

Roy Romanow
Student Council Chamber



COUNCIL REPORT

OCTOBER 2025

October continues to showcase the multifaceted and deeply engaged work of the USSU, our Student Council, and our working committees. As we transitioned from September into October, the USSU hosted an Indigenous Makers Market in the Arts Tunnel, following the National Day for Truth and Reconciliation. This initiative was designed to uplift and celebrate the creative contributions of Indigenous students and community members, providing a platform for local artists to share their work and stories with the campus community.

In the month of October, the USSU has continued to amplify conversations about the urgent need for institutional change, particularly regarding the University of Saskatchewan's outdated sexual violence response framework. The current policy, last updated in 2015, contains broken links and references to obsolete roles rendering it ineffective and inaccessible. The USSU is calling on the University to prioritize the revision of this document with urgency. Proactive and preventative measures are essential to dismantling the culture of sexual violence on campus and ensuring student safety and support.

The momentum behind these initiatives is driven by the dedication of student leaders across campus. In early October, student councillors met with President Peter Stoicheff and Interim Provost Patti McDougall. This dialogue offered students an opportunity to engage directly with senior university leadership, ask questions, and share perspectives. Together we discussed the ways in which universities are working against the implications of growing sentiments of autocracy as spaces intended to discuss diversity of opinion, informed speech, and expression. It is important, echoing the sentiments shared by President Stoicheff and Dr. Patti McDougall to continue to amplify a multiplicity of perspectives and remain committed to resisting a monopolization of thought and opinion.

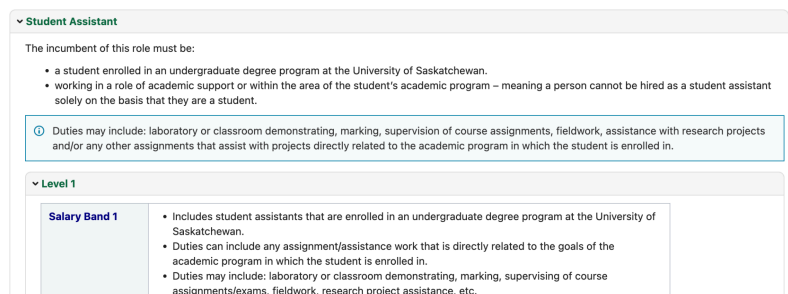
The USSU Students' Council deeply values these moments of connection, which reinforce the importance of student voices and contributions to the campus community. Such engagement strengthens the USSU's mission, vision, and values, and encourages broader participation across colleges in student governance and leadership. As midterm season intensifies, the USSU remains committed to supporting students through our academic and governance offices. Additionally, the Teaching Excellence Awards launched this month, celebrating innovative and compassionate teaching. These awards are more than recognition of individual achievement; they are a statement of institutional values. Ultimately, whether through advocacy, teaching and learning, programming, or direct support, we continue to stand alongside students amplifying their voices, addressing their concerns, and working toward a more inclusive and responsive campus environment.

On behalf of the USSU and University of Saskatchewan students, we are grateful to share with University Council our ongoing priorities, initiatives, and reflections.

President

Transitioning into October from September, student priorities are clear. USask undergraduates are concerned about the cost of living and its impact on tuition and accessibility to continuing their university education. The USSU met with MLA April Chiefcalf earlier this month to discuss the Rent Caps and issues of housing. Precarious housing situations exacerbate various student concerns, making them a primary advocacy issue for the USSU to address in support of our growing student population. Additionally, following in the motto of a university that works to “Be What the World Needs,” USask students are continuing to be globally engaged citizens, critically questioning systems of oppression, and are speaking out. These two issues highlight the broader significance of ongoing student mobilization and advocacy on key issues and priorities. Even with the busyness of the Fall Term and with midterm season well underway, students are asserting their voices in critical ways, and the USSU is working alongside students to support their various projects and initiatives.

On October 1, students gathered to participate in the USSU *Pay it Forward* forum. Here, students engaged in discussions about undergraduate student wages and salary bands. Through talking across colleges and various disciplines, students alongside the USSU were able to decipher that one of the barriers to transparent undergraduate student wages at USask is the minimal information and metrics provided in the explanations and categorization of undergraduate student positions and job opportunities. Specifically, there appears to be little ability amongst undergraduate student workers to reach a consensus in order to distinguish what constitutes the work or rationale for variation in starting salaries in relation to work profile. The Pay it Forward student forum was successful, bringing together students and encouraging discussion and openness about wage variance. Additionally, it encouraged students to feel empowered to ask their supervisors questions about their compensation. The USSU will continue to review this topic; however, it will look to the university Human Resources Strategic Business Advisor for further conversation. Additionally, the USSU encourages increased transparency and description for students so that they are able to better understand the potential of their monetary compensation as an undergraduate employee at USask.



Screenshot dated October 13, 2025

This month, the USSU team has begun Anti-Racism and Anti-Oppressive Training with Liz Duret and her team, including Charlene Brown, John Shellings, Ida Belete, Jordan Hartshorn, Jocelyn Orb, and Isabel Bacalao Azpurua. As representatives and advocates, we provide critical support, services, and contact points for students. It is important that the USSU is best able to support and work alongside all students as well as learn more about subtle and overt racism, bias, oppression, and systemic barriers that we inevitably perpetuate in our daily lives. The USSU is grateful to this team for their dedication to starting and facilitating spaces for uncomfortable but necessary conversations and for challenging all members of the USSU to dig into white privilege and fragility, and become more engaged and aware members of the university community. I encourage all members of the USask community to explore Anti-Racism and Anti-Oppressive training and to seek out opportunities to challenge their own bias.

Looking to the work of students in advancing issues of EDI, it is necessary to acknowledge that students will always be the most progressive voices in university spaces. History has shown us that it is consistently students who are making inroads in social justice movements, standing up for human rights, and protesting against oppression and violence. All of these areas are entangled in EDI work. As a result of changing societal landscapes and the increased polarization that continues to gain traction across Canada and the United States, student actions have demanded that universities commit to deeper engagements with Equity, Diversity, and Inclusion, as well as Justice and Belonging. As social issues continue to become politicized and the personal inevitably remains political, universities will need to adapt and take courageous action. We are living in an increasingly polarized world where trans rights are actively being rolled back and genocides are being perpetrated. The security of international students in Canada is precarious, and sexual and gender-based violence is ongoing. Students are expected to develop their education while attending university, but are also dealing with the impacts of bias and hegemony.

USask students are pushing back against the violence being perpetrated across the world. In the process, they are demanding human rights, peace, and inclusion, as well as pushing back against all forms of discrimination, including anti-semitism, Islamophobia, and racism. On October 8, I attended the Liberation Zone. Located in the Bowl, Students for Justice and Peace hosted a series of speakers from USask to share information about the importance of human rights and social justice. Specifically, USask students gathered to speak out about what has been classified by the United Nations as a genocide occurring against Palestinians. Echoing the conversation that was written in the *SHEAF*, students are calling on the university to acknowledge the ongoing genocide in Palestine and its catastrophic human, cultural, and environmental impact. Palestine is not separate from our campus, but rather it is deeply tied to EDI principles: opposing racism, colonialism, and systemic violence. Specifically, students are calling for a commitment to institute an explicit human rights framework in our USask

investment policy to prevent future investment in companies that commit human rights violations worldwide.

The USSU met with the President's Executive Council in early October for a deep and rich discussion about EDI. The executive team is grateful for the opportunity to have these conversations with various leaders around the table; active engagement with EDI continues to be a priority within my portfolio. This is because I fundamentally believe that the University of Saskatchewan should be more than just a place for students to obtain degrees. It should be a space that encourages a critical questioning of the status quo. As language shifts, understandings of legacies of oppression evolve, and the campus community continues to welcome diverse student experiences, there will need to be continuous space for growth and transformation.

This month, I had the opportunity to continue to connect with students, staff, and faculty from the Prince Albert Campus. The Board of Governors visited Prince Albert to engage with the broader community and facilities. Additionally, I was fortunate to work alongside Hanna De Peel, who has become our first USSU Member of Student Council from PA, as well as meet other student leaders at the Prince Albert Campus. Encouraging ways to connect and collaborate is necessary to student engagement and success at USask. The growing relationship between the USSU and Prince Albert Campus is something I am truly grateful for and excited to continue developing.

The University Students' Council continues to meet weekly, and our various committees are up and running. I am supporting the Governance, Advocacy, and Indigenous Student Advisory Committees. These committees are composed of both council members as well as students at large who are eager and committed to student leadership and governance. The Governance Committee is meeting to review the USSU bylaw and ensure that they are relevant and reflective of the work carried out by the USSU. In anticipation of our November 20th AGM, the USSU has opened up submissions for USask students to suggest revisions and amendments. The USSU Advocacy Committee is currently supporting the USSU x SSAIC Coalition Against Sexual and Gender-Based Violence. Eight undergraduate students are currently working with the Saskatoon Sexual Assault and Information Centre to gain educational awareness and language about sexual violence and prevention. These students report to the USSU and the USSU Advocacy Committee with their reflections and experiences to aid in strengthening the USSU's awareness of ways to best support students and continue to speak out about sexual and gender-based violence occurring across campus. Furthermore, the USSU is calling upon the University of Saskatchewan to commit to updating the Sexual Assault Prevention Policy with increased urgency. If faculty or staff are interested in learning more, and digging into the ways students feel that support and allyship can be best provided, the USSU has access to a recording of the (Re)Defining Leadership and Responses to Sexual and Gender-Based Violence lecture that was given by Morgan Price, Educational and Outreach Coordinator at SSAIC during the USSU

Women's Centre's Sexual Violence Awareness Week in late September. Additionally, the Indigenous Student Advisory Committee will meet to discuss ways to advance Indigenous Student agency and foster connections and collaboration between Indigenous and non-Indigenous students across USask. Working on ways in which to strengthen student commitments to Truth and Reconciliation, as well as promote ongoing dialogue, the USSU seeks to work alongside Indigenous student leaders to advance initiatives.

Ultimately, the USSU continues to work to amplify the voices of the students and the various issues, projects, and topics that are important to USask undergraduates.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Emma Wintemute', with a stylized, cursive script.

Emma Wintemute

President

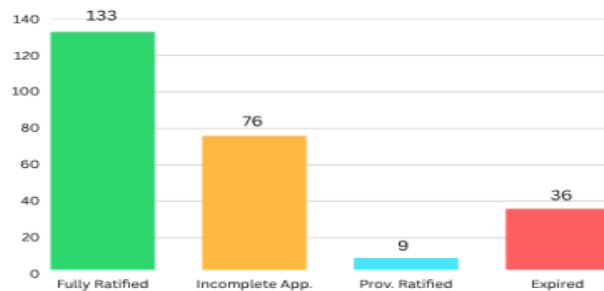
University of Saskatchewan Students' Union

Vice-President Operations & Finance

Summary:

With the term now in full swing, our tenures as USSU executives are halfway complete. Although the rapid progress of my term is somewhat staggering, with campus groups, Transit, and finances and budgeting under my portfolio, I have kept rather busy. Since my last report, I have focused on supporting campus groups, reviewing upcoming Transit updates, and contributing to outreach efforts through the University Students' Council and other committees.

Campus Groups:



At the time of writing, 133 groups are fully ratified, with nine provisionally ratified, awaiting payment of their fees. These groups have fulfilled all the requirements listed in [CG-2, Campus Groups Operations Policy](#), including writing or providing a constitution, hosting elections, opening a bank account, and explaining their group's primary purpose. A breakdown of campus group ratification applications is below:

Most of these requirements involve administrative documents and contact information, but I would like to highlight our GOALS training. GOALS stands for **Group Orientation And Leadership Sessions**. It is an essential orientation program for campus group executives to ensure that they respect and understand the vision, mission, and values of the USSU and the university. This year, our GOALS training is hosted on Canvas and includes the following modules:

- Anti-Racism and Anti-Oppression
- 2SLGBTQIA+ Vocabulary and Pronoun Usage
- Sexual Violence Recognition and Prevention
- Democratic Governance

Campus group executives who have commented on GOALS training have been remarkably positive regarding the content, much of which our Women's, Pride, and Help Centre Coordinators provided. I am encouraged by the widespread acceptance and acknowledgement of the value of GOALS training. I am happy that campus group executives are so willing to learn and engage with the content therein.

Overseeing campus groups also means overseeing funding requests and other benefits. I am happy to report that the USSU approved **\$7,447.82** in funding for campus groups by the end of September. Most of this funding is in the form of cash sponsorships and EDI funding, with the remainder allocated to credit at USSU-owned XL Print & Design, Louis', and Louis' Loft.

An additional benefit introduced for ratified groups in September is our Campus Club Space, an exclusive room for campus groups on the second floor of Place Riel. With a TV, kitchenette, whiteboards, plenty of natural light, a conference table, and more, the space is an excellent space for small events, meetings, and presentations.

To gauge how campus groups utilize our services, we recently released a [survey](#) that allows group leaders and members to share their concerns and comments about our various services and benefits for campus groups. Based on the survey results, we will make adjustments to our service delivery to better engage with our outstanding student leaders.

Transit

As I will report for all University Council meetings, with the Link (Bus Rapid Transit, BRT) system in the early stages of construction, the USSU is closely monitoring how we can prepare students for the profound changes to College Drive, the bus system, and travel throughout and across Saskatoon. I had the opportunity to attend a Transit open house with City of Saskatoon staff, which focused on how Transit will redesign the bus system to support Link. That is, how existing, non-BRT routes will serve an ancillary function to the Link system. The City is currently conducting a survey to learn what matters most to bus riders for consideration when making alterations. You can complete the survey online [here](#).

In addition to redesigning the routes supporting Link, City Council is reviewing bus fares. As noted in the [comprehensive report](#) delivered to Council on October 7, 2025, fares have remained frozen since 2016. As a result, Council is considering several potential changes to fare rates, while striving to support low- and middle-income users, including students. The Council invites residents to complete a [short survey](#) to provide feedback on the current fares and potential fare structures that City Council may adopt in the coming years.

Also notable with Transit is the data associated with the USSU's U-PASS. A majority of students eligible for the U-PASS, 55.98%, activated theirs in September. As the weather becomes colder in late October and early November, this number is expected to rise. We can expect a similar spike in activation during the Winter Term. With this, it is clear that students continue to use their U-PASS at high rates. In preparation for the Link program's opening in 2028, we will continue to work with the City of Saskatoon to ensure an affordable Transit pass remains available to students.

University Students' Council & USSU Operations

The start of classes brings with it the start of the USSU's University Students' Council (USC), bringing together undergraduate representatives from each college and constituency group (Indigenous and International students). This year, we are lucky to have extremely engaged and enthusiastic councillors who are representing their constituencies very well.

For the first time in many years, our council is nearly at full strength. We have representatives from almost every college and constituency, many of whom will be joining us at University Council. Our councillors had the pleasure of meeting President Stoicheff and Interim Provost McDougall in early October. The USC looks forward to engaging with administrators, faculty, and staff from all colleges and departments.

Through the USC, eleven committees oversee several aspects of the USSU's governance. I chair three committees: the Campus Groups Committee, the Finance and Assessment Committee, and the Student and City Connections Committee. At the time of writing, only the Campus Groups Committee has met. This committee assists me with ratification and funding requests, and also serves as a hearing board in the event a complaint is levied against an undergraduate campus group. I will regularly share the work of this committee in my University Council reports, including details on ratification and funding. Once my other committees meet, I will be sure to provide a more fulsome report on their activities.

Meetings and Advocacy

A project our executives have worked diligently on for this academic year is ensuring our Association of Constituency Presidents (AOCP) is functional. The AOCP gathers together the president or representatives of each constituency group organised by undergraduate students. The AOCP has met twice since August to brainstorm projects and initiatives.. Our goal is to unite undergraduate student leaders in advocating for the well-being of the nearly 20,000 undergraduate students at the University of Saskatchewan. We invite members of University Council to share with us, the USSU Executive, ideas and projects for the AOCP. Ultimately, our collective goal is to support our students, and we welcome ideas and suggestions to achieve this.

Respectfully submitted,



Owen Deis

Vice-President (Operations & Finance)

University of Saskatchewan Students' Union

Vice-President Academic Affairs

The month of October has been marked by both momentum and collaboration, a period where the groundwork laid out throughout my term has begun to materialize into visible and student-centered change. As the midterm season unfolded and the academic year reached full stride, my work's focus shifted increasingly toward ensuring that systems, policies, and supports are responsive to the evolving realities of student learning. This month has been characterized by deep engagement with students and faculty alike, helping students navigate complex academic situations, working with colleges to address course-level issues, and collaborating across committees and working groups to strengthen academic integrity, assessment, and accessibility.

One of the most consistent and meaningful dimensions of my role continues to be direct student advocacy. October saw a growing number of students reaching out with concerns spanning a range of academic issues, from appeals and grading inconsistencies to syllabus clarity and technological complications with new digital tools used in classrooms. These conversations have reminded us that while integrating new tools and systems can strengthen academic integrity and streamline assessment, we must also remain mindful of how these technologies interact with the realities of student learning. Ensuring that tools are compatible with students' existing systems, such as Chromebooks or iPads, and that contingency measures are in place when problems arise is essential to maintaining fairness and accessibility.

These cases have underscored a broader pattern, as the university adopts new technologies and course structures, students are facing new kinds of uncertainty. Many of these issues are not about misconduct or ability, but rather about communication, including unclear expectations, inconsistent course delivery, or misunderstandings about assessment design. Each student case represents a moment of vulnerability, but also an opportunity to strengthen the systems meant to support them.

What continues to stand out in these conversations is the responsiveness of college leadership and administrators. Throughout the month, I have had the privilege of meeting with faculty and deans across colleges to discuss both individual student concerns and systemic improvements. These discussions have been constructive and empathetic, grounded in a shared goal of ensuring that policy serves its intended purpose, to enable students to learn and succeed. The willingness of college leadership to collaborate on difficult cases, adapt practices, and think critically about how to make academic systems more transparent has been deeply encouraging.

A recurring theme in my advocacy this month has been the intersection between pedagogy and policy. Through the Academic Integrity Forum, co-chaired with Susan Bens, conversations have continued to evolve around the ways in which teaching design, workload, and assessment methods influence both integrity and student well-being. Rather than treating

integrity as a matter of compliance, the Forum continues to situate it within the broader ecosystem of learning, one that includes clear communication, fair assessment, and shared accountability.

This month's Academic Integrity Forum meeting built on that foundation, with valuable contributions from both faculty and student members. Discussions focused on consistency in how technology-enabled learning tools are handled and the importance of proactive communication between instructors and students about course expectations. Members also reflected on how pressure builds for students, particularly early in their academic careers, when they are uncertain where to seek help. The Forum emphasized the importance of developing help-seeking skills early on, exploring models such as mandatory first-year tutorials, similar to those some departments already provide.

Other institutions, such as the University of Manitoba, have integrated academic integrity into their first-year orientation through a president's address and mandatory tutorials, initiatives that signal to students and faculty alike that integrity is a shared institutional value. Similarly, the College of Graduate and Postdoctoral Studies' required integrity module has provided a model of consistency that could inform undergraduate practice. The Forum discussed the potential for a mandatory first-year academic integrity tutorial, providing all students with a baseline understanding of ethics, expectations, and sanctions. This establishes a foundation of knowledge and also allows the university to communicate consistent messages about integrity, fairness, and professionalism.

Discussions also highlighted the importance of connecting integrity to professional identity. For example, inviting speakers from industry to discuss ethics and accountability in fields like engineering or business could make these concepts more tangible and relevant. Integrating integrity into disciplinary contexts underscores that these principles extend beyond the classroom into professional life, where trust, once lost, can be difficult to regain.

Finally, members discussed innovative ways to help students engage with integrity as an active concept rather than a rule, such as student-led contests or creative projects that express what integrity means in their disciplines. The University of New South Wales model, where students produce short videos illustrating academic honesty, was noted as an inspiring example. As the Forum continues its work, a priority will be ensuring consistency in communication and policy across colleges while still respecting disciplinary differences.

Parallel to this, I have been closely engaged in ongoing policy and systems work through committees such as the Academic Programs Committee, Teaching, Learning, and Academic Resources Committee, Research, Scholarly, and Artistic Works, and Scholarships and Awards. Each of these spaces contributes uniquely to the shared mission of improving the academic

experience. The synergy between these committees and student perspectives has been invaluable in ensuring that reforms remain grounded in lived experience rather than theoretical intent.

The topic of academic support also took on a new dimension this month, with ongoing discussions around the implementation of the new Student Intake and Navigator positions. These roles are designed to provide structured, proactive guidance for students navigating academic challenges. The enthusiasm surrounding their introduction reflects a shared recognition of how critical early intervention and coordinated communication are for student success.

I have been in close contact with administrators and staff to explore how the USSU can work alongside these roles to ensure that students are directed toward the right supports early and consistently. The creation of these positions is a tangible step toward a more compassionate and accessible academic support ecosystem, facilitating communication with different groups, teams, and departments throughout the university. This collaboration is ensuring that students receive the best possible advice and clear pathways for navigating complex academic situations.

In parallel, much of my work this month involved collaboration with the Governance Office on appeals procedures and communication. We have been working to ensure that the appeals process is communicated to students in clear, accessible language and that the policy aligns with best practices across postsecondary institutions. Strengthening the connection between governance policy and student-facing resources is an important part of ensuring procedural fairness. A significant ongoing project is creating a more equitable system for academic sanctions, as the current process can be highly variable and inequitable across colleges. The goal is to establish a framework that is transparent, fair, and consistently applied, providing students and faculty with clear expectations while maintaining flexibility for contextual factors.

Undergraduate research remains another cornerstone of my portfolio. This month, I have been developing an Undergraduate Research Report that highlights trends, barriers, and emerging opportunities across colleges. Students continue to express strong interest in research experiences, but many encounter logistical barriers such as unclear pathways, limited funding, or lack of faculty connections. I have been reviewing the University of Alberta's Undergraduate Research Initiative, which offers a centralized platform for posting opportunities, an approach that could help USask strengthen equity and visibility in research access.

October also brought continued progress on initiatives related to teaching excellence and academic recognition. The Teaching Excellence Awards launched this month, celebrating innovative and compassionate teaching. These awards are more than recognition of individual achievement; they are a statement of institutional values. This month, I received emails from retired professors who shared that they still remember receiving a Teaching Excellence Award decades ago, highlighting how these awards can have a lasting impact on faculty morale and

culture. I look forward to seeing the enthusiasm students show for their professors through these nominations and the stories that will emerge from them.

The month also included several meetings and collaborations that speak to the strength of cross-campus relationships. From administrative discussions about academic processes and appeals to continued collaboration with student groups like the Visual Arts Students' Union, these engagements have underscored how student advocacy and faculty partnership intersect. It has been rewarding to see students showcasing their work and finding new ways to connect their academic experiences to the broader university community.

At the level of student governance, the University Students' Council officially began its work this month. The discussions I have brought focused on academic advocacy priorities, communication strategies, and fostering collaboration between executives and councilors. It has been inspiring to see the thoughtfulness that council members bring to understanding how policy translates into student experience and how advocacy can be made more proactive and cohesive.

Within the USSU's internal structure, the Academic Relations Committee will begin to play a key role in guiding advocacy priorities. The committee serves as a vital consultative body, a space to test ideas, share feedback, and gain perspective from students across various colleges. It has been especially valuable in shaping conversations about teaching quality and student concerns related to learning environments.

Looking ahead, several projects are gaining traction. The UBC AMS x USSU Centralized Exam Database collaboration continues to progress, with discussions focused on feasibility and student privacy. I also attended the Saskatchewan AI Community of Practice meeting, which provides a useful space for institutional collaboration on emerging pedagogical and ethical considerations related to AI in learning. Work on sanction equity and mentorship frameworks will continue, alongside efforts to further integrate the new Student Intake and Navigator positions into student support pathways.

These diverse threads, from research access and hearing reform to integrity, teaching excellence, and transparency, are united by a single goal: to make academic systems more coherent, humane, and equitable. The collaboration and goodwill that I have encountered across the university this month reflect a community committed to that same purpose.

As I reflect on October, I am struck by how much of this work depends on trust and shared intent. The progress we are making in integrity reform, research access, academic support, and student advocacy is only possible because of the openness and collaboration of faculty, administrators, and students. I am deeply grateful for the colleagues who approach these

conversations with care, and for the students who continue to share their stories, often in moments of difficulty, with honesty and courage.

The rhythm of the academic year is now well established, and while challenges remain, I am confident in the direction we are heading. As we move into November, my focus will remain on sustaining this momentum, turning dialogue into policy, feedback into reform, and collaboration into tangible improvements for students. Every conversation this month, whether in a committee room, an office, or a student meeting, has reaffirmed why this work matters and why it must continue with both rigor and empathy.

Respectfully submitted,

A handwritten signature in black ink that reads "Norah Jacob". The script is fluid and cursive, with the first letters of both names being capitalized and prominent.

Norah Jacob

Vice-President (Academic Affairs)

University of Saskatchewan Students' Union

Vice-President Student Affairs

Sustainability

As October has been designated Sustainability Month by the USask Office of Sustainability, the USSU has hosted several successful events directed at promoting environmentally friendly practices on campus. These events include a free clothing swap in partnership with the USOS, where students can pick up donated clothing in Place Riel North Concourse for free. We also collaborated with the USOS and The Sheaf to host a Sustainable Craft Night, where we used old newspapers to create new and useful items.

Events

In addition to the sustainability based events, the USSU has also enjoyed hosting the Indigenous Makers Market, as well as a Wall Climbing Social. The Indigenous Makers Market showcased some of the beautiful creations crafted by the talented artists at USask and the larger community. The Wall Climbing Social offered students a free PAC rock wall orientation and provided the opportunity to get to know other students over some fun physical activity. Coming up, we have a trivia night scheduled on November 3rd, and another Wall Climbing Social on November 19th.

Security, Safety, and Sexual Violence

As universities across the country are currently in the Red Zone (the six to eight week period at the start of the fall semester with statistically heightened instances of sexual assault), safety has been a top of mind issue at the USSU. We have been in regular communication with Protective Services to understand how we may work best together to prioritize student safety. The USSU has been focusing on how we may work to prevent sexual and gender-based violence on campus and has been strongly engaged with senior leadership and community resources on this topic.

USSU Centres

The USSU Centres have been very active the last few weeks, with the Women's Centre hosting Sexual Violence Awareness Week from September 22-26, the Help Centre hosting Mental Health Awareness Week from October 6-10, and the Pride Centre hosting Queerpalooza from October 20-21. Fresh Market, an affordable produce market held by the Food Centre is in full swing and with late night study up and running, Student Crew has been busy.

University Students' Council

University Students' Council has been a fantastic opportunity to get a full picture of student life on campus and hear the important perspectives of our students. The two committees I chair, the International Student Advisory Committee and the Student Life and Sustainability Committee. Both committees will meet on October 17 to discuss ways in which we may promote student community-building, sustainability, and internationalization on campus.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Emily Hubick', written in a cursive style.

Emily Hubick

Vice-President (Student Affairs)

University of Saskatchewan Students' Union