:

- 1) Recommending and reporting to Council on university wide planning and priorities initiatives and review activities in consultation with the President and Senior Administration.
- 2) Undertaking the review and recommending to Council on:
 - (a) Academic plans & priorities for the university including teaching, learning and research, scholarly and artistic works.
 - (b) Community engagement plans & priorities.
 - (c) Matters referred to it from other committees.

- (d) Establishment and disestablishment (including through amalgamation or separation) of any college, school, department, or any unit responsible for the administration of an academic program, with the advice of relevant committees of Council.
- (e) Establishment and disestablishment (including through amalgamation or separation) or review of any institute or centre at the university.
- (f) Affiliation or federation with other educational institutions, or dissolution of such arrangements, in consultation with relevant committees of Council.
- 3) Review the physical and budgetary plans for the university and make recommendations respecting those matters to the President or Board, such as:
 - (a) Main elements of the comprehensive budget.
 - (b) Budgetary implications of government funding requests.
 - (c) Operating and capital budgetary matters, including infrastructure and space allocation issues.
 - (d) Administrative structural changes and reorganizations.

The Planning and Priorities Committee will report to Council on the general nature of the feedback and, where practicable, obtain the guidance of Council. However, the Committee need not disclose to Council matters the disclosure of which would be contrary to the interests of the University.

- 4) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 5) Balancing academic and fiscal concerns in forming its recommendations.
- 6) Proactively supporting equity, diversity, inclusion and belonging as well as a commitment to transformative decolonization leading to reconciliation in all processes and matters coming before the Committee.

Centre's Subcommittee

The mandate of the PPC Standing Subcommittee on Centres is:

- (a) To facilitate the creation of new centres
- (b) To monitor adherence to the Centres Policy
- (c) To develop and review the Centres Policy and Guidelines
- (d) To oversee the establishment and disestablishment of centres
- (e) To maintain a list of active centres
- (f) To report on and bring recommendations on these issues to PPC

Membership on this subcommittee will be drawn from the Academic Programs (1), Planning and Priorities (2) and Research, Scholarly and Artistic Works (1) Committees of Council, the offices of the provost, vice-president administration, and vice-president research, centre directors, and will be supported by the Governance Office.

VII. RESEARCH, SCHOLARLY, AND ARTISTIC WORK COMMITTEE

Membership

Nine members of the General Academic Assembly, at least three of whom will be elected members of Council, normally one of whom will be chair.

One of the nine members will be an Assistant or Associate Dean with responsibility for research.

One undergraduate student appointed by the USSU

One graduate student appointed by the GSA

Ex Officio Members

Vice-President, Research

Dean of the College of Graduate and Postdoctoral Studies

Dean of the University Library or designate

President (non-voting member)

Chair of Council (non-voting member)

Resource Officers (non-voting)

Resource Officers are to be identified at the end of each academic cycle for the following year (May committee meetings) by the Council Committee, and in consultation with the Governance Office.

Committee Coordination

Governance Office

The Research, Scholarly, and Artistic Work Committee is responsible for:

- 1) Recommending to Council on issues and strategies to support research, scholarly, and artistic work.
- 2) Recommending to Council on policies and issues related to research integrity and ethics in the conduct of research, scholarly, and artistic work.
- 3) Recommending to Council and providing advice to the Vice-President, Research on community engagement and knowledge translation activities related to research, scholarly, and artistic work.
- 4) Providing advice to the Vice-President, Research and reporting to Council on issues relating to the granting agencies that provide funding to the University.
- 5) Providing advice to the Vice-President, Research, the Vice-Provost, Teaching, Learning, and Student Experience, and the Dean of the College of Graduate and Postdoctoral Studies on the contributions of undergraduate and graduate students and postdoctoral fellows to the research activity of the University.

- 6) Examining proposals for the establishment of any institute or centre engaged in research, scholarly, or artistic work at the University, and providing advice to the Planning and Priorities Committee of Council.
- 7) Receiving annual reports from the Vice-President, Research and the Dean of College of Graduate and Post-Doctoral Studies.
- 8) Receiving and reporting to Council the University's research ethics boards' annual reports.
- 9) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 10) Considering the priorities of the University community, such as Indigenization and internationalization, when assessing current and new research, scholarly, and artistic work activities.

VIII. SCHOLARSHIPS AND AWARDS COMMITTEE

Membership

Nine members of the General Academic Assembly, at least three of whom will be elected members of Council, normally one of whom will be chair.

Vice-President, Academic of the USSU

Vice-President, Finance of the GSA

An Indigenous representative from the Office of the Vice-Provost Indigenous Engagement

Ex Officio Members

Provost and Vice-President, Academic or designate
Dean of the College of Graduate and Postdoctoral Studies or designate
Vice-Provost, Students and Learning or designate
Vice-President, University Relations or designate (non-voting member)
President (non-voting member)
Chair of Council (non-voting member)

Resource Officers (non-voting)

Resource Officers are to be identified at the end of each academic cycle for the following year (May committee meetings) by the Council Committee, and in consultation with the Governance Office.

Committee Coordination

Office of the Registrar

The Scholarships and Awards Committee is responsible for:

- 1) Recommending to Council on matters relating to the awards, scholarships and bursaries under the control of the University.
- 2) Recommending to Council on the establishment of awards, scholarships and bursaries.
- Granting awards, scholarships, and bursaries that are open to students of more than one college or school.
- 4) Recommending to Council rules and procedures to deal with appeals by students with respect to awards, scholarships and bursaries.
- 5) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.

IX. TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE

Membership

Eleven members of the General Academic Assembly, at least five of whom will be members of Council, and among the members from the General Academic Assembly there will be some expertise in Indigenous teaching and learning. Normally one of the five members of Council will be appointed Chair of the Committee.

One Sessional Lecturer*
One graduate student appointed by the GSA
One undergraduate student appointed by the USSU
Vice-Provost, Students and Learning or designate

Ex Officio Member (non-voting)

President Chair of Council

Resource Officers (non-voting)

Resource Officers are to be identified at the end of each academic cycle for the following year (May committee meetings) by the Council Committee, and in consultation with the Governance Office.

*If there is no immediate interest in the Sessional Lecturer position, it will remain vacant.

Committee Coordination

Governance Office

The Teaching, Learning and Academic Resources committee is responsible for

- 1) Commissioning, receiving and reviewing scholarship and reports related to teaching, learning and academic resources, with a view to supporting the delivery of academic programs and services at the University of Saskatchewan.
- 2) Making recommendations to Council and the Planning and Priorities Committee on policies, activities and priorities to enhance the effectiveness, evaluation and scholarship of teaching, learning and academic resources at the University of Saskatchewan.
- 3) Promoting student, instructor and institutional commitments and responsibilities, as set out in the University of Saskatchewan Learning Charter and as reflected in the priority areas of the University of Saskatchewan integrated plans.
- 4) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.

5) The Committee will carry out all of the above in the spirit and philosophy of equitable participation and an appreciation of the contributions of all people. As one of the university's priority areas is Indigenization, this includes rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, and the creation of learning outcomes tied to Indigenous content and experiences grounded in Indigenous world views. In this context, Indigenous refers to First Nations, Métis and Inuit people of Canada. In addition, the prioritization of internationalization calls the committee to a focus on intercultural and international engagement among students, educators, and staff.

X. JOINT COMMITTEE ON CHAIRS AND PROFESSORSHIPS

Membership

Provost & Vice-President, Academic or designate (chair)

One member of Council appointed by Council

One member of the Board of Governors appointed by the Board

One member of the Research, Scholarly and Artistic Work Committee appointed by Council;

University Secretary or designate;

Vice-President, Research or designate;

Vice-President, University Relations or designate;

Vice-President, Administration and Chief Operating Officer or designate

Committee Coordination

Office of the Vice-Provost, Faculty Relations

The Joint Committee on Chairs and Professorships is responsible for:

- 1) Developing and reviewing procedures and guidelines relating to the establishment, funding, and ongoing administration of chairs at the University of Saskatchewan.
- 2) Receiving and reviewing proposals for the establishment of all chairs and Professorships, assessing compliance with university aims and objectives, administrative processes, and financial integrity.
- 3) Recommending to Council the approval of proposed chairs, and subsequently recommending to the Board of Governors that the Board authorize the establishment of chairs and changes to the structure of chairs as may be required from time-to-time.
- 4) Receiving notice of proposed changes to the names of chairs in accordance with the university's policy on *Naming of University Assets*.
- 5) Submitting an annual report to Council and the Board on the activities of the Joint Committee on Chairs and Professorships.

PART THREE- COUNCIL REGULATIONS

Introduction

Following are the academic regulations of the University of Saskatchewan enacted by Council. Prior to 1995, these regulations were approved by the University of Saskatchewan Senate. Under *The University of Saskatchewan Act, 1995*, (hereinafter referred to as "the Act"), the authority over these academic regulations was transferred to Council.

Specific instances where procedures are mandated by the *Act* are identified.

I. DEGREES, DIPLOMAS AND CERTIFICATES

1. Degrees

The following degrees are authorized by Council to be granted by the University:

Graduate Level

Doctor of Education (Ed.D.)

Doctor of Philosophy (Ph.D.)

Master of Agriculture (M.Agr.)

Master of Arts (M.A.)

Master of Business Administration (M.B.A.)

Master of Chemical Risk Assessment (M.R.A.)

Master of Clinical Pharmacy (M.C.P.)

Master of Education (M.Ed.)

Master of Engineering (M.Eng.)

Master of Environment and Sustainability (M.E.S.)

Master of Fine Arts (M.F.A.).

Master of Governance and Entrepreneurship in Northern and Indigenous Areas (M.G.E.N.I.A.)

Master of Indigenous Land-Based Education (M.I.L.B.E.)

Master of International Public Management and Administration (M.I.P.M.A.)

Master of Laws (LL.M.)

Master of Mathematics (M.Math.)

Master of Music (M.Mus.)

Master of Nursing (M.N.)

Master of Physical Therapy (M.P.T.)

Master of Professional Accounting (M.P.Acc.)

Master of Public Administration (M.P.A.)

Master of Public Health (M.P.H.)

Master of Public Policy (M.P.P.)

Master of Scholarship in Teaching and Learning (M.SoTL.)

Master of Science (M.Sc.)

Master of Sustainability (M.Ss.) Master of Veterinary Science (M.Vet.Sc.) Master of Water Security (M.W.S.)

Combined Degrees

Doctor of Pharmacy (Pharm.D.) and Master of Business Administration (M.B.A.) Juris Doctor (J.D.) and Master of Business Administration (M.B.A.)

Undergraduate Level

Bachelor of Arts and Science (B.A.&Sc.)

Bachelor of Arts and Science Honours (B.A.&Sc.)

Bachelor of Arts Three-year (B.A.)

Bachelor of Arts Four-year (B.A.)

Bachelor of Arts Honours (B.A.)

Bachelor of Commerce (B.Comm.)

Bachelor of Education (B.Ed.)

Bachelor of Fine Arts Honours (B.F.A.)

Bachelor of Music (B.Mus.)

Bachelor of Music Honours (B.Mus.)

Bachelor of Music in Music Education [B.Mus.(Mus.Ed.)]

Bachelor of Science Three-year (B.Sc.)

Bachelor of Science Four-year (B.Sc.)

Bachelor of Science Honours (B.Sc.)

Bachelor of Science in Agribusiness [B.Sc.(Agbus.)]

Bachelor of Science in Agriculture (B.S.A.)

Bachelor of Science in Animal Bioscience [B.Sc.(An.Biosc.)]

Bachelor of Science (Biomedical Science) Three-Year [B.Sc. (BMSC) Three-Year]

Bachelor of Science (Biomedical Science) Four-Year [B.Sc. (BMSC) Four-Year]

Bachelor of Science (Biomedical Science) Honours [B.Sc. (BMSC) Honours]

Bachelor of Science in Dental Hygiene [B.Sc.(DH)]

Bachelor of Science in Dental Therapy [B.Sc.(DT)]

Bachelor of Science in Dentistry [B.Sc.(Dent.)]

Bachelor of Science in Engineering (B.E.)*

Bachelor of Science in Food and Nutrition [B.Sc.(F&N)]

Bachelor of Science in Food Industry Management [B.Sc.(FIM)]

Bachelor of Science in Kinesiology [B.Sc.(Kin.)]

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

Bachelor of Science in Nutrition [B.Sc.(Nutr.)]

Bachelor of Science in Renewable Resource Management [B.Sc.(R.R.M.)]

Doctor of Dental Medicine (D.M.D.)

Doctor of Medicine (M.D.)

Doctor of Pharmacy (Pharm.D.)

Doctor of Veterinary Medicine (D.V.M.)

Juris Doctor (J.D.)

Combined Degree

Bachelor of Science Kinesiology/Bachelor of Education Combined Degree [B.Sc.(Kin.)/B.Ed.]

2. Honorary Degrees

The following Honorary degrees are authorized by Senate to be granted by the University:

Doctor of Laws, honoris causa - LL.D.

Doctor of Science, honoris causa - D.Sc.

Doctor of Letters, honoris causa - D.Litt.

3. Degree-Level Diplomas and Certificates

The following Degree-Level Certificates and Diplomas are authorized by Council to be granted by the University:

Graduate Level

Postgraduate Diploma

Postgraduate Degree Specialization Certificate

Graduate Certificate in Climate Change, Vulnerability Assessment, and Adaptation Action

Graduate Certificate in Community Energy Finance and Planning

Graduate Certificate in Economic Analysis for Public Policy

Graduate Certificate in Energy Transitions

Graduate Certificate in Environmental Planning

Graduate Certificate in Foundations for Registered Nurse Specialty Practice

Graduate Certificate in Governance Foundations for Sustainability

Graduate Certificate in Hydrology

Graduate Certificate in Improving Teaching and Learning in Health Professions Education

Graduate Certificate in Indigenous Nation-Building

Graduate Certificate in Leadership

Graduate Certificate in Non-Profit Management

Graduate Certificate in One Health

Graduate Certificate in Public Management

Graduate Certificate in Public Policy Analysis

Graduate Certificate in Quality Teaching in Health Professions Education

Graduate Certificate in Rotating Small Animal Veterinary Internship

Graduate Certificate in the Scholarship of Teaching and Learning

Graduate Certificate in Science and Innovation Policy

Graduate Certificate in Social Economy, Co-operatives, and the Nonprofit Sector

Graduate Certificate in Specialty Internship in Veterinary Internship

Graduate Certificate in Substance Use Health and Wellbeing

Graduate Certificate in Sustainable Water Management

Graduate Certificate in Sustainability Solutions

Graduate Certificate in Veterinary Diagnostic Pathology

Graduate Certificate in Water Resources

Graduate Certificate in Water Science

Undergraduate Level

Aboriginal Teacher Associate Certificate

Certificate in Advanced French Language and Culture

Certificate in Advanced Studio Art

Certificate in Applied Gender Justice

Certificate in Astronomy

Certificate in Biological Research

Certificate in Business

Certificate in Catholic Studies

Certificate in Classical and Medieval Latin

Certificate in Computing

Certificate in Creative Writing

Certificate in Criminology and Addictions

Certificate in Early Childhood Education

Certificate in Entrepreneurship

Certificate in Ethics, Justice, and Law

Certificate in Formal Reasoning

Certificate in Foundations of Drama

Certificate in Foundations of Studio Art

Certificate in French-English Translation

Certificate in Geology Fundamentals

Certificate in Geomatics

Certificate in Global Health

Certificate in Global Studies

Certificate in Hard Rock Geoscience

Certificate in Indigenous Governance and Politics

Certificate in Indigenous Languages

Certificate in the Study of Indigenous Storytelling

Certificate in Indigenous Studies

Certificate in Intermediate French Language and Culture

Certificate in Intermediate Studio Art

Certificate in Japanese Language and Culture

Certificate in Jazz

Certificate in Jewish and Christian Origins

Certificate in Labour Studies

Certificate in Mathematical Modelling

Certificate in Medical Language

Certificate in Music and Wellbeing

Certificate in One Health

Certificate in Peace Studies

Certificate in Precision Agriculture

Certificate in Professional Communication - Leadership and Negotiation

Certificate in Professional Communication - Persuasive Communication

Certificate in Professional Communication - Technical and Professional Writing

Certificate in Politics and Law

Certificate in Practical and Applied Arts

Certificate in Quantitative Geosciences

Certificate in Queer Theory, Gender Diversity, and Sexualities Studies

Certificate in Religious Literacy

Certificate in Secondary Technical Vocational Education

Certificate in Sedimentary Geography

Certificate in Spanish Language and Culture

Certificate in Speech Development and Diversity

Certificate in Statistical Methods

Certificate in Sustainability

Certificate in Technological Innovation

Certificate in Technical Innovation - Leading Innovative Teams

Certificate in Technical Innovation - New Product Market

Certificate in Ukrainian Studies

Certificate in Urban Design

Certificate in Water Science

Certificate in wîcêhtowin Theatre

Certificate of Leadership in Post-Secondary Education

Indigenous Business Administration Certificate

Internationally Educated Teachers Certificate

Kanawayiketaytan Askiy Certificate

Post-Degree Specialization Certificate

Post-Degree Certificate in Career and Guidance Studies

Post-Degree Certificate in English as an Additional Language

Post-Degree Certificate in Education: Special Education

Diplomas

Diploma in Agribusiness

Diploma in Agronomy

Kanawayihetaytan Askiy Diploma in Indigenous Lands Governance - K.A.I.L.G.

Kanawayihetaytan Askiy Diploma in Indigenous Resource Management – K.A.I.R.M.

4. Non-Degree Level Certificates

The following Non-Degree Level Certificates are authorized by the Provost and Vice-president Academic to be granted by the University:

Certificate in Dental Assisting
Certificate in English for Academic Purposes
Prairie Horticulture Certificate
Graduate Certificate in Teaching Preparation
Graduate Pathways Certificate
Graduate Professional Skills Certificate
STEM Accelerator Certificate

5. Community Level Certificates

The following Community Level Certificates are authorized by the Dean of a college (after consultation with the Provost and Vice-president Academic) to be granted by the University:

Master Gardener Certificate Certified Crop Science Consultant Arts and Artisanship Certificate

6. Microcredentials

The following microcredentials are authorized by the Dean of a college (after consultation with the Provost and Vice-president Academic) to be granted by the University:

Foundations in Science Communication Fundamentals of Collaborative Research

II. AWARDING DEGREES, CERTIFICATES and DIPLOMAS

Degrees, Certificates and Diplomas may be conferred at the annual meeting of Convocation or at any other meeting of Convocation. The formal admission of candidates to degrees, certificates and diplomas shall, in the absence of the Chancellor, be made by the President (Vice-Chancellor), or by a member of the Council, appointed for that purpose.

Degrees may be conferred upon persons in absentia.

III. CANCELLATION OF DEGREES

Council may revoke the degree or degrees, diplomas, certificates and distinctions of the university and all privileges connected therewith of any holder of the same for cause or where the conduct of the holder, in the opinion of Council and following due process under the Academic Misconduct regulations, shall constitute a breach of any agreement made with the University as a condition of the conferment of such degree or degrees, diplomas, certificates or distinctions. Council may restore, on cause being shown, any person so deprived to the degree, distinction or privileges previously enjoyed by that person without further examination.

IV. UNIVERSITY SCHOLARSHIPS

Under section 61(1)(d) of the *Act*, Council is authorized to grant scholarships, prizes, fellowships, bursaries and exhibitions. Under section 49(1)(i) the Board of Governors provides for the establishment of scholarships, fellowships, bursaries and exhibitions if authorized by Council.

V. THE ESTABLISHMENT OF COLLEGES, SCHOOLS AND DIVISIONS

1. In the University the following Colleges and Schools shall be established, namely:

The College of Arts and Science

The College of Agriculture and Bioresources

The College of Law

The College of Engineering

The College of Pharmacy and Nutrition

The College of Education

The Edwards School of Business

The College of Graduate and Postdoctoral Studies

The College of Medicine

The Western College of Veterinary Medicine

The College of Dentistry

The College of Kinesiology

The College of Nursing

The Johnson Shoyama Graduate School of Public Policy

The School of Public Health

The School of Environment and Sustainability

(a) Within the College of Medicine, and subject to its oversight, the following school and program shall be established:

The School of Rehabilitation Science

(b) Within the College of Engineering, and subject to its oversight, the following school shall be established:

The School of Professional Development, College of Engineering

(c) Within the College of Arts and Science, and subject to its oversight, the following school shall be established:

The School for the Arts

2. In the University the following Departments and Divisions shall be established, and such other departments as may from time to time be authorized by the Board on the recommendation of Council:

Agriculture and Bioresources

Departments

Animal and Poultry Science

Agricultural and Resource Economics

Food and Bioproduct Sciences

Plant Sciences

Soil Science

Arts and Science

Departments

Anthropology

Art and Art History

Biology

Chemistry

Computer Science

Drama

Economics

English

Geography and Planning

Geological Sciences

History

Indigenous Studies

Languages, Literatures and Cultural Studies

Linguistics

Mathematics and Statistics

Music

Philosophy

Physics and Engineering Physics

Political Studies

Psychology and Health Studies

Sociology

Edwards School of Business

Departments

Accounting

Finance and Management Science

Human Resources and Organizational Behaviour

Management and Marketing

Dentistry

No departments

Education

Departments

Curriculum Studies

Educational Administration

Educational Foundations

Educational Psychology and Special Education

Engineering

Departments

Chemical and Biological

Civil, Geological and Environmental

Electrical and Computer

Mechanical

Divisions

Division of Biomedical Engineering

Kinesiology

No departments

Law

No departments

Medicine

Departments

Anesthesiology

Biomedical Sciences

Anatomy, Physiology and Pharmacology

Biochemistry, Microbiology and Immunology

Community Health and Epidemiology

Emergency Medicine

Family Medicine

Medical Imaging

Medicine

Obstetrics and Gynecology

Oncology

Ophthalmology

Pathology and Laboratory Medicine

Pediatrics

Physical Medicine and Rehabilitation

Psychiatry

Surgery

Divisions

Continuing Professional Development

Division of Social Accountability

Nursing

No departments

Pharmacy and Nutrition

Divisions

Pharmacy

Nutrition

Veterinary Medicine

Departments

Large Animal Clinical Sciences Small Animal Clinical Sciences Veterinary Biomedical Sciences Veterinary Microbiology Veterinary Pathology

- 3. Under section 49 (1)(k) and (l) of the *Act*, the Board of Governors may provide for the establishment or disestablishment of any college, school, department, chair, endowed chair or institute if authorized by Council.
- 4. Under section 49(1)(I), the Board may provide for the disestablishment of any college, school, department, chair, endowed chair or institute if authorized by Council on academic grounds. If the Board considers disestablishment necessary because of financial exigency, section 49(2) requires the Board to consult with Council, and section 49(3) restricts implementation of the decision until (a) the Board has reported the decision to Council, and (b) Council has advised the Board respecting the effect of the decision on the academic program of the university or 60 days have passed from the date the Board reported the decision to the Council, whichever is earlier.
- 5. Under section 62(3)(c), a decision of Council to authorize the disestablishment of any college, school, department, chair, institute or endowed chair is to be reported to the Senate at its next meeting and is not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is earlier.
- 6. Under section 23(j), Senate may receive proposals respecting the establishment of any college, school, department, or institute and recommend to the Board and the Council whether or not it should be established. Under section 23(l), Senate may consider and recommend to the Board and the Council whether or not any college, school, department or institute should be disestablished because of lack of relevance to the province.

VI. CONSTITUTION AND DUTIES OF FACULTY COUNCILS

1. Membership of the Faculty Councils

Faculty Councils of all colleges and schools shall include the following (*denotes non-voting members):

- (a) The President of the University*
- (b) The Provost and Vice-President, Academic* or designate
- (c) The Vice-President, Research*
- (d) The Vice-President, Administration and Chief Operating Officer*
- (e) The Vice-President, University Relations*
- (f) The Vice-Provost, Students and Learning*

- (g) The Vice-Provost, Indigenous Engagement*
- (h) Chief Information Officer and Associate Vice-President Information and Communications Technology*
- (i) The Dean of the college, or the Executive Director of the school, when the school is not encompassed within a college
- (j) The Dean of the College of Graduate and Postdoctoral Studies or designate
- (k) The Dean of the University Library or designate*
- (I) 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, fulltime Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the college of

The individual College and School Faculty Council memberships are comprised of the members listed above and those specified in their respective Faculty Council Bylaws available at: https://governance.usask.ca/governance/governing-documents.php

The University Secretary, or an assigned deputy, shall act as Secretary of each Faculty Council.

2. 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.

- (a) Among the duties delegated by University Council to the faculty councils are the following:
 - I. To make recommendations to University Council concerning the requirements for admission to programs offered by the college or school;
 - II. 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;
 - III. 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;
 - IV. 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;
 - V. 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;

- VI. 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;
- VII. To approve candidates for degrees, diplomas and certificates;
- VIII. To approve candidates for scholarships, prizes, and other awards and honours;
- IX. 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;
- X. To consider appeals from students in accordance with University Council's regulations governing student appeals in academic matters.
- (b) The Chair or the Secretary of the Faculty Council of any college or school shall transmit to University Council for consideration and review all matters which belong to the care of University Council or which from their nature concern more than one college or school.
- (c) Each Faculty Council shall establish bylaws for the purpose of regulating the conduct of its meetings and proceedings and may establish standing committees and their terms of reference. Authority that has been delegated by University Council to the Faculty Councils, either in accordance with these Bylaws or through policies approved by University Council, may not be further delegated without the permission of University Council.
- (d) 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 Secretary to the Chair of University Council and/or to the President of the University.

VII. PROGRAMS OF STUDY

Under section 61(1)(f) of the *Act*, Council is authorized to prescribe curricula, programs of instruction and courses of study in colleges, schools or departments.

Each college or school Faculty Council shall prepare its program or programs of study, including the curriculum for any degree of that college or school, and shall submit them to Council for approval under regulations established for that purpose by Council. Upon the approval of Council, they may be published and go into effect.

VIII. ENROLMENT MANAGEMENT

The University reserves the right to restrict the registration of students in programs, courses and classes. Council delegates to colleges, schools and departments, in consultation with the University Registrar and Vice-Provost, Students and Learning, authority to restrict and to control registration in any or all courses and classes where such restriction is necessary or advisable.

Subject to the approval by Council and confirmation by Senate of a strategic enrolment management plan, Council delegates to colleges and schools the management of enrolment in accordance with the approved plan.

IX. ADMISSION OF STUDENTS

Under section 61(1)(i) and (l) of the *Act*, Council is authorized to prescribe academic and other qualifications required for admission as a student, and to prescribe and limit the number of students who may be admitted to a college or a program of study. Subject to the authority given to Senate under the *Act*, Council will approve admission qualifications for all programs. Upon the approval of Council and subject to any necessary approvals by Senate, these may be published and go into effect.

- 1. Council may establish policies, regulations and procedures concerning admission of students and granting of credit for prior learning.
- In accordance with these regulations, Council may delegate to Faculty Councils and/or to the Admissions Office responsibility for setting application deadlines and for the assessment of applications and for making admission offers in accordance with the admission qualifications approved by Council.

X. EXAMINATIONS, GRADING AND ASSESSMENT OF STUDENTS

Under section 61(1)(g) and (j) of the *Act*, Council is authorized to prescribe methods and rules for evaluating student performance, including prescribing examination timetables and the conduct of examinations, and to hear appeals by students or former students concerning academic decisions affecting them.

- 1. The examiners of the University shall be:
 - (a) The Professors, Associate Professors, Assistant Professors, Lecturers, Special Lecturers, Sessional Lecturers and Instructors of the University;
 - (b) Such other Lecturers or teachers of the University as Council may appoint;
 - (c) By delegation from Council, such adjunct faculty, professional affiliates, Professors emeriti and external and independent examiners, not included in (a) or (b), as the College of Graduate and Postdoctoral Studies may appoint to serve on graduate studies examining committees and boards for the purpose of assessing candidates for graduatelevel degrees and diplomas.

- 2. Council may establish policies, regulations and procedures concerning the examination, grading and assessment of students and concerning the degrees and distinctions to be conferred by the University, as well as policies, regulations and procedures governing student appeals in academic matters. Such policies, regulations and procedures may include delegation of authority by Council and shall be published and made available to students.
- 3. Section 23(g) of the *Act* authorizes the Senate to appoint examiners for and make bylaws respecting the conduct of examinations for professional societies or other bodies if the University or any of its agencies is required or authorized by any act to do so.

XI. AFFILIATION AND FEDERATION

- 1. Under section 61(1)(e) of the Act, Council has the power to authorize the Board to provide for affiliation or federation with any educational institution, or the dissolution of any affiliation or federation with any educational institution. Under 62(3)(d), a decision to authorize the dissolution of any affiliation or federation is to be reported to the Senate at its next meeting and is not to be implemented until either the Senate confirms the decision or 12 months have passed following the end of the fiscal year in which the decision was made, whichever is earlier.
- 2. Under 23(k) and (l), the Senate may receive proposals respecting the affiliation or federation of any educational institution with the university and recommend to the Board and Council whether or not the proposed affiliation or federation should be made. Senate may also consider and recommend to the Board and Council whether or not any affiliation or federation should be dissolved because of lack of relevance to the province.
- 3. Principles for federation and affiliation with the University of Saskatchewan, which are representative of the current relationships with federated and affiliated colleges, and are the basis for considering future requests, are as follows.
 - (a) Relationships of affiliation or federation should be based on academic interests shared by the University and the candidate institution. Though it is possible to conceive of many reasons for entering into partnerships or collaborative relationships with other institutions – sharing space or other resources or joining together in government relations initiatives, for example – the particular relationship of affiliation or federation should be founded in common academic goals and interests, such as programming for students or advancing a research agenda.
 - (b) Relationships of affiliation or federation should be based on shared support for the University's vision, mission and values. The governing bodies of the University of Saskatchewan have adopted a statement setting out the vision, mission and values that will guide the institution. Though the University cannot require that other institutions are guided by identical values or an identical mission, the university can only enter into relationships of affiliation or federation on terms that are consistent with the values held

by the University and the vision it has adopted.

- (c) The University should approach the request for a relationship of federation or affiliation in a spirit of respect for the distinctive history, traditions and achievements of the candidate institution. Though the University should not enter into relationships of affiliation or federation on terms that undermine the stated vision, mission and values of the institution, the University should not demand that an affiliated or federated institution conform in all respects to the University's established practices and procedures. The rationale for creating relationships of affiliation or federation is in part that the University is enriched by the distinctive perspectives brought by the partner institutions.
- (d) The significant elements of a relationship of affiliation or federation should be reflected, insofar as possible, in written agreements. Though strong partnerships are marked by flexibility, informality and vigorous personal connections, it is important that the basic terms to which the partners have agreed are clearly documented in writing.
- (e) Consideration should be given to the reciprocal contributions that can be made by the university and the candidate institution. Though the University is likely to be the larger partner in these relationships, the formation of the partnership should take into account fully the contributions both parties can make to the lives of their respective institutions.
- (f) Provision should be made for regular review of the relationship with the candidate institution. The potential for refreshing and reforming the relationship should be provided for through a regular cycle of reviews. Academic institutions are not stagnant, and their relationships should be examined on occasion to ensure that the goals for the partnerships are being met effectively.
- (g) Consideration should be given to developing clear pathways for students between programs offered by the university and the candidate institution. In keeping with the obligation of post-secondary institutions to support the career aspirations of their students, the question of whether a relationship of affiliation or federation provides an opportunity to establish academic pathways or ladders for students should be a factor in defining the relationship.
- (h) Consideration should be given to the role the candidate institution might play in the governing bodies of the university. The University of Saskatchewan Act 1995 provides that affiliated and federated institutions have representation on both Council and the Senate. The partners should consider how this opportunity to participate in university governance can be most effectively deployed. A Council of Affiliated and Federated Institutions (CAFI) will be established to that effect.
- (i) Consideration should be given to whether an alternative form of partnership might be more appropriate. Given the involvement of affiliated and federated institutions in

University governance, it is clearly contemplated that these relationships will be of a comprehensive nature. Where the interest of the parties is restricted to individual programs or projects, there may be other forms of relationship that are more appropriate.

(j) The academic standards and integrity of the candidate institution should be a factor in determining whether the university will enter into a relationship of affiliation or federation. It is important to the university that any candidate institution be able to demonstrate standards of academic attainment and institutional integrity that will be consonant with the level of expectation to which the University holds itself.

4. Affiliation

- (a) 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, where such association is of mutual benefit to the University and the institution seeking affiliation.
- (b) The following theological colleges are affiliated with the University:

College of Emmanuel and St. Chad Lutheran Theological Seminary St. Andrew's College Horizon College and Seminary Briercrest Bible College and Biblical Seminary

- (c) The requirements for the affiliation and continued affiliation of theological colleges with the University are:
 - i. That the theological college may offer at least three courses for which credit is given by the University toward a degree.
 - ii. That the normal admission requirements of the theological college be at least equal to those of the University.
 - iii. That students who receive the graduation diploma of the college shall normally have a minimum of one year of Arts credit other than theological options beyond senior matriculation.
 - iv. That the qualifications of the faculty including graduate work, the expected proportion of holders of PhDs on the faculty, and the adequacy of the library facilities be approved by Council of the University.
 - v. That, except in cases of emergency as recognized by Council of the University, the minimum number of full-time students who qualify under regulation (b) above be not less than an average of twelve students per year over any or every period of three consecutive years.
 - vi. That, the course of studies leading to the graduate diploma of the college should normally require a period of at least three academic years for completion.

- vii. That an institution which is seeking affiliation with the University of Saskatchewan must institute tenure provisions acceptable to the University but not necessarily equivalent to the University academic tenure regulations.
- (d) Gabriel Dumont College of Metis Studies and Applied Research is an Affiliated College with the University.
- (e) St. Peter's College is an Affiliated College with the University.

St. Peter's College

Students taking courses at St. Peter's College for university credit must be admitted to the University of Saskatchewan as well as to St. Peter's College. For work done in St. Peter's College, the University may give credit provided that the following conditions are met:

- I. That the courses to be credited to the University are considered by the University to be equivalent in quality to its own courses.
- II. That the offering of each course and the appointment of its instructor are approved by the appropriate official of the University, with the concurrence of the University of Saskatchewan Department Head, Dean or Director concerned.
- III. That the library and other facilities of the College for a given course are judged adequate by the University, with the concurrence of the University of Saskatchewan Department Head, Dean or Director concerned.
- IV. That the final examinations are conducted by examiners appointed or accepted by the University in accordance with university examination regulations; that the examination papers are approved in advance by the University department, faculty, or school concerned, which may also review the marked answer papers before the final results are reported to the University Registrar and Director of Student Services.
- V. That an upper-year student of the University is permitted to register at the College only part-time i.e. for a maximum of two full courses.
- VI. That a student may not receive credit for more than two years (10 courses) of work at the College, of which not more than one year (5 courses) may consist of upper-year courses.
- VII. Colleges which have been or shall be recognized by Council as federated colleges of the University shall be considered to be in affiliation with the University.

5. Federation

- (a) The requirements for recognition as a federated college of the University shall include the following:
 - The College must be authorized by the University to give courses recognized for credit toward a Bachelor of Arts degree in the subjects of at least four departments of the College of Arts and Science.

- ii. The members of the College teaching staff, teaching the above University courses or classes, must possess qualifications sufficiently high to be recognized as members of the Faculty of Arts and Science and shall be so recognized.
- iii. The College must be situated on or adjacent to the campus at Saskatoon.
- (b) St. Thomas More College is a Federated College with the University.

St. Thomas More College, Saskatoon

St. Thomas More College, Saskatoon, which is hereinafter referred to as the College, shall be recognized as a federated college upon the following terms and conditions:

The officers and faculty of the College, as indicated, are entitled to full membership with power to vote, on the following academic bodies:

The Senate: The President to be a member.

The General Academic Assembly: The Dean, Professors, Associate Professors, Assistant Professors, full-time Lecturers, Special Lecturers and Instructors to be members.

The Council: either two elected representatives, or the Dean and one elected representative. The President to be a non-voting member.

The Faculty Council of the College of Arts and Science: The Dean, Professors, Associate Professors, Assistant Professors, full-time Lecturers, Special Lecturers and Instructors teaching courses recognized for the B.A. or B.Sc. degrees to be members.

Students enrolled in the College who have satisfied the University requirements for admission shall be admitted to such University courses as they are qualified to enter and continue therein on the same terms as other University students, provided the fees required for such courses have been paid. Students enrolled in the University may, with the permission of the College, take courses in the College recognized for the B.A. and B.Sc. degrees provided that the fees required for such courses have been paid. The conditions will apply provided the same tuition fee is required by both the College and the University.

The foregoing provision with regard to the tuition fee for the Arts and Science courses applies to the preprofessional courses.

All students enrolled in a professional college or school must pay the University the full tuition fee required for each year of the professional program, though the University may grant credit for any course or courses taken in the College and accepted by the College of Arts and Science for the corresponding course required in a professional program.

Academic appointments to and promotions within the College shall be made by the Board of Governors of the College, on the recommendation of the President of the College but prior to making such appointments or promotions, the President of the College shall secure the approval of the President of the University.

The University will recognize the instruction given by the College in subjects in the divisions of the humanities and social sciences, and such other subjects as may from time to time be agreed upon with the College of Arts and Science, or other appropriate college, provided that the instruction is given by competent teachers and that the work done in each course is equivalent in extent and standards to that given by the University. This equivalence is to be determined by the Head of the Department in the College and the Head of the Department in the University working out in cooperation the extent of the courses, the standard and all the particulars pertaining to the subjects, including the examinations to their mutual satisfaction or, in cases of difficulties, to the satisfaction of the President of the University.

The University shall confer the B.A. or B.Sc. Degree on such students of the College as have satisfied the requirements prescribed by the University for admission and for the B.A. or B.Sc. curriculum.

UNIVERSITY COUNCIL NOMINATIONS COMMITTEE REQUEST FOR DECISION

PRESENTED BY: Scott Bell, Chair, Nominations Committee

DATE OF MEETING: May 15, 2025

SUBJECT: Omnibus Council Committee Nominations

DECISICION REQUESTED: That Council approve the attached slate of nominations for the

2025-26 Committees of Council, effective July 1, 2025.

SUMMARY:

Each year, the Nominations Committee reviews the membership of Council committees and submits a list of nominees to Council for approval. The attached report for Council's consideration and approval contains this year's nominees for the committees of University Council.

Through the Governance Office, the committee issued a call-for-interest to the General Academic Assembly, inviting volunteers to Council and Collective Agreement Committees. Volunteers are considered first in determining the list of nominees. The Nominations Committee attempts to include individuals who are broadly representative of disciplines across the university, and prioritizes equity, diversity, and inclusion in representation. This prioritization of EDI principles is in line with the terms of reference for the Nominations Committee as set out in the Council Bylaws.

NEXT STEPS:

Assignment of Chairs to each committee and Collective Agreement Committees nominations will come forward in the June meeting.

The Governance Committee is responsible for nominating members of the Nominations Committee.

ATTACHMENTS:

2025-26 List of Council Committees and Nominees (nominees highlighted in yellow)

2025-26 List of Council Committees and Nominees

Academic Programs Committee

Eleven members of the General Academic Assembly, at least five of whom will be elected members of Council, normally one of whom will be chair. One sessional lecturer.

Voting members of the committee:

Council Members

Carolyn Augusta Edwards School of Business

Roy Dobson Pharmacy and Nutrition 2025-2028

Helen Vandenberg Nursing
Janet Luimes Nursing
Paul Jones SENS

General Academic Assembly Members

<mark>Jan Gelech</mark>	Arts and Science	<mark>2025-2026</mark>
Jennifer Lang	Arts and Science	<mark>2025-2028</mark>
Yannick Tremblay	Medicine	<mark>2025-2028</mark>

Regina Taylor-Gjevre Medicine Lori McKee Education

Valerie Caron School of Rehabilitation 2025-2028

Sciences

Ex Officio and Other Members

USSU representative

GSA representative

TBD Sessional Lecturer

Jerome Cranston Vice-Provost, Students and Learning

Salome Ries Acting Associate Vice-Provost and University

Registrar

Governance Committee

Three elected members of Council, one of whom will be chair. Council chair, PPC chair, APC chair, President's designate.

Voting members of the committee:

Council Members

Rachel Sarjeant-Jenkins Library 2025-2028

Susan Detmer WCVM
Paul Jones SENS

General Academic Assembly Members

None.

Ex Officio and Other Members

Vicki Squires Chair, University Council

TBD Chair, APC TBD Chair, PPC

TBD President's designate

Planning and Priorities Committee

Eleven members of the General Academic Assembly, at least six of whom will be elected members of Council, normally one of whom will be chair. One sessional lecturer. One dean appointed by Council.

Voting members of the committee:

Council Members

Vicki Squires Education

Rainer Dick Arts and Science 2025-2028

Claire Card WCVM
Jay Kalra Medicine

Christian Willenborg Agriculture and Bioresources

Angela Lieverse Arts and Science Jaswant Singh CGPS/WCVM

General Academic Assembly Members

Volker GerdtsVIDO/WCVM2025-2028Stella SprietArts and Science2025-2028

Venkatesh Meda Engineering

Kerry Mansell

Ex Officio and Other Members

USSU representative

GSA representative

TBD Sessional Lecturer

Brooke Milne Dean appointed by Council

Provost and Vice-President, Academic (or designate)

Vice-President, Research (or designate) Vice-Provost, Indigenous Engagement

Vice-President, Administration (or designate)

Research, Scholarly, and Artistic Work Committee

Nine members of the General Academic Assembly, at least three of whom will be elected members of Council, normally one of whom will be chair.

Voting members of the committee:

Council Members

Eric Lamb Agriculture and Bioresources
James Nolan Agriculture and Bioresources

Chris Zhang Engineering
Gordon Sarty Arts and Science

General Academic Assembly Members

Lingling Jin Arts and Science 2025-2028

Lisa Birke Arts and Science

Dean McNeillArts and Science2025-2028Janet OkokoEducation2025-2028

Stephan Milosavljevic Medicine

Ex Officio and Other Members

USSU representative

GSA representative

Baljit Singh Vice-President, Research

Debby Burshtyn Dean, College of Graduate and Postdoctoral Studies

Charlene Sorenson Dean, University Library (or designate)

Scholarships and Awards Committee

Nine members of the General Academic Assembly, at least three of whom will be elected members of Council, normally one of whom will be chair.

Voting members of the committee:

Council Members

Jason Perepelkin Pharmacy and Nutrition

Lori Bradford Engineering Kyle Anderson Medicine

Veronika Makarova Arts and Science

General Academic Assembly Members

Juxin Liu Arts and Science

Carmen Gillies Education 2025-2028

FangXiang Wu Engineering
Amanda Lalonde Arts and Science

Kerry Mansel Pharmacy and Nutrition

Ex Officio and Other Members

USSU representative GSA representative

Representative from Indigenous student unit

Provost and Vice-President Academic (or designate) Vice-Provost, Students and Learning (or designate)

Dean, College of Graduate and Postdoctoral Studies (or designate)

Teaching, Learning and Academic Resources Committee

Eleven members of the General Academic Assembly, at least five of whom will be members of Council, normally one of whom will be chair. One sessional lecturer.

Voting members of the committee:

Council Members

Ralph Deters Arts and Science

John Gjevre Medicine

Marguerite Koole Education 2025-2028

Kate Congreves Agriculture and Bioresources

Natasha Hubbard Murdoch Nursing

General Academic Assembly Members

Greg Malin Medicine

Gurpreet Kaur AulakhWCVM2025-2028Melanie HamiltonEducation2025-2028Maha KumaranLibrary2025-2028

Natacha Hogan Agriculture and Bioresources

Ken MacKenzie Arts and Science

Ex Officio and Other Members

USSU representative

GSA representative

TBD Sessional Lecturer

Jerome Cranston Vice-Provost, Students and Learning

UNIVERSITY COUNCIL NOMINATIONS COMMITTEE REQUEST FOR DECISION

PRESENTED BY: Scott Bell, Chair, Nominations Committee

DATE OF MEETING: May 15, 2025

SUBJECT: Vice-Chair, University Council

DECISION REQUESTED: It is recommended by the Nominations Committee that Council

approve the nomination of Council Vice-Chair effective July 1, 2025-

June 30, 2027.

SUMMARY:

The Nominations Committee is tasked with putting forward a name for consideration by Council.

After reviewing the list of eligible persons to be nominated for this position, the Nominations Committee is recommending the following person serve as the Vice-Chair of University Council:

• Gordon Zello (Professor, Pharmacy and Nutrition).



PRESIDENT'S REPORT TO COUNCIL

May 2025

USask appoints Scott Banda as 17th chancellor

Scott Banda has been appointed as USask's 17th chancellor. In the role, Scott will preside at university convocation ceremonies, confer degrees, chair University Senate and serve on the USask Board of Governors. The appointment was confirmed by the USask Senate on April 26th, 2025.

Scott holds two degrees from USask, from the College of Arts and Science and the College of Law. He built a 32-year career as an innovative leader of major organizations and corporations and has been a lifelong supporter of USask. Born and raised in Saskatchewan, he began his 20-year tenure with Federated Co-Operatives Limited (FCL) in 2002, leading legal affairs before being promoted to vice-president and then serving 12 years as FCL's chief executive officer until retiring in May of 2022. Banda was awarded the Queen Elizabeth II Platinum Jubilee Medal for Industry and Commerce in 2023, as well as the Cooperative Merit Award for Lifetime Co-operative Achievement. Scott is currently serving as chair of the Board of Governors of the Canadian Football League and is also the chair of the Huskies Board of Trustees, two roles that combine his passion for sports and community with his extensive executive experience, legal counsel, and service in a variety of community and corporate board positions. Scott and his family have long been proud supporters of the university and the qualities that he brings both personally and professionally to this position will serve the university well.

Scott will succeed Grit McCreath, who has served in the role since July 1, 2019. Grit has been a tremendous advocate for USask over the past six years, advancing the reputation of the university provincially, nationally and internationally and energizing the Be What the World Needs comprehensive campaign. I want to express my sincere gratitude to Grit for her service as university chancellor.

USask Germany trip strengths industry, research connections

As part of the University Plan 2025 and the International Blueprint for Action 2025, USask places a strong emphasis on its internationalization strategy, with the goal of strengthening the institution's partnerships and relationships with the global community. A Saskatchewan delegation recently travelled to Germany to foster strong research and economic connections through several key events. The delegation consisted of USask senior leaders and Government of Saskatchewan representatives, including Saskatchewan Premier Scott Moe.

The delegation started the mission with the signing of a Memorandum of Understanding (MOU) with Die Stiftung Tierärztliche Hochschule Hannover (TiHo), one of the top veterinary medicine schools in Germany. TiHo is world renowned for its innovative research and advancements into veterinary science fields like animal health, food safety, and zoonotic diseases. USask has already established a strong relationship with TiHo researchers, and this new MOU formalizes that relationship to further connections in research and education and foster connections between Saskatchewan and the world.

Asian Heritage Month

May is Asian Heritage Month in Canada, and honours the legacy and contributions of members of the Asian communities that span East Asia, South East Asia, South Asia, Western Asia and Central Asia.

This year's USask theme was "Reclaiming Asian Excellence" and the month of activities was kicked off by a panel discussion featuring students, faculty and alumni sharing their stories and lived experiences to demonstrate the importance of addressing the historical and systemic inequities faced by Asian communities. A full list of activities, learning resources and events can be found at spotlight.usask.ca.

Red Dress Day

Red Dress Day, also known as the National Day of Awareness for Missing and Murdered Indigenous Women and Girls and Two-Spirit People, is observed on May 5. USask's Office of the Vice-Provost, Indigenous Engagement, hosted an event at the Gordon Oakes Red Bear Student Centre to mark this important day. The entire university community was invited to take place in a gathering, a short program and a smudge walk around the Bowl to show support for ending violence against Indigenous women, girls, and 2SLGBTQQIA+ people.

Research Highlights

USask water researcher wins international prize

One of USask's top water researchers has been awarded a prestigious international honour recognizing his career of work. Dr. John Pomeroy (PhD) is the recipient of the 2025 International Hydrology Prize – Dooge Medal, awarded by the International Association of Hydrological Sciences, the United Nations Educational, Scientific and Cultural Organization, and by the World Meteorological Organization. The Dooge Medal is presented annually to a researcher who has made critical contributions to the fundamental understanding of the science of hydrology.

USask and Westinghouse Electric partner to advance eVinci® microreactor

USask and Westinghouse Electric have signed a new Memorandum of Agreement for technical collaboration designed to accelerate the deployment of the eVinci® microreactor in Saskatchewan. Under the agreement, Westinghouse and USask will explore collaboration opportunities for the technical development and deployment analysis for Canada's first eVinci microreactor. This technology will be deployed in Saskatchewan to explore industrial, research and energy use applications. The multi-disciplinary research partnership involves USask's School of Environment and Sustainability (SENS), the College of Engineering and other departments. As part of the collaboration, SENS has conducted an economic analysis of the benefits and opportunities an eVinci microreactor could bring if deployed in remote communities to provide reliable and resilient power and heat. Results from the economic analysis, which covers impacts to community growth and investment, health and safety, will be announced in the coming months.

VIDO/WCVM collaboration creates new surgical training opportunity

A cross-campus collaboration between the Vaccine and Infectious Disease Organization (VIDO) and the Western College of Veterinary Medicine (WCVM) created a new surgical suite that advances critical calf research while giving veterinary students rare surgical training opportunities. To ensure the continuation of important research involving gut loop surgeries on calves during a temporary closure to VIDO's containment level 2 animal surgical suites, VIDO partnered with the WCVM and its Veterinary Medical Centre to establish a new surgical suite within the WCVM's facilities. The gut loop surgery model is

used to better understand immune responses in the intestines and is an important research tool that originated at USask, developed by Dr. Philip Griebel, a VIDO scientist, WCVM graduate and an associate member of the college's faculty. The innovative surgical suite is now a fixture at the WCVM that supports complex surgical research and adds a new dimension to student training, and will continue to benefit both organizations in the future. This collaboration exemplifies the importance of cross-campus and interdisciplinary collaboration to enrich student experience and training opportunities at USask.





GENERAL REMARKS AND CURRENT ISSUES

As part of my current updates, the CFO and I will continue to provide updates on our approach to addressing our budget over the next two years.

USASK UPDATES

2025-26 TUITION RATES

The University of Saskatchewan has announced tuition rates for 2025-26 academic year, implementing an increase that will focus on continuing to provide high quality academic programming, and to further invest in student supports and resources. This includes financial aid, research opportunities and enrichment of students' experiential and online learning. For the 2025-26 academic year, the tuition change is a weighted average increase of 3.8 per cent across undergraduate and graduate programs. Course and program-specific tuition information can be found on the tuition and fees website. In the coming year, more needs-based funding will be permanently allocated for financial support of continuing undergraduate and master's international students, adding onto funding that is already in place to support these students.

In 2021, USask signed <u>The Saskatchewan Post-Secondary Multi-Year Operating Funding Memorandum of Understanding</u> with the Government of Saskatchewan. This created the opportunity for overall tuition stability across several years and enhanced the predictability of tuition decisions. This agreement has been extended for a fifth year supporting an on ongoing commitment to predictable and stable funding from the province and to negotiating our next multi-year agreement.

MAY IS ASIAN HERITAGE MONTH

Asian Heritage Month is a nationally recognized celebration that takes place each May. The month honours the legacy and contributions of members of the Asian communities that span East Asia, South East Asia, South Asia, Western Asia and Central Asia. Now in its



second year of being broadly recognized at USask, Asian Heritage Month is becoming a campus tradition. Building on 2024's theme that delved into the complexities, diversity, and unique contributions of Asian communities, the 2025 theme for Asian Heritage Month is "Reclaiming Asian 'Excellence".

A launch event and panel discussion took place on May 1 at Louis' Loft on the Saskatoon campus, where student, faculty and alumni panelists shared their personal experiences and stories to help us understand how recognizing and addressing the historical and systemic inequities faced by Asian communities on campus is not only aligned with fostering excellence at USask, but is also crucial to it. There are ongoing events, learning opportunities and stories about faculty, staff and students throughout the month of May. Please visit spotlight.usask.ca for more information.

COLLEGE UPDATES, ACHIEVEMENTS AND MILESTONES

A selection of recent accomplishments, achievements and milestones for USask's college and school community are shared below.

EDWARDS SCHOOL OF BUSINESS BECOMES UN PRME SIGNATORY

The Edwards School of Business has become the latest institution to commit to the <u>United Nations' Principles for Responsible Management Education (PRME)</u>, joining a growing global movement aimed at fostering sustainable growth and responsible leadership in business education. By becoming a signatory member of PRME, Edwards aligns itself with over 800 leading institutions worldwide that are dedicated to promoting ethical business practices, sustainability, and social responsibility. This partnership underscores Edwards ongoing commitment to be the university the world needs by incorporating the UN's Sustainable Development Goals into its curriculum. Through <u>PRME</u>, signatory schools like Edwards will have access to resources that enhance curriculum development, pedagogical innovation, and skill set building. Additionally, they will report on their sustainability progress and share best practices on global platforms.

EDWARDS STUDENT ORGANIZATIONS RECEIVE NATIONAL RECOGNITION

The Enactus University of Saskatchewan student group secured top-three finishes in three categories at the Enactus Western Canada Regional Exposition, held in Edmonton March 13-14. The students were the recipients of the Desjardins Youth Empowerment Challenge for their Re-Colour project (a sustainability initiative that diverts crayons from landfills by upcycling used crayons); TD Entrepreneurship Challenge for their Build-a-Business project (a 4-week entrepreneurship program developed in partnership with SaskAbilities); and the



Canadian Tire Corporation Environmental Sustainability Challenge for their Giving FWRd project (a food waste reduction initiative that creates and distributes ready meals from excess food waste). Their strong performance earned them a place in the upcoming Enactus Canada National Exposition in Calgary from May 6-8. Congratulations to Enactus University of Saskatchewan on these achievements!

The Edwards Business Students' Society (EBSS) has been named the <u>Most Outstanding</u> <u>Business Student Association in Canada</u>, receiving top honours at the Canadian Association of Business Students (CABS) annual conference held in Kelowna from March 19 to 23.

Additionally, the Indigenous Business Students' Society (IBSS), a subsidiary of EBSS, was honoured with the Subsidiary Club of the Year award for its outstanding leadership and impact on student engagement, distinguishing itself among student-led clubs across Canada. With more than 70 student volunteers, the EBSS plays a pivotal role in shaping campus culture through events, advocacy, and peer support. These national awards highlight both the leadership of the executive and the collective efforts of the entire council to enhance the student experience at Edwards. Congratulations to the EBSS and IBSS for their outstanding achievement at CABS Roundtable 2025!

WESTERN COLLEGE OF VETERINARY MEDICINE RECEIVES INTERNATIONAL ACCREDITATION

After detailed review and an extensive five-day site visit, the American Veterinary Medical Association (AVMA) Council on Education has granted accreditation status to the Western College of Veterinary Medicine (WCVM). AVMA accreditation represents the highest standard of achievement for veterinary medical education in North America and allows WCVM veterinary graduates to be eligible for licensure in Canada and the U.S. In its accreditation letter, the council also commended the college for developing the Northern Engagement and Community Outreach program, which provides veterinary services to remote northern communities and valuable student learning opportunities.

BOOK WRITTEN BY JSGS FACULTY SHORTLISTED FOR 2024 DONNER PRIZE

A book written by two Johnson Shoyama Graduate School of Public Policy faculty members, Professor Haizhen Mou and Professor Emeritus Michael Atkinson, *Fiscal Choices: Canada's After the Pandemic*, has been shortlisted for the 2024 Donner Prize. This is a significant achievement and speaks to the depth and rigor of Professors Atkinson's and Mou's work. The Donner Prize honours excellence in public policy books. This year, the jury reviewed 80 books, with five making the short list. The winner will be announced in May 2025.



COLLEGE OF ARTS AND SCIENCE GENERAL MANAGER ANNOUNCEMENT

The Dean's Office is pleased to announce that Mark Walkner has joined the college as the College General Manager, effective April 28, 2025. As a member of the Dean's Executive Committee, Mark will provide strategic leadership and oversight of the College's administrative activities and processes to enhance and refine college operations and service delivery. As CGM, Mark will also be responsible for overseeing the College's human resources and talent management across all professional staffing teams. Mark's experience and expertise will be instrumental in supporting the College's ongoing organizational review and renewal efforts. The college looks forward to his contributions and leadership in this important and inaugural role.

RECENT APPOINTMENTS

Dr. Curtis Pozniak has been appointed as Director of the Crop Development Centre, College of Agriculture and Bioresources, for a term of up to 5 years, effective July 1, 2025 and up to June 30, 2030.

Active Searches & Reviews

Searches:

Senior Leader for the USask University Library (deliberation meeting on May 9, 2025)

Reviews:

There are no ongoing reviews at this time.

Please see here for information on searches and reviews.



University Council May 2025 Report

May represents a time of collective transition and growth throughout the University of Saskatchewan Students' Union (USSU). Our 2025-2026 executive team has been guided by the knowledge and experiences of our 2024-2025 executives, Krunal, Moses, Elizabeth, and Upkar. Additionally, over the past few weeks, the invaluable work and commitment of our Senior Managers have further strengthened our support as we enter our roles. From meeting several members of our university community, including staff and faculty, and most importantly USask students, Vice-President Operations and Finance Owen Deis, Vice-President Academic Affairs Norah Jacob, Vice-President Student Affairs Emily Hubick, and myself have felt increasingly empowered in our positions as student leaders.

Our introductions to our respective portfolios have encompassed initial meetings, meet-and-greets, and important days of recognition, solidarity, and action, such as May 5th, Red Dress Day, a National Day of Awareness and Remembrance for Indigenous Women, Girls, and Two-Spirit Peoples. Additionally, we acknowledge that May is Sexual Violence Prevention Month. According to Sexual Assault Services of Saskatchewan (SASS), Saskatchewan has the 2nd highest provincial rate of sexual violence in Canada. We encourage that members of University Council and the university community continue to speak out against sexual violence, learn how to actively prevent sexual violence, and engage with educational resources through initiatives like SASS (www.sassk.ca), or Saskatoon Sexual Assult and Information Centre (https://ssaic.ca/) to learn more, or to access support.

As we continue to step into our roles, it is clear that as we watch many spaces across the University of Saskatchewan campus settle down for the spring and summer months, it will remain a busy time at the USSU. However, this busyness is a sign of the excitement for the experiences that come with student life, engagement, and advocacy for the year ahead. For the USSU, this means a renewed interest in student innovation, involvement, activism, education, and mutual support for one another.

On behalf of the 2025-2026 USSU executive team, we are looking forward to working with all levels of the University of Saskatchewan to uplift, advocate alongside, and improve student experiences and opportunities. We are grateful to attend our first University Council as an executive team and are appreciative of our ongoing partnership with the university.

Reflections from VP Jacob (she/her)



"Following the conclusion of Winter Term courses and exams, and the subsequent release of final grades, the Academic Advocacy Office has received an increased volume of student inquiries. Common concerns include academic appeals, misconduct allegations, grade disputes, and confusion around policy navigation. Each case continues to be approached with care and discretion, with a focus on helping students understand their rights and procedural options. The office remains committed to promoting fair outcomes and supporting students through what can often be stressful situations.

In addition to casework, work is underway to rewrite the USSU Academic Handbook for the upcoming academic year. This year's edition will feature expanded information on academic rights, appeals, and student support services. Notably, the handbook will now include updated guidance on the University's policy regarding the use of Generative Artificial Intelligence in academic contexts.

The VP Academic Affairs has also been preparing for continued involvement on various university committees, including the Teaching, Learning and Academic Resources Committee, the Research, Scholarly, Artistic Work Committee, and the Academic Programs Committee. Through this engagement, the VP will continue to bring forward student perspectives and advocate for policy that reflects the diversity of needs within the undergraduate student population.

The USSU's Academic Advocacy Office looks forward to continued collaboration with Council, faculty, and university administration in pursuit of the most equitable, accessible, and inclusive academic environment for all students."

Reflections from VP Deis (he/him)



"With the start of a new academic year comes the renewal of student group activity. To support our extraordinary student groups, the USSU has increased the amount of grants provided to them. Each group is now entitled to \$1,250 of Projects & Initiatives grants in addition to grants supporting EDI initiatives, anti-racism and anti-oppression projects, sustainability, and USSU Executive sponsorships.

Our VP of Operations & Finance has been working diligently to prepare the USSUHub for campus groups to allow applications for ratification and funding. In this regard, all campus group funding requests from the 2024-25 academic year have been processed or are nearing completion. The total disbursements for the 2024-25 year stands at over \$40,000 in support of our student groups. With an increased allocation of over \$65,000, we look forward to continuing to provide these grants in the coming year.

Transit is also top-of-mind. With the Link system rapidly approaching, it is vital that the USSU stays on the frontline of communicating information about the project to students to ensure they get to school on time and safely. Last month, the USSU hosted an open house for Link allowing students to engage with the proposed designs and changes to College Drive. Consultation with the City of Saskatoon is ongoing, and updates to the transit system around campus are forthcoming. The city will be announcing pending changes soon.

We also wish to highlight the USSU's contributions to the International Student and Study Abroad Centre (ISSAC). We are delighted to be contributing \$7,500, an increase from \$5,000, to their student travel fund to allow students to experience engaging and insightful study abroad opportunities."

Reflections from President Wintermute (she/her)



Although our executive has only recently transitioned into our roles, both April and May have been filled with numerous learning opportunities. The intention and core values of the University of Saskatchewan Students' Union is to not only represent, but to serve with and alongside the academic and non-academic needs of undergraduate students. As an executive team, we have been focusing on grounding our values and visions for the upcoming year in courage, accountability, and collaboration. From acknowledging the need for courage as students to embrace these times of profound uncertainty across our world, to remaining accountable to the voices, actions, and needs of USask students, and working collaboratively to amplify student ideas, it is evident that the work of student advocacy and governance is what continues to make a difference. Working with and alongside the University of Saskatchewan and the University Administration, the USSU values our commitment to maintaining an ongoing relationship and strong partnership.

I cannot emphasize enough the importance of our world needing to take the time to listen to the voices of all students, specifically International students, Indigenous students, 2SLGBTQQIA+ students, students who have connections to countries that are facing human rights abuses and violations, and students whose lived experiences are frequently marginalized. To be what the world needs, we need everyone. These relationships have been top of mind for myself personally as I learn more about my role as President of the USSU. I have been engaged in meetings and discussions within my respective committees, as well as with students, as we plan to resume student committees and University Students' Council in the Fall. Expanding my awareness of the intersectionality of academic and non-academic student experiences is vital to the work of the University of Saskatchewan Students' Union. As an executive team, we are committed to making student governance more accessible and collaborative so that students feel empowered to voice their concerns, advocate for the changes that they wish to see, and support each other's initiatives together. This work creates a foundation for student engagement, and we

know that when students are invested in their campus community, the collective University is stronger.

On May 5th, VP Deis and I attended the Red Dress Day Ceremony hosted by the Office of the Vice-Provost Indigenous Engagement. This event took place at Gordon Oakes Red Bear Student Centre. We gathered to honour missing and murdered Indigenous women, girls, and Two-Spirit Peoples with Elders Roland Duquette and Linda Sanderson, alongside members of the USask community in a walk, smudge, and shared lunch. It was encouraging to see so many people gathered, as well as educational tools and resources available to support ongoing learning about Red Dress Day, as well as reminding us all of the role that everyone plays in acting on the Calls for Justice.

Additionally, the USSU executive team has been engaged in discussions surrounding the intentions of Equity, Diversity, Inclusion, and Accessibility, as well as ideas of Justice and Belonging. In light of the recent comments made by a USask Professor from the College of Law, and a former University of Saskatchewan President whose name is enshrined in a prominent USask building regarding Anti-Racist, Anti-Oppressive, and unconscious bias training for faculty, it is important to call attention to the importance of education surrounding privilege, bias, and systemic racism within institutional spaces. The USSU is continuing to work with the University regarding this matter, and on behalf of the USSU, I believe that it is necessary to acknowledge that diversity and intersectional work is one of our greatest strengths as a university community and should not be diminished. We should never shy away from learning about, and unpacking privilege within and throughout the institution.

Reflecting on the importance of courage, accountability, and collaboration in the work that we intend to achieve over the course of our term, we are also focused on cultivating these values amongst the USSU and our executive team. Later this month, our USSU executive team, centre coordinators, senior managers, and staff will partake in our annual USSU retreat. This retreat day is intended to 'break the ice,' and allow us to explore creative ways to strengthen and get to know our incredible team for the 2025-2026 year. We also intend to work closely with the Prince Albert Campus to strengthen our student relationships across the University of Saskatchewan campus locations.

Moving forward and nearing the end of May, VP Hubick and I will be traveling to Montréal for a Studentcare Conference. Studentcare is the student health and dental plan provider and will soon be changing their name to Alumo. This conference and gathering of student union executive teams and members of Alumo will support our awareness of the kinds of support available to students, as well as provide the USSU with the opportunity to advocate for greater attention to issues concerning student health, such as Gender-Affirming Care and Hormone Replacement Therapy. The USSU is grateful for the opportunity to partake in this conference and develop a better understanding, gain insight into, and have the chance to ask questions about the benefits offered to students through Studentcare as it changes to Alumo.

In June, we remember, celebrate, and acknowledge the importance of Pride. As a proud queer woman, I remind everyone that Pride is more than a day or month of festivities, rather

Pride is a social movement, a time for solidarity, a feminist action, and reminder to speak up against all forms of oppression and discrimination in the past, present, and future against Two Spirit, Lesbian, Gay, Bisexual, Trans, Queer, Questioning, Intersex, Asexual, and other expansive and non-conforming identities. Pride is also a time for queer people to celebrate queer existence, resistance, and activism, as well as for allies to come together in solidarity. I am a member of the Pride Planning committee, and alongside the dedication of so many incredible people, this Pride, the USSU is supporting the range of events that will take place on campus, from the Flag Raising to the Pride pancake breakfast, Pride Parade, and the Glitter and Gown Event

In June, the USSU will return to the University Council with a more developed and holistic outline of some of the goals and action items that we intend to work towards throughout our term. Between now and the next University Council Meeting, our executive team will continue to meet with members of the university, as well as students, to hear a wide range of voices, perspectives, and experiences.

On behalf of the University of Saskatchewan Students' Union and our 2025-2026 Executive Team, VP Deis, VP Jacob, VP Hubick, and myself, we are thankful for the opportunity to present our May Report to University Council. We are looking forward to the year ahead!



Respectfully submitted,

Emma Wintermute

President

University of Saskatchewan Students' Union

Pronouns: She/Her

